

South Carolina Physical Education Assessment Program

Policy and Procedures Manual

Middle School

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South Carolina Physical Education Assessment Program

Physical Education Assessment District Cycle (Random drawing May 5, 2000)

Sample selection: This drawing was determined by dividing all districts in this state into three equal groups by school population and then randomly determining which of the three groups would be in which cycle.

<u>CYCLE 1</u>	<u>CYCLE 2</u>	<u>CYCLE 3</u>
High School 2008-2009 Middle School 2008-2009 Elementary 2008-2009	High School 2006-2007 Middle School 2006-2007 Elementary 2006-2007	High School 2007-2008 Middle School 2007-2008 Elementary 2007-2008
Abbeville Anderson 1 Anderson 5 Bamberg 2 Barnwell 29 Beaufort Charleston Chesterfield Clarendon 1 Clarendon 3 Dorchester 4 Edgefield Florence 3 Hampton 1 Hampton 2 Laurens 56 Lexington/Richland 5 Marion 7 Oconee Richland 1 Richland 2 Saluda Spartanburg 3 Spartanburg 4 Spartanburg 6 Sumter 17 Union Williamsburg	Allendale Anderson 2 Anderson 3 Anderson 4 Calhoun Cherokee Chester Colleton Darlington Dillon 1 Dillon 3 Dorchester 2 Fairfield Florence 2 Florence 4 Florence 5 Georgetown Greenville Greenwood 50 Lee Lexington 1 Lexington 4 Orangeburg 3 Orangeburg 4 Spartanburg 1 Spartanburg 5 Spartanburg 7 York 3 York 4	Aiken Bamberg 1 Barnwell 19 Barnwell 45 Berkeley Clarendon 2 Dillon 2 Florence 1 Greenwood 51 Greenwood 52 Horry Jasper Kershaw Lancaster Laurens 55 Lexington 2 Lexington 3 Marion 1 Marion 2 Marlboro McCormick Newberry Orangeburg 5 Pickens Spartanburg 2 Sumter 2 York 1 York 2

Time Line for Assessment Program

- 1. Training to design Assessment Plan and Collect/Submit Data.**
Teachers will be trained on how to collect data the year prior to collecting data.
- 2. Submit Assessment Plan**
Schools collecting data in the current school year will submit assessment plans early in the school year by the date designated by the SCPEAP office.
- 3. August/September - Assessment Plan Feedback**
The assessment plan will be reviewed within six weeks of receiving it. Schools will receive feedback from MSPEAP as to whether their plan meets the assessment plan requirements.
- 4. September through early May - Collect Data**
Schools may collect data anytime during the quarter/semester assigned by the MS Assessment Review Committee.
- 5. May - Submit Data**
Collected data should be signed off by a school/district designated physical education test coordinator. Data may be sent to the MSPEAP office as early as May 1, but must be received no later than the last workday for that school's students.
- 6. Fall - Report of Data**
District superintendents and school principals will receive their assessment reports no later than the end of the fall semester after data submission.

Responsibilities of the District/School Designated Physical Education Test Coordinator and the Physical Education Department Chairperson/Lead Teacher

Districts may use the district test coordinator or a designated person as the Physical Education Test Coordinator. The Chairperson or Lead Teacher of the Physical Education department must also be identified. The Department Chairperson/Lead Teacher will request materials and sign off on physical education assessment data.

The District/School Designated Physical Education Test Coordinator has the following responsibilities:

1. Assessment Plan
 - A. Receive the assessment plans from the department chair(s)/lead teacher(s) for a school or schools in the district.
 - B. Submit the plans to the MSPEAP office by the due date (Form MS-1).
2. Data Collection

Order an electronic copy of the Middle School written test (Form MS-5) on the schedule determined by schools involved.
3. Data Submission
 - A. Confirm that all data submitted by a school is complete, is submitted on time, and is clearly labeled.
 - B. Sign the Data Submission Checklist (MS-10) indicating satisfaction that the material is correct and ready to be submitted to the MSPEAP office to arrive no earlier than May 1st and no later than the last day of student classes in that school.

The Physical Education Department Chairperson/Lead Teacher for each school has the following responsibilities:

1. Assessment Plan
 - A. Oversee the development of the assessment plan
 - B. Submit the prepared, approved and signed assessment plan to the physical education test coordinator
 - C. Act as the contact person throughout the Assessment Plan Review process
2. Data Collection
 - A. Inform the Physical Education Test Coordinator of the testing schedule so that test materials may be ordered
 - B. Provide a secure place for all (tapes, forms, etc.) completed data and written test results until all testing is complete.

3. Data Submission
 - A. Collect and organize all materials that must be submitted, checking to be sure that the material is complete and clearly labeled.
 - B. Complete the Data Submission Checklist (MS-10), have it signed by appropriate personnel in the school, and then by the Physical Education Test Coordinator
 - C. All data must be submitted clearly labeled using the labels provided. Districts/schools may choose the appropriate packaging for their material. Each package should contain all of one school's material, and only that school's material.
 - D. Do not submit material from a school until all material is complete but remember that all material is due in the MSPEAP office no later than the last day of school for your students.

Directions for Developing Assessment Plan

Each school will submit a Middle School Physical Education Program Assessment Plan that indicates how the total program (all Performance Indicators and all teachers of eight grade classes) will be sampled for the program year that a school is to be assessed. Guidelines for developing an assessment plan are listed below and are included with a sample (Forms MS-1 and MS -2, pgs. PM 22-33).

1. Assessment Plan Schedule & Training
 - A. All physical education programs will be assessed on a 3-year schedule in the cycle year identified by the State Department of Education for a school district.
 - B. Data Collection training sessions are held in the year prior to data collection to help schools in the preparation of their Assessment Plan as well as in the collection and submission of data.
 - C. A make-up training session will be scheduled in early fall. New hires for a school will be given priority registration.
 - D. Schools collecting data in the current school year will submit plans by the deadline determined and announced each year.

