South Carolina Alliance for Health, Physical Education, Recreation and Dance

South Carolina Physical Education Assessment Program

Middle School Physical Education Program Assessment Manual

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What is the SCPEAP for Middle Schools?

The South Carolina Physical Education Assessment Program (SCPEAP) is a program designed to do state level assessment of physical education programs in South Carolina. The state professional organization, the South Carolina Alliance for Health, Physical Education, Recreation and Dance (SCAHPERD), has been contracted by the South Carolina Department of Education to collect data on the extent to which students in South Carolina school programs meet the state standards. These standards are described in the South Carolina Physical Education Standards, which were approved by the Board of Education.

SCPEAP is an organizational structure of SCAHPERD. SCPEAP's mission is to develop appropriate assessment material for the state standards and to collect and report that data for the SDE. Physical education assessment data is program data. Individual student scores will not be reported but rather the extent to which programs meet the state standards.

At the middle school level, SCPEAP has developed and piloted assessment materials for the four state criteria, now called Performance Indicators. These performance indicators and materials to help in the assessment were developed and completed spring 2001. Materials for the high school assessment were approved by the State Legislature in 1995, and the elementary materials were completed in 2001.

When and How Will Middle School Programs Be Assessed and Reported?

One third of the districts in the state are required to submit physical education assessment data each year. The District Cycle Chart in the policy manual lists each school district and assigns an assessment cycle year to each district (PM 3). Each district will stay with the cycle they have been given and will submit data every three years. The first year of data collected for high schools was spring of 2001 and for middle and elementary schools, was 2006.

Teachers may collect student assessment data throughout the year but will submit that data during the spring of their assessment year. Physical education program assessment is based on sample data, which means that not all classes and students will be assessed on every indicator. A sample of teachers and classes for each indicator will be obtained from a program (See page PM-7-8). Appropriate assessment plans will be developed with SCPEAP for each school (PM 22-33). Teachers will have the opportunity to be trained by SCPEAP to assess student performance.

Data submitted by each school will be monitored for its completeness and accuracy in order to determine levels of student competency. Although schools will receive information on individual teachers for each indicator, data from all four indicators and all teachers will be combined for one program assessment score reported as the percentage of students at a school who meet the state Physical Education Curriculum Standards (Department of Education, South Carolina Physical Education Curriculum Standards, 2000).

South Carolina Physical Education Assessment Program

Middle School Performance Indicators and Performance One Activities by Movement Forms

Performance Indicator One: Demonstrate competency in modified versions of activities in two movement forms.

Performance Indicator Two: Demonstrate knowledge of the five components of fitness and the F.I.T. principle on a written test.

Performance Indicator Three: Participate regularly in health enhancing physical activity outside of the physical education class.

Performance Indicator Four: Meet the gender and age group health related physical fitness standard as described by the National Association for Sport and Physical Education.

Activities Identified by Movement Forms

Dance Movement Form
Aerobic, Line, Folk and Square Dance

Individual Movement Forms
Archery
Bowling
Golf
Tumbling

Dual Movement Forms
Badminton
Pickle/ Paddle-Ball
Tennis

Team Sport Movement Forms
Basketball
Flag Football
Floor Hockey
Soccer
Team Handball
Ultimate
Volleyball

Outdoor Pursuits Movement Form
Orienteering

Performance Indicator One:

Demonstrate competency in modified versions of activities in two movement forms.

South Carolina Physical Education Program Assessment

Definition of Terms Used in All Observational Rubrics for PI-1

Consistency of Performance

No observable errors/instances:	Observer cannot detect any instances/errors in performance
Few observable errors/instances:	Observer can detect no more than two instances/errors in performance
Consistently:	75% of the time or more
Inconsistent:	Anything less than 75% of the time
Usually:	50% - 74% of the time
Sometimes/Some:	More than 15% less than 50% of the time
Rarely/Little:	Less than 15% of the time

Appropriate Technique/Form

Proficient:	No observable errors in technique
Near proficient:	Few observable errors in technique
Good technique:	Most of the characteristics of appropriate technique
Some technique:	Some evidence of appropriate technique but many errors
Poor technique:	Little evidence of appropriate technique

General Protocols for Data Collection for PI-1 and PI-4

1. All electronic recording should be VHS or VHS-C videotape or DVD format at regular (SP) speed. Do not record directly into the sun or light.

2. All students on a class roster should appear on the recording unless there is an IEP, OHI or 504, and/or a G-1 form (Documentation of Student Exceptionality, p. PM-21) for that student. Students absent or sick on the day of taping must do a "make-up" test at another time. There must be some record of every student on the roll.

3. Each teacher must use separate and clearly labeled recordings for each class and each Performance Indicator.

4. All students on camera should on wear pinnies/jerseys with large white numbers, on front and back, that are at least 10 inches long and 2 inches wide. Dark colored pinnies work best. You will need enough pinnies and enough numbers for the number of students in each class. Do not put two students with the same number and color on the same recording for an activity. Make sure that students keep the same number and color pinnie if you record on two different days.

5. Before students begin the assessment, identify the school, class and teacher name verbally on the recording. Read the directions/protocol to students on camera. You may clarify the directions but they should get no further coaching on how to do the activity.

6. Have students introduce themselves (first and last name), and identify pinnie color and number immediately before their performance. Camera operator repeats student information before the student moves away from the camera. Camera must be focused on whole body.

7. A camera set up and testing situation for each activity is specifically described. The object is to get as close to the students performing as you can and still see the entire activity area needed for an assessment. You must follow the protocol explicitly for each assessment, but on occasion you may need to adjust the camera placement in order to clearly see all students being assessed. If a recording does not "come out clearly" (e.g., students are not identifiable and/or skills can not be seen), the test must be redone at another time. Remember, if the monitors cannot clearly identify each student and see how the skill is performed, the recording will be unacceptable and scored as a zero.

8. It is helpful, and in some activities necessary, to have a camera operator other than the teacher. Students can do this if they receive clear training on how to follow the action and what the field of view should be for an activity. In some cases, it is helpful and/or required to have the camera operator repeat verbal comments made by students. (i.e. Flag Football, Orienteering, Volleyball).

9. The camera must be kept running for (most activities) even though there is dead time on the recording. It is not necessary to record warm-ups. If the camera must be stopped, be certain that it is started back early enough that no performance is missed.

10. Teachers may record students as many times as is necessary to get the technical quality of the recording needed to make good judgments about student performance.

11. Do not permit students to be an audience for the performance of other students. Teachers need to make arrangements for students not being tested to do other things.

12. Make sure to label each recording with the teacher's name, the name of the activity, the date, and the class name/number as it appears on the computer printout of the class being assessed.

13. Student names must appear on the Summary Score Sheet in the order in which they appear on the electronic recording.

14. During data collection every effort should be made to provide an opportunity for every student to demonstrate all skills being assessed. If an opportunity is not there for a skill to be shown, do not count that against a student—just leave the score blank. This should not count against the student's score but with opportunities to practice, clear directions as to what skills are being assessed, and appropriate grouping of students, it should not happen often.

15. For PI 1 each criterion on the observation rubric is scored separately on the Summary Score Sheet. The overall score is determined by using the scores on each criterion of the rubric to make a judgment as to what level best describes the student's entire performance as seen on the recording. For example, a student may get a 1, 2, 2, 3 and 3 on five parts of the observation rubric and the teacher may decide that the student's overall score is a 2. If there is a prerequisite/required skill listed (i.e. Archery, Badminton, Bowling, Golf, Pickle/Paddle Ball, Tennis) then that individual score must be the deciding factor.

South Carolina Physical Education Assessment Program

Middle School Archery

Assessment Task

Shoot an arrow so that it remains fixed in the target.

Specific Protocol-Directions to Student

You will be asked to shoot eight arrows using your best form so that at least two arrows remain fixed in the target. Your first two arrows will be of a different color from the other six and will be considered practice. Your score will reflect your form as well as the number of arrows that remain fixed somewhere in the target. It doesn't matter where these arrows are on the target.

Criteria for Assessment

1. The student demonstrates good form on the stance.
2. The student nocks the arrow correctly.
3. The student draws and anchors the bowstring correctly.
4. The student releases the arrow correctly.
5. The student shoots so that at least two arrows stay fixed in the target.

Equipment and Facilities

There must be enough bows (including left handed bows) and arrows (one end of six shots of one color and two practice shots, using a different color arrow per student) for one to three students. There must also be an equal number of approximately 4-foot targets and tripods, and a designated shooting line 15 yards from the target. The teacher must identify on camera the color of the practice arrows. Each shooting station should be clearly numbered from one (closest to the camera) to the last student shooting. These numbers can be seen easily if they are written in large dark letters on a folded piece of cardboard and standing in front of each shooter. The targets should then be identified with the same number.

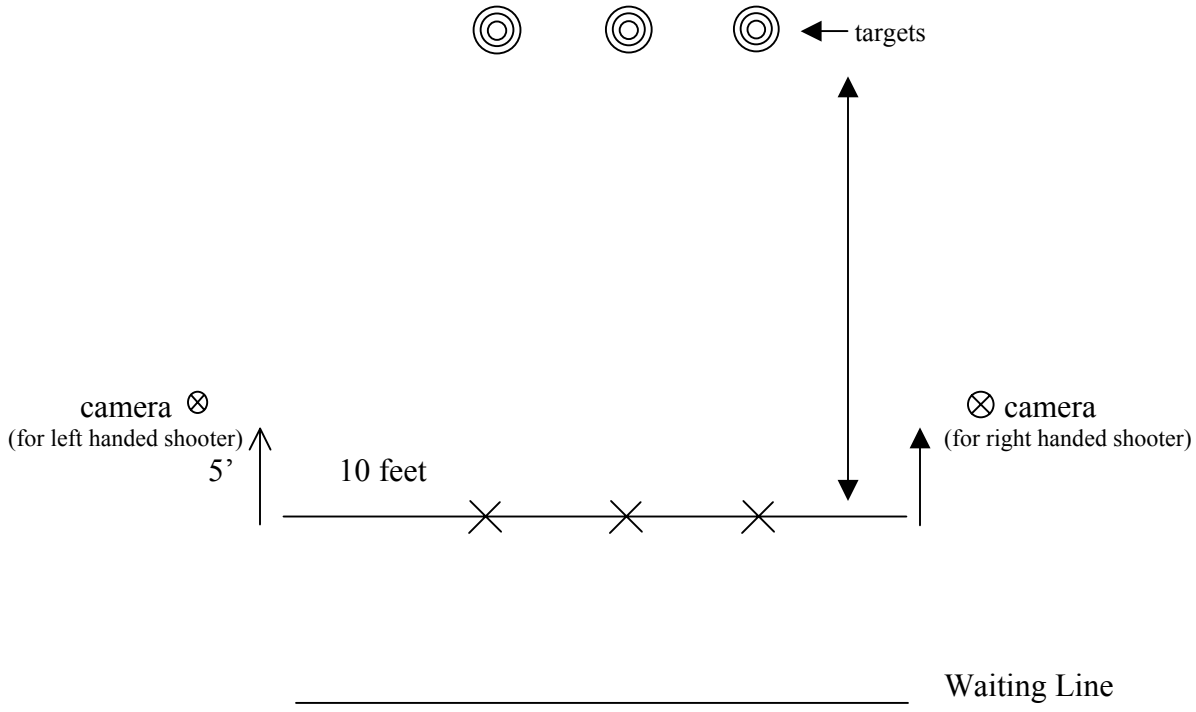
Camera Location and Operation

The camera should be facing and just forward of the students (10 feet to the side of the mark of the first student, five feet in front of that point and five feet high). The camera should be focused so that one to three student(s) can be clearly seen as they stand on the shooting line. It is recommended that left handed students be tested before or after right handed students so that the camera may be moved to the other side of the shooting line. For safety reasons, no one should be near the camera during shooting times.

Testing Situation

Place marks on the shooting line for one to three students. Student numbers need to be identified for the camera before shooting begins since numbers may not be clear to the viewer. Have all students straddling the shooting line with bows ready but without arrows. For safety reasons, the teacher should tell students through voice commands, or other auditory signals when to start shooting and when to stop. Allow the students to shoot their two practice arrows using the special color arrows. When all students are ready, have them shoot their six arrows. After the students have completed shooting, focus and zoom the camera in on each individual target for ten seconds. Continue until all targets have been recorded. It is imperative that an observer of the recording is able to clearly see, identify, and count the non-practice arrows fixed in the target.

Camera Location Diagram



South Carolina Physical Education Program Assessment

Middle School Archery Assessment Task Scoring Rubric

*** At least 2 arrows must stay fixed in the target to achieve a score of Level 2 ***

Level 3

- No more than 1/6 observable errors on the stance
- No more than 1/6 observable errors nocking the arrow
- No more than 1/6 observable errors while drawing and anchoring the bowstring
- Demonstration in a smooth release for 5/6 arrows
- At least three arrows stay fixed in the target

Level 2

- No more than 2/6 observable errors on the stance
- No more than 2/6 observable errors nocking the arrow
- No more than 2/6 observable errors while drawing and anchoring the bowstring
- Demonstration in a smooth release for 4/6 arrows
- At least two arrows stay fixed in the target (**required for a score of level two**)

Level 1

- No more than 3/6 observable errors on the stance
- No more than 3/6 observable errors nocking the arrow
- No more than 3/6 observable errors while drawing and anchoring the bowstring
- Inconsistent in demonstrating a smooth release
- At least 1 arrow stays fixed in the target

Level 0

- More than 3/6 observable errors in demonstrating stance
- More than 3/6 observable errors in demonstrating nocking the arrow
- More than 3/6 observable errors in demonstrating drawing and anchoring the bowstring
- Little evidence of a smooth release
- No arrows stay fixed in the target

Good Form

Stance – Side to target, straddle the shooting line.
Drawing and Anchoring – Proper hand placement on the string, consistent stable anchor point
Smooth Release – Little movement of the hand and bow elbow.

South Carolina Physical Education Assessment Program

Archery

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

*** Students must appear on this sheet in the order in which they appear on the recording.**

Roll #	Pinnie #	Student Name	Student Gender	Stance	Nocking	Draw/ Anchor	Smooth Release	# Arrows in target (Required)	Level (0-3)

South Carolina Physical Education Assessment Program

Middle School Badminton

Assessment Task

Play a cooperative game of singles badminton making your partner/opponent move using legal forehand, underhand and overhead strokes.

