



Preliminary Curriculum Considerations

Physical Education Curriculum Description

The curriculum description is used to provide an overview of the curriculum being assessed. The PECAT coordinator or the entire PECAT committee can complete the curriculum description form.

Curriculum Description Items

- 1. Name of Curriculum:** SPARK (Sports, Play & Active Recreation for Kids)
- 2. Year developed or published:** 1994 **If applicable, year revised:** 2008
- 3. Publisher/Developer/Distributor Name:** San Diego State University Foundation
Sponsored by School Specialty and Sportime
Contact Person: The SPARK Programs
Address: 438 Camino Del Rio South, Suite 110 San Diego, CA 92108
Phone: 1 (800) SPARK PE fax (619) 293-7992

4. What are the overall goals or focus of the curriculum?

The original study was created to reduce cardiovascular disease risk factors (e.g., obesity, high blood pressure, sedentary lifestyle) that often begin in childhood. Project SPARK evolved into the SPARK Programs, an organization dedicated to improving the quantity and quality of physical education for teachers and children everywhere. The SPARK programs are designed to involve all children, be more active, incorporate social skills, and emphasize both health-related fitness and skill development. It is designed to be a practical aid to elementary physical education providers—both specialists and classroom teachers—as a user-friendly document that can be implemented in the “real world.”

5. What grade levels does the curriculum address? (check all that apply)

- Kindergarten **X**
- Grade 1 **X**
- Grade 2 **X**
- Grade 3 **X**
- Grade 4 **X**
- Grade 5 **X**
- Grade 6 **X**
- Grade 7 **X**
- Grade 8 **X**
- Grade 9 **X**

- Grade 10 X
- Grade 11 X
- Grade 12 X

6. How many lessons/sessions are in the curriculum?

3-6: *SPARK *Focus on Fitness* and *Spotlight on Skills* units are paired and presented in suggested yearly plans. Activities within each unit are designed to be approximately 10-15 minutes in length. A complete SPARK lesson (with brief warm-up and cool-down segments) is approximately 30-40 minutes. All activities include *SPARK It Up!* extensions within the lesson; many units include additional pedometer activities on the SPARKfamily website.

Focus on Fitness Units

- ASAP: 12
- Aerobic Games: 12
- Chasing and Fleeing: 13
- Fitness Challenges: 8
- Fitness Circuits: 9
- Group Fitness: 9
- Jump Rope: 11
- Map Challenges: 3
- Movement Bands: 7
- Walk/Jog/Run: 14

Spotlight on Skills Units

- Basketball: 17
- Cooperatives: 16
- Dance: 16
- Flying Disc: 15
- Football: 15
- Hockey: 18
- Recess Activities: 13
- Soccer: 18
- Softball: 16
- Stunts and Tumbling: 6
- Volleyball: 14

Personal Best Day

Limited Space Activities: 17

7. Is use of this particular curriculum required by the school board or school superintendent's office?

- Yes
 No
 N/A X

8. Has the curriculum ever been reviewed by another committee?

- Yes
 No
 Don't know X

If yes, which committee

If yes, what type of results were found as a result of the review

9. What guidance does the curriculum provide to notify parents and families about the curriculum or content of instruction?

- None
General guidance for teachers
Specific examples: sample letters, sample text for teacher or school newsletter Other (describe) **Parent Introductory Letter, Home Play Activities**

10. List the materials, tools, technology, and resources included in the curriculum (e.g., lesson plans, teaching aids such as posters, fitness assessment tools, slides or transparencies).

SPARK Manual

Introductory Sections: What You Have; How to Use It; Teaching SPARK PE

Instructional Materials:

First 3 Lessons

Focus on Fitness Units

- ASAP
- Aerobic Games
- Chasing and Fleeing
- Fitness Challenges
- Fitness Circuits
- Group Fitness
- Jump Rope
- Map Challenges
- Movement Bands

- Walk/Jog/Run

Spotlight on Skills Units

- Basketball
- Cooperatives
- Dance
- Flying Disc
- Football
- Hockey
- Recess Activities
- Soccer
- Softball
- Stunts and Tumbling
- Volleyball

Personal Best Day

Limited Space Activities

SPARKfamily website

Introductory Sections: Teaching Strategies; Pedometer Introduction; Health-Related Fitness

