



# 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**
2. Year developed or published: **1994** If applicable, year revised: **2008**
3. Publisher/Developer/Distributor Name: **San Diego State University Foundation**  
**Sponsored by GOPHER**

**Contact Person:** The SPARK Programs

**Address:** 438 Camino Del Rio South, Suite 110 San Diego, CA 92108

**Phone:** 1-833-73-SPARK

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

Grade 5

Grade 10

Grade 1

Grade 6

Grade 11

Grade 2

Grade 7

Grade 12

Grade 3

Grade 8

Grade 4

Grade 9

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

**K-2: \*all activities include SPARK It Up! extensions**

- Building a Foundation (15 lessons)
- ASAP section (15 warm-up activities) \*each to be paired with instructional unit activities
- Parachute (14 activities)
- Manipulatives (13 activities)
- Balance, Stunts, and Tumbling (12 activities)
- Catching and Throwing (14 activities)
- Jumping (12 activities)
- Kicking and Trapping (12 activities)
- Dance (12 dances)
- Dribbling, Volleying, and Striking (12 activities)
- Games (14 activities)
- Recess Activities (12 activities)
- Limited Space Activities (14 activities)

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

**N/A**

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

**Don't know**

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

**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:** Building a Foundation; ASAP Section; Parachute; Manipulatives; Balance; Stunts, and Tumbling; Catching and Throwing; Jumping; Kicking and Trapping; Dance, Dribbling, Volleying, and Striking; Games; Recess Activities; Limited Space Activities

**SPARKfamily.org Website**

**Introductory Sections**

**Introduction to SPARK HS PE**

SPARK HS PE was designed to be integrated into high school physical education programs and empower students to adopt life-long activity and wellness practices. Through SPARK HS PE, students apply the skills and knowledge learned and refined in the K-6 and Middle School PE programs. This includes a variety of activities in a supportive environment, continue to build robust activity literacy, and thus become more confident and competent participants.



## Teaching Strategies for SPARK HS PE

SPARK provides teaching strategies for instructors to respond effectively to the needs of individuals and to help create a supportive and positive learning environment. SPARK teaching strategies align with program objectives, have been field tested, and reflect extensive research.

They address: organization and management, skill assessment, building a positive learning environment, repeating, modifying and extending lessons, fitness and activity levels, and making classes more enjoyable. SPARK teaching strategies are modeled during SPARK workshops. Visit [www.sparkpe.org](http://www.sparkpe.org) for more information on SPARK staff development opportunities.

## Instructional Materials

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

**Instructional Materials:** (All activities provide SPARK It Up! extensions to differentiate content for students. They can be used to modify the activity and challenge learners of different skills and grade levels.) Inclusive Strategies; Skill Cards; Assessment Samples; Limited Equipment/Large Class Ideas; Home Play Activities (English and Spanish)

**Resource Materials:** About SPARK; Activity Card Template; Equipment Lists; Expectation Cards; Integrations; Yearly Plans; Tournament Samples; Lesson Quality Checklists; Parent Introductory Letter; Physical Education for the 21st Century; Workshops, Institutes and Web Resources



## Optional

**SPARK K-2 Music CD** (29 songs matched to SPARK activities)

**SPARKFOLIO**



## 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 on the SPARK 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 SPARK 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 site contains 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	No. 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)	\$ 199 Includes book, Music CD, and SPARKfamily.org access		\$
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)	\$		\$
<b>Total Minimum Curriculum Purchase Costs</b>	<b>\$</b>		<b>\$</b>
Optional supplementary materials (including suggested, but not required, consumable materials)	\$ 299 Includes all materials PLUS folio materials		\$
<b>Total Initial Curriculum Costs</b>	<b>\$</b>		<b>\$</b>

Notes and comments:

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

Items	Unit Cost	No. 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 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
<b>Costs of materials</b> (note: total initial cost is found on page 27; total annual cost is found on page 28)	\$	\$
<b>Additional costs for implementation</b> (note: to find initial implementation costs, add all “initial costs” from question 3 on page 29; next, add all “annual costs” identified from question 3, page 29)	\$	\$
<b>Funds available for purchase and implementation</b> (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:

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 K-2

The content analysis for standard 1, grades K-2, 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

Does the curriculum include:

Fully = 2    Partially = 1    No = 0

Does the curriculum include:	Fully = 2	Partially = 1	No = 0
Specific lessons on fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) for each skill?	✓		
Specific introductory lessons on motor skills such as rolling, transfer of body weight to one leg, or rhythmic movement?	✓		
Specific lessons on the combination of movement and motor skills, such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?	✓		
At least one initial and one follow-up learning experience (e.g., introduction of basic tossing skills and then tossing the ball back and forth with partners) for each skill?	✓		
Specific instructions that clearly indicate the appropriate grade level at which each motor skill and movement pattern should be introduced and subsequently taught?	✓		

\*provided on standards-based yearly plan

### Content Analysis Score for Standard 1 (Grades K-2) = 10

(Add the total numbers to determine the total score and place SCORE on scorecard, page 65.)