2. Assessment Plan Guidelines
 - A. The Assessment Plan will include a description of how the program facilitates student performance in the four performance indicators.
 - B. For purposes of this assessment, any teacher who teaches a class, which entirely or partially is made up of eighth graders is considered to be teaching eighth grade physical education, and is therefore required to include that class in the consideration of data collection.
 - C. In situations where classes consist of mixed grades:
 - 1) only classes containing one or more eighth graders will be considered for assessment, and
 - 2) only the eighth graders in any mixed grade class will be included in the assessment.
 - D. In order to meet the needs of different situations, teachers have the option of collecting all of the data from one class, or of collecting data for PI 1 and PI 2 from one class and PI 3 and PI 4 from another. These options are explained in the chart on the next page.
 - E. Once teachers determine which Box (see chart, next page) is appropriate, based on the number of classes of eighth graders taught, then they may select the Option

(1 or 2) which best meets their needs. Decisions concerning what data and how much must be submitted for each teacher are based upon the following chart. On the Assessment Plan, each teacher will be asked to identify the appropriate box and chosen option (1 or 2). If a teacher has more than 16, 8th grade classes, notify the MSPEAP office to determine the appropriate box and number of classes involved in data collection.

# Classes with 8 th graders over year	<u>Box A</u>	<u>Box B</u>	<u>Box C</u>	<u>Box D</u>	<u>Box E</u>
	1 Class	2-4 Classes	5-8 Classes	9-12 Classes	13-16 Classes
Data submitted from:	<u>Option 1</u> All 4 PIs from one class	<u>Option 1</u> All 4 PIs from 1 Class <u>OR</u> <u>Option 2</u> PI 1 & PI 2 from 1 class and PI 3 & PI 4 from another class	<u>Option 1</u> All PIs from 2 Classes <u>OR</u> <u>Option 2</u> PI 1 & PI 2 from 2 classes and PI 3 & PI 4 from 2 other classes	<u>Option 1</u> All PIs from 3 Classes <u>OR</u> <u>Option 2</u> PI 1 & PI 2 from 3 classes and PI 3 & PI 4 from 3 other classes	<u>Option 1</u> All PIs from 4 Classes <u>OR</u> <u>Option 2</u> PI 1 & PI 2 from 4 classes and PI 3 & PI 4 from 4 other classes

F. Teachers of eighth grade physical education will submit information on all eighth grade classes taught throughout the school year (any class containing eighth graders). This information will include identification of class period, school quarter or semester, activities being taught in each class and the approximate/projected number of eighth graders in each class. In order to ensure the random selection of classes, the Assessment Review Committee will use this information, and the teacher's identification of Box and Option (all PIs from one class or split use of classes), and will assign the classes to be used for data collection.

G. Important reminders:

1. Any class containing an 8th grader must be counted as an 8th grade class.
2. The total number of 8th grade classes taught by a teacher over a full school year determines the assigned Box.
3. Each teacher then chooses one of the two Options.
4. Option 2 may be selected only if all 4 PIs may be collected in the same teaching time span (quarter/semester, etc.)
5. The lead teacher will be notified of the specific class(es) (quarter/semester, etc. and period) to be used for Data Collection by each teacher. Each teacher, using this information, will select the activities to be submitted.

H. Be sure to keep copies of all material submitted since nothing will be returned and the final accepted version of the assessment plan must be turned in with the material submitted at the end of the year for assessment.

3. Assessment Plan Review Procedures

A. After the review of the Assessment Plan Review Committee, one of following decisions will be made:

- 1) Plan is acceptable: school may proceed according to plan
 - 2) Plan is unacceptable in its present form- needs minor revisions
 - 3) Plan is unacceptable in its present form- needs major revisions
- B. If the plan is unacceptable, the school will be given two weeks to revise and resubmit its assessment plan. Schools are limited to two revisions after which the Assessment Plan Review Committee may, at its discretion, choose to give the school a failing grade.
- C. If an acceptable assessment plan (revised or original) is not received by the assigned due date, the following procedures will be implemented, in order, at the discretion of the chairperson of the Assessment Plan Review Committee:
- 1) Call/FAX the teacher
 - 2) Call/FAX the principal
 - 3) Call/FAX the assessment director/superintendent
4. Each school will receive a decision and an analysis of its assessment plan (Form MS-2) within six weeks of the due date of the plan (original or revised).

Submitting Middle School Data

Performance Indicator One: Recorded Motor Skill Data

Following the assignment provided by the Assessment Plan Review Committee, each teacher of eighth grade physical education will submit recordings, Summary Score Sheets, and an official SASI computer generated class roll of students in each class required for Performance Indicator One. See pages 7-66 for complete directions.

1. Once the class or classes that will be involved in Performance Indicator One are identified, all eighth grade students on the official SASI computer generated class roll are required to be recorded performing the activities. Once suitable modifications have been considered, students with an IEP, 504, or OHI that specifically excludes them or makes the recorded assessment task inappropriate for them may be left off of the tape. All IEPs, 504s, and OHIs must be documented by the school resource teacher or other appropriate official (Form G-1). Teachers may record student performance at any time during the unit.
2. All recorded material for each activity must be collected according to the General Protocols (page 8) for collecting recorded information and the specific protocols for that activity. Teachers are strongly encouraged to practice videotaping students and scoring recorded observations ahead of time. On occasion a teacher may request that a student repeat a performance on the tape if that performance does not represent what the student is capable of doing due to illness or other uncontrollable situations. The information for any student, who repeats his/her performance, must be clearly indicated on the Summary Score Sheet and announced on the recording; the student number must be the same as on the original performance; and the repeated performance must be seen at the end of the tape. Do not tape over anyone's performance.
3. Every activity for Performance Indicator One for each class must be recorded on separate tapes. For example: Class 1 Badminton on 1 tape and Class 1 Volleyball on another tape. Both dances for one class may be on the same tape.
4. All recordings must clearly show student numbers and all student performances. Teachers may repeat recordings as many times as is necessary to get the technical quality of the tape needed to make good judgments about student performance. If the technical quality of the tape is so poor as to make it impossible for the monitoring committee to make judgments about student performance, teachers will not get credit for submitting data for that activity. DO NOT wait until the last week of school to record tapes.
5. All recordings must be submitted in VHS, VHS-C or DVD format at normal speed and clearly labeled on the spine of the tape with the labels provided. Eight mm tapes are not acceptable for submission.
6. Teachers will assess each student by looking at the recording using the appropriate scoring rubric. The teacher will then record the student's name and score on the appropriate Summary Score Sheet provided with each rubric, in the order students appear on the recording.

