

Ohio Physical Education Assessments

Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Band: 9-12

Benchmark A

Note: High school assessments provide teachers and students with some flexibility related to content and assessment tasks. This recognizes that many high schools offer elective programming, making it inappropriate to specify areas of content for assessment. As in previous grade bands, Benchmark A relates to locomotor skills, while Benchmark B relates to manipulative skill performance in a wide range of potential settings. This flexibility of content areas should make it possible for all programs to assess student performance on both benchmarks in this standard, regardless of any content restrictions imposed by the nature of elective offerings.

Benchmark A: Demonstrate combined movement skills and patterns in authentic settings.

Setting and Task: ***EITHER*** design and perform an individual or group dance routine (lasting about 2-3 minutes) containing basic and advanced steps and movement sequences within a specific dance genre (e.g., jazz, line, modern); ***OR***, in a selected content area (e.g., aquatics, track, gymnastics, outdoor pursuits, but not games content, fitness), students perform a range of 3-4 movements (e.g., swimming strokes, track events, gymnastics events, fitness or outdoor activities) as applicable to the content area.

Level	Criteria
Advanced	Movement skills and patterns are performed with appropriate technique in both practice and authentic (competition, testing or performance) settings.
Proficient	Movement skills and patterns are performed with appropriate technique in practice/rehearsal settings.
Limited	Movement skills and patterns lack appropriate technique.

See excel sheets for data collection.

Ohio Physical Education Assessments

Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Band: 9-12

Benchmark B

Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.
Note: Student performance on this benchmark might be assessed in game play, where the effective use of manipulative skill is imperative for successful performance, or in other activities requiring the use of manipulative skills. Where games are used for this assessment, this could be done in any games category (i.e. invasion, net/wall, striking/fielding or target games) and Rubric A would be used.

Rubric A

Setting and Task: Games content

Observe multiple repetitions of your students in game performance, paying particular attention to the quality of technical skill performance.

Level	Criteria
Advanced	Offensive and defensive skills are performed to achieve success in both small- and full-sided game situations.
Proficient	Offensive or defensive skills are performed sufficiently to achieve success in small-sided game situations.
Limited	Neither offensive nor defensive skills are performed sufficiently to achieve success in small-sided game situations.

Rubric B is appropriate where activities other than games are used, and these activities could include (but are not limited to):

- Fitness activities requiring manipulation of equipment;
- Field events;
- Rhythmic gymnastics;
- Outdoor activities.

Rubric B**Setting and Task: Other manipulative content**

Level	Criteria
Advanced	Manipulative skills are performed with sufficient technique, control and consistency to achieve success in performance settings.
Proficient	Manipulative skills are performed with sufficient technique, control and consistency to achieve success in practice settings.
Limited	Manipulative skills are performed with insufficient technique, control and consistency to achieve success in practice settings.

See excel sheets for data collection.

Ohio Physical Education Assessments

Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grade Band: 9-12 Benchmarks A and B

Benchmark A: Apply knowledge of tactical concepts and strategies in authentic settings.

Benchmark B: Apply biomechanical principles to performance in authentic settings.

Assessment Task – Analytical Portfolio

Instructions: In an activity area of their choosing (e.g., games, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas), students complete a portfolio demonstrating their knowledge of how to apply strategies and biomechanical principles to performance in authentic (e.g., real-world) settings. Portfolios can be produced either on paper or electronically and might include video clips to show aspects of performance.

Portfolio Competencies for Benchmark A:

1. A description of strategic and/or tactical requirements¹ for successful performance in the activity.
2. An explanation of how the selected activity is similar to other activities and how knowledge/understanding of other activities can be transferred to help in performance of the selected activity.

Portfolio Competencies for Benchmark B:

3. A description of the biomechanical principles that impact performance (e.g., force, stability, angles, rotation).
4. Analysis of personal performance describing the strengths and weaknesses of performance.

¹ Note that strategy and tactics are really games-related concepts and some high school students might elect non-games-related areas. Where strategic and/or tactical requirements are not relevant to the activity, responses to this section should focus instead on aspects of technique.