*\* 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 K-2

The content analysis for standard 2, grades K-2, 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

Does the curriculum include:

Fully = 2    Partially = 1    No = 0

Does the curriculum include:	Fully = 2	Partially = 1	No = 0
Specific lessons on critical features of motor skills, such as teaching students about personal space, body awareness, and the distinction between locomotor movements (e.g., run, walk, skip, hop, gallop)?	✓		
Specific lessons on movement concepts, including the relationships of movement (e.g., in, out, under, over, through), effort, time, and space (e.g., paths, ranges, and direction of movement)?	✓		
Specific lessons on the mechanics of movement, such as balance, the role of muscles in body movements, force absorption, and basic throwing mechanics?	✓		
Specific lessons on motor learning and motor development concepts (e.g., striking with equipment has many similarities to striking with your hand; control of movement increases with practice; learning a variety of skills allows for more choices)?	✓		
Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	✓		

\*provided on standards-based yearly plan

### Content Analysis Score for Standard 2 (Grades K-2) = 10

(Add the total number to determine the total score and place SCORE on scorecard, page 65.)

*\* 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 K-2

The content analysis for standard 3, grades K-2, 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.

### Standard 3: Participates regularly in physical activity

Does the curriculum include:

Fully = 2    Partially = 1    No = 0

Does the curriculum include:	Fully = 2	Partially = 1	No = 0
Specific lessons that teach students the difference between moderate and vigorous physical activity and encourage students to participate in moderate-to-vigorous physical activity during leisure time?	✓		
Specific lessons that stress the importance of allowing students to be able to choose specific forms of physical activity and/or modify activities they participate in during time outside of physical education?	✓		
Specific lessons that allow students to understand the temporary and lasting health-related benefits (e.g., healthy heart, good feelings, strong muscles) of physical activity?	✓		
Specific lessons on a variety of activities that allow students to participate in activities that involve locomotion, nonlocomotion, and manipulation of objects (e.g., tossing balls, juggling)?	✓		
Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	✓		

\*provided on standards-based yearly plan

### Content Analysis Score for Standard 3 (Grades K-2) = 10

(Add the total numbers to determine the total score and place SCORE on scorecard, page 65.)

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## Content Analysis for Standard 4

### Grades K-2

The content analysis for standard 4, grades K-2, 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

Does the curriculum include:

Fully = 2    Partially = 1    No = 0

Does the curriculum include:	Fully = 2	Partially = 1	No = 0
Specific lessons about the body’s response to physical activity (e.g., increased heart rate, faster breathing, and sweating)?	✓		
Specific lessons about developing basic knowledge of the components of health-related fitness (e.g., cardiorespiratory, muscular endurance,	✓		
Specific lessons that allow students to participate in vigorous, intermittent physical activity for short periods of time during physical education class?	✓		
Specific lessons about the concept of personal choices in physical activity and how those physical activity choices contribute to physical fitness? *provided in wellness integrations and “Wrap It Up”	✓		
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?	✓		

\*provided on standards-based yearly plan

#### Content Analysis Score for Standard 4 (Grades K-2) = 10

(Add the total numbers for the total score and place SCORE on scorecard, page 65.)

*\* 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 K-2

The content analysis for standard 5, grades K-2, 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

Does the curriculum include:

Fully = 2   Partially = 1   No = 0

Does the curriculum include:	Fully = 2	Partially = 1	No = 0
Specific lessons that address cooperation, teamwork, and personal responsibility (e.g., sharing space and equipment with classmates, working with others to complete a task, learning by doing, practicing specific skills to improve self-confidence, and resolving conflict through positive mechanisms)?	✓		
Specific lessons that stress the importance of establishing rules, etiquette, and procedures for physical education class as well as for games and activities taught during class?	✓		
Specific lessons that allow physical educators to teach and discuss the importance of safety issues within physical education class as well as for physical activities outside of class? ( <b>Balance, Stunts, and Tumbling: Stunts Introduction; Recess Activities: How to Use It—Safety; Home Play: Injury Prevention</b> )	✓		
Specific lessons that address respect for individual differences within and outside of physical education as well as the importance of engaging with individuals with disabilities and/or special health care needs? ( <b>Inclusion Strategies included in all units</b> )	✓		
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 and subsequently taught?	✓		

\*provided on standards-based yearly plan

### Content Analysis Score for Standard 5 (Grades K-2) = 10

(Add the total numbers for the total score and place SCORE on scorecard, page 65.)