7. Within two weeks after videotaping is complete, teachers will submit the following items to the designated Physical Education Test Coordinator:
 - A. Labeled envelopes containing the accurately labeled recordings (VHS, VHS-C or DVD).
 - B. The Summary Score Sheet for each activity that accompanies each recording, with a score for each student in the order that students appear on the recording, giving individual names and numbers.
 - C. An official SASI computer generated class roll of students with the eighth graders clearly identified for each score sheet submitted.
 - D. G-1 forms for any 8th grade student on any roll who is not included on the video recording.
8. The accuracy of the teacher scoring the students, using the video recording and the scoring rubric will be checked by the Monitoring Committee through a sampling of at least 25% of the tests submitted. If there is not 80% agreement at least between the Monitoring Committee and the teacher, a random sample of 50% of students' scores in the class will be examined. If 80% agreement is not reached, a second team of Monitoring Committee members will follow the same procedure. As soon as 80% agreement is reached between the Monitoring Committee and the teacher, all scores are accepted as submitted. If 80% agreement is never reached, the teacher scores will be unacceptable and the score recorded as 0.
9. Any student on the official SASI computer generated class roll who does not have a documented reason for not being recorded (Form G-1) or any student on the tape who does not have a score will receive a "0" for the activity.

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 and graded tests, a Written Test Summary Score Sheet (MS-5), the Written Test Administration Form, and an official SASI computer generated class roll of students in each class required for Performance Indicator Two.

See pages 67-73 for complete directions.

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 an Outside Activity Confirmation Form (MS-7), an Outside Activity Summary Score Sheet – PI 3 (MS-6), and an official SASI computer generated class roster of students in each class required for Performance Indicator Three.

See pages 74-81 for complete directions.

Performance Indicator Four – Fitness Test Data

Following the plan provided by the Assessment Review Committee, each teacher of eighth grade physical education will submit video 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.

See pages 82-92 for complete directions.

Monitoring Committee

Make-up of the Committee

1. Grade Level Monitoring Committees will be appointed by the Grade Level Directors to receive the data submitted by schools, determine its accuracy, and report the data to the Grade Level Assessment Director.
2. The Monitoring Committee for each of the grade levels will consist of the Grade Level Assessment Director, the Monitoring Committee Chairperson, professionals with teaching credentials in physical education, and college/university physical education faculty.
3. The number of professionals appointed to the Monitoring Committee for each grade level will be determined by the number of schools submitting data and the amount of time it takes a committee to finish its assignment within a two week period.
4. The Monitoring Committee for each grade level will complete its work by the end of June.

Conduct of the Committee

1. The Grade Level Assessment Director and the Monitoring Committee Chairperson will train members of the Monitoring Committee. Members of the Monitoring Committee must score 80% or above (simple percentage of agreement) with the criterion tape/test for an activity or performance indicator before being permitted to score submitted school data.
2. Monitoring Committees will work in teams of four reviewers.
3. Each team of four will select a team leader who has the responsibility to communicate with the Monitoring Committee Chairperson on the progress of the team and alert the chairperson to any problems. It is also the responsibility of the team leader to manage the work of the team and to assure that all the assignments for the team are completed in a timely fashion and are well done.
4. Teams will be assigned schools from outside their region when possible.
5. Two reviewers from each team will work together to assess 25% (or a minimum of eight students per class) of the scores submitted for each performance indicator for a school in order to determine the accuracy of the teacher's data.

6. A table of random numbers will be used to establish which student scores on a grade-recording sheet constitute a 25% and a 50% sample for a class. The random numbers will be selected by the Executive Board and used across all grade levels for a given assessment year.
7. The accuracy of the teacher's data will be determined using simple percentage of agreement in the following process:
 - A. Two reviewers on each team will independently score the selected sample of students for a class and negotiate any differences in scoring between them.
 - B. If the teacher's scores and the two reviewer's scores for the sampled data reach an agreement level of at least 80%, the teacher's data set for that assessment will be accepted as reported.
 - C. If the teacher's scores and the two reviewers' scores for that data set do not reach an agreement of at least 80% for that data set, then reviewers will take another 25% sample of the data according to the random set for a 50% sample determined for that school year.
 - D. If 80% agreement is reached for the 50% sample then the teacher's data set for that assessment will be accepted as reported. If the scores of the reviewers for the 50% sample do not reach 80% agreement with the teacher's scores for those students then the data set will be given for review to the second set of reviewers.
 - E. If 80% agreement is reached between the second two reviewers and the teacher's scores, then the teacher's data set for that assessment will be accepted as reported.
 - F. The second review team will follow the same procedures as the first review team. If agreement is not reached between the teacher's scores and the second review team the data set will be reported to the Monitoring Committee Chairperson as inaccurate.
 - G. When Monitoring Committee participants are experienced in the assessment of data it may be permissible for one person to initially review the teacher's data for accuracy. If 80% agreement is reached between the reviewer and the teacher, the teacher's data will be accepted. If 80% agreement is not reached a second or third reviewer may be necessary.
8. Complete records on the review process for each activity and each performance indicator by each team for each school will be maintained by the team leader and submitted to the Chairperson of the Monitoring Committee prior to leaving the work site.

Security and Confidentiality of the Data

1. All members of the Monitoring Committee will be instructed on data security and confidentiality and will sign a contract with the understanding that they can be dismissed for any violation of that policy.
2. No work of the committee can be taken off the premises designated as the work area of the committee.
3. Members of the assessment committee may not discuss with any person on a different team or any person not part of the Monitoring Committee the data that they were assigned to assess or the results of that assessment.

Reporting Procedures

1. The Grade Level Director for Assessment is responsible for inputting the data submitted by the Monitoring Committee and submitting the data to the SCPEAP office. The SCPEAP office will generate reports to the schools.
2. The SCPEAP Program Director, Administrative Director and appropriate Grade Level Assessment Director will sign all assessment reports.
3. Final scores for an indicator will be determined by:
 - A. Determining the percentage of students who meet the expectation for competency for the performance indicator being assessed.
 - B. Adding all of the class percentages for an indicator
 - C. Dividing by the number of classes for an indicator
 - E. Inaccurate data for classes or students, or missing data may be counted as a “0”
4. Final scores for a teacher and school program will be determined by weighting each of the indicators according to the SCPEAP policy for that grade level and dividing by the number of indicators.
 - A. Weighting for high school programs will be as follows:
 - 50% Performance Indicator One
 - 20% Performance Indicator Two
 - 10% Performance Indicator Three
 - 20% Performance Indicator Four
 - B. Weighting for middle school programs will be as follows:
 - 60% Performance Indicator One
 - 15% Performance Indicator Two
 - 10% Performance Indicator Three
 - 15% Performance Indicator Four
 - C. Weighting for elementary programs will be as follows:
 - Schools with only second grade assessment
 - 25% Performance Indicator One
 - 25% Performance Indicator Two
 - 25% Performance Indicator Three
 - 25% Performance Indicator Four
 - Schools with only fifth grade assessment
 - 20% Performance Indicator One
 - 20% Performance Indicator Two
 - 25% Performance Indicator Three
 - 25% Performance Indicator Four
 - 10% Performance Indicator FiveFinal scores for schools with both fifth and second grade assessment will be determined by counting each grade 50% of the school score.

