

Introduction – Assessing Learning Standard 3

Learning Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

Key Idea

Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. Students will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

Linking New York State Learning Standard 3 to Cognitive Performance Assessment

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 cognitive performance assessments are structured as stimulus/document-based questions that are developmentally appropriate for commencement level students who will address “real world” issues related to physical activity and health 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. Assessment tasks will be scored on a 4-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 will be provided a common assessment task, rubric, and a set of scenarios and graphic organizers that will help identify the information necessary to write the required essay. The assessment scenario will be randomly drawn immediately prior to the assessment. Given the random selection of the actual assessment scenario, memorization will not be a significant factor.

This assessment is designed to be part of a comprehensive instructional unit that addresses the skills students will need as adults to become informed consumers of opportunities available within communities to engage in physical activity. The assessment includes aspects of exercise adherence and self-management that may affect exercise and activity choices. Teachers can prepare students for the assessments by setting the expectation that students will be held accountable for consumer knowledge through a written essay. Prior to taking the assessment, students will need instruction and practice focused on understanding the concepts of consumerism, self-management and adherence, and applying that knowledge in their interpretation of the advantages and disadvantages of specific fitness facilities, programs, services, and exercise equipment that are advertised that might meet specific needs. Students (and teachers) are encouraged to use the scenarios for practice before being assessed. The assessment may be administered as part of an instructional unit for Learning Standard 1B (fitness and health).

The intent of this section is to familiarize teachers with the Standard 3 Assessment and to provide strategies for implementation. For the complete and current version of the Standard 3 Assessment see the New York State Education Department Website www.emsc.nysed.gov/ciai/phyped.html.