*\* 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 K-2

The content analysis for standard 6, grades K-2, 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

Does the curriculum include:

Fully = 2   Partially = 1   No = 0

Does the curriculum include:	Fully = 2	Partially = 1	No = 0
Specific lessons that teach students the benefits of accepting new challenges in physical activity (e.g., attempting a new movement or skill)?	✓		
Specific lessons that allow students to express their feelings toward physical activity, identify the physical activities they enjoy and interactions they enjoy with others through physical activity?	✓		
Specific lessons that allow physical educators to teach and discuss the importance of self-expression through movement (e.g., artistic concepts of movement, expression of feelings about physical activity through movement)?	✓		
Specific lessons that address the role of physical activity throughout history (e.g., the role physical activity and games played in different cultures)?	✓		
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?	✓		

\*provided on standards-based yearly plan

### Content Analysis Score for Standard 6 (Grades K-2) = 10

(Add the total numbers for the total score and place SCORE on scorecard, page 65.)

*\* 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 K-2

SPARK alignment with all state physical education content standards are available at [www.sparkpe.org/standards.jsp](http://www.sparkpe.org/standards.jsp)

**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 = 2   Partially = 1   No = 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 total numbers for the total score and place SCORE on scorecard, page 65.)

*\* 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 K-2

The student assessment analysis for standard 1, grades K-2, 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

Does the curriculum include:	Fully = 2	Partially = 1	No = 0
Protocols for assessing fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) skills?	✓		
Protocols for assessing specialized movement skills such as rolling, transfer of body weight to one leg, or rhythmic movement?	✓		
Protocols for assessing the combination of movement and motor skills such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?	✓		
Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as having a student demonstrate how to adapt movement skills to changing conditions (e.g., rolling a ball to a moving partner or moving to music)?	✓		
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?		✓	

\*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

### Student Assessment Score for Standard 1 (Grades K-2) = 9

(Add the numbers across for the total score and place SCORE on scorecard, page 65.)

*\* 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 9-12

The student assessment analysis for standard 2, grades 9-12, 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**

Does the curriculum include:	Fully = 2	Partially = 1	No = 0
Protocols for assessing critical features of movement forms such as assessing students’ ability to make the distinction between various locomotor movements (e.g., run, walk, skip, hop, gallop)? <b>Building a Foundation Performance Rubric</b>	✓		
Protocols for assessing movement concepts, such as the relationships of movement (e.g., in, out, under, over, through), effort, time, and space (e.g., paths, ranges, direction of movement)? <b>Building a Foundation Performance Rubric</b>	✓		
Protocols for assessing the mechanics of movement, such as asking students to demonstrate balance and basic throwing mechanics? <b>Catching and Throwing Performance Rubric, Balance, Stunts and Tumbling Performance Rubric</b>	✓		
Protocols for assessing motor learning and motor development concepts, such as striking with equipment and with hands and demonstrating control of movement with increased practice? <b>Dribbling, Volleying, and Striking Performance Rubric</b>	✓		
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?		✓	

\*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

### Student Assessment Score for Standard 2 (Grades K-2) = 9

(Add the numbers across for the total score and place SCORE on scorecard, page 65.)

*\* 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 K-2

The student assessment analysis for standard 3, grades K-2, 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

Does the curriculum include:	Fully = 2	Partially = 1	No = 0
Protocols for assessing student ability to identify different types of physical activity, such as student knowledge about moderate and vigorous activities in and outside of physical education classes? <b>Games Performance Rubric</b>	✓		
Protocols for assessing student choice and/or modification of physical activity, such as asking students to identify and explain their favorite activities; likes and dislikes related to physical activities; and ways to modify physical activities according to personal ability? <b>Games Performance Rubric</b>	✓		
Protocols for assessing students' knowledge of the temporary and lasting health benefits of physical activity, such as physical benefits (e.g., healthy heart) and psychological benefits (e.g., good feelings)? <b>Games Performance Rubric</b>	✓		
Protocols for assessing students' ability to participate in activities that involve manipulating objects, such as ball tossing and juggling? <b>Manipulatives Performance Rubric</b>	✓		
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?		✓	

\*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

### Student Assessment Score for Standard 3 (Grades K-2) = 9

(Add the numbers across for the total score and place SCORE on scorecard, page 65.)

