

## **Ohio's Credit Flexibility Plan**

Senate Bill 311 (the Ohio Core legislation) raised the graduation requirements for high school students, with the goal of increasing the number of students who are ready to meet the demands of this global and technological age. Among its provisions, it included a requirement that the State Board of Education adopt a plan by March 31, 2009, that enables “students to earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction.” School districts, community schools and chartered nonpublic schools “shall comply” with the provisions of the plan, phasing in its provisions during the 2009-10 school year.

Ohio’s plan for credit flexibility is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject and allow tailoring of learning time and/or conditions. These are ways in which aspects of learning can be customized around student interests and needs.

Students may earn credits by:

- Completing coursework;
- Testing out of or demonstrating mastery of course content; or
- Pursuing one or more educational options (e.g., distance learning, educational travel, independent study, internships, music, arts, after-school/tutorial programs, community service or other engagement projects and sports).

Credit flexibility is intended to motivate and increase student learning by allowing:

- Access to more learning resources, especially real-world experiences;
- Customization around individual student needs; and
- Use of multiple measures of learning, especially those where students demonstrate what they know and can do, apply learning or document performance.

### **Physical Education and Credit Flexibility**

Physical education teaches students the importance and value of physically active lifestyles. There are a variety of benefits gained through physical education. Personal health, social skills, self-esteem, fitness concepts and techniques, motor skills and knowledge base are areas that can be positively impacted and provide lifelong connections. By using credit flexibility plans, students can pursue individual interests while meeting state standards and local curriculum.

Worksheets are provided in this document to assist students with developing individual credit flexibility. The amount of content covered in the benchmarks and indicators for the Academic Content Standards for Physical Education assumes a daily physical education program.

### **How to incorporate the Credit Flexibility Worksheet**

The worksheets provide state standards, benchmarks, organizers and indicators, as well as sections to list the activity/ies that will be performed and the assessment/evidence that is planned to be provided. The student will be responsible for aligning his or her plan with local curriculum as well as to the state standards, provide a description of the activity and explain how competency will be met.

## Physical Education Teacher's Responsibilities

Although some of the process of a credit flexibility plan can involve an instructor outside of the school (i.e. a dance, yoga, karate instructor, etc.), a physical therapist, and in other cases no teacher at all, a licensed 9-12 physical education teacher within the school district still does have some responsibilities in the process of every credit flexibility opportunity. The physical education teacher should review the plan and must ensure that the plan identifies ways of providing evidence for him/her to determine that student demonstrates competency within each benchmark. Furthermore, a physical education teacher must be highly involved in the evidence process, as law requires the district to assess all students on the success of each of the benchmarks once per grade band using the Ohio Physical Education Evaluations. The teacher will ensure that the evidence provides enough evidence to make a determination of the scoring for each and submit the student's scores within the school year in which a grade/credit was issued. Additionally, the physical education teacher must ensure the evidence provided not only can determine accurately where the student scores on the Ohio Physical Education Evaluations, but he/she is the one whom provides a grade that determines credit for the overall credit flexibility based on them the evidence and understanding that is submitted to the district.

## Academic Content Standards Framework Physical Education K-12

The Ohio High School Physical Education Standards, Benchmarks, and Indicators can be viewed at:

<http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Physical-Education/Updated-Physical-Education-Standards.pdf.aspx>

This may help to better understand the format and what learning outcomes are expected sometime throughout the Ohio High School Physical Education Courses provided by your local district.

## Assessment Information

It is important for students, teachers, parents and other stakeholders to know if the student is meeting the state physical education academic content standards and local curriculum. Assessment provides the means through which a student can demonstrate his or her understanding and skills in relation to state standards and local curriculum.

A comprehensive and thoughtful assessment system provides feedback with needed information about student performance. Results provide students with a way to determine what they are learning and what is needed to improve performance. Assessment results also allow an individual to reflect on the plan's effectiveness.

There are a variety of ways to assess student achievement in physical education. The following tools can be used to assist in providing assessment. This is not a comprehensive list; rather, it is information which can help guide the development of a credit flexibility plan in the area of assessment. See the Ohio Physical Education Evaluations on page 4-26 for more specific examples.

- **Checklist** – A list of items for verification purposes, used to pinpoint specific actions or traits of a presentation with predetermined criteria.
- **Performance Task** – A goal-oriented evaluation, where a student will demonstrate a competency and the teacher/evaluator will review the performance on the basis of certain benchmarks (e.g., demonstration of a routine, locomotor sequence and oral report).
- **Record of Performances w/ evidence linking to understanding**– Video of skill performance, specified skill evaluation by expert using various rubrics, and other authentic data which correctly characterizes student performance.
- **Rubric** – A rating scale and record of criteria connected to learning objectives through which student comprehension, proficiency and performance can be evaluated.

- **Interview, Survey and Questionnaire** – Tools used to collect information on thinking and feelings toward a specified topic.

**Types of Student Assessments**

There are many types<sup>1</sup> of student assessments that can be used in physical education. Some types which may be helpful in the development of credit flexibility plans are in the table below.