5. The average score for all schools in the state will be determined by averaging all the final school scores and dividing by the number of schools submitting data for the previous 3 years.
6. Scores indicating the percent change between an assessment year and the previous assessment year will be reported.
7. The State Department of Education will receive a final score for each school in an assessment year in the fall of the year.
8. Each school principal will receive data prior to the date at which the report cards are sent to parents as follows:
 - A. A final score for the school program
 - B. Scores for each performance indicator for the school
 - C. Scores for each performance indicator and/or activity by teacher where appropriate.
 - D. A comparison of his/her school with similar schools (size classification) in the state for each performance indicator.
 - E. Comments regarding the following:
 - 1) The manner and quality with which data were submitted
 - 2) An analysis of any strengths and problems identified by the Monitoring Committee with an indicator
 - 3) A description of how the program may be improved and where the program may go to get help for improvement.
9. The Superintendent of each school district will receive all school reports for his/her district.
10. Schools/districts may request that all or any part of their data be reviewed by SCPEAP for problems in data analysis or assessment within six weeks of receiving the data.

Student and Program Exceptions

Students

1. All eighth grade students on an official SASI computer generated class roll in a class identified to complete a performance indicator, should be assessed unless the student has an IEP, 504, or OHI which specifically excludes him/her, or, makes the assessment task inappropriate for him/her. All IEPs, 504s, and OHIs must be documented by the school resource teacher or other appropriate official (Form G-1).
2. Only eighth grade students in a class should be included in the program assessment and students on the roll who are not eighth graders should be clearly identified.
3. For students who qualify (e.g., the student has a 504, IEP or OHI plan that specifically describes a condition making normal participation not possible) appropriate accommodations for participation should be made. Appropriate modifications for testing include the Physical Best Guidelines published by AAHPERD or the Brockport test guidelines for students with handicapping conditions.

Seaman, J. (Ed.) (1995). Physical Best and individuals with disabilities: A handbook for inclusion in fitness programs. Reston, VA: American Association for Active Lifestyles and Fitness.

Winnick, J. (1999). Brockport physical fitness test kit: A health related test for youths with physical and mental disabilities. Champaign, IL: Human Kinetics

4. Students who are absent the day of testing must be tested at another time.
5. If a temporary condition exists that prevents a student from being assessed at the time of testing (broken bones, etc.) arrangements must be made for the student to take the test at another time within the unit of instruction. Documentation must be provided for any student who cannot be tested prior to the end of the instructional unit.

Programs

1. All physical education programs will be assessed on a 3-year schedule in the cycle year (PM 3) identified by the State Department of Education for a school district.
2. Any modification of the assessment schedule for a district or a school must be approved by the Executive Board of SCPEAP.

Data Security

1. All data submitted to the SCPEAP or Grade Level office will be stored in a secure location and handled in a manner that preserves its security and confidentiality.
2. All members of the SCPEAP organization will receive explicit instructions on preserving the security and confidentiality of the data and the results of any data analysis.
3. When the analysis of the data is complete and all districts have had six weeks to review their scores for potential problems, all materials will be turned over to the SDE to be stored for a reasonable period of time without being destroyed.
4. Data may be used without school or individual names for research purposes that are directly related to physical education program improvement and the improvement of the assessment program as approved by the Policy Board of the South Carolina Physical Education Assessment Program.

Middle School Appendices and Forms

<u>Form Number</u>	<u>Name of Form</u>
G – 1	Documentation of Student Exceptionality
MS – 1	The Assessment Plan and Sample Completion of an Assessment Plan
MS – 2	Assessment Plan Evaluation
MS – 3	Written Test Order Form (PI 2)
MS – 4	Written Test Administration Form (PI 2)
MS – 5	Written Test Summary Score Sheet (PI 2)
Appendix A	Sample Outside Activity Report Forms (PI 3)
MS – 6	Outside Activity Summary Score Sheet (PI 3)
MS – 7	Outside Activity Confirmation Form (PI 3)
MS – 8	Personal Fitness Record (class use only) (PI 4)
MS – 9	FitnessGram Summary Score Sheet (PI 4)
Appendix B	What Must be Turned in for Program Assessment
MS – 10	Data Submission Checklist

South Carolina Physical Education Assessment Program
Documentation of Student Exceptionality
Form G-1

Any student on the official computer generated class list must either have an assessment score or must have his/her name on one of these forms.

Student's Name _____
Last First MI

Teacher _____ Class _____

Date _____ School _____

IEP

_____ The student has an IEP Form with the following documented:

PM =Profoundly Mentally Disabled

A = Autism

TB =Traumatic Brain Injury

DB =Deaf-Blindness

M = Multiple Disabled

504

_____ The student has a 504 plan which specifically makes this assessment inappropriate.
Describe _____

OHI

_____ The student has an OHI which specifically makes this assessment inappropriate.
Describe _____

EXCESSIVE ABSENCES

_____ Student will not receive credit for this course.

ACADEMIC CREDIT

_____ The student is not taking this class for academic credit in physical education.

_____ Repeating course

_____ Doctor's excuse

_____ Transfer

Teacher Signature _____

Resource Teacher or other official school representative:

Signature

Position

Printed Name

Date

1. **Program Description** – This is a narrative description of the program which includes information that will help the Assessment Plan Review Committee understand class arrangements, activities taught, length of classes in terms of hours and weeks, any special offerings of the program, and any other information that you feel will help explain your program.

Sample entry – p. PM-26

2. **Program Schedule** – This is a schedule/listing OF ALL physical education classes that are entirely, or partially, made up of eighth graders. In addition, the teachers of those classes, the activities taught and the anticipated/estimated number of eighth graders in each class must be indicated.

Sample entry – p. PM-27

3. **Schedule by Teachers** – This is a listing of all teachers of eighth grade physical education (see earlier definition, p. PM-9). This listing should include not only the teachers' names, but also the semester/quarter and classes of eighth graders to be taught, and the total number of eighth grade classes taught by each teacher throughout the year. In addition, each teacher must indicate the appropriate Box and which Option (see chart page PM-9) he/she chooses for assessment.