Specific Protocol-Directions to Student

You will be asked to demonstrate your ability to move your partner/opponent forward and back and left and right on the court, using legal forehand, underhand and overhead strokes in a 1 vs. 1 badminton task. You will also be expected to show how you can return toward home base when pulled out of position. No score will be kept, but you are to keep the shuttlecock going as long as possible on each rally. You and your partner/opponent will alternate hitting the shuttlecock for a 3-minute period, switching sides after 1 ½ minutes. Play begins with one person putting the shuttlecock into play with an underhand stroke. Play must be restarted as described when the shuttlecock is hit out of bounds or when the shuttlecock strikes the ground.

Criteria for Assessment

1. The student sends the shuttlecock over the net using a variety of legal strokes.
2. The student demonstrates the ability to rally with a partner/opponent.
3. The student moves toward home base after a shot when pulled out of position.
4. The student moves his/her partner/opponent forward and back, left and right (2 + steps).

Equipment and Facilities

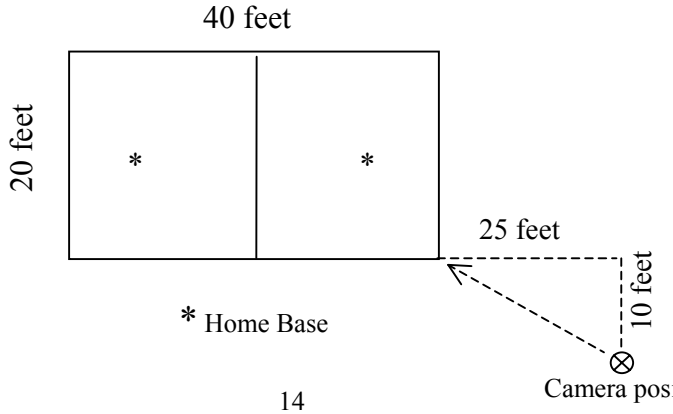
Boundaries for a 20' x 40' badminton baseline, an object to serve as a net (ropes or badminton net) at height of five feet, two racquets, and one shuttlecock.

Camera Location and Operation

Place the camera 20-25 feet behind the corner of back court line, then 5-10 feet to the side so the camera is basically off of the corner of the back court line and the side line. The camera should be elevated if at all possible. Keep the camera stationary with wide lens angle to record entire court. Camera should run continuously.

Testing Situation

Students should be paired with someone of similar ability. Allow the students to warm up for three minutes prior to recording.



South Carolina Physical Education Program Assessment

Middle School Badminton Assessment Task Scoring Rubric

***A rally of at least 3 total hits is required to achieve a score of Level 2 ***

Level 3

- Consistently (75% of the time) uses a variety of legal strokes
- Rallies with a partner/opponent (4 total)
- Consistently moves **toward** home base when pulled from position
- Consistently moves partner/opponent (2 + steps) forward, back, left or right to return shuttlecock

Level 2

- Usually (50-74% of the time) uses a variety of legal strokes
- Rallies with a partner/opponent (3 total) (Required for a score of level 2)
- Usually moves **toward** home base when pulled from position
- Usually moves partner/opponent (2 + steps) forward, back, left or right to return shuttlecock

Level 1

- Sometimes (15-49% of the time) sends shuttlecock across net with some technique (lacks stroke variety or illegal strokes are used)
- Rallies with a partner/opponent (2 total)
- Sometimes moves **toward** home base when pulled from position
- Sometimes moves partner/opponent (2 + steps) forward, back, left or right to return shuttlecock

Level 0

- Rarely (<15% of the time) sends shuttlecock across net
- Rallies with a partner/opponent (less than 2)
- Rarely moves **toward** home base when pulled from position
- Rarely moves partner/opponent (2 + steps) forward, back, left or right to return shuttlecock

See page 7 for definitions.

South Carolina Physical Education Assessment Program

Badminton

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

- **Students must appear on this sheet in the order in which they appear on the recording.**

Roll #	Pinnie #	Student Name	Student Gender	Variety of Legal Strokes	Moves partner/ opponent	Returns toward Home	Rallies with a partner/ opponent (Required)	Level (0-3)

South Carolina Physical Education Assessment Program

Middle School Basketball

Assessment Task

Play a modified game of basketball passing the basketball, controlling the dribble, moving into a position to receive a pass, executing an appropriate lead pass, using good shooting technique, and maintaining appropriate defensive positioning.

Specific Protocol- Directions to Students

You will be asked to play a modified game of half court basketball with three vs. three for four minutes. During the first two minutes you will not be allowed to dribble (but you can shoot after a minimum of three completed passes). In the second two minutes a dribble can be added to your play and a shot may be attempted after a minimum of three completed passes. You will be assessed on your ability to control the dribble, move into a position to receive a pass, execute an appropriate lead pass, use good shooting technique, and maintain appropriate defensive positioning. The game will start when you inbound the ball from the top of the key. Once a team scores the opposing team will begin another series by inbounding the ball from the top of the key. Following each change of possession, there must be a minimum of three passes before a shot may be taken. You are asked to call your own out of bounds and rules violations, and to keep score.

Criteria for Assessment

1. The student dribbles the basketball with control.
2. The student moves into a position to receive a pass.
3. The student appropriately executes lead passes.
4. The student uses good technique in shooting.
5. The student maintains appropriate defensive position.

Equipment and Facilities

One half court of a basketball court is necessary for each three on three game. One basketball per team is necessary for warm-up.

Camera Location and Operation

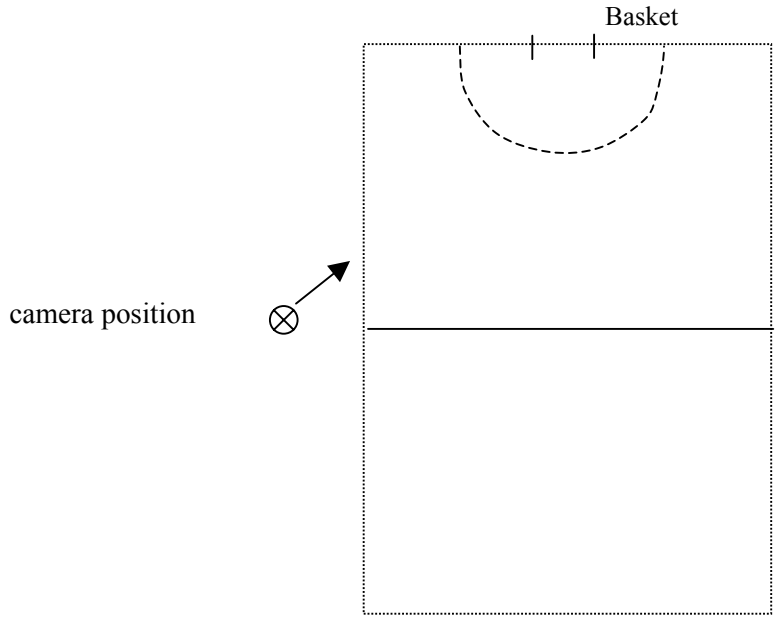
The camera should be placed at the intersection of the half-court line and the sideline, within 0-10 feet (going straight out of bounds), so the viewfinder includes the top of the key and the baseline corners. Once the operator is assured that the playing field in is view, the camera should be left stationary.

Testing Situation

Groups of three that are as equal in skill as possible should be determined prior to assessment. Students of equal skill level should play against each other and all students should demonstrate their criteria skills. Give students four minutes to warm up as a team. Start and stop the camera and game at the same time.

Note to Teacher

Different color jerseys/pinnies should be used to help the observer distinguish between Offensive and Defensive roles. It might be necessary to remind/ encourage students to attempt all of the skills during testing so that they may be assessed.



South Carolina Physical Education Program Assessment

Middle School Basketball Assessment Task Scoring Rubric

Level 3

- Dribbles with control with few observable errors
- Consistently moves into position to receive a pass
- Consistently appropriately executes lead passes
- Consistently uses good technique in shooting *
- Consistently maintains appropriate defensive positioning **

Level 2

- Consistently dribbles with control
- Usually moves into a position to receive a pass
- Usually appropriately executes lead passes
- Usually uses good technique in shooting *
- Usually maintains appropriate defensive positioning **

Level 1

- Inconsistently demonstrates control while dribbling the ball
- Sometimes moves into a position to receive a pass
- Sometimes uses good technique in shooting *
- Sometimes appropriately executes a lead pass
- Sometimes maintains appropriate defensive positioning **

Level 0

- Rarely demonstrates control while dribbling the ball
- Rarely moves into a position to receive a pass
- Rarely executes a lead pass
- Rarely uses good technique in shooting *
- Rarely demonstrates appropriate defensive positioning **

- Good technique in shooting is identified with the following performance cues:

Lay ups	Other shots
Right hand & right knee up	Bend knees
Left hand & left knee up	Extend
	Follow-through

** Appropriate defensive position is identified with the following performance cues

Hands up
Knees bent
Feet shoulder width apart
Move with the opponent

See page 7 for additional definitions.

South Carolina Physical Education Assessment Program

Basketball

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

- **Students must appear on this sheet in the order in which they appear on the recording.**

Roll #	Pinnie #	Student Name	Student Gender	Dribbles with Control	Moves to Receive Pass	Lead Passes	Shooting Technique	Defensive Position	Level (0-3)

South Carolina Physical Education Assessment Program

Middle School Bowling

Assessment Task

Bowl 4 balls, each time at a full rack (10) of bowling pins, to knock down as many bowling pins as possible.

Specific Protocol-Directions to Student

You will be asked to bowl four balls, each time at a full rack of bowling pins (10) to try to knock down as many pins as you can. You will be assessed on your ability to show good form in the bowling ready position, a 4 or 5 step approach and the delivery, without touching the foul line. You will also be assessed on your ability to knock down pins.

Criteria for Assessment

1. Presents bowling ball with nearly proficient technique
2. Uses a 4-, or 5- step approach
3. Uses good delivery technique
4. Does not cross the foul line after release of the bowling ball
5. Knocks down pins

Equipment and Facilities

The alley must be at least 80% of regulation width and length from foul line to head pin. Sixty-three feet is regulation length and 42 inches is regulation width with additional space devoted to an approach. (80%=50.4' x 33.6".) Real or rubber/plastic bowling balls (with holes) and real or plastic pins may be used. The alley should be marked so that the alley width, the starting point for the student, and the foul line are clearly indicated. It is important that the foul line is marked with a contrasting color that can easily be seen on the recording. The foul line must be visible on camera. A regulation set up of the pins should be used and each student bowls at a full set of 10 pins with each of the four balls.

Camera Location and Operation

The camera should be located behind and slightly to the right of the bowler so that you can see the bowler and the pins throughout the delivery. For left-handed bowlers, move the camera behind and slightly to the left of the bowler.

Testing Situation

Each bowler should get two practice balls before the four balls that are used for testing. If commercial lanes are not used, two students should retrieve the ball and reset the pins after every roll. Other students should not be permitted to be spectators but should be given other tasks to do that may/may not be related to bowling. **It is recommended to record left-handed bowlers either before or after all the right-handed students have been recorded.**

South Carolina Physical Education Program Assessment

Middle School Bowling Assessment Task Scoring Rubric

***At least 1 pin must be knocked down in 2 of the 4 attempts to achieve a score of level 2**

Level 3

- Consistently presents bowling ball with nearly proficient technique (2-handed grip at waist level or higher)
- Consistently uses a smooth 4-, or 5-step approach
- Consistently demonstrates nearly proficient delivery technique (firm/stable wrist, release close to floor, hand/foot opposition on release, follow-through toward pins)
- Does not cross the foul line after delivery of bowling ball
- Knocks down bowling pins in at least 3 of the 4 attempts

Level 2

- Usually presents bowling ball with nearly proficient technique (2-handed grip at waist level or higher)
- Usually uses a 4-, or 5-step approach
- Usually demonstrates good delivery technique (release close to floor, hand/foot opposition on release, follow-through toward pins)
- Crosses the foul line one time after delivery of bowling ball
- Knocks down at least 1 pin in 2 of the 4 attempts (required for a score of level 2)

Level 1

- Usually presents bowling ball with poor technique (1-handed grip or below waist level)
- Rarely uses a correct approach
- Usually demonstrates poor delivery technique (drops or bounces ball onto floor, no hand/foot opposition on release, little or no follow-through toward pins)
- Crosses the foul line two times after delivery of bowling ball
- Knocks down bowling pins in only 1 attempt

Level 0

- Usually does not present bowling ball or presents ball with poor technique (1-handed grip below waist level, no use of finger holes)
- Uses no or an incorrect approach
- Demonstrates little or no delivery technique
- Crosses the foul line after every delivery of bowling ball
- Does not knock down any bowling pins

<u>Good form in the delivery includes the following performance cues</u>:

Firm, stable wrist throughout
Bend to the floor on release
Opposite foot and hand forward on release
Follow through – reach for the pins
Steps and swing performed smoothly throughout

See page 7 for additional definitions.

South Carolina Physical Education Assessment Program

Bowling

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

*** Students must appear on this sheet in the order in which they appear on the recording.**

Roll #	Pinnie #	Student Name	Student Gender	Form at Preparation	4, or 5 step approach	Delivery	Foul Line	# Attempts downing pins (Required)	Level (0-3)

South Carolina Physical Education Assessment Program

Middle School Dance

Assessment Task

Perform a 3-minute or longer dance containing at least 4 different steps (i.e. grapevine, rock step, heel toe, step kick, Do-sa-Do, right-arm swing).

Specific Protocol-Directions to Students

Your class will perform two different dances each of which contains at least four different dance steps. During each dance, some of the class will be in the front so they can be clearly observed and recorded. All students will have a turn being in front of the camera while the whole class dancing will be seen in the background. Following a warm up, you will be assessed on your ability to respond to the beat of the music, to perform correct dance steps in sequence, and to make the transitions needed for the music.

Criteria for Assessment

1. The student responds in rhythm to the beat of the music.
2. The student performs correct dance steps in sequence.
3. The student makes the transitions needed without losing the beat of the music.

Equipment and Facilities

You will need an area of space equal to ½ a basketball court, a boom box or stereo with music selected for each dance and a microphone, if calling the dance. A mark made on the floor will help circle and line dances stay centered to the camera. Only the students being recorded must have on a pinnie although it will save time if all students, or at least those who will be recorded for a dance, have on their pinnie. Students must be identified as they come to the front to be recorded.