5. A detailed practice plan indicating how performance might be improved. The practice plan should document the frequency, duration and intensity of practice (the what, when, where and how of practice).

Level	Criteria	
	Benchmark A	Benchmark B
Advanced	Strategic and technical requirements are explained in detail. Potential knowledge transfer is explained in depth with several examples of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities.	Biomechanical elements of performance are described and demonstrated in the portfolio. Personal performance is described and demonstrated, and a detailed (what, when, where, how) practice plan is presented to facilitate performance improvement.
Proficient	Strategic and technical requirements are explained in detail. Potential knowledge transfer is explained with an example of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities.	Biomechanical elements of performance are described. Personal performance is described and a detailed practice plan is presented to facilitate performance improvement.
Limited	Strategic and technical requirements are described. Potential knowledge transfer is explained, but the explanation lacks examples of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities.	Biomechanical elements of performance are listed, but not described. Personal performance is described and a limited practice plan is presented to facilitate performance improvement.

See excel sheets for data collection.

Ohio Physical Education Assessments

Standard 3

Participates regularly in physical activity.

Grade Bands: 9-12

Benchmark A

Benchmark A: Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

Task: Physical Activity Recall

Students will recall the amount of physical activity completed over the course of a seven-day week (including weekends). Each student receives a copy of the physical activity pyramid worksheet. Students will refer to the pyramid to identify possible physical activities.

Task 1: Within the pyramid, the student will identify the different types of activities completed. Check the box (es) for the day of the week the student participated in the type of activity.

Task 2: On the table below the pyramid, students will identify the intensity level of the daily physical activities. In each block, students will record either an L, M or V representing the intensity (Light, Moderate or Vigorous) of the activity. Each block represents 10 minutes of physical activity. For example, a student went for a 20-minute jog on Tuesday. The student will place a V in two boxes to represent 20 minutes of vigorous physical activity. Physical activity can be accumulated both in-school and after-school.

The task could be completed:

1. As a class activity in Physical Education.
2. As a take-home activity to be returned with a parent/guardian signature.
3. As a classroom activity to be monitored by the classroom teacher.

Goals specified in the physical activity are to:

1. Cut down on sedentary behaviors such as watching TV and playing computer games for more than 30 minutes (0 days of the week).
2. Engage in leisure/playtime and strength/flexibility activities on two to three days of the week.
3. Engage in aerobic and recreational activities on four to five days of the week.
4. Engage in healthy daily activities (e.g., taking stairs, dog walking) on every day of the week).

Level	Criteria
Advanced	<p>Student exceeds 60 minutes of moderate to vigorous daily physical activity and meets the goals in all categories (excluding inactivity) within the physical activity pyramid:</p> <ul style="list-style-type: none"> • Engage in leisure/playtime and strength/flexibility activities on two to three days of the week. • Engage in aerobic and recreational activities on four to five days of the week. • Engage in healthy daily activities (e.g., taking stairs, dog walking) on every day of the week.
Proficient	<p>Student accumulates 60 minutes of daily physical activity using different categories within the physical activity pyramid (excluding the inactivity category).</p>
Limited	<p>Student does not accumulate 60 minutes of daily physical activity.</p>

See excel sheets for data collection.

Ohio Physical Education Assessments

Standard 3

Participates regularly in physical activity.

Grade Bands: 9-12

Benchmark B

Benchmark B: Create and monitor a personal plan for physical activity.

Task: Physical Activity Plan

Based on the data collected from Benchmark A, for Benchmark B students will develop and implement a one-week plan to address their physical activity goals.

The plan will include details of:

- Physical activity goals;
- Specific daily physical activities to accomplish the goals;
- Written evaluation of two community fitness/recreational opportunities for accessibility, affordability, quality of facilities and staffing;
- Written evaluation of how well the plan helped meet the physical activity goals.