<b>Performance Tasks</b>	<b>Teacher-Generated Written Tests/Worksheets</b>
<ul style="list-style-type: none"> <li>• Fitness assessment with analysis</li> <li>• Game play</li> <li>• Instruct a lesson</li> <li>• Interview and reflection</li> <li>• Movement sequence – dance, gymnastics, locomotor</li> <li>• Oral report</li> <li>• Showcase</li> <li>• Warm-up routine</li> <li>• Demonstration of proper fitness/specialized skill techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Fill-in-the-blank</li> <li>• Label diagram</li> <li>• Matching</li> <li>• Multiple choice</li> <li>• Open end response</li> <li>• Rubric</li> <li>• Short answer</li> <li>• True/False</li> </ul>
<b>Student Products – Alternative Approaches</b>	<b>Written Records</b>
<ul style="list-style-type: none"> <li>• Audio/Visual</li> <li>• Audiotape</li> <li>• I-movie</li> <li>• Poster</li> <li>• Videotape</li> <li>• PowerPoint</li> <li>• Prezi</li> <li>• Pedometer or fitbit results (with analysis/plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal</li> <li>• Brochure</li> <li>• Checklist</li> <li>• Newspaper (clips)</li> <li>• Personal fitness plan</li> <li>• Rating scale</li> <li>• Record of performance</li> <li>• Reflection</li> <li>• Research paper</li> <li>• Rubric</li> <li>• Student journal</li> <li>• Student log</li> <li>• Student project</li> <li>• Student survey, interview, questionnaire</li> </ul>

**Ohio Physical Education Evaluations (assessments)**

<sup>1</sup> Adapted from *New Hampshire Physical Education K-12 Assessment*; New Hampshire Association for Health, Physical Education, Recreation and Dance; New Hampshire State Department of Education, 2007

These could be completed as evidence for most (if not all) benchmarks and/or used as a reference to ensure evidence is being provided and competency is being met.

### Ohio Physical Education Assessments

**Standard  
1**

**A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

**Benchmark  
A**

**Demonstrate combined movement skills and patterns in authentic settings.**

**Grade Band: 9-12**

**Options:** Choose one or more of the following:

- |    |  |
|----|--|
| 1. | <a href="#">Specialized movement patterns in health-related fitness activities</a> |
| 2. | <a href="#">Specialized locomotor skills in individual performance activities</a>  |
| 3. | <a href="#">Movement Patterns and Dance</a>  |

#### Option 1: Specialized movement patterns in health-related fitness activities

**Task:** Student will demonstrate at least five specialized skills. In order to achieve a rating of “advanced,” the student also must demonstrate at least two advanced skills. Teachers or students can select the exercises that are appropriate for this assessment. Furthermore, the teacher will determine which skills are basic and which are advanced. This could be completed with a weight training or fitness unit.

#### Basic specialized skills could include:

1. Machine weights;
2. Single movement free weight, etc. (these have less complexity within the critical elements);
3. Various singular movements.

#### Advanced specialized skills may include:

1. Type of equipment used: Free weight with multiple critical element variables;
2. Combination of movements with equipment and/or complexity in the critical elements (e.g., kettlebell swing);
3. Multiple limbs and/or coordination of multiple body segments.

#### HEALTH-RELATED FITNESS SKILLS SCORING GUIDE:

Level	Criteria
<b>Advanced 3</b>	All basic specialized and at least two advanced specialized fitness skills are performed fluidly with proper technique.
<b>Proficient 2</b>	At least five specialized exercises within health-related fitness skills are performed correctly (may not be smooth, but have proper technique) and/or performed in simple settings.
<b>Limited 1</b>	Skills within health-related fitness activities are performed incorrectly.

**ANALYTIC RUBRIC EXAMPLE TEMPLATE:**

For each skill identified, it may be necessary for teachers to add critical elements to the rubric that align to the identified skill. It is necessary to identify at least two skills for each activity.

Level	Specialized Skill 1	Specialized Skill 2	Specialized Skill 3
<b>Performance task</b>			
<b>Is the skill complex?</b> <i>(checkmark one)</i>	<i>Specialized Skill (i.e., shoulder raises)</i>	<i>Specialized Skill (i.e., leg press)</i>	<i>Specialized Skill (i.e., hamstring curl)</i>
	<i>Advanced Specialized Skill (i.e., kettlebell swing)</i>	<i>Advanced Specialized Skill (i.e., full squat)</i>	<i>Advanced Specialized Skill (i.e., lunge)</i>
<b>Critical elements</b> This should list the movement/ specifics of the technique that must be performed correctly to demonstrate correct technique.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Level	Specialized Skill 4	Specialized Skill 5	Specialized Skill 6
<b>Performance task</b>			
<b>Is the skill complex?</b> <i>(checkmark one)</i>	<i>Specialized Skill (i.e., machine bicep curls)</i>	<i>Specialized Skill (i.e., cable flies)</i>	<i>Specialized Skill</i>
	<i>Advanced Specialized Skill (i.e., dumbbell bicep curls w/ free weight)</i>	<i>Advanced Specialized Skill (i.e., dumbbell flies)</i>	<i>Advanced Specialized Skill</i>
<b>Critical elements</b> This should list the movement/ specifics of the technique that must be performed correctly to demonstrate correct technique.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

## Option 2: Individual performance specialized skills activities

**Task:** Students demonstrate correct technique for a variety of advanced skills in the selected activity. The outcome suggests that teachers would identify at least two advanced skills within each activity. For example, outdoors, the skills might be climbing and belay skills. Teachers could use the rubric template to communicate the specific critical elements and task conditions for the assessment.

### SPECIALIZED INDIVIDUAL-PERFORMANCE AND/OR OUTDOOR ACTIVITIES SCORING GUIDE:

\* Individual performance activities might include gymnastics, figure skating, track and field, inline skating, wrestling, self-defense, swimming, snowboarding, skiing, rock climbing, mountain biking and skateboarding. (Please note: archery, golf, bowling, etc., are target games and badminton, tennis, etc., are net/wall games. All are Standard 1 Benchmark B skills and are NOT to be assessed as Benchmark A.)

