

Standard of Performance

Scoring the Assessment Learning Standard 1 – Key Idea B (Commencement Level)

The intent of this section is to familiarize teachers with the Standard 1B Assessment and to provide strategies for implementation, scoring, and reporting student performance. For the complete and current version of the Standard 1B Assessment see the New York State Education Department Website www.emsc.nysed.gov/ciai/physed.html.

The pre-requisite for this section is the content found in the *Sample Assessment* section. In order to facilitate an understanding of how to score the Standard 1B – Fitness Assessment, the documents listed below need to be thoroughly examined. Therefore, teachers will need to print the following items for reference. Go to the **Forms** button found at the bottom of the screen and print the following:

1. Assessment Task & Scoring Rubric
2. Fitness Reference Booklet
3. Example Scenario #1 & Graphic Organizer (plus Answer Parameters)
4. Example Scenario #2 & Graphic Organizer (plus Answer Parameters)

Note: It is highly recommended that teachers participate in a staff development workshop specifically designed to introduce them to the administration and scoring of cognitive performance assessments prior to planning their own teaching units. See the website for further details.

Overview:

The intent of a stimulus-based cognitive performance assessment is to provide students with the opportunity to show evidence that they understand and can apply the knowledge specified in the Learning Standard in a sufficient, accurate, and reasoned way. The scoring guidelines presented in this section are not all inclusive and their intent is to offer guidance in evaluating student performance. The forms listed above will describe likely content that is relevant for a response. The brief descriptions for 4-Level and 3-Level responses found below are intended to exhibit the rubric requirements. It is expected that students will practice the assessment for each *Scenario* prior to the formal assessment, and that they should not only be familiar with the response expectations but they will have developed a strategy to logically respond in a sufficient, accurate, and reasoned way to all parts of the assessment tasks.

The Learning Standard 1 – Key Idea B states: *Students will design fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.* To accomplish this, students will be asked to provide evidence that they can apply their knowledge and reasoning to design personal fitness programs for people with a variety of goals and fitness needs. It is important that teachers design curricula that provide students the opportunity to acquire the knowledge necessary to successfully complete the assessment task.

Teachers are encouraged to not only teach the content but also to have students take practice assessments using the actual *Scenarios & Graphic Organizers* from which the final assessment will be chosen. This practice phase is critical because it will familiarize the student with the format of the assessment, provide experience using the graphic organizers to organize relevant information, and provide practice developing convincing answers based on reasoning and supported by evidence. They also need to be familiar with the *Scoring Rubric*.

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

Scoring:

All parts of the student response will be scored together (e.g. the Health/Fitness Profile, Exercise/Activity Worksheets, and Personal Fitness Program).

4-Level responses represent a distinguished level of achievement that exceeds the expectations described in the Learning Standard. Students demonstrate a thorough understanding of the health-related components of fitness and the ability to create an individualized fitness program to improve or sustain fitness levels and set appropriate fitness goals. Students will build their responses based on *essential information* (a 3-Level expectation) and by completely addressing all 3 required parts of the task through the use of reasoning, high detail, in-depth understanding, and advanced knowledge providing summaries that are relevant and lead to obvious and less obvious conclusions and recommendations.

4-Level responses will address the three required parts of the task:

- 1) Part #1: *Health/Fitness Profile* will show accurate interpretation of fitness data; and
- 2) Part #2: *Exercise/Activity Worksheets* will show accurate, reasoned, and appropriate conclusions along with recommendations reflecting a thorough command of health-related fitness topics; and
- 3) Part #3: *Personal Fitness Program* will provide an appropriate plan for the *Scenario* showing correct application and sound reasoning for a practical health-related personal fitness program.

3-Level responses represent achievement that meets the basic expectations described in the Learning Standard and are characterized as *essential information* that is sufficient, accurate, and reasoned. There will be few, if any, omissions or errors in interpretation but details will be lacking. Students demonstrate an understanding of the health-related components of fitness and the ability to create an individualized exercise plan to improve or sustain fitness levels and set appropriate goals. Students will address all 3 required parts of the task.

3-Level responses will address:

- 1) Part #1: *Health/Fitness Profile* will show accurate interpretation of fitness data; and
- 2) Part #2: *Exercise/Activity Worksheets* will show accurate, reasoned, and appropriate conclusions along with recommendations reflecting a thorough command of health-related fitness topics; and
- 3) Part #3: *Personal Fitness Program* will provide an appropriate plan for the *Scenario* showing correct application and sound reasoning for a practical health-related personal fitness program.

2-Level responses address most parts of the task but are characterized by notable errors, omissions, misapplications, or misconceptions regarding the development of a fitness program. Thus the Learning Standard is not achieved. Students may show some understanding of the content, but their demonstrated understanding is insufficient for appropriate decision-making leading to unreasonable conclusions or recommendations.

1-Level responses demonstrate a lack of knowledge and understanding and are characterized by information that is irrelevant, incomplete, inaccurate, and/or unreasonable.

Resource Material Needed for Scoring – (see *Forms* button at bottom of screen)

Assessment Task & Scoring Rubric

The *Assessment Task* is common for all Scenarios.

The *Scoring Rubric* is common for all *Assessment Tasks* and sets the levels of performance for scoring responses.

Scenarios & Graphic Organizers (plus Answer Parameters)

The *Scenario* identifies an individual's specific health, fitness, personal/family information, and relevant circumstances .

The *Graphic Organizer* is a structure, common for all *Scenarios*, that provides the framework on which students will organize answers.

The *Answer Parameters* are provided to help teachers (and students) understand the scoring strategies for the assessment task. The *parameters* describe likely content that is relevant for responses followed by *answer elements* that exhibit the rubric requirements that would help satisfy Level 3 and Level 4 responses.

(For those using a color printer, answer parameters are presented in [green](#) and answer elements are in [red](#).)

Note: Scenarios #3 and #4 are additional options intended for student practice and can be printed from the ***Forms*** button found at the bottom of the screen.

Fitness Reference Booklet

The *Fitness Reference Booklet* is the resource that provides the information necessary to interpret the data for the person described in a *Scenario & Health/Fitness Profile*. The information upon which the charts and tables have been based is subject to change as medical and scientific research is reported. Students should understand that resources for information that provide for interpretations of life-long health and fitness data are readily available on the respective websites of institutions such as the National Institutes of Health, American Heart Association, Centers of Disease Control and Prevention, and various medical institutions like the Mayo Clinic.

Resource Material Needed for Reporting Results – (see *Forms* button at bottom of screen)

Class Assessment Record – Standards 1B, 2, 3

This form can be used for recording student performance.

Teacher Response Form

Responses collected will also be used in the development of future versions of the NYS Physical Education Profile to reflect the experiences of classroom teachers. Feedback from teachers using the Standard 1B assessment will also be very valuable for providing the content for future teacher training through the SED website. Therefore, teachers are encouraged to complete the *Teacher Response Form* and return it to the address given. In addition to your response, enclosing samples of student work will be very helpful.