Introduction

Instructional Materials:

Pedometer Activities

Task Cards

Skill Cards

Assessment Samples

Home Play Activities

SPARK PE Expectation Cards

Resource Materials:

Limited Equipment/Large Class Ideas

Inclusionary Strategies

Equipment Lists

Parent Introductory Letter

Expectation Cards

Tournament Samples

Yearly Plans

Blank Activity Card

Lesson Quality Checklists

About SPARK Workshops and Resources

Physical Education for the 21st Century

Optional:

SPARK 3-6 Music CD (29 songs matched to SPARK activities)

SPARKFOLIO (box containing hard copies of all Instructional Materials from the SPARKfamily website, including laminated task cards, assessments, Home Play activities, etc.)

Accuracy Analysis

Directions: *The accuracy analysis should be completed by persons from the PECAT committee capable of assessing the accuracy of the health and scientific information in the written physical education curriculum. The following questions are starting points for consideration:*

- Are physical activities and skill activities within the written curriculum represented accurately (e.g., are flexibility exercises represented with accurate technique, form, and safety considerations) in pictures, graphs, and written text?
- Are the sources (e.g., research materials, references) of the physical education curriculum content made clear? If so, are they reputable sources (e.g., National Association for Sport and Physical Education publications)?

The original SPARK study was funded by the Heart, Lung, and Blood Institute of the National Institutes of Health. National and state guidelines, professional organizations (such as AAHPERD) and Healthy People Objectives for the Nation were some of the factors/resources considered during curriculum development. SPARK collaborators and web resources are included on the SPARKfamily website

- Are data, information, and sources of information up to date and accurately interpreted?

Up-to-date information (on physical education, physical activity, public health and physical fitness, NASPE Standards for Physical Education, NASPE Guidelines for Physical Activity, research benefits of physical activity, etc.) is included under Resource Materials on the SPARKfamily website.

- Does the curriculum use accurate and appropriate terminology (e.g., “physical education class” versus “gym class”)?
- Are information, examples, scenarios, etc., relevant to the students’ lives?

Acceptability Analysis

Directions: *The acceptability analysis should be completed by people from the PECAT committee who are knowledgeable about the school expectations for physical education material; state and local school district policies, requirements, frameworks, and standards that guide physical education; and the physical education needs of students. Review the curriculum to determine whether there is anything in the curriculum (e.g., text, pictures, activities) that might:*
Be incompatible with school norms, student needs, or perspectives of families and the community;

Promote biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics such as race, ethnicity, gender, religion, culture, or sexual orientation; or
Be inconsistent with state statutes, state or district policy, requirements, or standards.
Some questions to consider when analyzing acceptability include the following:

Does the curriculum address the physical education and physical activity needs of all students in the school, including those with disabilities and those who are not athletically gifted?

The SPARKfamily website includes Inclusive Strategies for each instructional unit. This section is a primer on differentiated learning and includes activities for students having special needs. Strategies are presented to create activity environments that enable every child, regardless of genetics, ability level, or gender, to feel successful every day.

Does the curriculum reflect the perspectives, diversity, and needs among students, families, and the community?

Does the curriculum address issues required by special statute or policy including the requirements identified in the physical education framework or course of study?

SPARK alignment with individual state physical education content standards are available on the SPARK website.

Is there curriculum information or material that violates physical education requirements or mandates?

Is there anything in the curriculum sponsorship, information, or materials that reflects an inappropriate marketing message or improper attempt to influence teachers and students (e.g., marketing a particular brand or product, advocating interest that might conflict with the school's mission, advocating an interest that conflicts with the physical education outcomes and objectives)?

Feasibility Analysis

The feasibility analysis should be completed by persons from the PECAT committee who know whether the physical education curriculum content, materials, and instructional strategies can be successfully implemented and utilized in local schools. Complete each item below. Record notes to justify scores and to inform PECAT committee discussions and decisions.

