

Sample 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. 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.

In order to facilitate an understanding of how the Standard 1B – Fitness Assessment works, the documents listed below need to be thoroughly examined. Therefore, teachers will need to print the following four 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. **Practice Scenario #1 & Graphic Organizer (plus Answer Parameters)**
4. **Practice Scenario #2 & Graphic Organizer (plus Answer Parameters)**
5. **Practice Scenario #3 & Graphic Organizer** (available for additional student practice)
6. **Practice Scenario #4 & Graphic Organizer** (available for additional student practice)

Assessment Task & Scoring Rubric

The *Assessment Task* provides instructions and information necessary to write a response to complete the task while the *Scoring Rubric* sets the levels of expectation for scoring the student response.

Fitness Reference Booklet

The *Fitness Reference Booklet* is the resource that provides the charts and tables necessary to interpret the data for the person described in a *Scenario & Health/Fitness Profile*. Students will need to comprehend, analyze, synthesize, and evaluate the information given by applying it to charts and/or tables in order to write a reasoned response consistent with accepted principles of health-related fitness and exercise. 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*.

Practice Scenarios #1 and #2 & 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 of Level 4 and Level 3 responses.

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

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

For more information on SCORING STUDENT RESPONSES – see “STANDARDS OF PERFORMANCE”

Overview of the Assessment

The assessment for Learning Standard 1 – Key Idea B is a cognitive performance assessment structured as a stimulus-based task. It is developmentally appropriate for commencement level students who will need to be able to address “real world” issues they may encounter as adults. This commencement level assessment is designed to be part of an instructional focus on health-related fitness and fitness planning and involves writing a fitness program. The stimulus-based task requires students to comprehend, analyze, synthesize, and evaluate data contained within a *Scenario*, pertaining to fitness levels, and then make recommendations. A *Fitness Reference Booklet* provides a resource of fitness

data and **Graphic Organizers** are provided to help organize the information. Responses will be evaluated on a 4-point developmental scoring rubric.

The assessment is not designed to be secure and, therefore, may be given at any time. In the complete and current assessment found on the New York State Education Department website, teachers are provided the **Assessment Task & Scoring Rubric**, ten **Scenario** possibilities from which one will be randomly drawn by the teacher immediately prior to the assessment, and the **Graphic Organizer** that is common for all scenarios.

Students should be introduced to the assessment format and the scoring rubric well before taking the assessment. For instructional purposes teachers are encouraged to use the actual assessment materials in their classes. The assessment is designed to be specific and meaningful to students but not so specific that the answers are based on memorization. Therefore, random selection of the assessment **Scenario** is an appropriate assessment strategy. Student responses need to provide sufficient, accurate, and reasoned evidence that they have achieved the cognitive aspects of the Standard.

REMINDER - Implementation of the Assessments

In order for students to take the assessment, teachers will need the complete and current version of the Assessment Package for the present academic year. This will be available on the State Education Department Website: www.emsc.nysed.gov/ciai/physed.html.

Suggestion for Teachers:

Teachers may chose to have students engage in the Standard 1B Cognitive Assessment after they have completed a variety of units of instruction found in the Fitness Category of the Standard 1A Physical Activity Assessments. Such activities include step aerobics, water aerobics, Tae Bo, cardio-kick boxing, aerobic activities, weight training, and Pilates. These all align with the health-related components of fitness (e.g., cardiorespiratory fitness, muscle strength and endurance, and flexibility) that are the focus of the Standard 1B Assessment. Not only do the physical activity assessments require physical performance, they also require written work in their assessments that is consistent with that required for the Standard 1B Assessment. Students may find the specific learning experiences and assessments in the physical activity assessments helpful before engaging in the comprehensive assessment experience required in the Standard 1B Assessment.

Reminders:

- Students need to be aware that the basic mathematic skills of addition, subtraction, multiplication, and division are required to complete interpretation of physical performance evaluations (e.g., Target Zone, HR_{max} , HR_{target} , 1-Rep Max).
- Teachers have the option of using one of the several recognized formulas when computing target fitness zone heart rates (e.g., Target Zone, HR_{max} , HR_{target} , $HR_{reserve}$). The importance of these measurements is cited in Corbin & Lindsay (2005) and American College of Sports Medicine (1995) p.145.

Additional Forms

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.