Physical Activity Goals: I will be physically active for 60 minutes per day by participating in moderate to vigorous physical activities in each of the categories:

Everyday Activity Goals:

Current Activities:	Possible Activities:	My Plan:
---------------------	----------------------	----------

Recreational Activity Goals:

Current Activities:	Possible Activities:	My Plan:
---------------------	----------------------	----------

Aerobic Exercise Goals:

Current Activities:	Possible Activities:	My Plan:
---------------------	----------------------	----------

Strength and Flexibility Goals:		
Current Activities:	Possible Activities:	My Plan:
Leisure and Playtime Goals:		
Current Activities:	Possible Activities:	My Plan:

Evaluation of Community Physical Activity Opportunities

Task: Select two community physical activity resources and/or facilities that are included in the plan and evaluate the potential for this resource to be used in your plan. Evaluate the community resource (parks, trails) or facility (fitness centers, gyms) based on their accessibility, affordability, staffing and/or quality.

Level	Criteria
Advanced	The physical activity plan contains realistic and measureable goals, appropriate activities to accomplish the goals, and a realistic schedule. Provides specific and detailed evaluation of the successes and challenges associated with implementing the plan. Provides appropriate modifications to the plan. Community physical activity resources and/or facilities are included in the plan based on their accessibility, affordability, quality and staffing.
Proficient	The physical activity plan contains goals, activities to accomplish the goals and an evaluation of how the activity plan helped. Community facilities are evaluated for accessibility, affordability, quality and staffing.
Limited	The physical activity plan does not contain goals, activities to accomplish the goals or an evaluation of how the activity plan helped. Community facilities are not evaluated for accessibility, affordability, quality and staffing.

See excel sheets for data collection.

Ohio Physical Education Assessments

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Grade Band: 9-12

Benchmark A

(Standard 4, Benchmark A, Grade Bands 3-5, 6-8- and 9-12 are currently under revision. Once those are complete, the evaluation document will be updated.)

Ohio Physical Education Assessments

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Grade Band: 9-12

Benchmark B

Benchmark B: Understand the principles, components and practices of health-related physical fitness.

Task: The student will develop a personal fitness portfolio that contains:

- Fitness assessment results
- A personal fitness plan that includes:
 - Evaluated results of fitness assessment and a developed comprehensive fitness program.
 - Goals for improving and/or maintaining fitness levels.
 - Health-related fitness activities to improve or maintain cardio-vascular endurance, flexibility, muscular strength and muscular endurance. These activities should include options for both inside and outside of the physical education classroom.
 - Application of specificity, overload and progression as it applies to the development and maintenance of health-related fitness.
 - Application of the FITT principles to the chosen physical activities for each component of health-related fitness.

Directions: After students have developed their fitness plans, use the following rubric to assess each aspect of the plan and place data into the reporting sheet.

Level	Criteria				
	Evaluation of Current Fitness Level	Fitness Goals	Fitness Plan	Fitness Schedule	Barriers and Helpers
3 Advanced	Fitness plan provides a specific reflection to explain student's current performance on the fitness assessment.	Fitness plan includes a specific, measureable, achievable, realistic and timely goal for each component based on student's current level of fitness.	Fitness plan identifies specific exercises/activities that would enhance the aligned fitness component. The plan demonstrates a clear application of the FITT training principles in effective ways.	Fitness plan develops a realistic time schedule to implement each of the exercise plans for each component of fitness.	Fitness plan identifies specific barriers and helpers to implementing the fitness program and provides suggestions for overcoming barriers and enhancing helpers.
2 Proficient	Provides a brief description of the current level of performance on each aspect of the fitness assessment.	Provides a goal to improve each component of health-related fitness, but some of the goals lack specific, measureable, realistic and timely aspects.	Provides some exercises/activities that would enhance health-related fitness, but does not consistently align with the identified component. The plan demonstrates the FITT principles on a consistent basis.	Develops a time schedule to implement an exercise plan.	Identifies barriers and helpers to implementing the fitness program.
1 Limited	Does not provide a reflection about fitness assessment results.	Does not provide fitness goals for each component.	Does not provide appropriate activities to develop the identified component. FITT principles are not effectively used to develop the plan.	Does not provide a sufficient time schedule to implement the plan.	Does not identify specific barriers and helpers to implementing a fitness program.

Level	Average Rating
3 Advanced	Average score 2.75 – 3.0
2 Proficient	Average score 1.75 – 2.74
1 Limited	Average score 0 - 1.74

See excel sheets for data collection.