Camera Location and Operation

Place the camera so that the students in the front of the class can be clearly seen. It may help to elevate the camera if possible. You may need to adjust camera placement in order to see the students clearly. Each student should be clearly in view for at least three minutes during the dance. The important fact is that each group of students should be clear on the recording for at least 3 minutes during each dance. **Although only the students on the front are being assessed, all students in the class should be in view so that it is clear that all students are comfortable performing both dances.**

(Suggested number of students who can generally be recorded at one time and be clearly seen throughout the dance. This number may need to be adjusted in your situation.)

Aerobic Dance	5 students in a line (may be staggered & may have a caller/leader)
Square Dance	one set – may have a caller/leader
Folk Dance	8-10 students – done from memory, no external cues or calls
Line Dance	5 students in a line - done from memory, no external cues or calls

Testing Situation

The teacher may select aerobic, folk, line or square dances. Each class must demonstrate 2 different dances (i.e. 2 folk or 1 line and 1 square) (not modifications of the same dance). Each dance must contain at least 4 different dance steps. The dances selected should be appropriate for middle school (see South Carolina Curriculum Guidelines). It may take more than one repetition of the dance to ensure that ½ of the class is clearly observed for a minimum of 3 minutes.

Folk and Line Dances should be done from memory without use of external cues or directions. Aerobic or Square Dance may use a caller, recorded or live, but the calls must be clearly heard on the recording. Students may perform in a second group without a group number if needed to make squares come out even. For testing purposes, the music may be stopped when students have been recorded for sufficient time (minimum of 3 minutes).

Sample of dance rotation:

½ of the class must be recorded in one dance. The other ½ of the class must be recorded in the second dance. During the recordings, the entire group should be seen in the background.

The proper sequence for recording a dance would be:

- Students being recorded first, introduce themselves and say jersey number and color.
- All students perform dance # one for minimum of 3 minutes.
- After minimum of 3 minutes, recorded students rotate to back of line and students on new front line introduce themselves and say jersey number and color.
- All students perform dance once again for minutes of 3 minutes.
- Continue this sequence until half the student perform dance one in front row of camera.
- Follow same sequence for dance two with second half of class.

Note to Teacher: **A copy of the dance steps for each dance must accompany the recording**.

South Carolina Physical Education Program Assessment

Middle School Dance Assessment Task Scoring Rubric

Level 3

- Responds to the rhythm and to the beat of the music with few errors
- Performs correct dance steps in sequence with few errors
- Makes the transitions needed in the dance without losing the beat of the music with no errors

Level 2

- Responds to the rhythm and to the beat of the music with no more than 4 errors
- Performs correct dance steps in sequence with no more than 4 errors
- Makes the transitions needed in the dance without losing the beat of the music with no more than 2 errors

Level 1

- Responds to the rhythm and to the beat of the music with no more than 5 errors
- Performs correct dance steps in sequence with no more than 5 errors
- Makes the transitions needed in the dance without losing the beat of the music with no more than 3 errors

Level 0

- Responds to the rhythm and to the beat of the music with 5 or more errors
- Performs correct dance steps in sequence with 5 or more errors
- Makes the transitions needed in the dance without losing the beat of the music with 4 or more errors

South Carolina Physical Education Assessment Program

Dance
Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

*** Students must appear on this sheet in the order in which they appear on the recording.**

Dance #	Roll #	Pinnie #	Student Name	Student Gender	Moves with the beat	Correct steps in sequence	Makes transitions	Level (0-3)

South Carolina Physical Education Assessment Program

Middle School Flag Football

Assessment Task

Play a modified two on one flag football game playing the role of quarterback, defensive back and wide receiver at intervals.

Specific Protocol-Directions to Student

You will be asked to demonstrate your flag football skills in a two on one setting. You will play the role of quarterback, defensive back, and wide receiver at intervals. As quarterback, you will call three pass patterns, from the six we have learned, to the wide receiver. You will be assessed on your ability to lead the receiver with a catchable pass. You must signal the number of each pass pattern to the camera before the throw. As wide receiver, you will be assessed on your ability to execute the pass pattern called by the quarterback and your ability to catch a catchable throw. As defensive back, you will be assessed on your ability to maintain an appropriate defensive position.

Play begins at the marker in the center of the field at the endzone closest to the camera. Play ends after a catch, an incomplete pass, or an interception by the defense. Play must stay within the boundaries. Each quarterback will execute three throws and a new quarterback begins. Keep rotating through until all of you have been quarterback for three consecutive plays, defensive back for three consecutive plays and receiver for three consecutive plays.

Criteria for Assessment

1. As quarterback, the student leads the receiver with a catchable pass.
2. As receiver, the student executes a called pass pattern.
3. As receiver, the student catches a catchable pass.
4. As defensive back, the student maintains an appropriate defensive position.

Equipment and Facilities

Six cones to mark modified field (15 yd. x 30 yd.), football, and a marker for the quarterback to initiate each play.

Camera Location and Operation

Camera should be **elevated** and located behind the quarterback as close to the players as possible. The camera should be high enough and the lens of the camera wide enough to see all three players and the field in front of them. Movement of the camera may be necessary to follow the patterns. Recording should begin with the introduction of students and through the rotation of the players for the assessment in all positions. **The camera operator must repeat the called play pattern into the camera.**

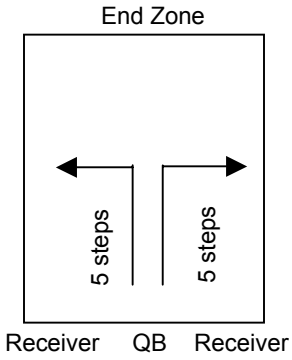
Testing Situation

Marker cones should be set for a rectangular field of 15 yards by 30 yards. Players should have a 3-minute warm-up (throwing and catching). Each player will play quarterback. Play begins at the marker spot with the quarterback saying “hike”, and ends with a completed pass, or an interception. After the quarterback throws three passes a new quarterback begins calling the plays. The remaining two students then rotate the defensive back and wide receiver positions.

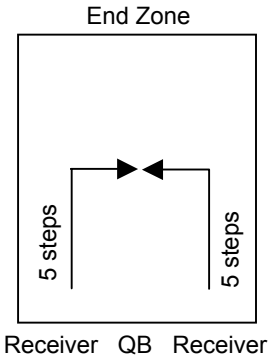
After the second quarterback calls three plays, the last student becomes quarterback. The remaining two students will rotate defensive back and wide receiver positions. Groups of three that are as equal in skill level as possible should be determined prior to assessment. Pass patterns must be selected from the six that are on the attached diagram.

SHORT PATTERNS

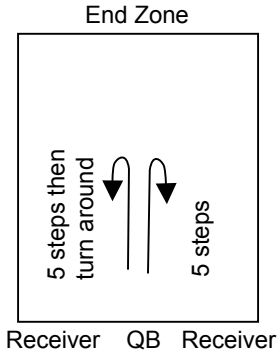
1. Down and Out
   (Sharp "L" away from Quarterback)



2. Down and In
   (Sharp "L" in toward Quarterback)

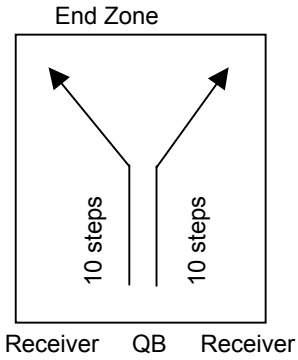


3. Hook
   (Curl)

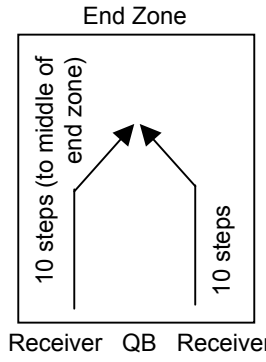


LONG PATTERNS

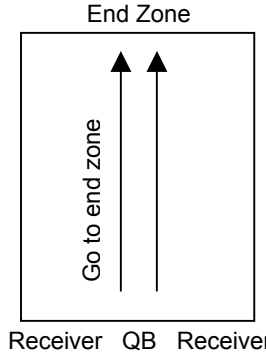
4. Flag
   (Diagonal Away)



5. Post
   (Diagonal In)



6. Fly



South Carolina Physical Education Program Assessment

Middle School Flag Football Assessment Task Scoring Rubric

Level 3

- Consistently leads the receiver with a catchable pass as quarterback
- Consistently executes the correct called pass pattern as receiver
- Consistently catches a catchable pass as receiver
- Consistently maintains an appropriate defensive position as defensive back

Level 2

- Usually leads the receiver with a catchable pass as quarterback
- Usually executes the correct called pass pattern as receiver
- Usually catches a catchable pass as receiver
- Usually maintains an appropriate defensive position as defensive back

Level 1

- Sometimes leads the receiver with a catchable pass as quarterback
- Sometimes executes the correct called pass pattern as receiver
- Sometimes catches a catchable pass as receiver
- Sometimes maintains an appropriate defensive position as defensive back

Level 0

- Rarely leads the receiver with a catchable pass as quarterback
- Rarely executes the correct called pass pattern as receiver
- Rarely catches a catchable pass as receiver
- Rarely maintains an appropriate defensive position as defensive back

See page 7 for definitions of terms.

South Carolina Physical Education Assessment Program

Flag Football

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

*** Students must appear on this sheet in the order in which they appear on the recording.**

Roll #	Pinnie #	Student Name	Student Gender	Quarterback Leads	Receiver Executes pattern	Receiver Catches Pass	Defense Maintains Position	Level (0-3)

South Carolina Physical Education Assessment Program

Middle School Floor Hockey

Assessment Task

Play a 4-minute, three on one game of floor hockey without a goalie using one defensive player and three offensive players.

Specific Protocol-Directions to Students

You will play a 4-minute, three on one game of floor hockey without a goalie. Play is initiated following execution of the first pass, which should not be actively defended. There will be one defensive player and three offensive players. You must make at least three passes of the floor hockey ball before shooting at the goal. Every one minute, a new person will play defense, until all four have played defense. If the defense obtains possession of the floor hockey ball or it goes out of bounds, the offense will restart play at the top of the court. You will be assessed on your ability to make accurate lead passes, receive or collect passes, move with the floor hockey ball in control, shoot with good technique and, when on defense, deny access to the goal and cut the angle of the pass. In all cases, you must demonstrate good stick control by keeping two hands on the floor hockey stick.

Criteria for Assessment

Note that **for safety reasons in all criteria**, the student must execute skills while keeping two hands on the hockey stick

1. The student appropriately executes lead passes.
2. The student receives or collects the ball with control.
3. The student moves with the ball in control.
4. The student uses good shooting technique.
5. The student moves to deny access to goal or cut the angle of the pass

Equipment and Facilities:

A modified and marked court is needed with one goal. Two cones placed 3 feet apart and knee high (or a 3 ft goal) should mark the goal. Four floor hockey balls (not pucks) are needed to assure uninterrupted game play. A designated warm up area is advised with each group of 4 having a floor hockey ball to use during their three minute warm up. Mark off a court equivalent to one half a basketball court. (See diagram.)

Camera Location and Operation

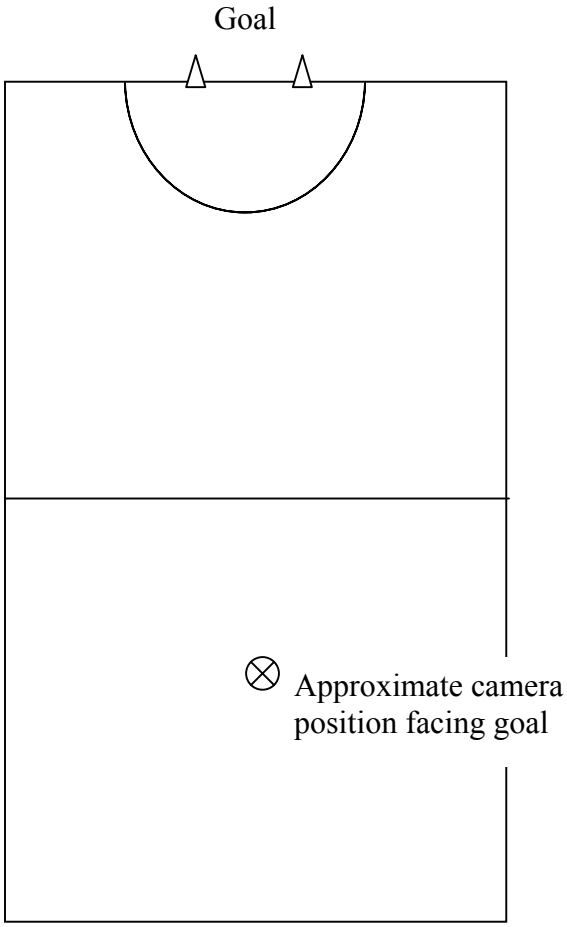
The camera should be at a height of at least five feet with a wide-angle view so that the playing field is in view at all times. The camera should be set up in the other half of the court so the playing area is in full view.

Testing Situation

Teams should be composed of students of similar skill levels. Read the testing protocol to students. Give the students a three-minute warm up time with their teams. Start and stop the camera and game at the same time.

Clarification of terms:

- Lead Passes: Passes in front of teammate
- Collects with control: Stops the ball first, gains control and then makes pass or dribbles
- Moves with control: Moves ball using alternate sides of floor hockey stick
- Good shooting technique: Stick back and never above knees, swing, and follow-through



South Carolina Physical Education Program Assessment

Middle School Floor Hockey Assessment Task Scoring Rubric

** ALL CRITERIA must be performed while maintaining two hands on the stick **

Level 3

- Consistently executes appropriate lead passes
- Consistently receives or collects the ball with control
- Consistently moves the ball with control
- Consistently uses good shooting techniques
- Consistently moves to deny access to the goal/cut the angle of the pass

Level 2

- Usually executes appropriate lead passes
- Usually receives or collects the ball with control
- Usually moves with the ball with control
- Usually uses good shooting techniques
- Usually moves to deny access to the goal/cut the angle of the pass

Level 1

- Sometimes executes appropriate lead passes
- Sometimes receives or collects the ball with control
- Sometimes moves with the ball with control
- Sometimes uses good shooting techniques
- Sometimes moves to deny access to the goal/cut the angle of the pass

Level 0

- Rarely executes appropriate lead passes
- Rarely receives or collects the ball with control
- Rarely moves with the ball with control
- Rarely uses good shooting techniques
- Rarely moves to deny access to the goal/cut the angle of the pass

See page 7 for definition of terms.