Sample entry – p. PM-28

You may report this in your own way as long as it is clear. Be sure that all classes containing eighth graders are included in this list and that it matches the class information in #2. Program Schedule. Define the type classes you have. List whether they are quarter, semester or year. Also, identify special situations such as semester students within a year class or quarter students in a semester class. Clarify any particular differences that your schedule may contain. The Assessment committee will use this information as they determine which classes must be used in data collection.

4. **Collecting Data for Performance Indicators** –

Performance Indicator One: Demonstrate competency in modified versions of activities in two different movement forms. (See page 3 for activities and movement forms.)

Briefly describe arrangements that are being made so that PI 1 can be completed successfully. You should discuss the way the activity requirement is being met so that all students obtain competence in the two movement forms required, the use of video equipment, and/or any other information that will make this clear. You must include information that clearly identifies the activities that you would assess in each class if it were assigned.

Sample entry – p. PM-28

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

Briefly describe arrangements that are being made so that PI 2 can be completed successfully. You need to discuss arrangements that are being made for administering the written test, the anticipated schedule/dates for testing, how this information is presented to students, and/or any other information that will make this clear.

Sample entry – p. PM-29

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

Briefly describe arrangements that are being made so that PI 3 can be completed successfully. You need to discuss the recording system that will be sent home with the students, the system that teachers will use to collect and maintain these forms, the system of verification that will be used, and/or any other information that will make this clear.

Sample entry – p. PM-30

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

Briefly describe arrangements that are being made so that PI 4 can be completed successfully. You should discuss how fitness activities are included in all classes, how the fitness testing will be scheduled (end of term, on-going, etc.), arrangements for video recording, and/or any other information that will make this clear.

Sample entry – p. PM-31

5. Review of Assessment Plan

Following are items that must be satisfied on the Assessment Plan. The members of the committee will look for these items as they examine your material and as they make decisions concerning whether or not it is acceptable.

You do not have to turn this form in with your assessment plan but you are strongly encouraged to use this for a self-check before the Assessment Plan is submitted.

_____ The title page is complete with accurate information and signed by the principal, the district/school designated physical education test coordinator, the department chair/lead teacher, and all teachers of 8th grade physical education.

_____ The Program Description and Program Schedule is sufficient to explain how this program is delivered.

_____ It is clear how many classes there are with eighth graders in them and when they are taught.

_____ It is clear who teaches classes with eighth graders in them.

_____ It is clear how many 8th grade classes each teacher teaches throughout the year.

_____ It is clear what activities are taught in each 8th grade class and that these activities are from at least 2 different Movement Forms.

_____ All physical education teachers of eighth grade students are listed and each eighth grade class is identified.

_____ Each teacher's appropriate Box assignment is correct and clearly indicated.

_____ Each teacher's choice of Option 1 or 2 is correct and clearly indicated.

_____ Information on Collecting Data for each Performance Indicator is clear.

_____ For PI-1 it is clear which activities would be assessed in a class that is assigned.

_____ For PI-1 sufficient information is provided to help the Assessment Review team understand how students are prepared for assessment on each activity and how the recording will take place.

_____ For PI-2 it is clear where and who will administer the written test.

_____ For PI-3 it is clear how outside participation in physical activity is recorded/maintained.

_____ For PI-4 it is clear how the fitness testing will take place and the curl-up appropriately recorded.

Sample Completion of Assessment Plan

You may design your own form as long as the information requested is clearly presented for each teacher and for each class period of the day/year.

1. Program Description – This is a narrative description of the program including information that will help the Assessment Plan Review Committee understand class arrangements, activities taught, length of classes in terms of hours and weeks, any special offerings of the program, and any other information that you feel will help explain your program.

SAMPLE Program Description (partial description)

There are three physical educators at Sample Middle School. Ms. Borders teaches only 6th graders, while Smith and Jones teach 7th and 8th graders. There is a small gymnasium space designated as “The Sixth Grade Gym” so 6th graders are not in the other gym. Smith and Jones share one gymnasium (with a large stage area), and all teachers share one athletic field, 4 tennis courts, a track area, and a classroom that is also used by another teacher part of the year.

Our eighth graders are sometimes in a class by themselves but are also mixed with seventh graders in some classes. Our physical education classes meet 50 minutes every day for 9 weeks (1 quarter). Although we both teach some of the same activities (badminton, tumbling, etc.), we each get to teach some things that we particularly enjoy. We work hard to be sure that students scheduled for any class will have opportunity to become competent in at least two different movement forms.

Since I enjoy teaching Aerobic Dance and my partner enjoys Weight Training we decided to offer classes in those two activities as elective offerings during the students’ Focus Time. These classes do not carry credit and are open only to students who have completed their seventh grade Physical Education requirement. They have been very popular and we have found them to be fun to teach. They are not listed as a part of our assessment plan since they are not required and students electing them must also complete the required eighth grade physical education course.

In the spring the school

2. Program Schedule – This is a schedule/listing OF ALL physical education classes that are entirely, or partially, made up of eighth graders. In addition, the teachers of those classes, the activities taught and the anticipated/estimated number of eighth graders in each class must be indicated. This sample is a guide only. You may design your own form as long as the information requested is clearly presented for each teacher, for each class period and for each quarter/semester.

SAMPLE Program Schedule (partial listing)

	<u>Teacher</u>	<u>Activities</u>	<u>8th Graders in class</u>	<u>Teacher</u>	<u>Activities</u>	<u>8th Graders</u>
<u>1st quarter</u>						
1 st period	Smith	Badminton Team Handball Dance	full class (30-35)	Jones	Ultimate Frisbee Archery Tumbling	full class (30-35)
2 nd period	Smith	Badminton Team Handball Dance	½ class (15-20)	Jones	Ultimate Frisbee Archery Tumbling	full class (30-35)

3rd, 4th, 5th, 6th periods -----

(Form MS-1 cont.)

