

Meeting Physical Education Standards Through Meaningful Assessment

**Research-Based
Strategies for
Secondary Teachers**

*Includes
web resource with
110 reproducible
forms*

**Greg Bert
Lisa Summers**



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Meeting Physical Education Standards Through Meaningful Assessment

Research-Based Strategies for Secondary Teachers

中学体育教学

Meeting PE Standards Through Meaningful Assessment

To Renee, Ryan, Lindsay, and Katie. I love you all!

—Greg

To Frankie and Jake and to personal health!

—Lisa

And to the students at Black Hills High School.
May you all engage in the spirit of the game!

PREFACE

How many successful people have you ever heard say, “I just make it up as I go along?” I can’t think of one.

—Mike Ditka

What is a physically educated person? How do we measure this? What do we assess? This book answers all of these questions and more. It grew from a need to add validity and research to our own grading system. It also grew out of frustration after seeing students continually earning superior grades for simply showing up, dressing down, and being good students! We found it difficult to explain our grades to students and parents, and we also found that our students’ grades were not accurately measuring our national, state, and district standards. We needed to change what we were assessing and how we were assessing it, and we needed to link our assessments to these standards.

We started asking ourselves what a physically educated person looks like. What are the characteristics of a physically educated person? We attended an in-service training in our school district and met a speaker who talked about what really matters—teaching students objectives, standards, and goals that will make them successful at the next level. For secondary students, this is defined as what they need to be able to do and understand in order to lead a healthy and active lifestyle. Our students need to know what is necessary in order to be active adults. We have national, state, local, and professional teaching standards to address to our students. When we add these up, we are teaching 50 to 60 components each year. We decided to simplify this process and make our grades more meaningful by identifying the

standards that got our students to the next level and doing a great job teaching those standards.

This book discusses six standards that will move students into the next level of adulthood physical activity. Readers will learn how to identify a physically educated person and what to do if students are not meeting standards and are not ready to move on. This is a practical book giving teachers simple, easy-to-implement strategies to assess and evaluate students via standards-based grading.

This book is written for the secondary physical education teacher. Its purpose is to teach experienced and new teachers how to apply and use standards-based assessment (SBA) practices. This book will teach physical educators how to identify and plan quality lessons. We provide learning targets for each of our standards and ready-to-use formative and summative assessments. The assessments are based on the works and suggested teaching strategies and assessments of Rick Stiggins and Robert Marzano.

This book is significant because it gives ideas, strategies, and assessments that teachers can implement the next day, with easy-to-understand game-based drills, small-group games, and cognitive assessments. Demystifying the relationships among assessment, standards, and classroom practice, *Meeting Physical Education Standards Through Meaningful Assessment: Research-Based Strategies for Secondary Teachers* prepares teachers to create effective instruction plans. It offers teachers a framework to link standards and assessment through instruction as well as an up-to-date road map to navigate state and national education requirements.

The book is divided into three parts. Part I is the brains of the book, where you will quickly learn why you should choose SBA, you will familiarize yourself with the national standards, and you will be able to understand the importance of selecting effective strategies to improve formative and summative assessments.

The application of effective strategies in creating assessments for each standard are discussed and shared in part II of this book. We provide templates and answer keys for both formative and summative assessments.

In part III we discuss how to assess multiple standards simultaneously. In addition, we discuss how to differentiate instruction for varying abilities and needs and how to objectively assess students during activity.

This book is supplemented by a web resource that includes all of the assessments discussed throughout. Blank forms are included, as well as answer keys and samples. With these tools, you can implement your own SBA system with ease.

Teaching is part art and part science. We are dealing with real students who come with different shapes, sizes, and life experiences that can make our job both difficult and meaningful. In this book, we show you what has worked for us at Black Hills High School in the Tumwater School District and at the same time blend in educational research that supports our assessment strategies. As a NASPE STARS School, we

have been successful in identifying and producing quality physically educated students. With our National Board Certifications in physical education along with being distinguished as state, regional, and national NASPE Teachers of the Year, we hope to make your passion as a physical education teacher a bit more meaningful and easier and to help you feel more validated in your work.