- 1. The curriculum can be reasonably implemented within the capacity (e.g., level of training, certification in teaching physical education) of existing physical education teachers.**

Yes No

Notes: **The SPARK manual is designed to be a practical aid to elementary Physical Education providers—both specialists and classroom teachers. SPARK provides support and consultation to purchasers of the curriculum, as well as free quarterly newsletters via e-mail.**

- 2. The curriculum can be implemented within the available instructional time.**

Yes No, but time can be adjusted No, it is too lengthy No, it is too short

Notes:

- 3. The curriculum can be implemented with the existing physical education facilities and equipment.**

Yes No, but this can be addressed No, it is not feasible

Notes:

Affordability Analysis

The affordability analysis should be completed by people who are knowledgeable about curriculum development, purchasing, implementation, and revision costs; costs in changing school operating procedures; and resources available for covering these costs. Complete each item below. Record notes to justify scores and inform PECAT committee discussions and decisions.

1. What is the initial cost of curriculum materials?

Items	Unit Cost	Number of Units Needed	Total Initial Cost (Unit cost times number of units needed)
Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary)	\$		\$
Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CDs, master transparencies, etc.)	\$		\$
Required consumable student materials	\$		\$
Other (e.g., parent materials; take-home items)	\$		\$
Total Minimum Curriculum Purchase Costs	\$		\$
Optional supplementary materials (including suggested, but not required, consumable materials)	\$		\$
Total Initial Curriculum Costs	\$		\$
Notes and comments:			

2. What is the cost of sustaining the curriculum materials annually?

Items	Unit Cost	Number of Units Needed	Total Annual Cost (Unit cost times number of units needed)
Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary)	\$		\$
Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CDs, master transparencies, etc.)	\$		\$
Required consumable student materials	\$		\$
Other (e.g., parent materials; take-home items)	\$		\$
Total Minimum Curriculum Purchase Costs	\$		\$
Optional supplementary materials (including suggested, but not required, consumable materials)	\$		\$
Total Sustaining Curriculum Costs	\$		\$

Notes and comments:

3. What are the additional financial costs related to curriculum implementation?

Additional staff	\$	Initial Cost	Continuous Annual Cost
Professional development costs/training fees	\$	Initial Cost	Continuous Annual Cost
Paying substitutes to cover classes	\$	Initial Cost	Continuous Annual Cost
Other	\$	Initial Cost	Continuous Annual Cost
Other	\$	Initial Cost	Continuous Annual Cost
Total Additional Costs	\$		

Notes and comments:

4. What funds are available for curriculum purchase and implementation?

SOURCE AMOUNT _____ \$ _____
_____ \$ _____
_____ \$ _____

Notes and comments:

5. Funding Summary:

Item	Initial Cost	Annual Cost
Costs of materials (note: <i>total initial cost</i> is found on page 27; <i>total annual cost</i> is found on page 28)	\$	\$
Additional costs for implementation (note: to find <i>initial</i> implementation costs, add all “initial costs” from question 3 on page 29; next, add all “annual costs” identified from question 3, page 29)	\$	\$
Funds available for purchase and implementation (add total amount available from question 4 on page 29)	\$	\$

Notes and comments:

- 6. Identify needed changes in staffing, facilities, professional development, and class schedule so that lessons and student assessment protocols in the curriculum can be implemented as written. Briefly note any changes that require a cost in dollars, time, or effort.**
- 7. Consider any costs that would be involved in revising the curriculum to ensure**

that the content is accurate and acceptable (see notes on the accuracy analysis chart, page 18, and acceptability analysis chart, pg. 23).

Notes and comments: Notes and comments:

8. Based on the information above, score how affordable the curriculum appears to be.

(Write score in box below.)

4 = Definitely affordable

3 = Probably affordable

2 = Possibly affordable

1 = Probably *not* affordable

0 = Definitely *not* affordable

Affordability Analysis Score

Content Analysis for Standard 1 Grades 3-5

The content analysis for standard 1, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 1.

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Fully
Partially
No
2 1 0

Does the curriculum include

Specific lessons on mature forms of fundamental (e.g., striking an object) for each skill?

2 manipulative skills

Specific lessons on a few specialized motor skills such as basketball chest pass, soccer dribbling, or jumping a rope?

2

Specific lessons on the combination of movement and motor skills, such as dribble and kick an object while moving, overhand throw, or combining traveling, balancing, weight transfer, and rolling actions with a change in level, flow, direction, or speed?

2

At least one initial and one follow-up learning experience in applied settings (e.g., tossing skills are practiced and then tossing a ball to a teammate during a game) for each skill?