Some helpful definitions:

- Lead Passes – Passes in front of teammate
- Collects the ball – Receives the ball first, gains control, and places the ball to make a pass or dribble
- Control – Moves ball using alternate sides of the stick when needed during play
- Good shooting technique – Stick back and never above knees, swing, contact and follow-through

South Carolina Physical Education Assessment Program

Floor Hockey

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

*** Students must appear on this sheet in the order in which they appear on the recording.**

Roll #	Pinnie #	Student Name	Student Gender	Lead Passes	Receives/ Collects w/control	Dribbles w/Control	Shoot w/good Technique	Denies Access/Cuts angle to goal	Level (0-3)

South Carolina Physical Education Assessment Program

Middle School Golf

Assessment Task

Hit a Whiffle or restricted flight golf ball using a full swing with a seven or nine iron.

Specific Protocol-Directions to Student

You will be asked to hit three Whiffle or restricted flight golf balls with a practice swing between each ball on a designated driving range. You will be assessed on your ability to show good form in the stance, execution and follow through in the full swing in golf. Your ability to make contact with the Whiffle or restricted flight golf ball will also be assessed.

Criteria for Assessment

1. The student demonstrates good form in the golf stance for of the full swing.
2. The student demonstrates good form in the execution of the full golf swing.
3. The student demonstrates good form in the follow through of the full golf swing.
4. The student makes some contact with the Whiffle or restricted flight golf ball.

Equipment and Facilities

It would be best to set up a driving range on a field that would handle all students in class at once. Cones work well to mark the hitting area with each student straddling a cone to ensure safety. Equipment needed for set-up includes different length seven or nine irons and wedges for both left handed and right handed hitters and 3-9 whiffle balls or restricted flight balls for each hitter.

Camera Location and Operation

Students should be filmed directly from behind the direction of the ball. One to four students may be framed in the camera lens at one time.

Note to Teacher: To best facilitate video assessment, it is recommended that only one student be recorded at a time. The sequence of swings should be as follows – Practice swing/attempt to hit ball, practice swing, attempt to hit ball, practice swing, attempt to hit ball.

Testing Situation

All students can practice during the testing setting. The camera may move or students may move to assess one to four students at a time. (Divots or ground conditions may force the moving the camera to a new area). All three balls should be available within reach with the club at the hitter's feet. Students may take their shots in their own time. During testing, right-handed individuals should be tested together and left-handed individuals should be tested together.

SAFETY: Students should not attempt to retrieve their ball until everyone has hit and teacher signals to do so.

South Carolina Physical Education Program Assessment

Middle School Golf Assessment Task Scoring Rubric

*** Contact with the golf ball at least 2 out of the 3 trials is required for Level 2***

Level 3

- Demonstrates near proficient form in the stance for a full golf swing *
- Demonstrates near proficient form in the execution of the full golf swing
- Demonstrates near proficient form in the follow through of the full golf
- Makes contact with the Whiffle or restricted flight golf ball three out of three times/trials

Level 2

- Demonstrates good technique in the stance for a full golf swing
- Demonstrates good technique in the execution of the full golf swing
- Demonstrates good technique in the follow through of the full golf swing
- Makes contact with the Whiffle or restricted flight golf ball two out of three times/trials (required for a score of level 2)

Level 1

- Demonstrates some good techniques in the stance for a full golf swing
- Demonstrates some good technique in the execution of the full golf swing
- Demonstrates some good technique in the follow through of the full golf swing
- Makes contact with the Whiffle or restricted flight golf ball one out of the three times/trials.

Level 0

- Demonstrates poor techniques in the stance for a full golf swing
- Demonstrates poor techniques in the execution of the full golf swing
- Demonstrates poor techniques in the follow through in the full golf swing
- Makes no contact with the Whiffle or restricted flight golf ball

Good technique in the golf swing includes the following performance cues:

Stance	**Execution**	**Follow-through**
Feet shoulder width apart	Turn & shift to right on backswing (back to target)	Swing continues smoothly
Knees flexed slightly	Turn & shift left on downswing (front to target)	Hips face target
Bend slightly at the waist		Hold follow-through
		Good balance – face target with back heel in the air

South Carolina Physical Education Assessment Program

Golf

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

*** Students must appear on this sheet in the order in which they appear on the video recording.**

Roll #	Pinnie #	Student Name	Student Gender	Swing			Contact (Required)	Level (0-3)
				Stance	Execution	Follow-through		

South Carolina Physical Education Assessment Program

Middle School Orienteering

Assessment Task

Demonstrate orienteering skills by holding the compass correctly, moving in the correct direction given and correctly counting paces to a given destination.

Specific Protocol-Directions to Students

You will be asked to demonstrate three skills that you learned in Orienteering. The first will be to hold and use a compass correctly. The second will be to orient yourself in the correct direction when you are given a particular compass bearing. The third skill is to correctly count your paces to a given destination.

In order to do these things you will be asked to stand on the starting marker at the center of the course facing the camera and pick up a compass. The teacher will call out a compass bearing. You will use your compass to find that bearing, turn to face that direction, and call out the numbered marker that you are now facing. You will then pace to that marker, calling out your paces as you step them off. Upon reaching the marker, face the camera and repeat the bearing, marker number, and number of paces.

Criteria for Assessment

1. The student correctly holds the compass.
2. The student successfully uses the compass to find and face the correct bearing and direction.
3. The student correctly counts paces to a given marker.

Equipment and Facilities

A space 45' x 45', one protractor compass, and a starting spot marker are needed. Nine to thirteen numbered markers should be placed around the center marker at 30-degree increments. Markers are placed at different distances from the center marker, and are not in numerical sequence. A container containing slips of papers that have a variety of compass bearings matching the marked cones is needed.

Camera Location and Operation

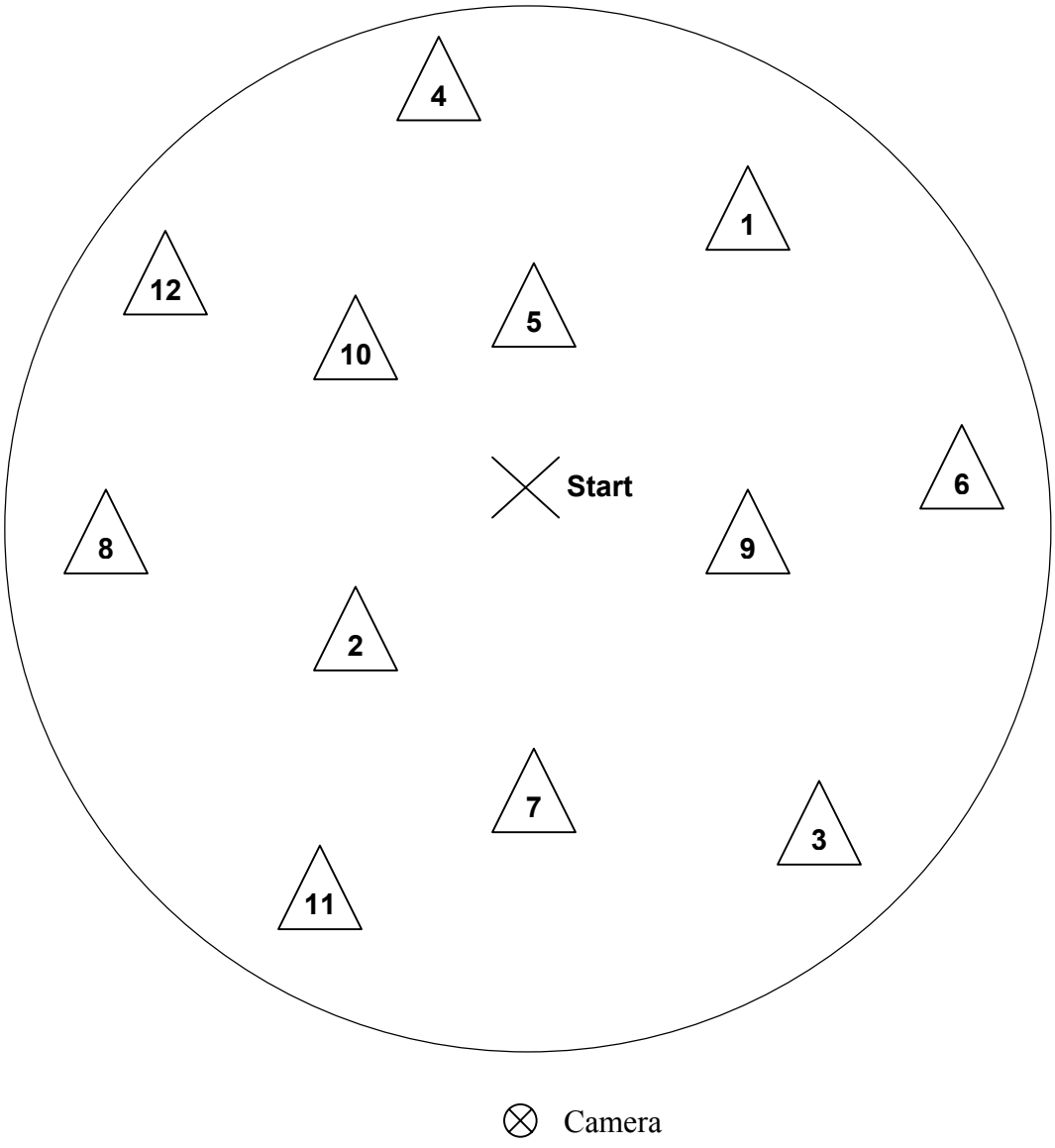
The camera will be located so that the entire course can be seen with a wide-angle lens. (The camera must not be facing due south so that the student would be facing north at the starting marker.) Camera location needs to take into consideration the position of the sun.

Testing Situation

One student at a time will be tested, with no more than four students waiting their turn. The test begins when the student is standing on the starting marker and picks up the compass. The teacher will draw a slip of paper from the container and call out the compass bearing. The student will then use the compass to face that bearing and call out the number of the marker at that bearing. The student will begin moving to that marker, calling the paces out loud. Upon

reaching the marker, the student faces the camera and repeats the bearing, marker number and number of paces. Teacher repeats student responses to the camera.

Note to Teacher: Diagram of the area including starting marker, bearings and marker numbers must be included with the video recording. Below is a SAMPLE diagram.



South Carolina Physical Education Program Assessment

Middle School Orienteering Assessment Task Scoring Rubric

Level 3

- Demonstrates proficiency in correctly holding the compass
- Uses the compass with no observable errors to find and face the correct bearing and direction
- Correctly counts paces to a given marker with no observable errors

Level 2

- Demonstrates proficiency in correctly holding the compass
- Uses the compass with no observable errors to find and face the correct bearing and direction
- Counts paces to a given marker with few observable errors

Level 1

- Uses some correct technique in holding the compass
- Uses the compass with few observable errors to find and face the correct bearing and direction
- Inconsistent in how paces are counted to a given marker

Level 0

- Uses poor technique in holding the compass
- Can not use the compass to find and face the correct bearing and direction
- Can not correctly count paces to a given marker

See page 7 for definition of terms.

Good technique in Orienteering includes the following performance cues.

Holding the compass	**Pacing**
Compass flat in hand	Feet parallel
Compass face up	2 steps = 1 pace (Starting on right, ending on left)
Compass against body, chest high	Ending on right = ½ pace

South Carolina Physical Education Assessment Program

Orienteering

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

*** Students must appear on this sheet in the order in which they appear on the video recording.**

Roll #	Pinnie #	Student Name	Student Gender	Holds Compass Correctly	Faces Correct Bearing Marker	Counts paces	Level (0-3)

South Carolina Physical Education Assessment Program

Middle School Pickle/ Paddle-Ball

Assessment Task

Play a cooperative game of pickle/ paddle-ball with a partner controlling the ball using forehand and backhand strokes.

Specific Protocol-Directions to Student

You will be asked to play a cooperative game of pickle/paddle-ball with a partner. You will be assessed on your ability to demonstrate control of the ball using good hits that let you and your partner keep the ball going across the net. Use a drop hit or underhand serve to get the rally started. You will be assessed on your ability to use forehand and backhand strokes at the appropriate time, your ability to return toward home base when you are pulled out of position and how many hits you and your partner can keep going in a rally. If an error occurs, start another rally with a drop hit or underhand serve. You will be recorded for a 3-minute time period, switching sides after 1 ½ minutes.

Criteria for Assessment

1. The student uses forehand or backhand strokes, at the appropriate time.
2. The student moves toward home base when pulled out of position.
3. The student demonstrates the ability to rally with a partner.

Equipment and Facilities

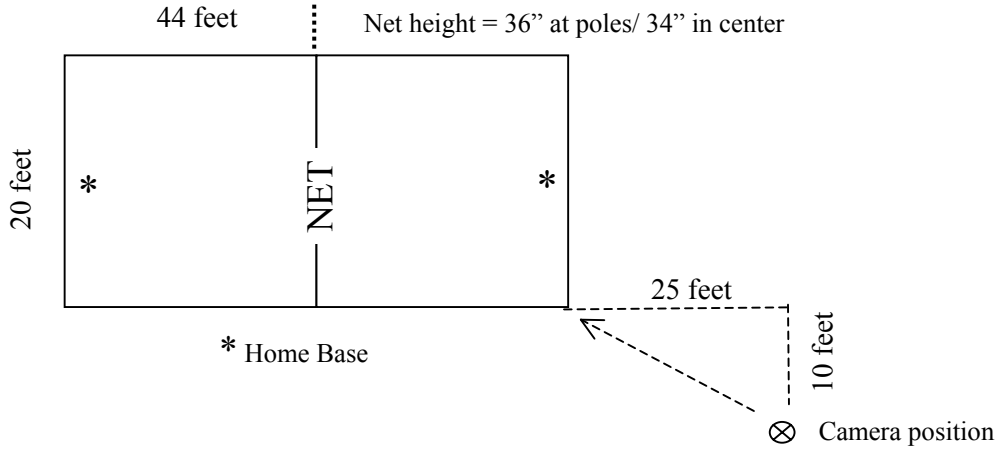
Two regulation courts are preferable. Non-regulation courts that "approximate" regulation (with a 3-foot net) may be used. A paddle for each player and two softball size whiffle or sponge balls are needed. Several extra balls need to be available to allow uninterrupted play.

Camera Location and Operation

It will take one camcorder for each court. Place the camera 25 feet behind the back court line, then 10 feet to the side so the camera is off of the corner of the back court line and the side line. Keep the camera stationary and recording, with the sound on once play has started. Each game should be recorded in full for three minutes.

Testing Situation

The physical education teacher should pair students according to ability, and students should be allowed to warm up for 2 minutes prior to video recording game play.