<u>2nd quarter</u>						
1 st period	Smith	Bowling Soccer Tumbling	full class (30-35)	Jones	Pickle-Ball Golf Badminton	1/3 rd class (10-15)
2 nd period	Smith	Bowling Soccer Tumbling	full class (30-35)	Jones	Pickle-Ball Golf Badminton	full class (30-35)

3rd, 4th, 5th, 6th periods -----

3rd quarter

1st, 2nd, 3rd, 4th, 5th, 6th periods -----

4th quarter

1 st period	Smith	Track & Field Tennis Archery	½ class (15-17)	Jones	Flag Football Golf Track & Field	full class (30-35)
------------------------	-------	------------------------------------	-----------------	-------	--	--------------------

2nd, 3rd, 4th, 5th, 6th periods -----

3. Schedule by Teachers

This is a listing of all teachers of eighth grade physical education (see earlier definition, p. PM-7-8). This listing should include not only the teachers' names, but also the semester/quarter and classes of eighth graders to be taught, and the total number of eighth grade classes taught by each teacher throughout the year. In addition, each teacher must indicate the appropriate Box and which Option (see chart page PM-9) he/she chooses for assessment.

This sample response is a guide only. You may report this in your own way as long as it is clear. Be sure that all classes containing eighth graders are included in this list and that it matches the class information in #2. Program Schedule. Define the type classes you have. List whether they are quarter, semester or year. Also, identify special situations such as semester students within a year class or quarter students in a semester class. Clarify any particular differences that your schedule may contain. The Assessment committee will use this information as they determine which classes must be assessed.

SAMPLE SCHEDULE BY INDIVIDUAL TEACHERS

<u>Teacher</u>	<u>8th grade classes(period/quarter)</u>	<u>total 8th grade classes</u>	<u>Box/Option preference</u>
Smith		10	Box D, Option 2
	1 st Quarter	1 st period 2 nd period 4 th period	
	2 nd Quarter	1 st period 2 nd period	
	3 rd Quarter	1 st period	
(Form MS-1 cont.)			
	4 th Quarter	2 nd period 5 th period 1 st period 4 th period	
Jones		8	Box C, Option 1
	1 st Quarter	1 st period 2 nd period 3 rd period	
	2 nd Quarter	1 st period 2 nd period	
	3 rd Quarter	1 st period	
	4 th Quarter	1 st period 3 rd period	

4. Collecting Data For Performance Indicators.

Performance Indicator One: Demonstrate competency in modified versions of activities in two different movement forms. (See page 3 for activities and movement forms.)

Briefly describe arrangements that are being made so that PI-1 can be completed successfully. You should discuss the way the activity requirement is being met so that all students obtain competence in the two movement forms required, the use of video equipment, and/or any other information that will make this clear. You must include information that clearly identifies the activities that you would assess in each class if it were assigned.

SAMPLE RESPONSE FOR PI-1

The three physical education teachers at Sample Middle School meet during the spring to determine the curriculum for the coming year. At that time specific activities are set for each class. Since there are still several classes of mixed 7th and 8th graders (we are working with the principal to change this but haven't been able to do so thus far), we decided that we could not arrange a truly sequential program from 6th – 8th grade. The 6th grade focuses on basic skills of striking/kicking/dribbling, throwing/catching, etc. and offense/defense in many “small sided game” settings. We have found that this approach allows the 7th and 8th graders to move comfortably into more specific game skills and play.

Each class taught to 7th and/or 8th graders contains three units, each coming from a different movement form. When it is recognized that students in a class have already had one unit of the activity being taught, arrangements are made for grouping which allows for “advanced”

instruction and practice in that activity. Since much of our practice time is conducted through the use of stations, this is not hard to do and has been successful in the past.

The PI 1 assessment established for each activity has become our first goal in assessment. Since we do this starting in the 7th grade, we usually find that eighth graders have little trouble and often accomplished it fairly early in the unit. We then can move those who have shown that level of competence on to more advanced skills. Sometimes this is the whole class and sometimes it is only part of the class, but students who pass frequently offer to help those who are still working on some part of the assessment.

We were able to get a video camera for use in physical education last year and found that it was very helpful in many different ways. We frequently have the camera set up in a station for review (both self and peer) of specific skills. We have prepared many cue/assessment sheets that guide the students in their analysis of the skill. We were worried at first about letting students use the camera but have found that many of them are better at it than we are and that they learn so much from analyzing themselves and others. It has become a great teaching tool!

The actual video recorded assessment for PI 1 will be done toward the end of each unit or as soon as it appears that the class is ready. The familiarity with the use of stations, allows us to keep all students productively involved with on-going activity and practice while the assessment taping is going on.

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

Briefly describe arrangements that are being made so that PI 2 can be completed successfully. You need to discuss arrangements that are being made for administering the written test, the anticipated schedule/dates for testing, how this information is presented to students, and/or any other information that will make this clear.

SAMPLE RESPONSE FOR PI-2

In addition to the three units of activities taught during each nine weeks, we also include a mini unit on fitness as well as integrating material on fitness throughout each activity. In the 6th grade, the students learn about the FIT Principle and the five components of fitness during the introductory fitness unit, through mini lectures and through frequent reinforcement of terms and concepts throughout the activity units. In the 7th and 8th grades we continue to work with this information in specific ways as it is reviewed again in the introductory fitness unit, and through mini lectures throughout the unit. In addition, it is constantly reinforced through integration with each activity unit where it is included in the skill instruction, focused on in one or more of the stations and is frequently a part of the homework assignments. Partially to meet our school focus on reading and writing, we give a brief written test at the conclusion of each activity unit. Each of these tests includes questions focusing on aspects of the FIT principle and the concepts of fitness.

Since we have partial use of a classroom, we have already scheduled its use for our written PI 2 test toward the end of each 9-weeks. We plan to swap off teachers at this time so that Jones (or Borders) will administer the test for Smith, and vice versa.

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

Briefly describe arrangements that are being made so that PI-3 can be completed successfully. You need to discuss the recording system that will be sent home with the students, the system that teachers will use to collect and maintain these forms, the system of verification that will be used, and/or any other information that will make this clear.

SAMPLE RESPONSE FOR PI-3

In the 6th grade the students are given homework assignments that relate to the skills/fitness being focused on in class. Usually these are specific practice settings which are introduced in class and which use little equipment, or equipment that is generally found in a home. Frequently, equipment is checked out for student use or sometimes even given to them to keep for a time. Since the parents/guardians are asked to sign off on this activity we find that they frequently become involved in the practice also. Our school encourages all teachers to make weekly “positive” calls to parents so we use this as a way to check up on the homework sheet that is turned in. Ms. Borders makes random calls to at least two student homes from each class each week.

We have found the parents to be very supportive and the PTO has given us money for jump ropes for children who do not have access to one at home. In addition, the local clubs have given us enough tennis balls that we can usually “check out” one to a student who can’t get one at home for use in a variety of skill practices and games.