Level	Criteria
<b>Advanced 3</b>	A total of five specialized individual performance activities with at least two advanced skills are performed fluidly with proper technique. Advanced skills could be complex skills (e.g., butterfly stroke) or performed in an applied setting (e.g., race) or a combination of discrete specialized movements (e.g., freestyle into a flip turn).
<b>Proficient 2</b>	At least three specialized individual performance skills are performed correctly (may not be smooth, but have proper technique) and/or performed in simple settings (e.g., machine).
<b>Limited 1</b>	Less than three specialized individual performance skills are performed incorrectly.

### ANALYTIC RUBRIC EXAMPLE TEMPLATE:

For each skill identified, it may be necessary for teachers to add critical elements to the rubric that align to the identified skill. It is necessary to identify at least two advanced skills for each activity. For example, in track and field, the critical elements of the long jump should be added to the template.

Level	Specialized Skill 1	Specialized Skill 2	Specialized Skill 3	Specialized Skill 4	Specialized Skill 5
<b>Sport/activity</b>					
<b>Performance task</b>					
<b>Is the skill advanced? (check one)</b>	<i>Specialized Skill</i>	<i>Specialized Skill</i>	<i>Specialized Skill</i>	<i>Specialized Skill</i>	<i>Specialized Skill</i>
	<i>Advanced/Complex Skill</i>	<i>Advanced/Complex Skill</i>	<i>Advanced/Complex Skill</i>	<i>Advanced/Complex Skill</i>	<i>Advanced/Complex Skill</i>
<b>Critical elements</b> This should list the movement/ specifics of the technique that must be performed correctly to demonstrate correct technique.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

### Option 3: Movement patterns and dance

**Task:** Student will demonstrate correct movement pattern performance in dance. A movement sequence is a series of movements done in succession with smooth transitions between movements. Dance forms are considered but not limited to creative movements, ballet, modern, ballroom, social, ethnic, hip hop, Latin, line, square or folk. Teacher determines if movements are basic or advanced. The dance and selection of movements can be teacher-selected or student-selected.

#### MOVEMENT PATTERNS IN DANCE SCORING GUIDE:

Level	Dance
<b>Advanced<sup>2</sup></b> <b>3</b>	Performs correct specialized movement patterns or advanced dance skills in a smooth flowing sequence with music or rhythm across multiple (more than one) dances to the music versus only performing correctly.
<b>Proficient</b> <b>2</b>	Demonstrates correct patterns, or dance skills are performed in a smooth, flowing sequence with music or rhythm.
<b>Limited</b> <b>1</b>	Demonstrates movement or movement patterns incorrectly or with ineffective transitions.
<b>Movements or Movement Patterns<sup>3</sup></b>	1. 2. 3. 4. 5. 6. 7. 8.

<sup>2</sup> The key difference between Advanced and Proficient is the performance of correct skills and patterns across multiple (more than one) dances to the music versus only performing correctly to a beat or count.

<sup>3</sup> The rubric provides space for the teacher or student to identify the steps or patterns to be demonstrated within the dance.

### Ohio Physical Education Assessments

<b>Standard 1</b>	<b>A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>
<b>Benchmark B</b>	<b>Demonstrate specialized manipulative skills in a variety of settings.</b>
<b>Grade Band: 9-12</b>	

**Options:** Students should be assessed on at least one of the following:

1.	<a href="#">Invasion games</a>
2.	<a href="#">Net/wall games</a>
3.	<a href="#">Striking/fielding games</a>
4.	<a href="#">Target games</a>

**\*If more than one is chosen, they can be averaged for a final rating in 1B.**

#### Option 1: Invasion Games

**Guidelines:** This evaluation focuses on the development of specialized skills in various settings in order to be successful in invasion games (e.g., crossover dribble, bicycle kick). Additionally, the consistency of form for the skill aspects (advanced = accuracy, control and high rate of success for one), as well as power, accuracy and/or trajectory of the object, should be considered in the application of the skills. This evaluation can be assessed across or within a number of games/sport within the invasion games category. Assess the identified skills (send, receive, dribble and shoot) in specific practice tasks and small-sided games that require specialized skill execution against a defender.

#### INVASION GAME SCORING GUIDE:

Level	Criteria
<b>Advanced 3</b>	Specialized sending, receiving, dribbling and shooting skills are performed with correct form and exhibit smooth transitions from one skill to another during both practice and small-sided game situations; game-related outcomes are highly successful and achieved using specialized skills.
<b>Proficient 2</b>	Specialized sending, receiving, dribbling and shooting skills are performed with correct form in both practice and small-sided game situations; game-related outcomes are successfully achieved the majority of the time using specialized skills.
<b>Limited 1</b>	Specialized sending, receiving, dribbling and shooting skills are performed incorrectly OR only successfully in practice settings; performers are unable to apply specialized skills consistently in game-related outcomes.

[See specialized skills TEMPLATE](#)



## Option 2: Net/Wall Games

**Guidelines:** This evaluation focuses on the development of specialized skills in various settings in order to be successful in net/wall games (e.g., lob, smash, specialized serve, back set, spike, down ball). Additionally, this evaluation can be assessed across or within a number of games/sport within the net/wall game category. Assess the identified skills (serving, striking and volleying) in specific practice tasks and small-sided games that require specialized skill execution against an opponent.

### NET/WALL SCORING GUIDE:

Level	Criteria
<b>Advanced 3</b>	Specialized serving, striking and volleying skills are performed with correct form during both practice and small-sided game situations; game-related outcomes are highly successful and achieved using these skills.
<b>Proficient 2</b>	Specialized serving, striking and volleying skills are performed with correct form in practice settings, though less frequent success is achieved in applying these skills to game situations.
<b>Limited 1</b>	Specialized net/wall skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations.