South Carolina Physical Education Program Assessment

Middle School Pickle/ Paddle-Ball Assessment Task Scoring Rubric

*** A rally of at least 4 total hits is required for Level 2 ***

Level 3

- Consistently uses forehand or backhand strokes at the appropriate times
- Consistently moves toward home base when pulled out of position
- Keeps a rally going for at least five total hits

Level 2

- Usually uses forehand or backhand strokes at the appropriate times
- Usually moves toward home base when pulled out of position
- Keeps a rally going for at least four total hits (required for a score of level 2)

Level 1

- Sometimes uses forehand or backhand strokes at the appropriate times
- Sometimes moves toward home base when pulled out of position
- Keeps a rally going for at least three hits

Level 0

- Rarely uses forehand or backhand strokes at the appropriate times
- Rarely moves toward home base when pulled out of position
- Does not keep a rally going for at least two hits

See page 7 for definitions of terms.

South Carolina Physical Education Assessment Program

Pickle/ Paddle-Ball

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

*** Students must appear on this sheet in the order in which they appear on the video recording.**

Roll #	Pinnie #	Student Name	Student Gender	Uses Forehand and Backhand	Moves toward Home Base	# Hits in row (Required)	Level (0-3)

South Carolina Physical Education Assessment Program

Middle School Soccer

Assessment Task

Play a modified two on one game of soccer rotating offensive and defensive positions.

Specific Protocol-Directions to Students

You will play a 4-minute three on one soccer game with a soccer ball and one small, unguarded goal. There will be two offensive players and one defensive player, and each possession will begin with an inbound play from the top of the field. Every 1 minute a new person will play defense until all 3 have played defense. There must be at least three passes before any attempt at goal. You will be assessed on your ability to dribble the soccer ball with control, execute leading passes, receive or collect the soccer ball with control, move into position to recover a pass and deny access to the goal by maintaining appropriate defensive position.

Criteria for Assessment

1. The student dribbles the soccer ball with control using the inside or outside of feet & keeping it close to body.
2. The student executes leading passes.
3. The student receives or collects the soccer ball with control.
4. The student maintains appropriate defensive position.
5. The student moves into position to receive a pass.

Equipment and Facilities

A 35' by 35' outside playing field with one goal is needed. Two cones placed ten feet apart and knee high should mark the goal. Two soccer balls are needed to assure uninterrupted game play. A colored tie or some other form of identification should be used to identify offensive or defensive players. A designated warm up area is recommended, with each team having a soccer ball to use during their three minute warm up.

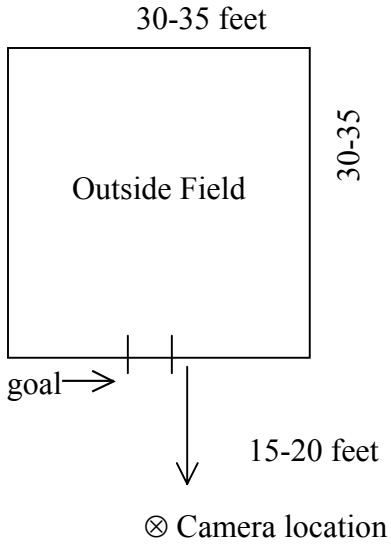
Camera Location and Operation

The camera should be a height of at least 5 feet with the wide angle opened as far as possible so that all of the playing field is in view at all times. The camera should be placed behind the center of the goal as far back as needed to capture the playing field in view. The students' numbers must be clear on the video recording.

Testing Situation

Assign students to be tested to a team of 3 players with similar ability. Read the testing protocol to students. Give the students allotted warm up time with their teams. Start and stop the camera and game at the same time.

Camera Location and Field Diagram for Soccer



South Carolina Physical Education Program Assessment

Middle School Soccer Assessment Task Scoring Rubric

Level 3

- Consistently dribbles the soccer ball with control using inside or outside of feet & keeping it close to body
- Consistently executes leading passes
- Consistently receives or collects the soccer ball with control
- Consistently moves into position to receive a pass
- Consistently maintains appropriate defensive positioning

Level 2

- Usually dribbles the soccer ball with control using inside or outside of feet & keeping it close to body
- Usually executes leading passes
- Usually receives or collects the soccer ball with control
- Usually moves into position to receive a pass
- Usually maintains appropriate defensive positioning

Level 1

- Sometimes demonstrates control while dribbling the soccer ball using inside or outside of feet & keeping it close to body
- Sometimes executes leading passes
- Sometimes receives or collects the soccer ball with control
- Sometimes moves into position to receive a pass
- Sometimes maintains appropriate defensive positioning

Level 0

- Rarely dribbles the soccer ball with control
- Rarely executes leading passes
- Rarely receives or collects the soccer ball with control
- Rarely moves into position to receive a pass
- Rarely maintains appropriate defensive positioning

See page 7 for definitions.

South Carolina Physical Education Assessment Program

Soccer

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

Coder:_____ Date Coded: _____

*** Students must appear on this sheet in the order in which they appear on the video recording.**

Roll #	Pinnie #	Student Name	Student Gender	Dribbles with Control	Executes Lead Passes	Receives/ Collects with Control	Moves to Receive passes	Maintains defensive Position	Level (0-3)

South Carolina Physical Education Assessment Program

Middle School Team Handball

Assessment Task

Play a modified game of Team Handball in a three on three setting, rotating offensive and defensive positions.

Specific Protocol- Directions to Students

You will play a three on three game with a 6-7 inch playground or team handball on a modified basketball court for 4 minutes. You will play both offensive and defensive positions and each possession will begin with an inbound play from the top of the half court. Offense can attempt a shot after a minimum of three passes. You will be assessed on your ability to control the dribble, move into position to receive a pass, use appropriate lead passes, and use good shot selection. You will play person-to-person defense. As a defender, you will be assessed on your ability to interfere with passing lanes and deny a direct line to the goal while guarding closely.

Criteria for Assessment

1. The student controls a dribble.
2. The student moves into a position to receive a pass.
3. The student executes appropriate lead passes.
4. The student uses good shot selection.
5. The student defends between the opponent and goal.

Equipment and Facilities

A modified basketball court is needed for each game (see diagram). The safety mat on the wall behind the basketball goal may be used as the target area or goal. If a mat is not available, a 12-foot by 6-foot square may be taped on the wall. Polyspots/strips or tape will be needed to mark the goal area and all unmarked boundaries. The goal arc should have a 20-foot radius from the center of the target. One 6-7" playground ball or team handball or per team is needed for warm-up.

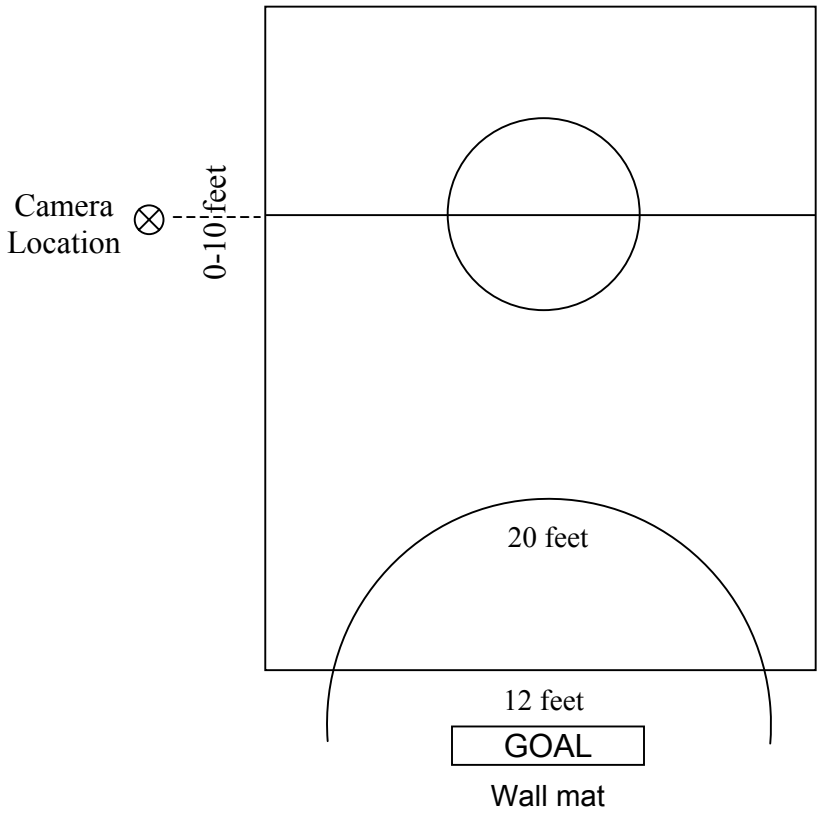
Camera Location and Operation

The camera should be placed at the intersection of the half-court line and the sideline, within 0-10 feet (going straight out of bounds), so the viewfinder includes the top of the key and baseline corners. Once the operator is assured that the playing field is in view, the camera should be left stationary.

Testing Situation

Assign students to be tested in teams of three, according to similar ability and randomly assign same ability level teams to play each other. Give students three minutes to warm up as a team.

Note to Teacher: You may need to remind the students that they may attempt shots after 3 passes.


Camera
Location
0-10 feet
20 feet
12 feet
GOAL
Wall mat

South Carolina Physical Education Program Assessment

Middle School Team Handball Assessment Task Scoring Rubric

Level 3

- Consistently controls the dribble
- Consistently moves into position to receive a pass
- Consistently executes appropriate lead passes
- Consistently demonstrates good shot selection
- Consistently defends between the opponent and goal

Level 2

- Usually controls the dribble
- Usually moves into position to receive a pass
- Usually executes appropriate lead passes
- Usually demonstrates good shot selection
- Usually defends between the opponent and goal

Level 1

- Sometimes controls the dribble
- Sometimes moves into position to receive a pass
- Sometimes executes appropriate lead passes
- Sometimes demonstrates good shot selection
- Sometimes defends between the opponent and goal

Level 0

- Rarely controls the dribble
- Rarely moves into position to receive a pass
- Rarely executes appropriate lead passes
- Rarely demonstrates good shot selection
- Rarely defends between the opponent and goal

See page 7 for definitions.

Good technique is determined using the following performance cues:

Controls dribble	**Moves to receive pass**	**Executes Lead passes**	**Good shot selection**
Ball close to body	Moves into open area	Passes ahead of receiver	Attempts to shoot when open
Doesn't lose possession			Doesn't shoot through people

South Carolina Physical Education Assessment Program

Team Handball

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

Coder:_____ Date Coded: _____

*** Students must appear on this sheet in the order in which they appear on the video recording.**

Roll #	Pinnie #	Student Name	Student Gender	Dribbles w/Control	Moves to receive passes	Executes lead passes	Good shot selection	Defend opponent/ goal	Level (0-3)

South Carolina Physical Education Assessment Program

Middle School Tennis

Assessment Task

Play a cooperative game of tennis using the forehand and backhand strokes with good form, moving toward home base, getting in ready position when appropriate, and rallying the ball.

Specific Protocol to Students

You and your partner will be asked to participate in a cooperative game of tennis. You are to keep the ball going back and forth (rally) within the boundaries of the singles court as long as you can during a 4-minute period. You may play the ball after no bounces, or one or two bounces. Each of the players will start the rally five times in a row with a drop hit (drop, bounce, hit) using the forehand stroke from near the baseline. Once a rally begins, if an error is made, (ball missed, hit out of bounds or into the net) the tennis ball is returned to the correct server who will again put the put the ball back in play with a drop bounce hit. You will be assessed on your ability to start play with a drop bounce hit and to use forehand or backhand strokes when appropriate, your ability to move toward your home base and be in a ready position for each hit and, to pass the ball over the net at least four times with a partner. You will switch ends of the court after 2 minutes.

Criteria for Assessment

1. The student places the ball into play with the drop hit (drop, bounce and hit).
2. The student uses the forehand or backhand stroke when appropriate.
3. The student moves toward home base and assumes a ready position after hitting the ball.
4. The student rallies four hits or more in a row with a partner of equal ability.

Equipment and Facilities

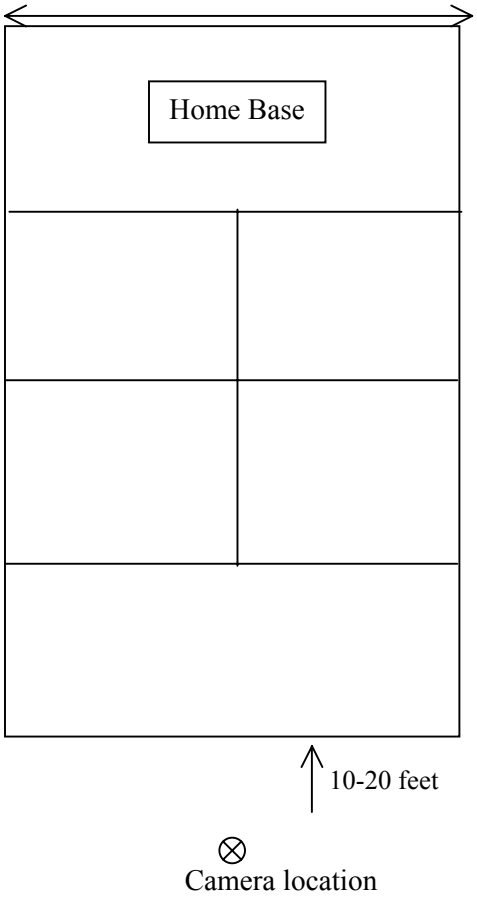
The two students being tested will start with two tennis balls and a tennis racket for each player, on a single tennis court. Have a basket of balls handy to give students extra balls as needed to save time.

Camera Location and Operation

The camera should be located 10-20 feet from the center of the back end line of the court with as wide an angle lens as possible so that all side lines of the court can be seen. The camera should remain stationary at all times.

Testing Situation

Partners should be of equal ability and should be given three minutes to warm up before testing. As many courts as you have cameras may be video recorded at a time. Students not being tested should be permitted to practice or engage in other activities so that they do not form an audience for the players being tested. The video camera will run continuously until the four minutes are up. No player should use more than 2 minutes per service attempt.