*\* 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 K-2

The student assessment analysis for standard 4, grades K-2, 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

Does the curriculum include:	Fully = 2	Partially = 1	No = 0
Protocols for assessing student knowledge about the body’s response to physical activity, such as asking students to identify physical reactions to activity? <b>Games Performance Rubric</b>	✓		
Protocols for assessing students’ basic knowledge about the components of health-related fitness, such as asking students to identify which activities done during physical education class affect flexibility? <b>Building a Foundation: Fitness Introduction and Flexibility—Wrap It Up</b>	✓		
Protocols for assessing students’ participation in vigorous, intermittent physical activities during physical education class? <b>Games Performance Rubric</b>	✓		
Protocols for assessing students’ personal choice in physical activity (e.g., asking students to identify their favorite physical activities outside of physical education) and how choice contributes to physical fitness (e.g., asking students to identify which activities contribute to muscular strength)? <b>Games Performance Rubric</b>	✓		
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?		✓	

\*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

### Student Assessment Score for Standard 4 (Grades K-2) = 9

(Add the numbers across for the total score and place SCORE on scorecard, page 65.)

*\* 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 K-2

The student assessment analysis for standard 5, grades K-2, 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 = 2; Partially = 1; No = 0

#### Does the curriculum include:

Protocols for assessing students' ability to practice cooperation, teamwork, personal responsibility, and conflict resolution? <b>Affective Development Section on Performance Rubrics for all Units</b>	2		
Protocols for assessing students' identification of and adherence to rules, etiquette, and procedures for physical education class? <b>Affective Development Section on Performance Rubrics for all Units</b>	2		
Protocols for assessing students' knowledge of safety issues within physical education as well as physical activity outside of class, such as asking students to identify major safety issues related to certain sports and games they participate in after school? <b>Affective Development Section on Performance Rubrics for all Units</b>	2		
Protocols for assessing personal and social respect regarding individual differences within and outside of physical education? <b>Affective Development Section on Performance Rubrics for all Units</b>	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	

\*SPARK Teaching Strategies address repeating, modifying, and extending lessons, and are modeled during SPARK workshops.

### Student Assessment Score for Standard 5 (Grades K-2) = 9

(Add the numbers across for the total score and place score on scorecard, page 65.)

*\* 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 K-2

The student assessment analysis for standard 6, grades K-2, 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 = 2; Partially = 1; No = 0

#### Does the curriculum include:

Protocols for assessing students' ability to identify new challenges in physical activity, such as attempting a new movement or participating in a new game or sport? <b>Affective Development Section on Performance Rubrics for all Units</b>	2		
Protocols for assessing students' ability to identify the physical activities they enjoy and to explain why they enjoy being physically active with others? <b>Affective Development Section on Performance Rubrics for all Units</b>	2		
Protocols for assessing students' ability to identify the importance of self expression through movement (e.g., artistic concepts of movement, expression of feelings through movement)? <b>Affective Development Section on Performance Rubrics for all Units</b>	2		
Protocols for assessing students' knowledge about the role of physical activity throughout history, such as asking students to identify the different types of games played across cultures and throughout history? <b>Home Play Activity: Celebrating Differences</b>	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 K-2) = 9

(Add the numbers across for the total score and place score on scorecard, page 65.)

*\* 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 K-2

SPARK alignment with all state physical education content standards are available at [www.sparkpe.org/standards.jsp](http://www.sparkpe.org/standards.jsp)

**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.

Fully = 2; Partially = 1; No = 0

**Does the curriculum include:**

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 65.)

*\* 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.*

## SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES

### Grades K-2

To complete the scorecard for content and student assessment analyses (grades K-2), transfer the individual scores for each standard from the preceding pages.

NATIONAL STANDARD	CONTENT ANALYSIS SCORE	STUDENT ASSESSMENT ANALYSIS SCORE
1	10	9
2	10	9
3	10	9
4	10	9
5	10	9
6	10	9
ADDITIONAL STANDARDS		

