**Standards-Based Reporting in Physical Education**

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**This session will provide some current information on best practices in utilizing a standards-based reporting system. I will share the recommendations from SHAPE America from the SHAPE Task Force on Standards-Based Progress Reports. To meet the entire task force, please make sure you attend the session called “Standards-Based Grading Progress Report on April 7, 7:30-8:45 a.m. at the SHAPE America National Conference.**

**I will also share some challenges and celebrations from my experiences in utilizing a reporting system that provides evidence-based data that informs the students, parents, and other stake holders.**

**This is definitely a work-in-progress, so it takes a professional community to collaborate and change the way we look at creating optimum learning experiences for our students, providing them feedback that they can use to increase their confidence and competence in their lifelong physical literacy journey.**

***Standards-Based Report Cards must start with Standards-Based Instruction!***

For an instructional video on SBID or Standards-Based Instructional Design **please go to SHAPE America webinar series and watch Terri Drain’s webinar titled: “How to Plan a Standards-Based Lesson”. Look for it under “Webinar Library” and “Physical Education”.**

**Physical Education Progress Report: California Physical Education Content Standards**

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| --- | --- | --- | --- |
| **Student Name** |  | **Classroom Teacher** |  |
| **Student Grade** |  | **School Year** |  |

**Evaluation Key**

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| --- |
| **4** **= Exceeding**- Student exceeds grade level expectations |
| **3** **= Proficient**- Student meets grade level expectations |
| **2** **= Approaching**- Student is approaching grade level expectations |
| **1** **= Beginning**- Student needs more practice to meet grade level expectations |
| **NA** = Not assessed |

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| --- | --- | --- | --- | --- | --- | --- |
| **PHYSICAL EDUCATION STANDARDS** | | **ASSESSMENT TOOL** | **Q1** | **Q2** | **Q3** | **Q4** |
| **Standard 1:** Students demonstrates motor skills and movement patterns needed to perform a variety of physical activities. | |  |  |  |  |  |
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|  | |  |  |  |  |  |
| **Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. | |  |  |  |  |  |
|  | |  |  |  |  |  |
|  | |  |  |  |  |  |
| **Standard 3:** Students assess and maintain a level of physical fitness to improve health and performance. | |  |  |  |  |  |
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|  | |  |  |  |  |  |
| **Standard 4:**  Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. | |  |  |  |  |  |
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|  | |  |  |  |  |  |
| **Standard 5:**  Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. | |  |  |  |  |  |
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|  | |  |  |  |  |  |
| **Teacher Notes on Student Assessments by Assessment Period** | | | | | | |
| Q1 Notes |  | | | | | |
| Q2 Notes |  | | | | | |
| Q3 Notes |  | | | | | |
| Q4 Notes |  | | | | | |

**Physical Education Progress Report: CALIFORNIA**

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| --- | --- | --- | --- |
| **Student Name** | Susie Smith | **Classroom Teacher** | Mrs. Jones |
| **Student Grade** | Fourth | **School Year** | 2014-2015 |

**Evaluation Key**

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| --- |
| **4** **= Exceeding**- Student exceeds grade level expectations |
| **3** **= Proficient**- Student meets grade level expectations |
| **2** **= Approaching**- Student is approaching grade level expectations |
| **1** **= Beginning**- Student needs more practice to meet grade level expectations |
| **NA** = Not assessed |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PHYSICAL EDUCATION STANDARDS** | **ASSESSMENT TOOL** | **Q1** | **Q2** | **Q3** |
| **Standard 1:** Motor Skill Performance |  |  |  |  |
| Changes directions to adjust to speed of offensive/defensive players(CA 4.1.2, 1.3, 1.4) | Grid Games Peer and Video Assessments check list rubric | 2 | 3 | 3 |
| Throw/catch ball and flying disc with accuracy and with force (CA 4.1.6, 1.7, 1.8 1.9) | Partner and Small Sided games using check list rubric, structured teacher observation | NA | 3 | 3 |
| Foot dribble and hand dribble with a defender and foot trap a ball (CA 4.1.16,.1.17, 1.19) | Partner and small sided games video self-assessment and teacher check list rubric | NA | 3 | 4 |
| Punting a ball, underhand striking pattern to partner with hand and paddle, strike forward with paddle/bat/hockey stick(CA 4. 1.13, 1.14, 1.15, 1.18) | Compare/contrast observation from videos and check lists to performance and structured teacher observation | NA | NA | 3 |
| **Standard 2:** Motor Skill Concepts |  |  |  |  |
| Explain the difference between offense and defense(CA 4.2.1) | Exit Ticket written or drawn | 3 | 3 | 3 |
| Compare and contrast dribbling a ball with and without a defender (CA 4.2.7) | Select either soccer or basketball dribble using graphic organizer | NA | 3 | 3 |
| Explain critical elements for striking skills and justify (CA 4.2.8, 2.5,2.9) | Select from a volley, punt, hockey pass, paddle underhand, or batting and identify 3 critical elements –justify at least 1. | NA | NA | 4 |
| **Standard 3:** Fitness Performance |  |  |  |  |
| Measure changes in aerobic capacity and muscular strength/endurance, & flexibility using proper form(CA 4 3.4, .3.6, 3.8) | Fitness Log and On-going data collection (Name Tags)  (Exceeds: describes why in exit ticket) | 3 | 3 | 4 |
| Participates in moderate to vigorous physical activity for most of the class time (CA 4.3.3) | Pedometer/Perceived Exertion Logs | 3 | 4 | 3 |
| **Standard 4:**  Fitness Knowledge |  |  |  |  |
| Set and monitor short term fitness goal(s) | Self-select fitness area and set goal using SMART goals | 3 | 4 | 3 |
| Determine intensity of physical activity using Perceived Exertion Index | Identify indicators, compare heart rate to perceived exertion, and self-evaluate | 3 | 3 | 3 |
| **Standard 5:**  Responsible Personal and Social Behavior |  |  |  |  |
| Accept responsibility for personal performance and respond to winning/losing with dignity(CA 4.5.5, 5.6)) | Self-reflection, peer evaluation, and teacher observation | 3 | 4 | 4 |
| Respect individual differences and include others (CA 4.5.5, 5.6) | Demonstrate identified behaviors in Cooperative and Competitive Activities:Self/Peer/Teacher observations | 3 | 4 | 4 |
| Q1 Notes: Student listens and follows directions, participates well with peers, demonstrates effort | | | | |
| Q2 Notes: Student demonstrates high level of effort | | | | |
| Q3 Notes: Great to have you in class. Find ways to keep playing and moving over the summer. | | | | |

