

Introduction – Assessing Learning Standard 2

Learning Standard 2 – A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea

Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Linking New York State Learning Standard 2 to Assessments

The New York State Physical Education Profile provides authentic, standardized, and practical assessments designed to document student achievement of the New York State learning standards for physical education (*Learning Standards for Health, Physical Education, and Family and Consumer Sciences*, 1996). Two types of assessments are used: 1) Sport and Physical Activity Performance Assessments for Learning Standard 1 – Key Idea A and Standard 2; and 2) Cognitive Performance Assessments for Learning Standard 1 – Key Idea B, Standard 2, and Standard 3.

The assessments for Learning Standard 2 require students to demonstrate “knowledge and ability” implying both a demonstrated behavior and a cognitive understanding. Knowledge and ability need two different types of assessment. Understanding personal and social responsibility plus physical and emotional safety may not necessarily reflect behavior, and behavior may not be an indicator of cognitive understanding. Therefore, two types of assessment tasks and scoring criteria are provided. One assessment is designed for observed student *behavior* in physical activity settings. It is incorporated in the Sport and Physical Activity Performance Assessments included in Learning Standard 1A assessments. The other assessment is the Learning Standard 2 Cognitive Performance Assessment that provides an opportunity for students to show their *understanding* of safe and responsible behavior in an essay, specifically grounded in the concepts “character, civility and citizenship” as recommended by New York State’s Project SAVE legislation (2000) and the Educational Framework for Interscholastic Athletic Programs (2001).

The intent of this section is to familiarize teachers with the Standard 2 Assessment and to provide strategies for implementation. For the complete and current version of the Standard 2 Assessment see the New York State Education Department Website www.emsc.nysed.gov/ciai/physed.html.

Linking Learning Standard 2 to Physical Activity Performance Assessments

Learning Standard 1 – Key Idea A requires that students demonstrate the skill and knowledge to competently or proficiently participate in physical activities. Standard 2 requires that students show their skill and knowledge to participate safely, demonstrate responsible personal and social behavior, and contribute to a positive experience for others. Assessments were designed that combine the essential performance elements identified in Standards 1 – Key Idea A and the essential performance elements identified in Standard 2.

Learning Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea A: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.

Learning Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

The key idea for **Learning Standard 1A** states that students “will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.” To meet Learning Standard 1A by the end of their K-12 physical education experience, students are expected to demonstrate competency in six activities and proficiency in three activities representing at least three of the eight activity categories. This proposal is based on the assumption that most students could achieve competence in two activities and proficiency in one activity each year over a minimum three-year period given the New York State’s time mandate for physical education. Together, competency and proficiency should be demonstrated in at least three different physical activity assessment categories (see Chart: Sport and Physical Activities for Physical Education).

The key idea for **Learning Standard 2** states that students “will demonstrate responsible personal and social behavior while engaged in physical activity ... understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication ... identify safety hazards and react effectively to ensure a safe and positive experience for all participants.” Given the required performance elements, assessment tasks and scoring rubrics designed for **Learning Standard 1A** to determine competency and proficiency for sport and physical activity also include a **Learning Standard 2** component requiring that students *participate* safely, demonstrate responsible personal and social behavior, and contribute to a positive experience for others.

Note: The Physical Activity Performance Assessments for Learning Standard 1 – Key Idea A and Standard 2 are presented in the Learning Standard 1A section of the CD-ROM.

Linking Learning Standard 2 to Cognitive Performance Assessments

The cognitive performance assessments are structured as stimulus/document-based questions that are developmentally appropriate for commencement level students who will need to be able to address “real world” issues related to physical activity and health that they may encounter as adults. The questions are designed to provide students with situations from which they can demonstrate what they know and can do regarding physical activity and fitness, personal and social responsibility in physical activity settings, managing community resources for personal physical activity, and physical activity-related careers. Questions focus on critical thinking skills, are criterion-referenced, and employ a developmental scoring rubric. Students are asked to read narrative information, charts, and/or tables; analyze, synthesize, and evaluate the information; and then write a reasoned essay consistent with instructional content. Graphic organizers are provided to help organize the information necessary to write a response to the assessment task. Responses will be scored on a four-point developmental scoring rubric.

The assessments are *not secure*, may be given at any time and must be completed in one sitting that could be a regularly scheduled class period. Teachers and students are provided a common assessment task, rubric, and a set of scenarios and graphic organizers that will help organize the information necessary to write the required essay. The assessment scenario will be randomly drawn immediately prior to the assessment. Teachers are encouraged to use the actual assessment materials not only for instruction but for student practice. Given the random selection of the actual assessment scenario, memorization will not be a factor.

This assessment is designed to be part of a physical activity instruction that is based on the demonstration of safe and responsible behavior while engaged in physical activity at the commencement level. Teachers will prepare students for the assessments by setting the expectation that students will be held accountable for understanding safe and responsible behavior through a written essay. Prior to taking the assessment, students will need instruction and practice focused on understanding the concepts of “character, civility and citizenship” as recommended by New York State’s Project SAVE legislation (2000) and the Educational Framework for Interscholastic Athletic Programs (2001). Students (and teachers) are encouraged to use the scenarios for practice prior to the actual assessment.

Learning Standard 2 – A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

The intent of this section is to familiarize teachers with the Standard 2 Assessment and to provide strategies for implementation. For the complete and current version of the Standard 2 Assessment see the New York State Education Department Website www.emsc.nysed.gov/ciai/physed.html.