

<b>OHIO PHYSICAL EDUCATION ASSESSMENTS</b>	
<b>STANDARD I</b>	A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
<b>BENCHMARK A</b>	Demonstrate combined movement skills and patterns in authentic settings.
<b>GRADE BAND: 9-12</b>	

<b>Options:</b> Choose one or more of the following	
1.	Movement Patterns & Dance
2.	Specialized locomotor skills in health-related fitness activities.
3.	Specialized locomotor skills in individual performance activities

### **Option 1: Movement Patterns & 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>1</sup> 3</b>	Demonstrates correct advanced movement or dance skills and patterns performed in a smooth flowing sequence with music or rhythm.
<b>Proficient 2</b>	Demonstrates correct basic movement skills and patterns performed in a smooth flowing sequence with music or rhythm.
<b>Limited 1</b>	Demonstrates movement or movement patterns incorrectly or with ineffective transitions.
<b>Movements or Movement Patterns<sup>2</sup></b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>

<sup>1</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>2</sup> The rubric provides space for the teacher or student to identify the steps or patterns to be demonstrated within the dance.

## Option 2: Specialized Locomotor Skills in Health-Related Fitness Activities

**Task:** Student will demonstrate at least 3-5 skills with a few being advanced skills. Teachers or students can select the exercises that are appropriate for this assessment. Furthermore, the teacher will determine which skills are advanced and basic. For example in health-related fitness skills it could be a kettlebell swing, free weight lifting, a plank or bicep curl.

### Health-related fitness skills Scoring Guide:

Level	Criteria
<b>Advanced 3</b>	All fitness skills are performed fluidly with proper technique. Could be advanced fitness skills (e.g. kettlebell swing) or performed in an applied setting (e.g. free weights)
<b>Proficient 2</b>	All fitness skills within health-related fitness skills are performed correctly (may not be smooth, but has proper technique) and/or performed in simple settings (e.g. machine).
<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. For example in track and field the critical elements of the long jump should be added to template.

Level	Health-related Skill 1	Health-related Skill 2	Health-related Skill 3
<b>Performance Task Examples</b>	<i>Advanced Skill</i> • Kettlebell Swing •	<i>Advanced Skill</i> • Squat •	<i>Advanced Skill</i> • Lunge •
	<i>Basic Skill</i> • Shoulder Raise •	<i>Basic Skill</i> • Leg press machine •	<i>Basic Skill</i> • Hamstring curl machine •
<b>Critical Elements</b>	• • •	• • •	• • •

### **Option 3: Individual Specialized Skills**

**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 in 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.

#### **Outdoor Activities Scoring Guide:**

<b>Level</b>	<b>Criteria</b>
<b>Advanced 3</b>	All skills within an outdoor activity are performed with correct form during both isolated and applied settings.
<b>Proficient 2</b>	Advanced skills within an outdoor activity are performed in practice settings, though less frequent success is achieved in applied settings OR one of the advanced skills can be performed properly in an applied setting.
<b>Limited 1</b>	Multiple skills within an outdoor activity are performed incorrectly in isolated and applied settings.

#### **Individual-performance activities Scoring Guide:**

\* Individual-performance activities might include gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding

<b>Level</b>	<b>Criteria</b>
<b>Advanced 3</b>	All skills within an individual-performance activity are performed with correct form during both practice and authentic (game-like) situations.
<b>Proficient 2</b>	Skills within an individual-performance activity are performed in practice settings, though less frequent success is achieved in applied settings OR one of the advanced skills can be performed properly in an applied setting.
<b>Limited 1</b>	Skills within an individual-performance activity are performed incorrectly in isolated and applied settings.

#### **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. For example in track and field the critical elements of the long jump should be added to template.