**Physical Education Progress Report: SHAPE America Physical Education Standards and Outcomes**

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| **Student Name** | Caroline Carter | **Classroom Teacher** | Mrs. Jones |
| **Student Grade** | Second | **School Year** | 2014-2015 |

**Evaluation Key**

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| --- |
| **3** **= Proficient**- Student exceeds grade level expectations |
| **2** **= Approaching**- Student is meets grade level expectations |
| **1** **= Beginning**- Student needs more practice to meet grade level expectations |
| **NA** = Not assessed |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PHYSICAL EDUCATION STANDARDS** | **ASSESSMENT TOOL** | **Q1** | **Q2** | **Q3** |
| **Standard 1:** Student will demonstrate competency in a variety of motor skills and movement patterns. |  |  |  |  |
| Skips using a mature pattern (S1.E1.2) | Video Self Check, Peer check, Teacher check list | 2 | 3 | 3 |
| Demonstrate 4 of 5 Critical Elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-off and landings (S1.E3.2) | Identification (Plicker) assessment, Peer feedback, video capture teacher feedback | 2 | 2 | 3 |
| Balance: Balances in an inverted position with stillness and supportive base. (S1.E7.2b) | Group supported balance demonstration, station demonstrations peer and teacher with video check | NA | 2 | 2 |
| Throws underhand using a mature pattern. (S1.E13.3 | Partner feedback, Peer check list, Teacher observation of critical elements in game | NA | 2 | 3 |
| Dribbles using preferred hand while walking in general space (S1.E17.2b) | Group practice, peer feedback, game-like practice popsicle stick feedback from teacher | NA | 2 | 2 |
| Jumps a self-turned rope consecutively forward and backward with a mature pattern. | Video analysis by teacher | 2 | 3 | 3 |
| **Standard 2:** Student applies knowledge of concepts, principles, strategies and tactics related to movement and performance. |  |  |  |  |
| Combines locomotor skills in general space to a rhythm. (S2.E1.2) | Call and response teacher observation, teacher led progressions to music, partner patterns | 2 | 2 | 3 |
| **Standard 3:** Student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. |  |  |  |  |
| Actively engages in physical education class in response to instruction and practice. (S2.E2.2) | On-going feedback using “Class Dojo” | 3 | 3 | 3 |
| **Standard 4:**  Student will exhibit responsible personal and social behavior that respects self and others. |  |  |  |  |
| Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2) | On-going feedback using “Class Dojo” | 3 | 3 | 3 |
| Recognizes the role of rules and etiquette in teacher-designed physical activities (S4.E5.2) | On-going feedback using “Class Dojo” | 3 | 3 | 3 |
| **Standard 5:**  Student will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. |  |  |  |  |
| Recognize the “good health balance” of nutrition and physical activity. (S3.E6.2) | Calcium word search homework, Second grade body book entry, Sock Monkey adoption assignment (home) | NA | 2 | 2 |
| Q1 Notes: Participates with enthusiasm | | | | |
| Q2 Notes: Works well with others | | | | |
| Q3 Notes: Takes responsibility for learning | | | | |

***Technology Suggestions for Electronic Portfolios and Collecting Evidence for Levels of Proficiency***

1. **Seesaw**-Student Portfolio. Chrome Extension. Students can enter into the program.

@seesaw on Twitter

<https://chrome.google.com/webstore/detail/seesaw-the-learning-journ/adnohgfkodfphemhddnmikhflkolfjfh?hl=en-US>

1. **Fresh Grade : Use with Smart Phone. Teacher, parent and student versions on iPhone or iPad**

[**https://www.freshgrade.com/**](https://www.freshgrade.com/)



1. **Schoology:** Schoology /**skoo**.luh.jee/—a learning management system (LMS) that has all the tools your institution needs to create engaging content, design lessons, and assess student [understanding. @schoology](mailto:understanding.@schoology) on Twitter

<https://www.schoology.com/>

1. **Jump Rope**: JumpRope helps educators implement standards-based grading in every classroom through innovative assessment and feedback. We provide the web-based platform that great teachers and schools need to engage students with active pedagogy, purposeful planning, and authentic learning experiences. With the tools to make standards-based grading easy, teachers are freed to create, propel and inspire; and students become life-long learners.

<https://www.jumpro.pe>

1. Idoceo The grade book in iDoceo will let you keep track of any data, grades, assessment or evidence regarding your day to day in class.  
   Each cell is a multilayered container able to hold text,icons, grades, resources (image,video,photos,files) and annotations.