[See Specialized Skills TEMPLATE](#)

## Option 3: Fielding/Striking

**Guidelines:** This evaluation focuses on the development of specialized skills in various settings in order to be successful in striking/fielding games (e.g., hitting to a specific area, hitting a grounder, hitting a fly ball, throwing with velocity and accuracy). Additionally, the scorer also is observing the consistency of form for the skills (advanced = accuracy, control and high rate of success for one), as well as power, accuracy and/or trajectory of the ball. Since striking is to be done with a manipulative object and is using specialized skills, kickball is NOT a viable option.

The strike/fielding game skills for throwing, striking and catching can be assessed in a variety of games and settings. Observe the identified skills in specific practice tasks, game situations or small-sided games requiring skill execution. It may be necessary to observe a student more than once in a particular setting.

### STRIKING/FIELDING SCORING GUIDE:

Level	Criteria
<b>Advanced 3</b>	Specialized strike/fielding skills are performed with correct form during both practice and small-sided game situations; game-related outcomes are successfully achieved at a high rate.
<b>Proficient 2</b>	Specialized strike/fielding skills are performed with correct form in practice settings, though less frequent success is achieved in applying the skills to game situations.
<b>Limited 1</b>	Specialized strike/fielding skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations.

[See Specialized Skills TEMPLATE](#)

## Option 4: Target Games

**Guidelines:** This evaluation focuses on the development of specialized skills in various settings in order to be successful in target games (proper trajectory and power for specific shots in golf and/or archery). Since some target games do not have specific specialized skills it will be important to assess each the consistency of form for the skill (advanced = accuracy, control, and high rate of success for one) as well as power, accuracy, and/or trajectory of the object.

The target game skills for throwing, striking and sending can be assessed in a variety of games and settings. Target games are sometimes performed in a closed environment, thus there is very little difference between small-sided and practice tasks outside of contextual factors such as game score, noise, etc. Observe the identified skills in specific practice tasks, game situations or small-sided games requiring skill execution. It may be necessary to observe a student more than once in a particular setting.

### TARGET GAMES SCORING GUIDE:

Level	Criteria
<b>Advanced 3</b>	Specialized throwing, striking or propelling skills are performed with correct form, trajectory, accuracy and power during both practice and small-sided game situations; game-related outcomes are successfully achieved at a high rate (extreme accuracy and consistency are both obtained the majority of the time).
<b>Proficient 2</b>	Specialized throwing, striking or propelling skills are performed with correct form, trajectory and power; however, outcomes are moderately successful and accurate in practice settings and small-sided game situations.
<b>Limited 1</b>	Specialized throwing, striking or propelling skills are performed incorrectly in practice settings and success cannot be achieved.

### SPECIALIZED SKILL TEMPLATE:

	Specialized Skill 1	Specialized Skill 2	Specialized Skill 3
<b>Task Examples</b>	<i>Small-sided game</i>	<i>Small-sided game</i>	<i>Small-sided game</i>
	• •	• •	• •
	<i>Practice Tasks</i>	<i>Practice Tasks</i>	<i>Practice Tasks</i>
	• •	• •	• •
<b>Critical Elements</b>	• • • • •	• • • • •	• • • • •

See excel sheets for data collection.

Level	Average Rating
<b>Advanced</b>	Average score 3.0-2.75
<b>Proficient</b>	Average score 2.74-1.75
<b>Limited</b>	Average score 1.74-0

## Ohio Physical Education Assessments

<b>Standard 2</b>	<b>Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</b>
<b>Benchmark A</b>	<b>Apply knowledge of tactical concepts and strategies in authentic settings.</b>
<b>Benchmark B</b>	<b>Apply biomechanical principles to performance in authentic settings.</b>
<b>Grade Band: 9-12</b>	

**Assessment Task – Analytical Portfolio**

**Instructions:** In an activity area of their choosing (e.g., games, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas), students complete portfolios demonstrating their knowledge of how to apply strategies and biomechanical principles to performance in authentic (real-world) settings. Portfolios can be produced either on paper or electronically and might include video clips to show aspects of performance.

**Portfolio Competencies for Benchmark A:**

1. A description of at least three strategic and/or tactical requirements for successful performance in the activity. Describe how these strategies/tactics create success within the activity.
2. Explain how at least two tactics and/or strategies in the selected activity are similar or transfer to another activity.

**Portfolio Competencies for Benchmark B:**

1. A description of the critical elements of the skill and the biomechanical principles that impact performance (e.g., force, stability, angles, rotation).
2. Analysis of personal performance describing the strengths and weaknesses of performance.
3. Apply biomechanical principles, knowledge of critical elements, cues, practice drills and fitness activities to describe how to improve movement performance.