<b>Level</b>	<b>Outdoor Activities Skill 1</b>	<b>Outdoor Activities Skill 2</b>	<b>Individual-performance activity Skill 1</b>	<b>Individual-performance activity Skill 2</b>
<b>Performance Task</b>	<i>Authentic Environment</i>	<i>Authentic Environment</i>	<i>Authentic Environment</i>	<i>Authentic Environment</i>
<b>Examples</b>	<i>Practice Tasks</i>	<i>Practice tasks</i>	<i>Practice tasks</i>	<i>Practice tasks</i>
<b>Critical Elements</b>				

<b>OHIO PHYSICAL EDUCATION ASSESSMENTS</b>	
<b>STANDARD I</b>	A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
<b>BENCHMARK B</b>	Demonstrate specialized manipulative skills in a variety of settings.
<b>GRADE BAND: 9-12</b>	

<b>Options:</b> Students should be assessed on at least one of the following:	
1.	Invasion Games
2.	Net/Wall Games
3.	Striking/Fielding Games
4.	Target Games

**\*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, lay-up, header). 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 & shooting) 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>	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>	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>	Sending, receiving, dribbling and shooting skills are performed incorrectly OR only successful in practice settings and performers are unable to apply specialized skills consistently in game-related outcomes.

### 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>	Net/wall skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations.

### 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 areas, hitting a grounder, hitting a fly ball, throwing with velocity and accuracy). Additionally, the scorer is also 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.

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-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.

### **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-games requiring skill execution. It may be necessary to observe a student more than once in a particular setting.

#### **Target Games Scoring Guide:**

<b>Level</b>	<b>Criteria</b>
<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 success and accuracy 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.

See excel sheets for data collection.

<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

<b>OHIO PHYSICAL EDUCATION ASSESSMENTS</b>	
<b>STANDARD 2</b>	Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
<b>BENCHMARK A</b>	Apply knowledge of tactical concepts and strategies in authentic settings.
<b>BENCHMARK B</b>	Apply biomechanical principles to performance in authentic settings.
<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 a portfolio demonstrating their knowledge of how to apply strategies and biomechanical principles to performance in authentic (e.g., 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 strategic and/or tactical requirements<sup>3</sup> for successful performance in the activity.
2. An explanation of how the tactics and strategies in the selected activity are similar to other activities and how knowledge/understanding of tactics/strategies in other activities can be transferred to help in performance of the selected activity.

#### Portfolio Competencies for Benchmark B:

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

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<sup>3</sup> Note that strategy and tactics are really games-related concepts and some high school students might elect non-games-related areas. Where strategic and/or tactical requirements are not relevant to the activity, responses to this section should focus instead on aspects of technique.

Level	Criteria	
	Benchmark A	Benchmark B
<b>Advanced 3</b>	<ul style="list-style-type: none"> <li>Strategic and technical requirements are explained in detail.</li> <li>Potential knowledge transfer is explained in depth with several 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>Critical elements are correct and include an appropriate, specific description.</li> <li>Identified the correct biomechanical principles and described correctly the specific impact on performance for at least 2 principles.</li> <li>Correctly identified at least 3 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>Strategic and technical requirements are explained in detail.</li> <li>Potential knowledge transfer is explained with an example 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>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>Strategic and technical requirements lack any descriptive detail.</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



<b>OHIO PHYSICAL EDUCATION ASSESSMENTS</b>	
<b>STANDARD 3</b>	Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
<b>BENCHMARK A</b>	Develops a current and lifetime physical activity plan.
<b>GRADE BAND: 9-12</b>	

**Task:** Students will recall the amount of physical activity completed over the course of three-days (two week days 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 & Future Physical Activity Plan & Opportunities
<b>Advanced</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. (Q1&amp;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. (Q3&amp;5)</li> <li>• Detailed analysis of physical activity option (options) effectively determining the quality, accessibility, availability and attractiveness. (Q4)</li> </ul>
<b>Proficient</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. (Q1&amp;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. (Q3&amp;5)</li> <li>• Analysis of community physical activity option (options) examines the quality, accessibility, availability OR attractiveness. (Q4)</li> </ul>
<b>Limited</b>	<ul style="list-style-type: none"> <li>• Does not properly track and/or identifies the type/s of physical activity to meet physical activity guidelines and analyzes the factors that may have produced their physical activity results. (Q1 &amp; 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. (Q3 &amp; 5)</li> <li>• Does not analyze physical activity opportunities for quality, accessibility or availability. (Q4)</li> </ul>