We have shared our ideas with many other physical education teachers at state and district conferences. We have learned from these other professionals the need for and interest in collaborative work. Teachers want to change their current systems but struggle with how to start the process, what it can look like, and what are creative ways to improve student learning. And that's what it comes down to: This book has the building blocks to improve student learning. Teachers can get meaningful methods to assess for learning. Easy-to-read and free of technical jargon, this text focuses squarely on what teachers need to know in order to make assessment work in the classroom and gymnasium.

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I wish to thank my wonderful wife, Renee, who has supported me in this project and who continues to be the love of my life. My children, Ryan, Lindsay, and Katie, may you all grow and feel fulfilled in your lives the way teaching has done for me. I love you all so much! To my mom and dad, who always believed in me, and to Janice, my speech therapist, who helped me become a teacher.

I also wish to acknowledge my future, present, and former physical education students who have inspired me and taught me many lessons. To my students from Drew Junior High, Saint Stephen's School, Curtis Intermediate, San Bernardino High School, Victor Valley College, Barstow College, Barstow High School, Tumwater High School, Black Hills High School, and Saint Martin's University, I remember you, and I wish you all the best.

I wish to thank many fellow physical educators. Lisa Summers, I have had the pleasure to write and teach with you over the years at Black Hills High School. Your teaching skills and passion for our field inspire me daily. Lori Dunn, my friend and mentor, brought me into the AAHPERD, NASPE, and WAPHERD worlds! To the NASPE TOY Class of 2007: Maggie, Connie, Linda, "Tip," Kevin, Roberta, Bob, Deb, Lori, Susan, Nancy, Katie, Emily, Ulrike, Lynne, and De—your picture inspires me each day!

I had two wonderful physical education teachers when I was in junior high school: Mr. Kahn and Mr. Merriman. Thank you!

—Greg Bert

Come to the edge.
We might fall.
Come to the edge.
It's too high!
COME TO THE EDGE!
And they came
And he pushed
And they flew.

—Christopher Logue

I have had several people and experiences in my life that convinced me to take risks, pushed me into being my best self, and challenged me. Because of those people and my experiences, I enjoy a career in physical education, I enjoy a healthy and fit life, and I am passionate about life. I would like to thank the teachers, motivators, and supporters in my life.

From the day I was born, my parents have pushed me. I was told at an early age that I was valuable and important. I was encouraged through sports, activities, and academics. I was given a strong foundation of self. I knew who I was, what I wanted in life, and what I wanted to enjoy. And my parents always encouraged me to pursue those passions. Thank you, Mom and Dad, for encouraging me to come to the edge and for pushing me all these years.

My husband exemplifies support. He allows me to fly and enjoy my flight. He supports my interests and passions and partakes in all of my school commitments and extracurricular activities. Jake, I am grateful for your ongoing love and support. Thanks for reading this work and having lunches and cooked meals ready for me when I was too tired to feed myself. You make it easier for me to fly!

Without Dr. Leann Martin, who knows what type of physical education teacher I would have become? She was and still is my mentor. Her

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competence, with-it-ness, and professionalism truly inspired me to pursue those qualities in my own teaching. Every time she teaches, I get a new idea. She continues to improve her craft, continues to push herself creatively, and displays insightful attention to detail. Dr. Leann Martin, I applaud you, I thank you, and I am forever grateful to you for helping me to develop into a passionate and hard-working physical educator. You definitely pushed me, and I am enjoying the ride.

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book with you and I am truly honored to share this experience with you. We have taught and worked side by side for many years, and it has been with great pleasure. You are entertaining, charming, witty, and a real physical educator. You remind me each day that we can make a difference in physical education, we can make an impact with our students and community, and with perseverance and hard work we can continue to vocalize the need for physical education in all schools and at all grade levels. Thanks, pal, for everything. It's been a wonderful flight with such a dear friend.

—Lisa Summers

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Introduction to Standards-Based Assessment

Getting Started With Standards-Based Assessment

Students who can identify what they are learning significantly outscore those who cannot.

—Robert J. Marzano

What does it mean to be physically educated? This key question should guide our physical education philosophy, learning objectives, outcomes, and assessment.