Level	Criteria	
	Benchmark A	Benchmark B
<b>Advanced 3</b>	<ul style="list-style-type: none"> <li>At least three strategies and/or tactics are explained in detail and supported with evidence of how they create success within the activity.</li> <li>Discusses two or more examples of how tactics and strategies from the selected activity are similar or transfer to another activity.</li> </ul>	<ul style="list-style-type: none"> <li>Critical elements are correct and include an appropriate, specific description.</li> <li>Identifies the correct biomechanical principles and described correctly the specific impact on performance for at least two principles.</li> <li>Correctly identifies at least three specific and relevant strengths and weaknesses in personal performance.</li> <li>Describes and applies biomechanical principles to develop a specific, realistic and effective improvement plan using critical elements, cues, practice drills and fitness activities.</li> </ul>
<b>Proficient 2</b>	<ul style="list-style-type: none"> <li>Two strategies and/or tactics are explained in detail and supported with evidence of how they create success within the activity.</li> <li>Discusses how one tactic and/or strategy from the selected activity is similar or transfers to another activity.</li> </ul>	<ul style="list-style-type: none"> <li>Critical elements and biomechanical principles are applied to describe the movement.</li> <li>Personal performance is described with at least one strength and one area to improve.</li> <li>Describes and applies biomechanical principles, critical elements, cues, practice drills and fitness activities to improve movement performance.</li> </ul>
<b>Limited 1</b>	<ul style="list-style-type: none"> <li>Fewer than two strategies and/or tactics are described in detail or evidence of how they are successful</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Potential knowledge transfer is not explained or the explanation lacks examples of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate critical elements and biomechanical elements of performance are not identified or described.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Personal performance is not described or the drills, cues or fitness activities presented would not facilitate performance improvement.</li> </ul>

See excel sheets for data collection.

Level	Average Rating
<b>Advanced</b>	Average score 3.0-2.75
<b>Proficient</b>	Average score 2.74-1.75
<b>Limited</b>	Average score 1.74-0

## Ohio Physical Education Assessments

Standard  
3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Benchmark  
A

Develops a current and lifetime physical activity plan.

Grade Band: 9-12

**Task:** Students will recall the amount of physical activity completed over the course of three days (two weekdays and a weekend day). Based on the data collected, students will analyze, develop and implement a plan to address their physical activity goals and the recommended guidelines now and into adulthood.

Level	Current and Future Physical Activity Plan and Opportunities
<b>Advanced 3</b>	<ul style="list-style-type: none"> <li>• Properly tracks and identifies the type(s) of physical activity to meet physical activity guidelines and thoroughly analyzes the factors that may have produced their physical activity results. (Questions 1 and 2)</li> <li>• Identifies both current and future physical activity opportunities and develops effective current and adult physical activity plans to meet physical activity guidelines and personal preferences that include appropriate, accessible and appealing current and lifetime physical activity resources. (Questions 3 and 5)</li> <li>• Detailed analysis of physical activity option(s) effectively determining the quality, accessibility, availability and attractiveness. (Question 4)</li> </ul>
<b>Proficient 2</b>	<ul style="list-style-type: none"> <li>• Properly tracks and identifies the type(s) of physical activity to meet physical activity guidelines and analyzes the factors that may have produced their physical activity results. (Questions 1 and 2)</li> <li>• Identifies both current and future physical activity opportunities and develops an effective physical activity plan to meet physical activity guidelines that includes appropriate and appealing physical activity opportunities. (Questions 3 and 5)</li> <li>• Analysis of community physical activity option(s); examines the quality, accessibility, availability OR attractiveness. (Question 4)</li> </ul>
<b>Limited 1</b>	<ul style="list-style-type: none"> <li>• Does not properly track and/or identify the type(s) of physical activity to meet physical activity guidelines or analyze the factors that may have produced their physical activity results. (Questions 1 and 2)</li> <li>• Student struggles or fails to identify physical activity opportunities or physical activity plan is not designed to achieve the physical activity guidelines and/or is not realistic to the students' needs and interests. (Questions 3 and 5)</li> <li>• Does not analyze physical activity opportunities for quality, accessibility or availability. (Question 4)</li> </ul>

\* Scoring of each portion is based on meeting all three measures (bullets) in the level. Therefore, if one aspect falls in a lower level, the lower level would be the rating earned.

## Assessment Task

1. Identify current level of physical activity using any physical activity recall tool (ACTIVITYGRAM, Physical Activity Pyramid, Activity tracker (FitBit), Pedometer, etc.). Collect the data over at least two weekdays and one weekend day to determine a pattern of physical activity. (Note to teachers – If technology is used to track physical activity, this activity can be used to address an indicator in Standard 3B).

Place a check (✓) if the activity is:

1. Vigorous – Goal is vigorous intensity at least three days per week.
  2. Muscle Strengthening – Goal is at least three days per week.
  3. Bone Strengthening – Goal is at least three days per week.
- a. Identify your vigorous activities (e.g. jogging, swimming, bicycling 10 mph or faster, i.e., you can't say more than a few words without pausing for a breath).

Day:				
Activity	Amount of Time	Vigorous (if present)	Muscle Strengthening (if present)	Bone Strengthening (if present)
<b>Total</b>				

Day:				
Activity	Amount of Time	Vigorous (if present)	Muscle Strengthening (if present)	Bone Strengthening (if present)
<b>Total</b>				

Day:				
Activity	Amount of Time	Vigorous (if present)	Muscle Strengthening (if present)	Bone Strengthening (if present)
<b>Total</b>				

2. Do I achieve at least 60 minutes of physical activity? (Check the best description.)

I am physically active every day for 60 minutes with vigorous physical activities, muscle strengthening activities and bone strengthening activities at least three days per week.	I am physically active every day for 60 minutes, but do not meet all of the specific recommended guidelines per week.	I am physically active most days for 60 minutes.	I need to increase my amount of physical activity.

a. Why or why not? (What are possible barriers? How can they be overcome? What are possible helpers?)

3. How can I improve or maintain my current level of physical activity? You could either increase your amount of time, frequency, intensity (moderate/vigorous) or suggest other activities you can use to increase physical activity. Keep in mind you should be getting at least 60 minutes of activity a day.