\* Scoring of each portion is based on meeting all 3 measures (bullets) in the level. Therefore, 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 3 days per week.
  2. Muscle Strengthening – Goal is at least 3 days per week.
  3. Bone Strengthening – Goal is at least 3 days per week.
- a. Identify your vigorous activities (e.g. jogging, swimming, Bicycling 10mph or faster. 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 and bone strengthening activity at least 3 days a week.	I am physically active every day for 60 minutes, but do not meet all of the specifics 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 resources and/or facilities that are 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 their accessibility, affordability, staffing and/or quality.



<b>OHIO PHYSICAL EDUCATION ASSESSMENTS</b>	
<b>STANDARD 3</b>	Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
<b>BENCHMARK B</b>	Implements principles and practices to develop a fitness and nutritional plan to meet individual needs.
<b>GRADE BAND: 9-12</b>	

**Overall Task:** Complete the fitness plan assessment and answer all questions in regards to the plan. Scoring of each section is identified in the rubrics.

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

Level	Cardiovascular Endurance Plan	Muscular Strength & Endurance Plan (Upper body, lower body and abs)	Flexibility, Warm-up & Cool Down Plan
<b>Advanced</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>• Plans specific exercises/ activities that would enhance cardiovascular endurance 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 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>• Plans specific exercises/ activities that would enhance muscular strength and endurance in all areas of the body 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 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</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 &amp; 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 cool-down activities and exercises/ would enhance flexibility and applies FITT principles on a consistent basis.</li> <li>• Plan shows understanding of lifelong activities practical and specific solutions to enhance flexibility in adulthood.</li> </ul>
<b>Limited</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 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 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 and/or 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 3 measures (bullets) in the level. Therefore, one aspect falls in a lower level, the lower level would be the rating earned.**

### Technology & Healthy Habits – Section 2 and 3

Level	Technology & Fitness (Section 2)	Healthy Habits & 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 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 you will eat 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 their physical activity log in 3A, they would be determined advanced for the technology rubric and do 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 why you met 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).

Cardiovascular Endurance				
	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: _____		
<p><b>Lifetime Plan:</b> How will you continue to maintain/improve your cardiovascular endurance in your adulthood?</p>				



<b>Muscular Strength &amp; Endurance Upper Body</b>				
	<b>Type (List the exercise/s)</b>	<b>Frequency (Days per week)</b>	<b>Weight or Intensity</b>	<b>Reps or Time</b>
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: ____		

<b>Muscle Strength &amp; Endurance Abdominals and Lower Body</b>				
	<b>Type (List the exercise/s)</b>	<b>Frequency (Days per week)</b>	<b>Weight or Intensity (List body weight as BW)</b>	<b>Reps or Time</b>
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 muscular strength and 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:___		
<b>Lifetime Plan:</b> How will you continue to maintain/improve your flexibility in your adulthood?				

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

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

<b>OHIO PHYSICAL EDUCATION ASSESSMENTS</b>	
<b>STANDARD 4</b>	Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.
<b>BENCHMARK A</b>	Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.
<b>BENCHMARK B</b>	Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.
<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 for each category for a score for each benchmark. (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</b>	<ul style="list-style-type: none"> <li>• Demonstrates leadership by <u>consistently</u> holding self and others accountable for following safe practices, rules, procedures and etiquette in physical activity settings.</li> <li>OR</li> <li>• <u>Consistently</u> 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 for activities in 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>• <u>Consistently</u> 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 put-downs 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</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 background or different skill level.</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</b>	<ul style="list-style-type: none"> <li>• Does not demonstrate responsibility for rules, safe practices, 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 their 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 not 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 background or different skill level.</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.

<b>OHIO PHYSICAL EDUCATION ASSESSMENTS</b>	
<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 should also 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 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	
	5A Health Benefits	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, mental (intellectual/emotional), and social.	Articulates more than two 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 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 social benefits, challenging aspects, and opportunities for self-expression.
<b>1 Limited</b>	Identifies less 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.