Standards-based assessment (SBA) is an assessment system that relies on measurable standards that describe what every student should know and be able to do. *Standards* are statements of educational goals established by district, state, and federal governing bodies. Each standard has specific and intentional *learning targets* (or *learning objectives*) that guide teaching and directly connect instruction and assessment. These learning targets are statements of what we want students to comprehend, apply, appreciate, and demonstrate. *Assessment* is the means by which we check students' progress in achieving learning targets and meeting standards. Assessment is so much more than giving a test at the end of the unit. It is an ongoing teaching process by which we continually evaluate student performance over several opportunities. If the best assessments tell us what our students are truly learning, doesn't it make sense that those assessments should be based on the standards that tell us what we want students to learn?

SBA ensures we are using academic standards as the primary focus of our instruction. The out-

comes of these assessments tell us whether students are exceeding the standard, meeting it, or failing to meet it. The expectation that all students can meet a standard becomes a reality when we give students the time, feedback, and assistance that assessment requires. "The primary goal of a standards-based system is for all students to meet the standards. That is, to be competent or proficient in every aspect of the curriculum. The key is to evaluate student achievement using similar criteria, consistently applied at all levels" (O'Connor, 2007, p. 3).

Many students show up for physical education, dress down, and behave well. But why should we use these behaviors to assess learning? They are just part of what we should expect from a physical education student, and they do not indicate whether the student is physically educated. SBA gives us a way to focus our instruction on intentional educational outcomes rather than behaviors that don't necessarily reflect learning.

We have created an SBA system at Black Hills High School that identifies six power standards that coincide with the six National Association for Sport and Physical Education (NASPE) physical education standards and support the philosophy of teaching lifetime sport and fitness skills. Each power standard has a corresponding *kid-friendly objective (KFO)*, which is a simplified definition of what students should be able to learn in physical education class. We organize our philosophy, learning targets, and assessments around our power standards, each of which has its own KFO that can be easily understood by students, parents, and administrators.

What Is Standards-Based Assessment in Physical Education?

We have found that using a research-based assessment system that focuses on proficiency or mastery at a set point in time works best for our students. Our students know what we are assessing them for, and we use various teaching methodologies to get our students to mastery or proficiency.

Using SBA allows us to be objective and accurate when we grade in physical education. Because it eliminates bias, distortion, and subjectivity, students are less apt to be confused about what they are being graded on and how they are assessed. It also brings validity to how we grade our students, giving real meaning to grades and reflecting learning as students either meet or fail to meet the standards. Students receive an authentic assessment of what they understand and are able to do, which creates more student buy-in. All students have set criteria for the same work and are measured similarly, which helps ensure a grade that is accurate, timely, and fair.

Clearly communicating to our students how they are being assessed and what they are being assessed on is a vital task in SBA. Grade marks are developed and communicated to build motivation and sustained work ethic. We share with our students why they are learning and being assessed on skills, concepts, and understanding of the importance of participating in a vigorous, active, and healthy lifestyle. If we can lead our students to value what they are learning, they gain a deeper appreciation of what they are learning.

What we most appreciate about SBA is that it allows us to adapt our instruction by reflecting on students' understanding. Who met the standard? Who did not? Who exceeded it? Who didn't learn it, and who partially learned it? Answering these questions is the key to differentiating instruction within our physical education classes. We discover who needs to be challenged with deeper enrichment, who needs more instruction to meet the standard, when the class will be able to move on, what we may need to reteach, and when we may be able to provide more in-depth instruction.

Another important part of SBA is to identify and assess learning targets from standards. These learning targets ensure that we grade on academic content, which means we are not basing our grading solely on attendance, behavior, and

effort. Academic content in physical education is based on movement and concepts.

We provide multiple assessment opportunities for our students to demonstrate meeting or exceeding standards. This ensures that all students, who learn at varying rates, are given opportunities to show mastery.

SBA measures what a student should know and be able to do at each grade level. This ensures both vertical and horizontal curriculum alignment. What is most apparent with SBA is evidence of learning, teacher adaptations to student needs, and alignment of teaching with standards.

What Standards-Based Assessment Is Not

The practice of teaching, testing, and moving on to the next unit, which used to be common in physical education, is not quality education. Grades determined by a bell curve, average score, or mean do not accurately measure what a student knows; they only show how students compare with each other. In addition, the older systems of assessing and grading did not give students who learn at slower rates a chance to be retaught, take retests, or demonstrate their learning to the teacher. In the past, students were rewarded for speed in learning, but we do not all learn at the same rate, and we need to accept these differences in our students.