<b>Daily Plan for Physical Activity:</b>				
<b>Activities</b>	<b>Moderate</b> (Check if present)	<b>Vigorous</b> (Check if present)	<b>Muscle Strengthening</b> (Check if present)	<b>Bone Strengthening</b> (Check if present)

4. Select one community physical activity resource and/or facility that is included in the plan and evaluate the potential for this resource to be used in your plan. Evaluate the community resource (parks, trails) or facility (fitness centers, gyms) based on its accessibility, affordability, staffing and/or quality.

5. As an adult, physical activity opportunities that were once readily available in high school can sometimes become absent. With this in mind, develop a plan for your future self or an adult you are close to that needs more physical activity. (May not use all of the spaces.)

<b>Name of individual:</b>		<b>Relationship to you</b> (if plan is for someone else):			
<b>Activities</b>	<b>Amount of Time</b> (Total activity time should add up to 60 minutes)	<b>Moderate</b> (Check if present)	<b>Vigorous</b> (Check if present)	<b>Muscle Strengthening</b> (Check if present)	<b>Bone Strengthening</b> (Check if present)



**Ohio Physical Education Assessments****Standard  
3****Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.****Benchmark  
B****Implements principles and practices to develop a fitness and nutritional plan to meet individual needs.****Grade Band: 9-12****Overall Task:**

Complete the fitness plan assessment and answer all questions in regard to the plan. Scoring of each section is identified in the rubrics. \*Rubric Scoring of each portion is based on meeting all three measures (bullets) in the level. Therefore, if one aspect falls in a lower level, the lower level would be the rating earned.

\*A fitness assessment must be completed prior to developing a fitness plan in cardiovascular endurance, upper body and core/lower body muscular strength/endurance, and flexibility in order for the students to analyze their current fitness levels for the plan.\*

**Fitness Plan Rubric – Section 1 (a and b)**

Level	Cardiovascular Endurance Plan	Muscular Strength and Endurance Plan (Upper body, lower body and abs)	Flexibility, Warm-up and Cool Down Plan
<b>Advanced 3</b>	<ul style="list-style-type: none"> <li>• Fitness plan provides a specific reflection to explain student’s current performance on the fitness assessment.</li> <li>• Plan includes specific exercises/activities that would enhance cardiovascular endurance and demonstrate a clear application of the FITT principles.</li> <li>• Plan shows clear understanding of lifelong activities and provides practical and specific solutions to enhance cardiovascular endurance in adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness plan provides a specific reflection to explain student’s current performance on the fitness assessment.</li> <li>• Plan includes specific exercises/activities that would enhance muscular strength and endurance in all areas of the body and demonstrate a clear application of the FITT principles.</li> <li>• Plan shows clear understanding of lifelong activities and provides practical and specific solutions to enhance muscular strength and endurance in adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness plan provides a specific reflection to explain student’s current performance on the fitness assessment.</li> <li>• Plans specific warm-up and cool-down activities and specific flexibility activities and demonstrates a clear application of the FITT principles.</li> <li>• Plan shows clear understanding of lifelong activities and provides practical and specific solutions to enhance flexibility in adulthood.</li> </ul>
<b>Proficient 2</b>	<ul style="list-style-type: none"> <li>• Provides a brief description of the current level of performance on each aspect of the fitness assessment.</li> <li>• Provides some exercises/activities that would enhance or maintain cardio-respiratory fitness and applies the FITT principles on a consistent basis.</li> <li>• Plan shows understanding of lifelong activities and provides practical solutions to enhance cardiovascular endurance in adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a brief description of the current level of performance on each aspect of the fitness assessment.</li> <li>• Provides some exercises/activities that would enhance muscular strength and endurance in all areas of the body and applies FITT principles on a consistent basis.</li> <li>• Plan shows understanding of lifelong activities and provides practical solutions to enhance muscular strength and endurance in adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a brief description of the current level of performance on each aspect of the fitness assessment.</li> <li>• Provides some warm-up and cool-down activities and exercises that enhance flexibility and plan applies FITT principles on a consistent basis.</li> <li>• Plan shows understanding of lifelong activities and provides practical and specific solutions to enhance flexibility in adulthood.</li> </ul>
<b>Limited 1</b>	<ul style="list-style-type: none"> <li>• Does not provide a reflection about fitness assessment results.</li> <li>• FITT principles are not effectively used and/or plan does not provide appropriate activities for cardiovascular endurance.</li> <li>• Does not show understanding of lifelong activities and/or provide practical solutions for adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not provide a reflection about fitness assessment results.</li> <li>• FITT principles are not effectively used and/or plan does not provide appropriate activities to develop muscular strength or endurance to one or more areas of the body</li> <li>• Does not show understanding of lifelong activities and/or provide practical solutions for adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not provide a reflection about fitness assessment results.</li> <li>• FITT principles are not effectively used and/or plan does not provide warm-up and cool-down activities and exercises to develop flexibility.</li> <li>• Does not show understanding of lifelong activities and/or provide practical solutions for adulthood.</li> </ul>

**\* Scoring of each portion is based on meeting all three measures (bullets) in the level. Therefore, if one aspect falls in a lower level, the lower level would be the rating earned.**

## Technology and Healthy Habits – Sections 2 and 3

Level	Technology and Fitness (Section 2)	Healthy Habits and Exercise (Section 3)
<b>Advanced</b>	Describes and applies various forms of technology to monitor a component of fitness or implement the fitness plan.	Plans healthy foods, snacks and beverage choices for exercise. Choices help create calorie balance, nutrient density and are appropriate for exercise.
<b>Proficient</b>	Describes and uses forms of technology to help monitor a component of fitness or implement the fitness plan.	Plans health foods, snacks and beverages appropriate for exercise.
<b>Limited</b>	Student does not describe or use technology to monitor fitness.	Does not identify appropriate food choices for exercise.

