

Standard of Performance

Scoring the Assessment Learning Standard 3 (Commencement Level)

The intent of this section is to familiarize teachers with the Standard 3 Assessment and to provide strategies for implementation, scoring, and reporting student performance. For the complete and current version of the Standard 3 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 2 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. Example Scenario w/Graphic Organizer (plus Answer Parameters)
3. Example Advertisements (2)

Note: It is highly recommended that teachers participate in a staff development workshop specifically designed to introduce the to the administration and scoring of the 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.

Learning Standard 3 states: *Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and able to evaluate facilities and programs.* To accomplish this, students will be asked to provide evidence that they can apply their knowledge and reasoning to offer appropriate responses to a variety of physical activity opportunities in their communities and to be informed consumers able to evaluate these facilities and programs. 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 have students take practice assessments using the actual *Scenarios & Graphic Organizers plus the Advertisements (2)* 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. *Graphic Organizers* and *Essay*.)

4-Level responses represent a distinguished level of achievement that exceeds expectations described in the Learning Standard. Students demonstrate a thorough understanding of the concepts of consumerism while engaged in the process of matching a person's fitness and exercise goals and their personal, social, and program concerns to a choice of alternatives presented in two advertisements involving community fitness resources. Students will build their responses on *essential information* (a 3-Level expectation) and by completely addressing both 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 all required parts of the task:

- 1) the *Graphic Organizer* will accurately identify a person's fitness goals and concerns and then analyze the advantages and disadvantages of two advertised community resource options as they relate to the goals and concerns.
- 2) the *Essay* will provide a detailed and reasoned summary and recommendation reflecting a command of consumer knowledge for making an informed choice regarding the advertised community resource options as they relate to the person's goals and concerns.

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 concepts of consumerism while engaged in the process of matching a person's fitness and exercise goals and their personal, social, and program concerns to a choice of alternatives presented in two advertisements involving community fitness resources. Students will address both required parts of the task.

3-Level responses will address:

- 1) the *Graphic Organizer* will accurately identify a person's fitness goals and concerns and then analyze the advantages and disadvantages of two advertised community resource options as they relate to the goals and concerns.
- 2) the *Essay* will provide a detailed and reasoned summary and recommendation reflecting a command of consumer knowledge for making an informed choice regarding the advertised community resource options as they relate to the person's goals and concerns.

2-Level responses address most parts of the task but are characterized by notable, errors, omissions, or misconceptions regarding the understanding of the concepts of consumerism while engaged in the process of matching a person's fitness and exercise goals and their personal, social, and program concerns to a choice of alternatives presented in two advertisements of community fitness resources. Thus the Learning Standard is not achieved. Students may show some understanding of 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 w/Graphic Organizers (plus Answer Parameters)

The *Scenario* identifies behaviors, information, and relevant circumstances concerning the individual's understanding of consumerism.

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 4 and Level 3 responses.

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

Example Advertisements:

The two *Advertisements* are needed to complete *the Assessment Task*.

Note: Scenarios #2 and #3 are additional options intended for student practice and can be printed from the Forms button.

Resources 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

Data collected from teachers using the Standard 2 assessment will be very valuable for providing the content for future teacher training and through the SED website, for sharing best practices regarding how to effectively and efficiently teach content and administer the assessment. Therefore, teachers are encouraged to complete the Teacher Response Form and return it to the address given. Data collected will also be used in the development of future versions of the NYS Physical Education Profile to reflect the experiences of the classroom teacher. In addition to your response, enclosing samples of student work will be very helpful.