One-time or overly weighted projects, labs, or single measures can unfairly skew grades. This high-stakes assessment is unfair, does not motivate students, and simply does not work. We need to check for understanding multiple times before we can give a project or a lab.

We also know that subjective considerations such as extra credit, attitude, dressing, neatness, showing up, and behavior do not accurately reflect our chosen standards. These are behavior or attitudinal expectations.

Using ineffective assessment practices does not help or motivate our students. Many students give up once they receive a poor grade because they do not have a chance to perform to standard. This has helped to create an "I hate physical education" attitude because there is no chance to catch up, receive help, and be assessed fairly on what they can do. We have found that if students are not successful in physical education, they choose not to take it as an elective. Students across the United States are waiving

physical education, and one reason may be arbitrary grading. Once again, SBA is more effective than grading subjectively, grading by a curve, giving one test and moving on, or offering extra credit. SBA measures what a student knows and is able to do.

Steps to Create a Standards-Based Assessment System

We recommend taking the following steps to create your own SBA system.

1. Write standards and KFOs. For each grade level, choose your standards. These can come from state, district, and national physical education standards. The power standards we use in this book are mostly derived from the NASPE physical education standards, but they are also informed by other standards relevant to our state, district, and school. Write a corresponding KFO for each standard, and use it frequently in communicating with students, parents, and others about the standards. Chapter 2 goes into greater length about our six power standards.

2. Organize learning targets for each standard. Students need to know what they are expected to learn and why. Learning targets are the specific objectives for each standard that you

want students to be able to demonstrate, understand, and value. They should further describe the content of each standard. You'll see detailed examples in chapter 2 of learning targets that were developed to support our six power standards.

3. Create an assessment process. You'll have to decide how to score assessments and how that translates to grades. We use an *E, M, PRO, BLS* grading system. Many may refer to our grading system as a rubric (table 1.1). It aligns with our state (Washington) assessment scoring system and allows for consistency in reporting student learning.

We use our state's performance expectations (PEs) and grade-level expectations (GLEs), the NASPE national standards for physical education, and our district's power standards as the foundation of our instructional curriculum. Therefore the report card is based on assessments of the student's learning at determined points in the year.

In a standards-based system, students are evaluated on how well they are progressing toward meeting the standards at each reporting period. Evaluation tools may include summative and performance assessments. This is the grading rubric we use to communicate level and description of student performance with concepts and skills:

TABLE 1.1 Sample Rubric

Exceeds standard (<i>E</i>)	Meets standard (<i>M</i>)	Progressing toward standard (<i>PRO</i>)	Below standard (<i>BLS</i>)
The student consistently and independently demonstrates a deeper understanding of grade-level standards and applies key knowledge, skills, and concepts beyond what is required.	The student consistently meets the grade-level standards and applies key knowledge, skills, and concepts.	The student inconsistently meets the grade-level standards. The student inconsistently applies understanding of key knowledge, skills, concepts, and processes.	The student is not meeting the standards as described and shows lack of understanding of the concepts and skills. The student is working significantly below standard in this area.
<i>E indicates the student grasps, applies, and extends the key concepts with more complex content.</i>	<i>M indicates the student met the expected level of performance. All students are working to be able to meet grade-level standards in all subjects.</i>	<i>PRO indicates the student is not able to regularly meet the established performance expectations or grade-level expectations for a given subject. Contact and planning with the home is important to bring performance up to grade level.</i>	<i>BLS indicates the student is struggling and shows serious misunderstanding of concepts and skills. Contact and planning with the home is important to bring performance up to grade level. Further diagnostic assessment might help determine the appropriate intervention and instructional support.</i>

3 points	=	E	=	exceeds standard	=	A
2 points	=	M	=	meets standard	=	B
1 points	=	PRO	=	progressing toward standard	=	C
0 points	=	BLS	=	below standard	=	D

Be sure to also record reteaching and retake options and policies. Note that the standard for mastery is at least 80%.