\* If the student properly used technology to complete the physical activity log in 3A, the student would be determined advanced for the technology rubric and does not need to complete section 2.

**Benchmark B score = Average of all five sections.**

See excel sheets for data collection.

Level	Average Rating
<b>Advanced</b>	Average score 3.0-2.75
<b>Proficient</b>	Average score 2.74-1.75
<b>Limited</b>	Average score 1.74-0

Assessment Task

1. Fitness Plan

a. Review and evaluate your fitness assessment and fill in the chart below.

Health-related Component of Fitness Assessment	Met the Healthy-Fitness Zone	Explain what factors played into you meeting or NOT meeting the Healthy Fitness Zone (e.g., activities, time spent, practice, social factors, etc.).
Cardiovascular endurance [e.g., PACER]	Y / N	
Muscular strength and endurance (Abdominals) [e.g., curl-ups, cadence]	Y / N	
Muscular strength and endurance (Upper body) [e.g., 90-degree push-up – cadence]	Y / N	
Flexibility [e.g. back-saver sit-and-reach]	Y / N	

- b. Complete the chart below to outline your personal fitness plan. Complete the number of exercises that are sufficient for your plan (you do not need to complete each row available).

<b>Cardiovascular Endurance</b>				
	Type (What exercise(s)?)	Frequency (How many days per week?) Circle days you plan to do the activity.	Intensity (What percentage of my target heart rate OR rate of perceived exertion to achieve benefits?)	Time (How long should I go to achieve benefits?)
Option 1		M Tu W Th F Sa Su Total per week: _____		
Option 2		M Tu W Th F Sa Su Total per week: _____		
Option 3		M Tu W Th F Sa Su Total per week: _____		

**Lifetime Plan:** How will you continue to maintain/improve your cardiovascular endurance in your adulthood?

<b>Muscular Strength and Endurance Upper Body</b>				
	Type (List the exercise/s)	Frequency (Days per week)	Weight or Intensity	Reps or Time
Exercise/s Target Area: _____		M Tu W Th F Sa Su Total per week: _____		
Exercise/s Target Area: _____		M Tu W Th F Sa Su Total per week: _____		
Exercise/s Target Area: _____		M Tu W Th F Sa Su Total per week: _____		
Exercise/s Target Area: _____		M Tu W Th F Sa Su Total per week: _____		
Exercise/s Target Area: _____		M Tu W Th F Sa Su Total per week: _____		

## Muscle Strength and Endurance Abdominals and Lower Body

	Type (List the exercise/s)	Frequency (Days per week)	Weight or Intensity (List body weight as BW)	Reps or Time
Exercise/s Target Area: _____		M Tu W Th F Sa Su Total per week: _____		
Exercise/s Target Area: _____		M Tu W Th F Sa Su Total per week: _____		
Exercise/s Target Area: _____		M Tu W Th F Sa Su Total Days per week: _____		
Exercise/s for Core (abs, obliques, lower back)	1. _____	M Tu W Th F Sa Su Total per week: _____		
	2. _____			
	3. _____			
	4. _____			

**Lifetime Plan:** How will you continue to maintain/improve your cardiovascular endurance in your adulthood?

## Flexibility

	Type (List the exercise)	Frequency (Days per week)	Intensity	Time (Hold each stretch for 10-30 sec)
Exercise/Stretch 1 Target Area(s) _____		M Tu W Th F Sa Su Total per week: _____		
Exercise/Stretch 2 Target Area(s) _____		M Tu W Th F Sa Su Total per week: _____		
Exercise/Stretch 3 Target Area(s) _____		M Tu W Th F Sa Su Total per week: _____		
Exercise/Stretch 4 Target Area(s) _____		M Tu W Th F Sa Su Total per week: _____		

**Lifetime Plan:** How will you continue to maintain/improve your flexibility in your adulthood?

2. Describe technology you can use to help monitor a component of fitness or implement your fitness plan. \*Remember if the student used technology to track physical activity in 3A, it can be substituted for this question.

3. Applies nutritional concepts – Identify healthy foods, snacks and beverages you will eat before, during or after exercising.

	<b>Foods</b>	<b>Snacks</b>	<b>Beverages</b>
<b>Before</b>			
<b>During</b>			
<b>After</b>			

## Ohio Physical Education Assessments

<b>Standard 4</b>	<b>Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.</b>
<b>Benchmark A</b>	<b>Demonstrates leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.</b>
<b>Benchmark B</b>	<b>Initiates responsible personal social behavior and positively influences the behavior of others in physical activity settings.</b>
<b>Grade Band: 9-12</b>	

**Task:** The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.

**Directions:** Observe student behavior in an activity that would allow the students to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average score for each category within each benchmark. One caveat about Standard 4AB is that a student can earn a Level 3 by consistently demonstrating the target behavior (Level 2). This consistency could be demonstrated across the entire lesson or across multiple lessons within a grading period. You should clearly define the boundaries for “consistent” for your individual program. Typically the level for consistent is above 75 percent of the time, however an aspect such as safety the expectation would be 100 percent of the time to earn a Level 3. Also if a student does not achieve all bulleted points, the student will earn the lower level (mix of Level 2 and Level 3, equals Level 2). (Note: A student’s responsibility for proper attire during physical education class is not included in the standards or this assessment.)