Because of this 6th grade out-of-class involvement, we have little trouble getting cooperation with the 7th and 8th graders who are expected to participate in activity on a weekly basis. Seventh graders are asked to participate in an activity for at least 30 minutes at least 3 times a week. Sometimes they are given a specific assignment that builds on the activity skill or fitness concept being focused on in class but much of the time, the choice of activity is open to the student’s interest.

One of the local grocery stores made a magnetic frame that we give to the students so they can place their “Activity Sheet” on the refrigerator. They use this sheet to record their activity and it is signed off by parent/guardian. The sheet is brought to class and is checked in each Thursday. If it is not brought in, the student receives a strong reminder and a call is made to the home to remind the student to bring it on Friday. Once again, “positive” random calls are made to at least two homes each week. The pertinent information from the form is recorded on the student’s physical education record, and the form is stored until after grades are sent out.

The 8th graders have a similar form, and receive a new magnetic frame if they have lost theirs. Their activity requirement is at least 40 minutes of activity at least 4 times a week. They must also have this form signed off and bring it to class on Thursday. Since this is the third year of this kind of requirement, we generally have little trouble getting them in and having them done correctly and we try to make random, “positive”, checking calls to at least two homes each week.

Many of the 8th graders are involved in out-of-school activities in a formal setting and we talk with them about the difference in “being active” and merely being in an “activity setting”. To help with this, the form requires them to identify the fitness component focus of their activity. A sample of the form, and of the physical education student record, is attached. We will use this information in completing the form required for PI-3.

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

Briefly describe arrangements that are being made so that PI 4 can be completed successfully. You should discuss how fitness activities are included in all classes, how the fitness testing will be scheduled (end of term, on-going, etc.), arrangements for video recording, and/or any other information that will make this clear.

SAMPLE RESPONSE FOR PI-4

As we have indicated, fitness concepts are both taught in a short introductory unit and as a fully integrated part of each activity. In addition to the concepts of fitness, this instruction also focuses on actual fitness activities and on fitness testing. Different “exercises” are taught with each activity unit and students must create their own 5-minute warm-up for each activity. The design of the warm-up must focus on flexibility and strength and is a written assignment. Music is played for the 5-minute warm-up at the beginning of each activity class. Because there is not sufficient time for a full cardiovascular workout on most days, special effort is made to include it with as much of the activity as possible. On days when the activity does not allow for much cardio workout, one is added at end of the warm-up time.

At least one station is always focusing on some aspect of fitness. Frequently this is one part of the FitnessGram Test and the students maintain a scorecard so they can measure their improvement. This station is also frequently video recorded so that it is possible to check to identify students who are having difficulty doing a test correctly or if there is need for whole-class review of a specific test item. We have found that through the use of very specific cue sheets, often with illustrations, students can check these tapes.

Parts of the FitnessGram are administered to the whole class on different days throughout the 9-weeks and these scores are entered in the computer. After a student practices at a station on a specific part and requests a reexamination, an attempt is made to do that on specific days either before or after school. The whole test is completed at least once before mid term and again before the final. The scores are sent home to parents with accompanying information and with our email and phone numbers for additional information if desired.

For the final testing for PI-4, which is planned at the end of each 9-weeks, the eighth graders will be pulled out if necessary, and the camera will be set up to record the curl-ups. Because of the many opportunities for practice and for self and peer assessment of technique, we do not anticipate any problems.

5. Review of Assessment Plan

Following are items that must be satisfied on the Assessment Plan. The members of the committee will look for these items as they examine your material and as they make decisions concerning whether or not it is acceptable.

You do not have to turn this form in with your assessment plan but you are strongly encouraged to use this for a self-check before the Assessment Plan is submitted.

_____ The title page is complete with accurate information and signed by the principal, the district/school designated physical education test coordinator, the department chair/lead teacher, and all teachers of 8th grade physical education.

_____ The Program Description and Program Schedule is sufficient to explain how this program is delivered.

_____ It is clear how many classes there are with eighth graders in them and when they are taught.

_____ It is clear who teaches classes with eighth graders in them.

_____ It is clear how many 8th grade classes each teacher teaches throughout the year.

_____ It is clear what activities are taught in each 8th grade class and that these activities are from at least 2 different Movement Forms.

_____ All physical education teachers of eighth grade students are listed and each eighth grade class is identified.

_____ Each teacher's appropriate Box assignment is correct and clearly indicated.

_____ Each teacher's choice of Option 1 or 2 is correct and clearly indicated.

_____ Information on Collecting Data for each Performance Indicator is clear.

_____ For PI-1 it is clear which activities would be assessed in a class that is assigned.

_____ For PI-1 sufficient information is provided to help the Assessment Review team understand how students are prepared for assessment on each activity and how the recording will take place.

_____ For PI-2 it is clear where and who will administer the written test.

_____ For PI-3 it is clear how outside participation in physical activity is recorded/maintained.

_____ For PI-4 it is clear how the fitness testing will take place and the curl-up appropriately recorded.

**South Carolina Physical Education Assessment Program
Middle School Assessment Plan Evaluation
Form MS-2**

School _____

_____ The title page is complete with accurate information and signed by the principal, the district/school designated physical education test coordinator, the department chair/lead teacher, and all teachers of 8th grade physical education.

_____ The Program Description and Program Schedule is sufficient to explain how this program is delivered.

_____ It is clear how many classes there are with eighth graders in them and when they are taught.

_____ It is clear who teaches classes with eighth graders in them.

_____ It is clear how many 8th grade classes each teacher teaches through the year.

_____ It is clear what activities are taught in each 8th grade class and that these activities are from at least 2 different Movement Forms.

_____ All physical education teachers of eighth grade students are listed and each eighth grade class is identified.

_____ Each teacher's appropriate Box assignment is correct and clearly indicated.

_____ Each teacher's choice of Option 1 or 2 is correct and clearly indicated.

_____ Information on Collecting Data for each Performance Indicator is clear.

_____ For PI-1 it is clear which activities would be assessed in a class that is assigned.

_____ For PI-1 sufficient information is provided to help the Assessment Review team understand how students are prepared for assessment on each activity and how the recording will take place.