Home Base
10-20 feet
Camera location

South Carolina Physical Education Program Assessment

Middle School Tennis Assessment Task Scoring Rubric

*** A rally of at least 4 total hits is required for a Level 2 ***

Level 3

- Consistently uses the forehand or backhand stroke when appropriate
- Consistently places ball into play from home base using the drop hit (drop, bounce and hit)
- Consistently moves toward home base and assumes ready position after hitting the ball
- Rallies for 5 or more total hits

Level 2

- Usually uses the forehand or backhand stroke when appropriate
- Usually places ball into play from home base using the drop hit (drop, bounce and hit)
- Usually moves toward home base and assumes ready position after hitting the ball
- Rallies for at least 4 total hits in a row with a partner (required for score of level 2)

Level 1

- Sometimes uses the forehand or backhand stroke when appropriate
- Sometimes places ball into play from home base using the drop hit (drop, bounce and hit)
- Sometimes moves toward home base and assumes ready position after hitting the ball
- Rallies for at least 3 hits in a row

Level 0

- Rarely uses the forehand or backhand stroke when appropriate
- Rarely places ball into play from home base using the drop hit (drop, bounce and hit)
- Rarely moves toward home base and assumes ready position after hitting the ball
- Rallies for 2 or fewer hits in a row

See page 7 for definitions.

South Carolina Physical Education Assessment Program

Tennis

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

Coder:_____ Date Coded: _____

*** Students must appear on this sheet in the order in which they appear on the video recording.**

Roll #	Pinnie #	Student Name	Student Gender	Uses drop hit	Appropriate Backhand/ Forehand	Moves toward Home base	# Hits in row (Required)	Level (0-3)

South Carolina Physical Education Assessment Program

Middle School Tumbling/Gymnastics

Assessment Task

Perform a tumbling/gymnastics routine demonstrating smooth transitions, extension and control with a still beginning, a roll, an inverted balance, a support of weight on hands and a still ending.

Specific Protocol-Directions to Students

You will be asked to perform a tumbling/gymnastics routine that includes a still beginning pose, a roll, an inverted balance, a support of weight on hands and a still ending pose. You must demonstrate smooth transitions, extension and control throughout the routine. You will be given one time through your routine as your warm-up. You may create your own routine and you will be assessed on your ability to begin and end your routine with still poses (held for three seconds), and to show a roll, an inverted balance and a support of weight on your hands. You must also demonstrate smooth transitions, perform the movements with control and show good form and proper extension where appropriate.

Criteria for Assessment:

1. The student's routine includes a still beginning and ending pose.
2. The student demonstrates smooth transitions.
3. The student demonstrates a roll, an inverted balance and support of weight on hands with good technique.

Equipment and Facilities

Adequate mats to allow students to perform their tumbling routines safely (Mats 12-18 feet long and a minimum of four feet wide recommended for best performance and safety).

Camera Location and Operation

The camera will be set up 23 feet from the front center of the mat to view the performers. The camera lens should be set at an angle to include all mats and the camera should be placed in a manner to facilitate the view of skills performed at all ends of the mat. The camera should be placed far enough away so the entire length of the mat can be viewed, yet close enough to see the performance clearly. The camera should stay focused on each student for at least three seconds at the beginning and end of the routine so that the still poses can be noted. Each student should have one opportunity to perform his/her routine in front of the camera.

Testing Situation

Each student will have one opportunity to perform his/her routine. The video camera will run continuously from start to finish for each group being tested. Students waiting to be tested should be given other tasks so they are not spectators. A listing of each student's routine including the "stunts" and sequence must be turned in with the video recording. This may be on individual cards or all together on one piece of paper but it should be clear which student is performing what order and series of "stunts".

South Carolina Physical Education Program Assessment

Middle School Tumbling/Gymnastics Assessment Task Scoring Rubric

Level 3

- Routine includes a still beginning and still ending pose
- Consistently demonstrates smooth transitions
- Demonstrates a roll, inverted balance and weight on hands with good technique

Level 2

- Routine includes a still beginning and still ending pose
- Usually demonstrates smooth transitions
- Demonstrates a roll, inverted balance and weight on hands with good technique

Level 1

- Routine includes a still beginning and still ending pose
- Sometimes demonstrates smooth transitions
- Demonstrates good technique for two out of three skills

Level 0

- Routine does not include any of the required stunts
- Rarely demonstrates smooth transitions
- Demonstrates good technique for less than two out of three skills

See page 7 for definitions.

The following are used to help define the "stunts"

- Still beginning and ending – pose held for three to five seconds
- Roll
  - Log roll – should show extension and straight travel on mat
  - Other rolls – tuck, weight on hands and roll across shoulders
- Inverted balance – position held for at least three seconds
- Weight supported on hands – both feet off the ground at least momentarily
- Smooth transitions – fluidity, balance and control

South Carolina Physical Education Assessment Program

Tumbling/Gymnastics

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

Coder:_____ Date Coded: _____

*** Students must appear on this sheet in the order in which they appear on the video recording.**

Roll #	Pinnie #	Student Name	Student Gender	Still Beginning/ Ending Pose	Smooth Transitions	Techniques			Level (0-3)
						Roll	Inverted Balance	Weight Support	

South Carolina Physical Education Assessment Program

Middle School Ultimate

Assessment Task

Play a modified game of Ultimate in a two vs. one setting, rotating offensive and defensive positions.

Specific Protocol-Directions to Students

You will demonstrate your ability to play a modified game of Ultimate using a disc. You will attempt to move the disc down the field in a two on one setting. Play begins with the first throw and ends with a score, an interception, or the disc touching the ground. Play restarts at the closest polyspot. After the offense has had three possessions, one offensive player moves to defense. Continue rotation until all students play defense. You will be assessed on your ability to lead the receiver with a backhand pass, to move into position to receive a pass, to catch an appropriately thrown disc, and to maintain an appropriate defensive position on the receiver.

Criteria for Assessment

1. The student leads the receiver with a backhand pass.
2. The student moves into a position to receive a pass.
3. The student catches appropriately thrown disc.
4. The student maintains an appropriate defensive position on the receiver.

Equipment and Facilities

A modified field of 40' x 60' with cones as sidelines (at least three each line), disc, two polyspots (one each center endline) is needed. This may be taped inside using a modified volleyball court.

Camera Location and Operation

The camera should be elevated and positioned as close to the endzone as possible. The widest angle lens possible should be used so that both the sidelines and all students being assessed can be seen. The camera should continue to video record until all have rotated as defense and should remain stationary at all times.

Testing Situation

The students should be in groups of three according to similar ability. The offense should begin each play from a polyspot. Play ends with a score, an interception, or the disc touching the ground. The students should be given a 3-minute warm-up of throwing and catching.

Note to the teacher

Each group of three should be reintroduced to the camera as they begin their assessment.

South Carolina Physical Education Program Assessment

Middle School Ultimate Assessment Task Scoring Rubric

Level 3

- Consistently leads the receiver with a backhand pass
- Consistently moves into a position to receive a pass
- Consistently catches an appropriately thrown disc
- Consistently moves to maintain appropriate defensive position

Level 2

- Usually leads the receiver with a backhand pass
- Usually moves into a position to receive a pass
- Usually catches an appropriately thrown disc
- Usually moves to maintain appropriate defensive position

Level 1

- Sometimes leads the receiver with a backhand pass
- Sometimes moves into a position to receive a pass
- Sometimes catches an appropriately thrown disc
- Sometimes moves to maintain appropriate defensive position

Level 0

- Rarely leads the receiver with a backhand pass
- Rarely moves into a position to receive a pass
- Rarely catches an appropriately thrown disc
- Rarely moves to maintain appropriate defensive position

See page 7 for definitions.

South Carolina Physical Education Assessment Program

Ultimate

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

Coder:_____ Date Coded: _____

*** Students must appear on this sheet in the order in which they appear on the video recording.**

Roll #	Pinnie #	Student Name	Student Gender	Leads receiver w/backhand pass	Moves to receive pass	Catches appropriate pass	Maintains defensive position	Level (0-3)

South Carolina Physical Education Assessment Program

Middle School Volleyball

Assessment Task

Play a game of "Keep It Alive" using good technique demonstrating forearm passes and overhead sets, communication with group members, moving to the ball and returning to ready position.

Specific Protocol- Directions to Students

You will play a 5-minute game of "Keep It Alive" in circle formation, using forearm passes and overhead sets, in groups of five. You will start with a toss to someone in the circle and play will continue until the ball hits the floor or is hit illegally. After 2½ minutes, the group should stop play and switch positions within the circle so that you are standing between different players. After changing positions, play will continue. Communicate with the group that you are going to take a hit by calling the volleyball ("Mine", "I've got it") just before taking the hit. You will be assessed on your ability to execute effective forearm passes and overhead sets, communicate with your group that you will take the hit, move to the ball, and return to a ready position.

Criteria for Assessment

1. The student demonstrates good form while using overhead sets and forearm passes
2. The student returns a playable ball effectively.
3. The student communicates with group members during play. (Calls the ball – "Mine", "I've got it" etc.)
4. The student moves to the ball & returns to ready position after hit.

Equipment and Facilities

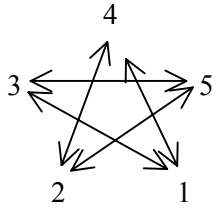
One-half of a volleyball court or a marked 30' x 30' square is needed per group. Two volleyballs, (trainer or official) are needed to insure uninterrupted play.

Camera Location and Operation

The camera may be placed at a high level, such as the bleacher area or on the floor, approximately 12 feet from the 30' x 30' square and centered on the circular group. Keep the camera stationary and recording once play has started. Each group should be recorded for five minutes.

Testing Situation

Read the testing protocol to the group of students being tested. Give each group 5 minutes to warm up. Start each group and camera at the same time. Be sure that player positions in the circle are switched after 2½ minutes so that neither weak nor strong players are placed at a disadvantage.



South Carolina Physical Education Program Assessment

Middle School Volleyball Assessment Task Scoring Rubric

Level 3

- Consistently uses overhead sets and forearm passes showing good form *
- Consistently returns a playable ball effectively
- Consistently communicates with group members during play
- Consistently moves to the ball and returns to a ready position

Level 2

- Usually uses overhead sets and forearm passes showing good form
- Usually returns a playable ball effectively
- Usually communicates with group members during play
- Usually moves to the ball and returns to a ready position

Level 1

- Sometimes uses overhead sets and forearm passes showing good form
- Sometimes returns a playable ball effectively
- Sometimes communicates with group members during play
- Sometimes moves to the ball and returns to a ready position

Level 0

- Rarely uses overhead sets and forearm passes showing good form
- Rarely returns a playable ball effectively
- Rarely communicates with group members during play
- Rarely moves to the ball and returns to a ready position

See page 7 for definitions.

* Good form is identified using the following performance cues:

Overhead Set	**Forearm Pass**
Knees bent to straight	Knees bent to straight
Window overhead	Arms extended, hands together
Elbows out (chicken wings)	Forearm hit/shoulder shrug
Extension/follow through	Follow through – arms below shoulders

South Carolina Physical Education Assessment Program

Volleyball

Summary Score Sheet

School:_____ Date Collected:_____

Teacher: _____Semester: _____Class Period: _____

Coder:_____ Date Coded: _____

*** Students must appear on this sheet in the order in which they appear on the video recording.**

Roll #	Pinnie #	Student Name	Student Gender	Forearm pass/ Overhead set form	Effective play	Communi-cation	Moves to ball and returns to ready position	Level (0-3)

Performance Indicator Two:

Demonstrate knowledge of the five components of fitness and the F.I.T. principle on a written test.

Middle School Written Test

What the Student Will Need to Know

Matching Terminology And Examples For The Following Terms:

Jogging

Flexibility

Intensity

Body Composition

Push-ups or curl-ups

Time/Duration

Frequency

Muscular strength/Endurance

Sit and Reach

Cardiovascular Fitness

Multiple Choice Related to the Following Concepts:

How to improve cardiovascular endurance

What is intensity and how is it related to each of the fitness components

How many times a week you need to exercise

How do you set up a fitness program to improve your total fitness

What activities develop what components

Why is warm-up useful and how is the best way to do it

What is body composition and how is it changed

What are the health benefits of physical activity

What is the difference between “fitness” and “health related fitness”

Performance Indicator Two: Written Fitness Test Material

Following the plan provided by the Assessment Review Committee, each teacher of eighth grade physical education will submit written tests with graded results, a class roster, and an official SASI computer generated class roll of students in each class required for Performance Indicator Two.

1. Schools must submit a Request for Written Tests (MS-3, p.71) for Performance Indicator Two at least three weeks prior to the scheduled time the test will be given. The appropriate material will be sent electronically from the MSPEAP office to the teacher/department chair at least one week prior to the date the test is to be administered.

2. The teacher should make arrangements to have the written tests administered by the district/school designated test coordinator or a certified teacher other than the instructor of the class.

3. All eighth grade students on the official SASI computer generated class roll of students enrolled in a class which has been identified as submitting data for PI 2, are required to take the written test except for students who have an IEP, 504, or OHI which specifically excludes them or makes the written test inappropriate for them. The school resource teacher, or other appropriate official, must document all IEPs, 504s, and OHIs (Form G-1) and arrangements should be made for students who require a special administration of the test.

4. Several forms of the test are available. Schools will be sent one form of the test, an answer key, and a Written Test Administration Form (MS-4, p.72) for each administration of the test.

5. Tests must be handled in a secure manner according to state law and administered as directed. All test material must be permanently deleted from computers as soon as a copy is printed.

6. All students have a maximum of 20 minutes to complete the test unless specified in an IEP, OHI or 504 plan which requires other arrangements. In such cases, Form G-1 must be submitted.

7. Tests must be answered in blue or black pen.

8. Tests must be administered according to the following:

    A. Students should be arranged so that their work is not available to other students in the class.

    B. Students may have only a blue or black pen or pens available to them.

    C. One test should be distributed to each student and the start time of the test marked down on the Written Test Administration Form (Form MS-4, p.72).

    D. The room should be monitored quietly and frequently to make sure students are following directions and that they do not give or receive help.

E. Questions related only to the instructions and not questions related to the substantive content of the test may be answered.

F. Students should receive a five-minute warning before time is up and tests are collected.

G. All papers must be collected after 20 minutes. The tests must be counted and put in a brown envelope. Indicate the number of tests collected and the time the test finished on the Written Test Administration Form (Form MS-4, p.72).

9. Make-up time for students absent on the day the test was administered, and special administrations of the test for students documented as not able to take the test in a normal manner (Form G-1), should be scheduled as soon as possible and recorded on the Written Test Administration Form (Form MS-4, p.72).

11. Teachers will grade each test using a red marker and the key provided, and record the student's grade at the top of the test and on the Written Test Summary Score Sheet for Performance Indicator Two (Form MS-5, p.73).

12. Teachers will submit the following to the district/school designated physical education test coordinator no later than two weeks after the test is administered (if the test coordinator prefers, the teacher will need to retain all materials in a secure manner and location until all materials for the school assessment are submitted to the MSPEAP office in the spring of the assessment year).