2

***In addition to follow-up learning experiences, each lesson contains *SPARK It Up!* variations to modify the activity and challenge learners of different skills and grade levels.**

Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught? ***Included in yearly plans and page 4 of Teaching SPARK PE (Grade Level Modifications)**

2

Content Analysis Score for Standard 1 (Grades 3-5) + + = 10 (Add the numbers

across for the total score and place this **SCORE** on scorecard, page 101.)

* **Key for Scoring 2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

Content Analysis for Standard 2 Grades 3-5

The content analysis for standard 2, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 2.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Fully
Partially
No
2 1 0

Does the curriculum include

Specific lessons about critical features of movement forms, such as teaching students about the critical features of dribbling, kicking, catching, throwing, and striking?

2

Specific lessons on basic game concepts, such as invasion and net activities?

2

Specific lessons on the mechanics of movement, such as how to safely lift an object and the influences of speed and force?

1

Example: Medicine Ball Madness—Safety Rules (Group Fitness)

Specific lessons on motor learning and motor development concepts (e.g., visual focus is an important component of skill, appropriate practice improves performance of skills, basic skills help with specialized skills)?

1


Example: Skills Builders reinforce that practice makes Students better

Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?

2

***Included in yearly plans and page 4 of**

Teaching SPARK PE (Grade Level Modifications)

Content Analysis Score for Standard 2 (Grades 3-5) + + = 8  (Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

* **Key for Scoring 2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

Content Analysis for Standard 3 Grades 3-5

The content analysis for standard 3, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 3.

Fully
Partially
No
2 1 0

Does the curriculum include

Specific lessons that teach students how to recognize and monitor intensity levels of a variety of activities as well as materials to assist teachers with promoting age-appropriate moderate-to-vigorous physical activities outside of physical education class?

2

Specific lessons that stress the importance of allowing students to be able to choose specific forms and intensities of physical activity and/or modify an activity that is taught during physical education class?

2

Specific lessons that teach students the health-related benefits (e.g., healthy heart) and mental health benefits (e.g., stress reduction) of physical activity during physical education class?

2

Specific lessons on how to incorporate self-assessment into physical activity through a variety of sources, such as pedometers, a physical activity log, or heart rate monitors?

2

Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?

2

***Included in yearly plans and page 4 of Teaching SPARK PE (Grade Level Modifications)**

Content Analysis Score for Standard 3 (Grades 3-5) + + = 10 (Add the numbers

across for the total score and place **SCORE** on scorecard, page 101.)

* **Key for Scoring 2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

Content Analysis for Standard 4 Grades 3-5

The content analysis for standard 4, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 4.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness

Fully
Partially
No
2 1 0

Does the curriculum include

Specific lessons on self assessment of physical fitness (e.g., a teaching activity using a criterion-referenced standard fitness test such as Fitnessgram for self-assessment of fitness)? 2

Specific lessons on the definition of the components of fitness and appropriate use of tools for assessing each fitness component (e.g., flexibility, body composition, muscular strength, muscular endurance, and cardio-respiratory)? 2

Specific lessons that allow students to participate in moderate to vigorous physical activity for longer periods of time without tiring? 2

Specific lessons that allow physical educators to teach the concept of interpreting fitness test results and choosing appropriate activities to improve each component of physical fitness? 2

Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught? 2

***Included in yearly plans and page 4 of Teaching SPARK PE (Grade Level Modifications)**

Content Analysis Score for Standard 4 (Grades 3-5) + + = **10** ? (Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

*** Key for Scoring**

2 = Fully: The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The

curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.



Content Analysis for Standard 5 Grades 3-5

The content analysis for standard 5, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 5.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings

Fully
Partially
No
2 1 0

Does the curriculum include

Specific lessons that address and emphasize cooperation, teamwork, personal responsibility, and communication skills such as activities that require small group work and opportunities for communicating needs and ideas?

2

Specific lessons that stress the importance of and purposes for rules, classroom and game etiquette, and procedures for physical education class as well as the distinctions between rules for a variety of activities?

2

Specific lessons that allow physical educators to teach and discuss the importance of safety issues and protocol within physical education class as well as physical activities outside of class?

2

Specific lessons about teaching students ways to engage students with disabilities and respect peers from different cultural backgrounds?

