

Assessment Guidelines – Standard 1B

Administration of the Assessment

This assessment is not secure and therefore may be given at any time. It must be completed in one class period. Teachers and students are provided a set of scenarios, a common assessment task and rubric, a Fitness Reference Booklet, plus a graphic organizer that will help organize the information necessary to write the required response. These are intended for student practice. An assessment scenario will then be randomly drawn from the complete set of scenarios immediately prior to the assessment.

This assessment is designed to be part of a comprehensive instructional unit regarding concepts of fitness planning, health risk factors, and a healthy fitness zone. Students will need background content knowledge appropriate for the commencement level. It is essential that students are familiar with how to analyze and interpret of fitness data from graphic sources and be able to plan fitness programs for people in situations unlike their own. For example, students will be expected to plan programs that are appropriate for maintaining or improving cardio-respiratory fitness, muscle strength and endurance, flexibility, and body composition for people of various ages, genders, and health and fitness levels. Prior to taking the assessment, students should have instruction and practice in understanding concepts found in the content. Students are encouraged to use the scenarios and related materials to practice for this assessment.

Modifications to the Task or Rubrics:

The assessments must be conducted as described and not changed to suit student or unique school circumstances. The tasks and rubrics included in the New York State Physical Education Profile are standardized to allow for consistent assessments both within a school district and between school districts in the State. In the event that a school district's policy or logistical limitations make it impossible to conduct an assessment task as it is specifically described, the assessment cannot be used as part of a New York State Physical Education Profile.

Facility:

A standard classroom environment conducive to writing for a full class period must be provided. The assessment is designed to be completed in one sitting. Students must be seated so they can work independently and effectively.

Assessment Supplies:

- Task sheet and scoring rubric
- Scenario and graphic organizer (one randomly chosen immediately prior to the assessment)
- Fitness Reference Booklet
- Writing instruments

Preparing Students for Success

Teachers should:

- meet, discuss, and establish an appropriate K-12 progression for the content of Standard 1B.
- introduce the commencement level assessment task, assessment scenarios and scoring rubric, and graphic organizer early in the instructional unit.
- make clear the necessity for basic mathematic skills needed to complete interpretation of physical activity evaluations (e.g., Target Zone, HR_{max} , HR_{target} , 1-Rep Max).
- review the *Principles of Fitness* and the *FITT Formula* (frequency, intensity, time, type).

- make clear that one scenario will be used for the actual assessment and will be randomly drawn from the complete sets of scenarios immediately prior to the assessment.
- make clear that students will be given practice time using all of the actual assessment scenarios during the instructional unit.
- organize the instructional unit by *designing down* from the assessment task by developing a block plan with instructional activities directly connected to the assessment.
- design formative tasks to use throughout the unit that will provide formal and informal opportunities for students to *compare* their current performance levels on the scoring rubric to help them identify areas needing improvement.
- set the expectation that students will be held accountable for understanding and applying knowledge in a written response.
- provide sufficient instruction time to address the content identified for the assessment (*e.g. fitness planning, components of health-related fitness, the healthy fitness zone, the Principles of Fitness, the FITT Principle, Health Risk Factors*).
- provide sufficient practice time for reading and interpreting the scenarios.
- provide sufficient practice using and interpreting the *Fitness Reference Booklet*.
- provide sufficient practice time for practicing the construction of writing responses.
- provide adequate time to conduct the assessment.
- inform students of their results and retain actual assessments and scored responses for your records.
- summarize results that indicate strengths and weakness of the class and note needed changes in instruction.
- in the event that the student's assessment score will affect grades, communicate the policy to the students at the start of the unit.
- plan time for themselves to practice scoring the assessment using the rubric.

Assessment Protocol Reminders

Prior to the assessment

- randomly draw the scenario from those provided.
- make copies of the assessment task, graphic organizer and rubric, as well as the selected scenario and graphic organizer.
- seat students separate from one another and monitor to ensure independent responses.
- ensure that students have pencils or pens.

During the assessment

- monitor students for independent work.
- refrain from teaching or answering questions.
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After the assessment

- collect and score assessments using the rubric provided.
- compare scoring with other teachers to improve reliability.
- record results in student records.
- arrange for re-assessment opportunities for students who need them.

Note: Short answers are encouraged ... notice that *examples* of what answers might include are often only a few sentences in length.