

**New York State Physical Education Profile  
Teacher Response Form  
Commencement Assessments for Learning Standards 1B, 2 & 3**

**Assessment** (circle one)    **1B**    **2**    **3**                      Date of Assessment \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

Teacher(s): \_\_\_\_\_ Physical Education Director: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail \_\_\_\_\_ Fax: \_\_\_\_\_

*We very much appreciate your taking the time to respond to the questions below. Please complete one response form and attach one assessment record form for each class. Add comments on the reverse side of this form if you like. It would be very helpful if you would also send samples of student work. Thank You!*

**I. ADMINISTRATION OF THE ASSESSMENT**

1. Size of Class: small 10-20 \_\_\_ medium 21-30 \_\_\_ large 31-45 \_\_\_ double 46-60 \_\_\_ larger than 60 \_\_\_
2. Number of teachers assigned to class \_\_\_ Composition of class: Number of Boys \_\_\_ Number of Girls \_\_\_
3. Grade Level of Students: 9 only \_\_\_ 10 only \_\_\_ 11 only \_\_\_ 12 only \_\_\_ 9-10 \_\_\_ 10-12 \_\_\_ 11-12 \_\_\_ 9-12 \_\_\_
4. Length of Class in Minutes \_\_\_\_\_ Number of Lessons in Unit \_\_\_\_\_ Elective Unit \_\_\_ Required Unit \_\_\_
5. Did you use this assessment as part of your grading policy for the unit, term or year? Yes \_\_\_ No \_\_\_  
If your answer is yes, please describe what portion of the grade, or how the assessment figured into students' grades or PE requirement: \_\_\_\_\_  
\_\_\_\_\_
6. Were any other incentives associated with results in the assessment? Yes \_\_\_ No \_\_\_  
If yes, what were they? \_\_\_\_\_
7. Was the assessment presented to students as part of the instruction during the unit ? Yes \_\_\_ No \_\_\_
8. Were the students provided with any handouts describing the assessment task and rubrics? Yes \_\_\_ No \_\_\_
9. Was the assessment available to students throughout the unit? Yes \_\_\_ No \_\_\_
10. Are students accustomed to being assessed on their level of competence in physical activities? Yes \_\_\_ No \_\_\_  
Are students accustomed to doing written work in physical education during class time or as homework?  
Yes \_\_\_ No \_\_\_ Describe: \_\_\_\_\_
11. On the average, how many student papers could you assess in an hour? \_\_\_\_\_ How long for your entire class? \_\_\_\_\_
12. As the teacher, did you do anything to prepare to assess students prior to the assessment day? Yes \_\_\_ No \_\_\_  
Please describe: \_\_\_\_\_  
\_\_\_\_\_
13. Do you feel that you can score the assessment accurately and consistently? Yes \_\_\_ No \_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

## II. QUALITY OF THE TASK

14. How *clear* was the assessment task? Did you know what to do based on the information we provided?  
Yes \_\_\_ No \_\_\_  
Did your students understand what was expected of them based on the information we provided? Yes \_\_\_ No \_\_\_  
Comments: \_\_\_\_\_  
\_\_\_\_\_
15. Do you feel that students had a *fair* chance to demonstrate their knowledge of the specific concepts under the conditions of the task? Yes \_\_\_ No \_\_\_  
Comments: \_\_\_\_\_  
\_\_\_\_\_
16. Do you think the task provided a *valid* opportunity for students to demonstrate their ability to apply knowledge of the specific concepts? Yes \_\_\_ No \_\_\_
17. Do you think the task provided a valid opportunity for to assess *different levels of student development* in understanding these concepts? Yes \_\_\_ No \_\_\_
18. Was the difficulty level of the task realistic for high school students? Yes \_\_\_ No \_\_\_  
Are there any specific improvements you would make regarding the task? Yes \_\_\_ No \_\_\_  
If Yes, please describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## III. QUALITY OF THE SCORING RUBRIC

19. Did the scoring rubric clearly identify the whole range of ability in your classes? Yes \_\_\_ No \_\_\_
20. Did you have trouble distinguishing between levels of the rubric, for example, a level 3 from a level 2?  
Yes \_\_\_ No \_\_\_ (describe) \_\_\_\_\_  
\_\_\_\_\_
21. Were the levels of the scoring rubric realistic for high school level student performance? Yes \_\_\_ No \_\_\_  
If No, were they too easy \_\_\_ or too difficult \_\_\_ for this age group? Please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
22. Did the scoring rubric appropriately describe competency (level 3) and proficiency (level 4) in understanding the concepts at a level appropriate for high school students? Yes \_\_\_ No \_\_\_  
If No, please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
23. Did your students understand the task and scoring rubric after you presented them? Yes \_\_\_ No \_\_\_
24. What kind of questions did the students ask? \_\_\_\_\_  
\_\_\_\_\_
25. Are there any specific improvements you could make regarding the scoring rubric? Yes \_\_\_ No \_\_\_  
If Yes, please describe: \_\_\_\_\_  
\_\_\_\_\_

**IV. IMPACT**

26. Did the assessment have any impact on the students' interest, attitude, behavior, etc. in this specific unit in physical education? Yes \_\_\_ No \_\_\_ If Yes, please describe the impact: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

27. Did the assessment have any impact on your teaching approach to this unit? Yes \_\_\_ No \_\_\_  
If Yes, please describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

28. Assuming that students understand they are expected to demonstrate achievement of all of the Learning Standards for Physical Education in high school, do you think this assessment, or a modification of this assessment, should be used to document their achievement? Yes \_\_\_ No \_\_\_  
Please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**THANK YOU FOR YOUR HELP IN THIS PROJECT.** *Your feedback is essential in order to design high quality, practical assessments for physical education.*

*We also welcome samples of **student work** (graphic organizers and essays) showing the range of student performances along with a copy of the Class Assessment Record for each class. These will be very helpful for the task of refining future versions of the assessment*

*We welcome any additional comments.*

Return to: **New York State Physical Education Profile  
Associate – Physical Education  
New York State Education Department  
89 Washington Avenue  
Room 320 EB  
Albany, NY 12234**