2

Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced

2

***Included in yearly plans and page 4 of Teaching SPARK PE (Grade Level Modifications)**

Content Analysis Score for Standard 5 (Grades 3-5) + + = 10 ? (Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

* **Key for Scoring 2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

Content Analysis for Standard 6 Grades 3-5

The content analysis for standard 6, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 6.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Fully
Partially
No
2 1 0

Does the curriculum include

Specific lessons about the role of physical activity in dance and artistic movement throughout history and in different cultures?
The SPARK Dance unit includes cultural dances. Several Dances in this unit include Social Studies Academic Integrations such as Geographical History, Culture, and American History.

2

Specific lessons for activities that allow students to determine the relationship between success and enjoyment in physical activity and the types of activities that bring personal satisfaction?

2

Specific lessons that allow physical educators to teach and discuss the role of artistic concepts in physical activity, such as how the rhythm of a movement along with meter and tempo affects its outcome; combinations of locomotor movements in space and time create a movement pattern; and varying the distance between objects creates different aesthetic relationships?
Create a Dance (Dance), Create a Routine (Stunts and Tumbling, Movement Bands, Group Fitness)

2


Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least one personally challenging physical activity to attempt?

2

Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?

2

***Included in yearly plans and page 4 of Teaching SPARK PE (Grade Level Modifications)**

Content Analysis Score for Standard 6 (Grades 3-5) + + = **10**  (Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

* **Key for Scoring 2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

Template for Additional Standards for Content Analysis, Grades 3-5

Standard: Write out the additional physical education standard below.

To complete the following section, identify the four main components that are essential for students to know or be able to do to achieve the standard. Proceed to determine how well the written curriculum addresses each with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

Does the curriculum include

Fully
Partially
No
2 1 0

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

Content Analysis Score

+ + = ? (Add the numbers across for the total

score and place score ^{SCORE} on scorecard, page 101.)

* **Key for Scoring 2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

Student Assessment Analysis for Standard 1 Grades 3-5

The student assessment analysis for standard 1, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 1.

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Fully
Partially
No
2 1 0

Does the curriculum include

Protocols for assessing mature forms of movement skills, including locomotor, nonlocomotor, and manipulative (e.g., changing movement from running to skipping, striking an object) skills?

2

Protocols for determining competency in a few specialized movement skills such as basketball chest pass, soccer dribbling, and jumping rope?

2

Protocols for assessing the combination of motor skills, such as asking students to demonstrate dribbling or kicking an object while moving; overhand throw; or combining traveling, balancing, weight transfer, and rolling?

2

Protocols for assessing the application of a variety of locomotor nonlocomotor, manipulative, combination, and specialized skills (e.g., asking students to demonstrate the skill to adapt movement skills to changing conditions, such as tossing a ball to a moving partner or performing dance sequences to music)?

2

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

1

Student Assessment Score for Standard 1 (Grades 3-5) + + = 9

(Add the numbers across for the total score and place score on scorecard, page 101.)

* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol

for assessing student performance.

Student Assessment Analysis for Standard 2

Grades 3-5

The student assessment analysis for standard 2, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 2.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Fully
Partially
No
2 1 0

Does the curriculum include

Protocols for assessing the performance of critical features of movement forms, such as asking students to demonstrate features of dribbling, kicking, catching, throwing, and striking?

2

Protocols for assessing movement concepts, such as chasing, fleeing, and dodging skills?

2

Protocols for assessing various concepts of the mechanics of movement, such as asking students to demonstrate how to safely lift an object?

1

Protocols for assessing motor learning and motor development concepts, such as asking students to explain that appropriate practice improves performance of skills and that basic skills help with specialized skills?

1

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

1

Student Assessment Score for Standard 2 (Grades 3-5) + + = 7 (Add the numbers

across for the total score and place **SCORE** on scorecard, page 101.)

* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

Student Assessment Analysis for Standard 3 Grades 3-5

The student assessment analysis for standard 3, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 3.

Standard 3: Participates regularly in physical activity

Fully
Partially
No
2 1 0

Does the curriculum include

Protocols for assessing students’ knowledge about different types of physical activities and the difference between moderate and vigorous activities they participate in during and outside of physical education class?

2

Protocols for assessing student modification of physical activity, such as asking students to demonstrate a variety of modifications for different physical activities?