4. Create ways to communicate assessment and grading to parents. It's important to keep parents informed of how and why their children are being assessed and graded. There are many ways of doing this. For example, you could use a report card like the one shown in figure 1.1. This is an example of our report card that shows each summative assessment given to our students. These summative assessments are explained later in the book under each standard. You might also use a progress report, an e-mail update, a website, or an open house to stay in touch with parents. You may already have methods that work well for you, but now is a good time to consider additional or new ways to connect with parents about your plans for helping their children to become physically educated. The important thing is to make sure you clearly communicate to parents how their children are being assessed and graded.

5. Develop and maintain a workable gradebook. Organize grades by power standards. We recommend recording formative assessment scores but not counting them toward grades. Record summative assessment scores and count them toward grades.

Grading to Reflect Learning

Summative grades must reflect what students can show, perform, understand, and demonstrate with success. Only then will students' grades truly reflect learning!

In the brilliantly crafted book, *A Repair Kit for Grading*, author Ken O'Connor specifies 15 fixes for broken grading systems. A broken grading system is one that uses nonstandard grading criteria such as attendance, conduct, extra credit, dressing down, and other factors that do not directly measure meeting of standards. The book states that in many school districts, students are not receiving consistent, accurate, and meaningful grades that reflect student learning

and that many criteria do not reflect what has been learned.

Here are some pointers for developing grading systems that reflect learning.

1. Grades must reflect only student achievement. Do not use desired behaviors, such as attendance, behavior, dressing, and effort, for summative grades. These desired behaviors are not a true measure of learning. However, it is a good idea to communicate students' progress in these desired behaviors in a supplemental report to parents. Rate effort by checking off persistence, striving for accuracy, time on task, and dressing. Give descriptive feedback. Give consequences for negative and off-task behaviors, such as requiring students to spend extra time after school, taking away certain privileges, and so on.

2. Build support systems for students. Penalties for poor performance do not accurately reflect what has been learned and actually decrease motivation to improve and to turn in missed assignments. We do not assign zeros for incomplete, missing, late, or low scores. Zeros imply that there is no hope to complete or relearn material. We allow students to turn in late or missing work, regardless of the reason, and focus on assisting students who need help with making up work. Often students do not turn in work because they do not understand the lesson. It's important to allow students to earn the grades that they need, even if this means they must make up the work late. Students all learn at varying rates.

3. Seek specific evidence that supports higher levels of learning when giving out supplemental assignments. Don't allow bonus points or extra credit for grades. They distort grades and do not report higher levels of learning. Any extra work opportunities should exist solely for the purpose of demonstrating higher levels of learning and should support power standards and learning goals.

4. Organize grading information by power standard. As you will see throughout this book, all of our assignments, assessments, and class activities relate to a power standard. To organize grading information by power standard, we first

Physical Education Report Card

Name _____ Class _____

I Am a Physically Educated Person

1. I can move correctly.

- _____ Biomechanics of Human Movement Project
- _____ Graphic Organizer: Yoga Bingo
- _____ Graphic Organizer: Biomechanical Principle Bingo
- _____ I Can Move Correctly: Self-Reflection

2. I can train myself and others.

- _____ FITT Project
- _____ I Can Train Myself and Others: Self-Reflection
- _____ State test of health and fitness (not included)

3. I participate regularly.

- _____ Physical Activity Opportunities in My Community: Parks and Recreation
- _____ Physical Activity Opportunities in My Community: Fitness Industry
- _____ I Participate Regularly: Self-Reflection

4. I am fit.

- _____ I Am Fit Versus I Am Not Fit
- _____ Fitness Tracker
- _____ Fitness Log
- _____ Fitness Profile
- _____ I Am Fit Project
- _____ I Am Fit: Self-Reflection

5. I can play fairly.

- _____ Spirit of the Game Project
- _____ I Can Play Fairly: Self-Reflection

6. I value physical education, fitness, and health.

- _____ Sponsoring Your Own School Run
- _____ SMART Fitness Goals: Cardiorespiratory Endurance
- _____ SMART Fitness Goals: Muscular Endurance
- _____ SMART Fitness Goals: Flexibility
- _____ Self-Reflection Assignments
- _____ Fitness Calendar
- _____ Personal Fitness and Nutrition Log
- _____ I Value Physical Education, Fitness, and Health: Self-Reflection

FIGURE 1.1 Sample report card.