A. An official SASI computer generated class roster identifying all eighth graders in the class.
B. A completed G-I Form for any student exceptions
C. A labeled brown envelope containing the graded tests marked with a red pen
D. The key to the test that was provided
E. A Written Test Summary Score Sheet – PI 2 (Form MS-5, p.73) listing the grades for each member of the class
F. A completed Written Test Administration Form (Form MS-4, p.72) for each administration of the test

13. A sampling of at least 25% of the tests submitted will be used to check the accuracy of the teacher grading of the written test. If there is not at least an agreement of 80% between the Monitoring Committee and the teacher, a random sample of 50% of student scores in the class will be examined. If 80% agreement is not reached, a second team of Monitoring Committee members will follow the same procedures. As soon as 80% agreement is reached between the Monitoring Committee and the teacher, all teacher scores are accepted as submitted.

If 80% agreement is never reached, the class will be scored as 0 competent.

14. Any eighth grade student on the official SASI computer generated class roll that does not have a documented reason (Form G-1) for not taking the test, or a graded test, will receive a "0" for this performance indicator.

South Carolina Physical Education Assessment Program

Middle School Written Test Request

Form MS-3

Please Fax or mail this form to the MSPEAP office at least three weeks prior to planned test administration. Acknowledgment will be emailed when the request is received.

Fax: (803) 323-2124 Mail: MSPEAP
Winthrop University
154 Peabody Gymnasium
Rock Hill, SC 29733

School: _____

_____

_____

Directions: List each section separately for each teacher needing cognitive tests and request tests needed for this quarter/semester only. Send another request the next quarter/semester for tests needed during that time.

Teacher Name	Class/Section	Date Tests Will Be Given

NOTE: Teachers receiving tests will be responsible for the security of the tests (before and after testing), scoring student responses, and returning all tests (used and not used) to the designated physical education district test coordinator with all other data within two weeks after administering the test.

Signature of District/School Designated Physical Education Test Coordinator:

_____

Phone: _____email:_____

South Carolina Physical Education Assessment Program

Performance Indicator 2 – Written Test Administration Form

Form MS-4

School _____

District _____

Name of Class Instructor _____ Date _____

Class identification (time/period/term/etc.)_____

_____

Name of Test Administrator _____Date Test Given _____

Number of tests received in envelope _____ #of tests administered on this date _____

Time at which students began the test _____Time finished _____

I certify that to the best of my knowledge this test was administered according to the instructions for test administration and security.

_____ _____

Signature- Test Administrator Position

Teacher Administration of Make-up or Special Administration (with G-1 forms) of Tests

Make-up tests or special administration of tests were administered to the following students on the dates and times indicated.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

I certify that to the best of my knowledge each test was administered according to the instructions for test administration and security.

_____ _____

Signature Position

Total number of tests printed _____
Number of completed tests returned _____
Number of unused tests returned _____

South Carolina Physical Education Program Assessment

Performance Indicator 2 – Written Test Summary Score Sheet

Form MS-5

School:_____ Date Collected:_____

Teacher: _____Quarter/Semester: _____Class Period: _____

Roll #	Gender M F	Name	Score (20-0)	Level * (3-0)

*** Levels of Competence:**

Level 3: 20 - 17 points
Level 2: 16 - 14 points
Level 1: 13 - 11 points
Level 0: 10 - 0 points

Performance Indicator Three:

Participate regularly in health enhancing physical activity outside of the physical education class.

Performance Indicator Three - Outside of Physical Education Class Participation

Following the plan provided by the Assessment Review Committee, each teacher of eighth grade physical education will submit Outside Activity Report Forms (Samples, pp.77&79), Outside Activity Confirmation Forms (MS-7, p.81), an Outside Activity Summary Score Sheet – PI 3 (MS-6, p.80) and an official SASI computer generated class roster of students in each class required for Performance Indicator Three.

1. All eighth grade students on an official SASI computer generated class roster in the class(es) identified as completing Performance Indicator Three are required to be assessed for outside of class participation unless students have an IEP, 504, or OHI which specifically excludes them or makes the assessment task inappropriate for them . All IEPs, 504s, and OHIs must be documented by the school resource teacher or other appropriate official (Form G-1).

2. Each teacher will select or create an appropriate recording form for students to use in recording their out of class activity. The student, and not the teacher, must complete this form. Sample forms, which may be duplicated or used as examples, are provided in Appendix A.

3. The selected form is to be submitted weekly for 4 weeks by each eighth grader. The teacher determines if the submitted form and information meets the criteria. There are four criteria required each week.

    A) Log/calendar/journal was completed and turned in on time.
    B) The activities listed are appropriate and are health enhancing.
    C) The student participated a minimum of 3 times during the week.
    D) The time of student participation was 30-40 minutes daily.

    The information from each student's participation is checked off on the Summary Score Sheet – PI 3 (Form MS-8) weekly. The weekly evaluation is based upon a simple "Yes" or "No" and is on an "All or none basis". If all of the criteria are met, then the student is given a "Yes". If one or more of the criteria are not met, then the student receives a "No" for the week. At the end of the four weeks recording, a final score is determined based upon the following:

    4 Yes Week evaluations = 3
    3 Yes Week evaluations = 2
    2 Yes Week evaluations = 1
    1 Yes Week evaluation = 1
    0 Yes Week evaluations = 0

4. Teachers must verify participation for at least 20% of the students. In order to do this teachers are to identify every fifth student on the official SASI roll (student number 5, 10, 15, 20, etc.) and check with that student's contact person. The results of this verification will be indicated on the Outside Activity Confirmation Form (MS- 7). If verification cannot be demonstrated for a student included in this 20%, then that student will not receive credit for this indicator. A student's final score may have to be adjusted to match

the results of the verification.

5. All Outside Activity Confirmation Forms (Form MS-7), Outside Activity Summary Score Sheets – PI 3 (Form MS-6, an official SASI computer generated rolls identifying all eighth graders in the class(es) and appropriate G1 forms must be submitted to the district designated test coordinator or the lead teacher at least two weeks prior to the end of the semester in a clearly marked envelope using the labels provided. Do not include the student's Reporting Forms.

6. Any student lacking complete information will not receive credit for this performance indicator.

Appendix A – Sample Outside Activity Report Forms

Following are three sample forms which may be used for student reporting of their outside activity. You may use either of these forms, adapt them to suit your needs, or create your own forms. It is recommended that you use a weekly form so students will not have to keep up with the same form for a month, but if you prefer, you may use a month long form. Remember that you must grade their outside participation forms each week.

Sample 1

Student's Name: _____ Week: 1 2 3 4
(circle one)

Physical Education Teacher: _____

Class Time: _____ Date Due:_____

Physical Education Homework
Outside Activity Participation

Day (Date)	Activities	How Long
Monday ( )		
Tuesday ( )		
Wednesday ( )		
Thursday ( )		
Friday ( )		
Saturday ( )		
Sunday ( )		

Adult Confirmation Signature: _____ How to contact: _____

Sample 2 Outside Activity Report Form
G.O.T.C.H.A.
Get Off The Couch Home Activity Log

NAME:_____ PE Teacher: _____ Block:____

Instructions: You are to record after school physical activities on this calendar. The FITT Principle (Frequency, Intensity, Time, and Type) will be your guide for filling in the log.

FOUR details are required for each entry:

1. FREQUENCY: how many days a week? Should be at least four days a week
2. INTENSITY: **circle E, M, or H:** **E** = easy workout, little sweat, slight rise in heart and breathing rate
   M= medium workout, sweaty, heart rate up to target, breathing hard
   H= hard workout, really sweaty, chest pounding, sucking wind, shower
3. TIME: record total **minutes active**
4. TYPE: record the **activity** you did

At the end of the week, add your total minutes of physical activity for the week. 100 minutes a week = 100 points.

- Your **parent or guardian signs their first and last name (NO INITIALS)**.
- Log should be signed one week at a time.
- The log is 10% of your Physical Education grade.
- **We will not accept this log late unless the student is absent.**
- **Logs are due the first day of the week.**
- **This assignment must be turned in on this form.** If the student loses the original copy, there are copies on the PE Teachers' doors.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total & Signature
22B I = E M H T = _____minutes T =	**23A** I = E M H T = _____minutes T =	**24B** I = E M H T = _____minutes T =	**25A** I = E M H T = _____minutes T =	**26B** I = E M H T = _____minutes T =	**27** I = E M H T = _____minutes T =	**28** I = E M H T = _____minutes T =	**DUE: 1/29 or 1/30** Week's Total Minutes:_____ Signature: _____
29A I = E M H T = _____minutes T =	**30B** I = E M H T = _____minutes T =	**31A** I = E M H T = _____minutes T =	**1B** I = E M H T = _____minutes T =	**2A** I = E M H T = _____minutes T =	**3** I = E M H T = _____minutes T =	**4** I = E M H T = _____minutes T =	**DUE: 2/5 or 2/6** Week's Total Minutes:_____ Signature: _____

Dear Parents/Guardians: It is our sincere hope that you will join us in an effort to improve your child's physical fitness levels through encouraging physical activity. G.O.TC.H.A. is meant to give kids an academic incentive to exercise, but it is our hope that the joy of physical activity will soon be his/her motivator. Thank you for participating in this important step to improving your child's health.

SAMPLE FORM PROVIDED THANKS TO PHYSICAL EDUCATION TEACHERS AT CROSSROADS MIDDLE SCHOOL

South Carolina Physical Education Program Assessment
Sample 3 – Outside Activity Report Form
Outside Activity Daily Log

NAME_____ **TEACHER**_____ **CLASS** _____

"F." Frequency	**"I."** Intensity	**"T."** Time	**"T."** Type
3-4 times per week	easy, medium, hard	how long in activity	name of activity
SAMPLE			
Monday 8/15	Medium	50 minutes	Jogged 4 miles
Week of			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Week of			Weekly check _____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Week of			Weekly check _____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Week of			Weekly check _____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			Weekly check _____

Calendar Grade _____

Validation of Adult _____ Relationship to child _____

SAMPLE FORM PROVIDED THANKS TO PHYSICAL EDUCATION TEACHERS AT SUMMIT PARKWAY MIDDLE SCHOOL

South Carolina Physical Education Assessment Program

Performance Indicator Three – Outside Activity Summary Score Sheet

Form MS 6

*** 4 Yes weeks = 3** **3 Yes weeks = 2** **2 Yes weeks = 1** **1 Yes week = 1** **0 Yes weeks = 0**

Name	Log	Activity	3-5 Times	30-40 Minutes	Yes/No	Log	Activity	3-5 Times	30-40 Minutes	Yes/No	Log	Activity	3-5 Times	30-40 Minutes	Yes/No	Log	Activity	3-5 Times	30-40 Minutes	Yes/No	Score 0-3 *

South Carolina Physical Education Program Assessment

Outside Activity Confirmation Form – Performance Indicator 3

Form MS-7

School: _____ Date collected: _____

Teacher: _____ Class: _____

In order to verify participation in the outside activity reported the teacher is to check with at least 20% of the contacts listed on the student forms. This should be done by contacting the person(s) listed for every fifth student on the official SASI roll (student # 5, 10, 15, 20, etc.). Record this verification on the following chart and use the listing at the bottom of the page to determine the correct response for the "Results" column.

Roll #	Student Name	Name of Contact Person	How Contacted	Results *

* Results indicators

a) The contact person confirmed student participation with certainty
b) The contact person was fairly confident that this student participated.
c) The contact person could not recall student participation.
d) The contact person could not be reached.
e) The student did not identify a contact person.
f) The contact person is confident that this student did <u>not</u> participate.

Performance Indicator Four:

Meet the gender and age group health related physical fitness standard as described by the National Association for Sport and Physical Education.

Performance Indicator Four – Fitness Test Data

Following the plan provided by the Assessment Review Committee, each teacher of eighth grade physical education will submit electronic recordings of curl-ups, the FitnessGram Summary Score Sheet – PI 4 (MS-9), and an official SASI computer generated class roll of students in each class required for Performance Indicator Four.

1. All eighth grade students on the official SASI computer generated class roll of students in each class required for Performance Indicator Four are required to take the fitness test unless they have an IEP, 504, or OHI which specifically excludes them or makes the assessment task inappropriate for them. The teacher should examine material such as The Brockport Test for appropriate modifications, but if it is determined that there are none, then the IEPs, 504s, or OHIs must be documented by the school resource teacher or other appropriate official (Form G-1).

2. Student scores will be recorded on the PI-4 FitnessGram Summary Score Sheet (MS-9, p.88) for the following five FitnessGram test items: Cardiovascular score, the Curl Ups, Sit and Reach, Push Ups, and Percent Body Composition.

3. FITNESSGRAM TEST ITEMS:
    - A. CARDIOVASCULAR (AEROBIC CAPACITY) OPTIONS:
        (Choose one)
        - Mile run
        - Pacer test
    - B. MUSCULAR STRENGTH AND ENDURANCE:
        (Both required)
        - Curl up test
        - Push up test
    - C. FLEXIBILITY:
        - Back saver sit and reach (left and right)
    - D. BODY COMPOSITION:
        (Choose one)
        - Electrical impedance
        - Body Mass Index (BMI) score

    The exact testing protocols to be used for each test are found in the FITNESSGRAM Manual. The protocols must be used as stated unless otherwise indicated. Teaching the protocols and practicing their use should be done throughout the unit/block/semester/year in which fitness testing is to occur, and FITNESSGRAM data may be collected and recorded at any time during the assigned unit/block/semester/year.

4. Students will be recorded as they perform the curl-up test. (See also General Protocols for Data Collection for PI-1 and for PI-4 pg 8-9.)

A. The camera location used during curl-ups must allow the head, hands, feet and the testing strip to be observed at all times on the recording. It is recommended that the camera is placed at an angle to the performers and that the students are placed slightly staggered of each other so that student #2's head is at approximate shoulder level of student #1. The teacher must practice positioning the camera in the best location to see all of the above components. A maximum of two students can be video recorded at one time. All of the stated criteria must be easily observed for credit to be given. (See curl-up criteria pages 86-87)

B. Have students introduce themselves (first and last name), and identify pinnie color and number immediately before their performance. Have the camera operator repeat student information before the student moves away from the camera. The pinnie should then be placed on a chair behind the performer so that the number remains in clear sight on the recording.