1

Protocols for assessing student knowledge about the health benefits of physical activity, such as asking students to identify and explain the physiological (e.g., healthy heart) and mental health (e.g., good feelings) benefits of activity?

2

Protocols for assessing students’ knowledge about physical activity opportunities outside of physical education class, such as asking students to create a written report about physical activity options in the community or after school?

1

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

1

Student Assessment Score for Standard 3 (Grades 3-5) + + = 7 ? (Add the numbers

across for the total score and place **SCORE** on scorecard, page 101.)

* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

Student Assessment Analysis for Standard 4 Grades 3-5

The student assessment analysis for standard 4, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 4.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness

Fully
Partially
No
2 1 0

Does the curriculum include

Protocols for assessing students’ knowledge about the components of fitness, the tools for assessing personal fitness levels, and identification of physical activities that can assist in developing the components?

2

Protocols for assessing students’ knowledge about the FITT Principles related to improving health-related fitness?

2

Protocols for assessing students’ ability to conduct self-assessment and initiate self-improvement for physical activity and fitness, such as having students complete a fitness test (e.g., Fitnessgram), identify strengths and weaknesses, and discuss ways to improve their fitness?

2

Protocols for assessing students’ personal choices in physical activities that contribute to physical fitness, such as having students identify their favorite activities during or outside of physical education class and briefly explain how they contribute to fitness?

2

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

1

Student Assessment Score for Standard 4 (Grades 3-5) + + = 9

(Add the numbers across for the total score and place score on scorecard, page 101.)

* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol

for assessing student performance.

Student Assessment Analysis for Standard 5 Grades 3-5

The student assessment analysis for standard 5, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 5.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings

Fully
Partially
No
2 1 0

Does the curriculum include

Protocols for assessing students’ ability to cooperate, work as a member of a team, demonstrate personal responsibility, and participate positively in conflict resolution?

2

Protocols for assessing students’ knowledge about specific rules, etiquette, and procedures for physical education class, such as asking students to explain rules for a variety of activities?

2

Protocols for determining students’ knowledge of safety issues within physical education as well as physical activity outside of class, such as asking students to identify the basic safety issues involved with certain games and sports they participate in?

2

Protocols for analyzing students’ personal and social respect regarding individual differences within physical education, such as observing students’ social behavior during class?

2

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

?

Student Assessment Score for Standard 5 (Grades 3-5) + + = 9 ? (Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

Student Assessment Analysis for Standard 6 Grades 3-5

The student assessment analysis for standard 6, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 6.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Fully
Partially
No
2 1 0

Does the curriculum include

Protocols for assessing students’ knowledge about the role of physical activity throughout history, such as asking students to identify and explain the role of games played in cultures across the world?

1

Protocols for assessing students’ ability to identify physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)?

1

Protocols that ask students to identify and explain the importance of self expression through movement, such as asking students to explain certain types of physical activity that are artistic in nature?

1

Protocols for assessing students’ ability to identify new challenges in physical activity, such as asking students to create a new game or sport?

2

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

1

Student Assessment Score for Standard 6 (Grades 3-5) + + = 6 ? (Add the numbers across for the total score and place **SCORE** on scorecard, page 101.)

* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

Template for Additional Standards for Student Assessment Analysis, Grades 3-5

Standard: Write out the additional physical education standard below.

To complete the following section, identify the four types of protocols that are essential for assessing student knowledge and skills. Proceed to determine the extent to which the written curriculum includes these protocols with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

Does the curriculum include

Fully
Partially
No
2 1 0

Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

Student Assessment Analysis Score

+ + = ? (Add the numbers across for the

total score and place **SCORE** on scorecard, page 101.)

* **Key for Scoring 2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **No:** Does not include any protocol for assessing student performance.

SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES Grades 3-5

To complete the scorecard for content and student assessment analyses (grades 3-5), transfer the individual scores for each standard from the preceding pages.

<i>NATIONAL STANDARD</i>	<i>CONTENT ANALYSIS SCORE</i>	<i>STUDENT ASSESSMENT ANALYSIS SCORE</i>
1	10	9
2	8	7
3	10	7
4	10	9
5	10	9
6	10	6
<i>ADDITIONAL STANDARDS</i>		

Note: Add each of these scores to the overall PECAT scorecard on page 173.