

## Sample 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. 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](http://www.emsc.nysed.gov/ciai/physed.html).

In order to facilitate an understanding of how the Standard 3 Assessment works, 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

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.

### 2. Practice Scenario #1 & Graphic Organizer

**Practice Scenario #1 & Graphic Organizer (plus Answer Parameters)**

**Practice Scenario #2 & Graphic Organizer** (available for additional student practice)

The *Scenario* identifies the information and relevant circumstances concerning the individual's understanding of consumerism necessary to write a response to complete the task.

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 for *Practice Scenario #1* 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](#).)

### 3. Example Advertisements:

The two *Advertisements* are needed to complete *the Assessment Task* for both *Scenario #1 and #2*

**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 3 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 consumerism for physical activity facilities, products, and services. The stimulus-based task requires students to comprehend, analyze, synthesize, and evaluate the information provided in the *Scenario* and two Advertisements and then write a reasoned response consistent with accepted principles of consumerism for physical activity facilities, products, and services. *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 actual *Assessment Task & Scoring Rubric*, six Scenario possibilities from which one will be randomly drawn by the teacher immediately prior to the assessment, a set of four Advertisements from which two will be randomly drawn by the teacher immediately prior to the assessment, and a *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* and two Advertisements 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 Assessment Package for the present academic year. This will be available on the State Education Department Website:

[www.emsc.nysed.gov/ciai/physed.html](http://www.emsc.nysed.gov/ciai/physed.html).

**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 2 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.