Personal Fitness Information

This worksheet is intended to have you think about your strengths and weaknesses, good and bad habits, motivation strategies, barriers, warm-up and cool-down exercises and general activities that you enjoy. When developing your personal fitness plan, use the information on this worksheet.

Your Fitness Assessment Results and Habits

1. Review and evaluate your fitness assessment and fill in the chart below.

Health-related component of fitness assessment	Met the Advanced or Proficient level <i>(Yes or No)</i>	Explain how you met the Advanced or Proficient level. If you did not meet the Advanced or Proficient level, explain what can be done to improve.
Cardio-respiratory <ul style="list-style-type: none">• 1-mile run/walk		
Muscular strength and endurance abdominal <ul style="list-style-type: none">• Curl-up, one minute		
Muscular strength and endurance upper body <ul style="list-style-type: none">• 90-degree push-up		
Flexibility <ul style="list-style-type: none">• V-Sit reach		

After evaluating your fitness assessment and your activity log, use the “SMART” criteria below to set personal fitness goals for yourself.

- Specific** What do you want to achieve? How will you achieve it? Why is it important to you?
- Measurable** How will you measure your success? Will you use numbers, target dates, specific events?
- Achievable** Your goals should push you past your comfort zone but should still be attainable.
- Relevant/Realistic** Your goals should be important to you and the outcome should impact your life in some way.
- Timely** Your goals should have a timeline that will help keep you on track for reaching them.

Health-related Physical Fitness component	Goal <i>Example: Score in the Advanced level.</i>
Cardio-respiratory	
Muscular strength and endurance upper body	
Muscular strength and endurance abdominal	
Flexibility	

2. Explain your personal fitness plan. What activities and/or exercises do you plan to do? When do you plan to do them? How often do you plan to do them? How do you plan to use the FITT training principles for each of the components? How will you monitor your physical fitness for improvement or maintenance?

Component	Type (What activity?)	Frequency (Days per week)	Intensity (How hard?)	Time (How long?)
Cardio-respiratory				
Muscle strength				
Muscle endurance				
Flexibility				

3. Develop your personal fitness plan using the activities that you listed in the preceding chart. When within your week will you complete your exercise plan?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Cardio-respiratory							
Strength and endurance							
Flexibility							

4. List two things that will help you follow your exercise plan (e.g., rewards, social).
5. List two things that will make following your exercise plan challenging (e.g., rewards, social, environment).

Ohio Physical Education Assessments Standard 5

Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Grade Band: 9-12 Benchmarks A and B

Benchmark A: Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.

Benchmark B: Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.

Task: The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.

Directions: Observe student behavior in an activity that would allow the students to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student's responsibility for proper attire during physical education class is not included in the standards or this assessment.)

Level	Criteria				
	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<p>3 Advanced</p>	<ul style="list-style-type: none"> • Demonstrates leadership by holding self and others accountable for following safe practices, rules, procedures and etiquette in physical activity settings. • Recognizes possible unsafe situations and provides solutions to issues related to safety. • Independently encourages peers to promote safety within activities. 	<ul style="list-style-type: none"> • Effort given throughout and student challenges self to be successful at his or her level. • Tries his or her best without prompts or encouragements from others for activities. • Takes responsibility and accepts consequences for actions. 	<ul style="list-style-type: none"> • Consistently engages in appropriate cooperative behaviors in partnerships and/or groups. • Behaviors include leading, following and supporting group members to improve play in cooperative and competitive settings. 	<ul style="list-style-type: none"> • Evaluates personal behaviors and refines behavior to ensure positive effects on others without prompts. • Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful. • Demonstrates and encourages others to respect individuals who may be of different background or different skill level by encouraging others and modifying group activities or other behaviors to include all students. 	<ul style="list-style-type: none"> • Consistently demonstrates cooperation and sensitivity when resolving conflict without prompts or support from teacher. • Consistently responds to winning and losing with respect and dignity without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go). • Always accepts and respects decisions made by the designated official.