_____ For PI-2 it is clear where and who will administer the written test.

_____ For PI-3 it is clear how outside participation in physical activity is recorded/maintained.

_____ For PI-4 it is clear how the fitness testing will take place and the curl-up appropriately recorded.

Comments:

_____ Plan is acceptable: school may proceed according to plan

_____ Plan is unacceptable in its present form- needs minor revisions

_____ Plan is unacceptable in its present form- needs major revisions

Name of reviewer _____

Date _____

**South Carolina Physical Education Assessment Program
Middle School Request for Written Tests Order Form (PI 2)
Form MS-3**

Fax or mail this form to the MSPEAP office at least three weeks prior to planned test administration. An acknowledgment will be emailed when we receive the request.

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.

<u>Teacher Name</u>	<u>Class/Section</u>	<u>Date Tests Will Be Given</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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
Appendix A
Sample 1 - Outside Activity Report Forms (PI 3)

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.

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: _____

**South Carolina Physical Education Program Assessment
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.T.C.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			
Week of			Weekly check _____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Week of			Weekly check _____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

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 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

Trial #2

	My Score	Health Standard	Yes	No		My Score	Health Standard	Yes	No				
Pacer/Mile	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Pacer/Mile	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>				
Curl-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Curl-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>				
Push-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Push-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>				
Back Saver	L R	_____	<input type="checkbox"/>	<input type="checkbox"/>	Back Saver	L R	_____	<input type="checkbox"/>	<input type="checkbox"/>				
Sit and Reach	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>			_____	<input type="checkbox"/>	<input type="checkbox"/>	Sit and Reach	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>			_____	<input type="checkbox"/>	<input type="checkbox"/>
BMI Score	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	BMI Score	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>				
Electrical Impedance	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Electrical Impedance	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>				
Skinfold:					Skinfold:								
Triceps	_____				Triceps	_____							
Calf	_____				Calf	_____							
Total	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Total	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>				

South Carolina Physical Education Assessment Program
What must be turned in for Program Assessment
Appendix B

1. The Assessment Plan (Form MS 1) as approved by the Assessment Plan Review Committee.
2. Performance Indicator One
 - A. Video recording of each class assigned by the Assessment Plan Review Committee performing the activities indicated on the assessment plan.
 - B. Completed Summary Score Sheets with movement competency scores for students in each class and activity assigned by the Assessment Review Committee.
 - C. Official SASI computer generated class rolls for each designated class for Performance Indicator One.
 - D. Acceptable explanations and documentation for any students on the official roll who is not included on any Performance Indicator (G-1)
3. **Performance Indicator Two**
 - A. Completed Test Administration Form(s) (Form MS-4) and Written Test Summary Score Sheet(s) – PI 2 (Form MS-5) for all classes involved in Performance Indicator Two.
 - B. Written tests, graded and scored by teachers, for each student on the designated rosters.
 - C. Official SASI computer generated class rolls for each designated class for Performance Indicator Two.
 - D. Acceptable explanations and documentation for any students on the official roll who is not included on any Performance Indicator (G-1)
4. **Performance Indicator Three**
 - A. Completed Outside Activity Summary Score Sheets – PI 3 (Form MS-6) indicating each student's participation and final score.
 - B. Completed Outside Activity Confirmation Form(s) (Form MS-7) indicating verification of student participation.
 - C. Official SASI computer generated class rolls for each designated class for Performance Indicator Three.

D. Acceptable explanations and documentation for any students on the official roll who is not included on any Performance Indicator (G-1)

5. **Performance Indicator Four**

A. Completed Fitness Summary Score Sheets – PI 4 (Form MS-9) for all classes involved in Performance Indicator Four.

B. Electronic recording of all students for each designated class with students performing the Curl Up.

C. Official SASI computer generated class rolls for each designated class for Performance Indicator Four.

D. Acceptable explanations and documentation for any students on the official roll who is not included on any Performance Indicator (G-1)

South Carolina Physical Education Assessment Program
Middle School Physical Education Data Submission Checklist
Form MS-10

School _____ Date _____

Principal: _____
(Please Print) Signature

School District _____

Designated District/School Physical Education Test Coordinator: _____
(Please Print)

Signature: _____ Phone Number _____

FAX _____ Email _____

Department Chair/Lead Teacher _____

Teacher(s)	_____	_____
	(Please Print)	Signature
	_____	_____
	(Please Print)	Signature
	_____	_____
	(Please Print)	Signature
	_____	_____
	(Please Print)	Signature
	_____	_____
	(Please Print)	Signature

_____ A copy of the school Assessment Plan with each item checked off is provided

_____ Performance Indicator One is complete (electronic recorded motor skill data)

_____ Official SASI computer generated class roll for each class assessed with eighth graders identified

_____ Documentation for any student on class roll not included in the assessment. (Form G-1)

_____ Completed Summary Score Sheet for each activity recorded

_____ One electronic recording of student performance for each teacher and each activity (unless one activity does not fit on one tape)

_____ A separate, labeled envelope containing the above material for each activity and class. (Minimum of 3 envelopes would be required for this PI 1.)

_____ Performance Indicator Two is complete (written test)

_____ Official SASI computer generated class roll for each class assessed with eighth graders identified.

_____ Documentation for any student on class roll not included in the assessment. (Form G-1)

_____ One graded written test for each student assessed and marked with a red pen.

_____ One completed Written Test Summary Score Sheet – PI 2 for each class assessed (Form MS-5)

_____ The key for the test, and any unused tests and answer sheets.

_____ Written Test Administration Form for each class. (Form MS-4)

_____ A labeled envelope containing the above material for each class. (Minimum of 1 envelope would be required for PI 2)

_____ Performance Indicator Three is complete (outside of PE class activity)

_____ Official SASI computer generated class roll for each class assessed with eighth graders identified

_____ Documentation for any student on class roll not included in the assessment. (Form G-1)

_____ An Outside Activity Summary Score Sheet – PI 3 for each class assessed (Form MS-6)

(Form MS-10, continued)

_____ An Outside Activity Confirmation Form (Form MS-7) for each class assessed.

_____ A labeled envelope containing the above material for each class. (Minimum of 1 envelope would be required for PI 3)

_____ Performance Indicator Four is Complete (fitness test data)

_____ Official SASI computer generated class roll for each class assessed with eighth graders identified.

_____ Documentation for any student on class roll not included in the assessment. (Form G-1)

_____ FitnessGram Summary Score Sheet – PI 4 for each class assessed. (Form MS-9)

_____ An electronic recording of all students performing the Curl-Up part of the test.

_____ A labeled envelope containing the above material for each class. (Minimum of 1 envelope would be required for PI 4)