C. A student observer/assistant may be used to call out the number of the curl-up being done if it is being done correctly. If an error is observed (See FITNESSGRAM Manual and curl-up criteria), the error type is called out and noted as error number one. The count of correctly done curl-ups is continued until two errors have occurred or the teacher stops the test. The first error is counted; the second error is not counted and stops the test. No teacher coaching or teaching is allowed during the test. The teacher may need to change student's reported score to match correctly performed curl-ups as seen on the recording. The score reported on the Summary Score Sheet must reflect correctly done results, not necessarily what the student reports.

D. When recording the Curl-up, adjustments of the body relative to the testing strip is permissible and does not count as an error. The student observer/assistants should be taught to carry out this task.

E. To save time, it is recommended that during the test, the teacher stop students when they have completed 2 curl-ups more than needed for minimally meeting the HFZ requirement for age/gender.

F. The Middle School Personal Fitness Record Sheet (MS-8, p.88) may be used for the students to record the number of correctly done curl-ups. This form is provided only for your convenience and is not to be turned in with your data.

G. The final score reported on the FitnessGram Summary Score Sheet (MS-9, p.89) must be the correct score as determined by the teacher from observing the recording, regardless of the score recorded by the student.

5. The teacher transfers the scores for the five tests to the FitnessGram Summary Score Sheet (MS-9) and indicates with a Y = yes or N = no whether the student's score is in the

Healthy Fitness Zone (HFZ) as found in the FITNESSGRAM Manual – pp. 38-41. Body composition must be reported but is not factored into the calculation of competence, therefore, in the "Total # in HFZ" column the teacher records a number (0-4) representing the number of items where the student was in the HFZ.

6. All scores must be recorded on (MS-9, p.89) and submitted for the five items identified in 3. Competence in FITNESSGRAM scores will be determined by the following rubric.

4 components in the healthy fitness zone	= Score of 3
3 components in the healthy fitness zone	= Score of 2
2 or 1 components in the healthy fitness zone	= Score of 1
0 components in the healthy fitness zone	= Score of 0

7. Within two weeks of completing the FitnessGram, the following material must be submitted to the district designated physical education test coordinator:

   A. A labeled envelope containing the clearly labeled electronic recording(s)

   B. The FitnessGram Summary Score Sheet – P I4 (MS-9, p.89) (Personal Fitness Records – MS-10 are for student and teacher use and should NOT be turned in.)

   C. An official SASI computer generated class roll identifying all eighth grade students in the class(es).

   D. G-1 Form for any student on the SASI roll who is not included on the recording or the Summary Score Sheet.

8.0 FITNESSGRAM Curl-Up Criteria
[All Criteria are as stated on the FG DVD and in the FITNESSGRAM Test Administration Manual (Updated 3rd Edition, 2005, pp.42-45) unless otherwise noted]

Directions: Read the entire section on doing the Curl Up in the FITNESSGRAM (FG) Test Administration Manual (Updated 3rd Edition, 2005). Follow the guidelines exactly! The following guidelines/criteria are intended to assist teachers in following the guidelines as stated in the FG manual (pp. 42- 45 – 3rd Ed. FG Manual). These are the guidelines/criteria the Elementary, Middle School and High School Monitoring Committees will use when observing the recordings (videos) submitted for assessment.

BEFORE THE TEST BEGINS:

Body is in a supine position on the mat.

Arms/Hands are to be parallel to (alongside) the body with the arms straight. Palms of the hands are to be flat, resting on the mat. Fingers and arms are to be stretched (p. 42– see bottom right-suggests that a pull on hands be done to ensure that the shoulders are relaxed and in a normal resting position.). If shoulders begin in a "hunch" position the test is invalid.

Feet are to be flat on the floor with the knees bent to approximately a 140-degree angle to begin the test. The closer the feet are positioned in relation to the buttocks, the more difficult the curl up movement.

Head -The back of the head should be resting on the mat or on a piece of paper (notebook, paper towel, etc.) Seeing the notebook/paper towel (the manual allows either) crinkle is a good indicator that the performer has actually touched the head to the mat. An observer must be able to see, on the tape, the head touch the mat for every curl up.

DOING THE CURL UP TEST:

When the FG CD gives the command "UP", the student is to slowly curl the upper body up. **Note:** If the 45 to 90 degree angle is reached that will be counted as an error since that is considered a FULL SIT UP (Reference – Cooper Institute website –"Supplemental Information about Protocols for the Curl Up Assessment" – Liemohn, Snodgrass & Sharpe, 1988). A correct Curl Up will occur if the fingers/hand slide across the strip and the shoulders leave the mat during the Curl Up. The key is that the fingers slide from the front edge of the strip to the far side of the strip, with **ALL** fingers (NOT the thumbs) staying in contact with the strip, in a slow curl movement. Such a movement should create the appropriate angle of the shoulders relative to the mat.

Feet (heels) must remain in contact with the mat throughout the curl up test.

Hands and Fingers must be kept straight and slide from the front edge of the strip to the far side of the strip with the fingers maintaining contact with the strip throughout the curl up action. The

heel of the hand may be slightly off of the mat but **ALL** fingers (NOT the thumbs) must remain in contact with the strip.

On the command "**DOWN**", the student is to slowly return to the supine position. The timing of the Curl Up motion is important. The student should be moving in a slow and controlled motion and should not begin the "DOWN" action until the command is given on the CD.

Head must touch the mat/paper each time the down position is reached. (Three (3) seconds are allowed for each UP/DOWN action)

For Assessment scores, continue the Curl Up action until the Healthy Fitness Zone (HFZ) number (**plus two**) for the gender and age of the performer is reached. The "**plus two**" is to protect against missing an error during the test. Two errors are allowed during the Curl Up test. The first error counts as a successfully done Curl Up. The second error ends the test and does **NOT** count as a successful Curl Up.

Suggestions: Teach the Curl Up mechanics often prior to testing. Allow practice, practice, practice for students prior to testing.

As stated in the Assessment Manuals, the Monitoring Committee members **MUST** be able to see the performer's feet and both hands as they start and finish across the strip and the head as it touches the paper/mat.

Situation:

- **During** (not at the start) the test, if the fingers are slightly on strip and/or finish slightly beyond strip or vice versa during the Curl Up, the body may be repositioned without counting as an error. If the body movement ("hunching" – FG Test Administration Manual (Updated 3rd Edition, 2005) – p. 44 – top left) continues during the test, there is probably a mechanics issue with how the performer is doing the Curl Up. Correct the mechanics problem and repeat the test.

Common Errors to Look for and to Teach Students Not to Commit:

1. Pauses and rest periods are not allowed. Not staying on cadence is an error.
2. Knee bend inappropriate
3. Heels come off floor
4. Feet held or braced and/or feet (heels) off of the gym mat
5. Head doesn't touch mat/paper
6. Finger tips not getting to far side of strip and/or returning to near edge of strip
7. "Swim" action with arms and hands (see SCPEAP FG CD)
8. Doing a full sit-up (45 – 90 degrees)
9. Incorrect strip for age group
10. Elbows assist curl
11. Shoulder "hunching" (pulling shoulders up to gain an advantage – see p. 42 – lower right and p.44 – upper left for description)

South Carolina Physical Education Program Assessment

Performance Indicator Four - Personal Fitness Record
(for class use only-do not submit with other data)
Form MS-8

Name: _____

Age: _____ **Grade:** _____ **Gender:** M F **Teacher:** _____

Trial #1

	My Score	Health Standard	Yes	No
Pacer/Mile				
Curl-Ups				
Push-Ups				
Back Saver Sit and Reach	L: R:			
BMI Score				
Electrical Impedance				
Skinfold:				
Triceps				
Calf				
Total				

Trial #2

	My Score	Health Standard	Yes	No
Pacer/Mile				
Curl-Ups				
Push-Ups				
Back Saver Sit and Reach	L: R:			
BMI Score				
Electrical Impedance				
Skinfold:				
Triceps				
Calf				
Total				

South Carolina Physical Education Program Assessment

Performance Indicator 4 – FITNESSGRAM – Summary Score Sheet

Form MS-9

Level 3 = 4 components in HFZ
Level 2 = 3 components in HFZ
Level 1 = 2 or 1 components in HFZ
Level 0 = 0 components in HFZ

School:_____ Teacher: _____ Semester/Period:_____

Date Collected: _____ Coder: _____ Date Coded: _____

**** Body Composition is recorded but is not calculated in the Total Score***.

* Body Composition		Student #	Name	Age	Gender	Mile/Pacer		Curl-Ups		Push-Ups		Flexibility			Total # in HFZ (0-4)	Level (0-3)
BMI	HFZ Y/N					Score	HFZ Y/N	Score	HFZ Y/N	Score	HFZ Y/N	R	L	HFZ Y/N		

South Carolina Physical Education Program Assessment

Performance Indicator Four
FitnessGram Information

Problems with FITNESSGRAM 8.0 and Novell Servers

Compatibility issues have been reported when using FITNESSGRAM 8.0 with Systems using Novell as the server. Human Kinetics is aware of the problems and is working to resolve them. To assist schools who have Novell, Human Kinetics has made the following agreements.

1. Human Kinetics will continue to sell FG 6.0 to schools which have not previously purchased 6.0 or who have lost disks, manuals, etc. if there is a Novell system incompatibility issue.

2. Human Kinetics will sell the FG 8.0 manual (including the DVD video clips of all FG tests) to schools which have Novell incompatibility issues with the 8.0. The cost for the 8.0 manual and the DVD will be $14.50 plus shipping.

   8.0 Manual & DVD Order Info:
   FITNESSGRAM/ACTIVITYGRAM 8.0 Test Administration Manual, Updated Third Edition
   ISBN: 0736058664
   Price: $14.50 plus $5.95 shipping

The South Carolina customer service contact at Human Kinetics is:

Cheri Scott
K-12 Sales
Human Kinetics Publishers
PO Box 5076
Champaign, IL 61825

cheris@hkusa.com
(800) 747-4457, ext. 2412
FAX (217) 351-2674
www.humankinetics.com

If you have any questions or problems with the FITNESSGRAM software, please contact Cheri Scott at Human Kinetics (above) or the SCPEAP office at 803-777-3816 or peap@gwm.sc.edu .

FITNESSGRAM 6.0 and Future Use

FITNESSGRAM/ACTIVITYGRAM 8.0 is now available! We will no longer be selling *FITNESSGRAM 6.0*. Most ancillaries related to *Version 6.0* will still be available for current *6.0* users, and the current edition of the *FITNESSGRAM/ACTIVITYGRAM Test Administration Manual* is appropriate for use by both *6.0* and *8.0* users. Current users of *FITNESSGRAM 6.0* may find the following brief description of *6.0* useful. Information on *FITNESSGRAM/ACTIVITYGRAM 8.0* may be found here.

The key components of *FITNESSGRAM Version 6.0* are the *FITNESSGRAM ACTIVITYGRAM Test Administration Manual* and the *FITNESSGRAM 6.0* software. The Test Administration Manual describes the benefits of fitness education and fitness testing; explains how to use the software; and shows you how to conduct the FITNESSGRAM test.

The *FITNESSGRAM Version 6.0* software enables teachers to enter data on classes, students, tests, and scores. The program enables you to generate valuable reports, including the FITNESSGRAM report for individual students as well as reports that summarize results for the entire class. You also can use the software to handle administrative tasks such as moving students to new teachers and classes and assigning student passwords.

Students can perform several functions themselves using the Version 6.0 software, including entering their own test scores, reviewing results and printing their own FITNESSGRAM report, and using the ACTIVITYGRAM option to assess their own physical activities inside and outside the classroom.

Upgrade Policy From FG 6.0 to FG 8.0

Customers who purchased *FITNESSGRAM 6.0* after June 1, 2003, can get a free upgrade to the *FITNESSGRAM/ACTIVITYGRAM 8.0* Stand-Alone Version. They also may upgrade the Small Network Version for only an additional $20 per school. Finally, they may purchase the District SQL Server Version for a flat fee of $1,500 (no additional cost per building license). Contact your Human Kinetics K-12 sales representative for details.

Link to Resources

Ancillary materials common to both *FITNESSGRAM/ACTIVITYGRAM 8.0* and *FITNESSGRAM Version 6.0* will remain available. Ancillary materials unique to *FITNESSGRAM Version 6.0* (such as preprinted reports) will be available while supplies last.

SCPEAP
SCAHPERD
South Carolina Physical Education Assessment Program

To: South Carolina Principals and Physical Education Teachers

From: Dick Hohn, Physical Education Assessment Program

Re: Reduced price purchase opportunity for FITNESSGRAM Health Related Fitness testing kit

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We have negotiated with Human Kinetics for a reduced price for the New FITNESSGRAM/ACTIVITYGRAM 8.0 testing kit. The kit is available in stand-alone versions, network versions for schools and also network versions for whole districts.

- Stand-Alone Version (Non-Network) (price per school building)

  Includes Test Kit, CD-Rom & Manual (0-7360-5962-8)
  Price: $209.00 + 5.95 shipping/handling

  Includes CD-Rom & Manual (no test kit) (0-7360-5863-X)
  Price: $174.00 + 5.95 shipping/handling

  Note: Shipping on additional kits = $1.75

- Small Network Version (to link several computers within a single school)

  Includes Test Kit, CD-Rom & Manual (0-7360-5961-x)
  Price: $223.00 + 5.95 shipping/handling

  Includes CD-Rom & Manual (no test kit) (0-7360-5960-1)
  Price: $188.00 + 5.95 shipping/handling

- District SQL Server Version

  The District SQL Server version allows school districts of all sizes to compile data from multiple schools within the district.
  Price: $1500 per district + a site license fee per school.
  For additional information on the Server version, go to www.FITNESSGRAM.net and check system requirements. If you have further questions contact Ms. Cheri Scott at Human Kinetics at 800-747-4457 ext. 2412.

Guidelines for ordering the FITNESSGRAM kit:

1 - Request and have completed a purchase order from your district or school.

2 - The purchase order should be made out to Human Kinetics in care of Ms. Cheri Scott and should include the code "SC 2005".

3 - The purchase order should include the following information:
Version of FITNESSGRAM 8.0 preferred
A choice of Windows or MAC format must be noted.
ISBN number stated above
Discount price + shipping/handling

4 - Mail or fax the purchase order to:
Human Kinetics
c/o Mrs. Cheri Scott
P.O. Box 5076
Champaign, IL 61825-5076
Fax # 217-351-2674

Customer Service at Human Kinetics: 800-747-4457 ext. 2910.

We, in the PEAP office, hope this is helpful to you and to your physical education program. Please call or fax if you have any questions.

SCPEAP phone and fax: 803-777-3816