Level	Criteria				
	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<p align="center">2 Proficient</p>	<ul style="list-style-type: none"> • Follows safe practices, rules, procedures and etiquette in physical activity settings. • Recognizes possible unsafe situations and seeks solutions with others to ensure safety of self and others. 	<ul style="list-style-type: none"> • Engages in activities and stays on task with prompts and encouragement from others. Completes lesson tasks without constant supervision. • Takes responsibility for actions. 	<ul style="list-style-type: none"> • Leads, follows and supports group members to improve play in cooperative and competitive settings 	<ul style="list-style-type: none"> • Evaluates personal behavior to ensure positive effects on others and refines behavior with prompts from others. • Provides some positive comments to classmates and does not use put-downs or comments that are hurtful. • Respects the rights and feelings of those who may be of different background or different skill level. 	<ul style="list-style-type: none"> • Demonstrates cooperation with others when resolving conflict. • Responds to winning and losing with respect and dignity (e.g., shaking hands, complimenting others, letting outcomes go) with prompts or directions. • Accepts and respects decisions made by the designated official.

Level	Criteria				
	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
1 Limited	<ul style="list-style-type: none"> Does not demonstrate responsibility for rules, safe practices, procedures and etiquette in physical activity settings. 	<ul style="list-style-type: none"> Engages in activities and stays on task with prompts and encouragement from others. Prompts needed to be prepared for success. Takes little or no responsibility for actions and their consequences. 	<ul style="list-style-type: none"> Engages in behaviors that are helpful to others after prompts or direction from the teacher or does not engage in behaviors that are helpful to others. 	<ul style="list-style-type: none"> Does not recognize and/or evaluate the effects of personal behavior to ensure positive effects on others. Sometimes uses put-downs or comments that are hurtful. Has difficulty in respecting the rights and feelings of those who may be of different background or different skill level. 	<ul style="list-style-type: none"> Does not successfully demonstrate cooperative behaviors when resolving conflict. Inconsistent in responding to winning or losing with respect and dignity (e.g., shaking hands, complimenting others, has difficult time letting outcomes go). Argues challenges or does not accept decisions made by the designated official.

Level	Average Rating
3 Advanced	Average score 2.75 – 3.0
2 Proficient	Average score 1.75 – 2.74
1 Limited	Average score 0 - 1.74

See excel sheets for data collection.

Ohio Physical Education Assessments

Standard 6

Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grade Band 9-12

Benchmarks A and B

Benchmark A: Use physical activity to promote personal growth, goal-setting and enjoyment.

Task: Each student develops a marketing campaign for physical activity for his or her favorite activity. The marketing campaign could include a letter, poster, video or another acceptable method to communicate the importance, benefits and factors that lead to the enjoyment of the activity. The goal of the project is to motivate and encourage others to engage in physical activity or a specific physical activity outside of school. (*Grade 12 Indicators 2, 5*)

Benchmark B: Pursue physical activities that promote self-expression and provide opportunities for social and group interaction.

Task: See Task A. The marketing campaign should identify the potential for social interaction and self-expression.

Directions: Use the attached rubric to evaluate each student's advocacy project. Provide one rating for each category. Calculate an average for each category for a score for each benchmark.

Level	Criteria	
	6A Advocacy	6B Reasons to value an activity
3 Advanced	<ul style="list-style-type: none"> Actively encourages others to pursue an activity or physical activities in creative and effective ways. 	<ul style="list-style-type: none"> The campaign expresses multiple specific reasons from more than one category (social interaction, enjoyment, challenge, self-expression) that would lead to an individual valuing physical activity.
2 Proficient	<ul style="list-style-type: none"> Actively encourages others to pursue physical activities through actions and positive experiences. 	<ul style="list-style-type: none"> The campaign expresses at least one reason from at least one category (e.g., health, self-expression, social interaction, challenge, enjoyment) to describe why a person would value physical activity or a specific activity.
1 Limited	<ul style="list-style-type: none"> Campaign is limited in encouraging others to pursue physical activities through actions and experiences. 	<ul style="list-style-type: none"> Limited expression of reasons why a person would value physical activity or a specific activity.

See excel sheets for data collection.