<b>Level</b>	<b>Average Rating</b>
<b>Advanced</b>	Average score 3.0 – 2.75
<b>Proficient</b>	Average score 2.74 – 1.75
<b>Limited</b>	Average score 1.74 - 0



Level	Criteria				
	4A Personal		4B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<b>Advanced 3</b>	<ul style="list-style-type: none"> <li>Consistently holds self and others accountable for following safe practices, rules, procedures and etiquette in physical activity settings.</li> <li>Consistently applies rules, safe practices and procedures in class activities, and recognizes possible unsafe situations and independently provides solutions to issues related to safety.</li> </ul>	<ul style="list-style-type: none"> <li>Effort given throughout and student challenges self to be successful at his or her level.</li> <li>Tries his or her best without prompts or encouragements from others in a variety of physical activities and tries out new or different tasks or challenges.</li> <li>Takes responsibility and accepts consequences for actions.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently engages in appropriate cooperative behaviors in partnerships and/or groups, including leading, following and supporting group members to improve play in cooperative and competitive settings.</li> <li>Evaluates personal behaviors and refines behavior to ensure positive effects on others without prompts.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates and encourages others to respect individuals who may be of different background or different skill level by encouraging others and modifying group activities or other behaviors to include all students.</li> <li>Provides frequent positive comments to classmates without prompts. Never uses putdowns or comments that are hurtful.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrates cooperation and sensitivity when resolving conflict in games without prompts or support from teacher.</li> <li>Consistently responds to winning and losing with respect and dignity without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go).</li> <li>Always accepts and respects decisions made by the designated official.</li> </ul>
<b>Proficient 2</b>	<ul style="list-style-type: none"> <li>Follows safe practices, rules, procedures and etiquette in physical activity settings.</li> <li>Recognizes possible unsafe situations and seeks solutions with others to ensure safety of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in activities and stays on task with prompts and encouragement from others. Completes lesson tasks without constant supervision.</li> <li>Tries out new or different tasks or challenges.</li> <li>Takes responsibility for actions.</li> </ul>	<ul style="list-style-type: none"> <li>Leads, follows and supports group members to improve play in cooperative and competitive settings.</li> <li>Evaluates personal behavior to ensure positive effects on others and refines behavior with prompts from others.</li> </ul>	<ul style="list-style-type: none"> <li>Respects the rights and feelings of those who may be of different backgrounds or skill levels.</li> <li>Provides some positive comments to classmates and does not use put-downs or comments that are hurtful.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates cooperation with others when resolving conflict in games.</li> <li>Responds to winning and losing with respect and dignity (e.g., shaking hands, complimenting others, letting outcomes go) with prompts or directions.</li> <li>Accepts and respects decisions made by the designated official.</li> </ul>
<b>Limited 1</b>	<ul style="list-style-type: none"> <li>Does not demonstrate personal responsibility for safe practices, rules, procedures and etiquette in physical activity settings.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in activities and stays on task with prompts and encouragement from others.</li> <li>Prompts needed to be prepared for success.</li> <li>Takes little or no responsibility for actions and consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in behaviors that are helpful to others after prompts or direction from the teacher or does <u>not</u> engage in behaviors that are helpful to others.</li> <li>Does not recognize and/or evaluate the effects of personal behavior to ensure positive effects on others.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty in respecting the rights and feelings of those who may be of different backgrounds or skill levels.</li> <li>Sometimes uses put-downs or comments that are hurtful.</li> </ul>	<ul style="list-style-type: none"> <li>Does not successfully demonstrate cooperative behaviors when resolving conflict in games.</li> <li>Inconsistent in responding to winning or losing with respect and dignity (e.g., shaking hands, complimenting others, has difficult time letting outcomes go).</li> <li>Argues, challenges, or does not accept decisions made by the designated official.</li> </ul>

See excel sheets for data collection.

## Ohio Physical Education Assessments

<b>Standard 5</b>	Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
<b>Benchmark A</b>	Analyzes the activity to identify specific physical, mental and social health benefits.
<b>Benchmark B</b>	Expresses multiple, specific reasons (enjoyment, challenge, self-expression, social) to participate in a selected physical activity.
<b>Grade Band: 9-12</b>	

**Task:** Each student develops a marketing campaign for physical activity that links all the components of fitness, exercise and effects on brain function, health benefits and emotional health for his or her favorite activity. The marketing campaign also should specifically identify at least two reasons from the following categories: enjoyable aspects, social benefits, challenging aspects, opportunities for self-expression. The marketing campaign could include a letter, poster, video, commercial, PSA, skit or any other acceptable method to communicate the importance, benefits and factors that lead to the enjoyment of the activity.

**Directions:** Provide a rating in both Benchmark A and B using the attached rubric.

Level	Criteria	
	Benchmark 5A - Health Benefits	Benchmark 5B - Reasons to Participate in Physical Activity
<b>3 Advanced</b>	Analyzes the activity to identify at least one benefit from <u>each</u> of the following categories: physical, emotional, and intellectual health.	Articulates three or more reasons to participate in specific physical activities that would be enjoyable as <u>lifetime pursuits</u> with a <u>clear message</u> about the reasons, including enjoyable aspects, social aspects, challenging aspects and opportunities for self-expression.
<b>2 Proficient</b>	Analyzes the activity to identify at least three specific health benefits (does not have to be in different categories).	Shares specific reasons to participate in selected physical activities, including the reasons to enjoy the activities, the social benefits, challenging aspects and opportunities for self-expression.
<b>1 Limited</b>	Identifies fewer than three specific health benefits of the activity.	Does not identify enjoyable aspects of the activity and/or social, challenging and/or opportunities for self-expression.

**See excel sheets for data collection.**