

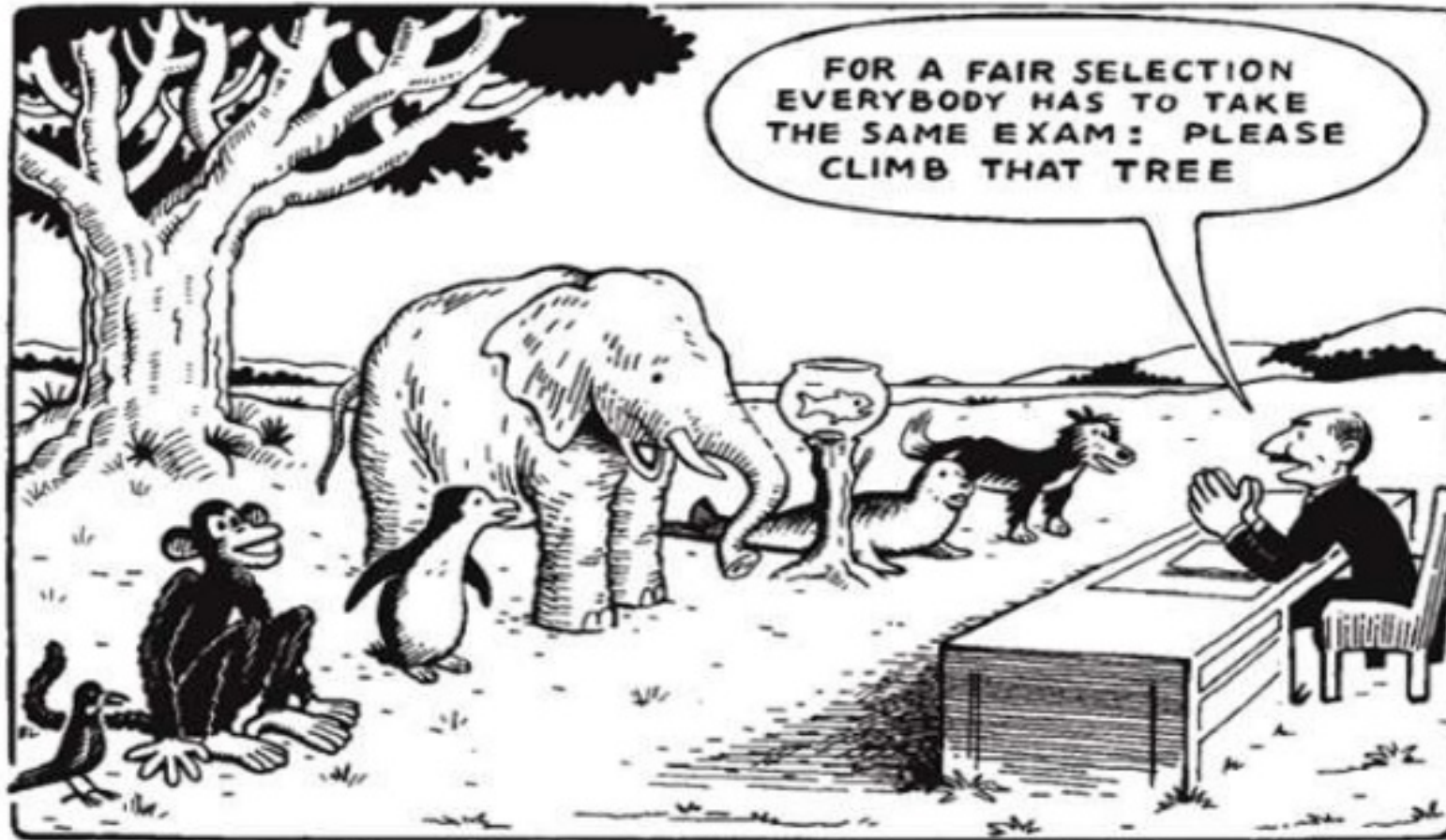
# Standards-Based Health Education and Physical Education

Audra Deli-Hoofnagle

[audra.deli-Hoofnagle@education.ky.gov](mailto:audra.deli-Hoofnagle@education.ky.gov)

@AudraCSH

## WHAT IS STANDARDS-BASED ASSESSMENT?



# What is Standards Based Grading?

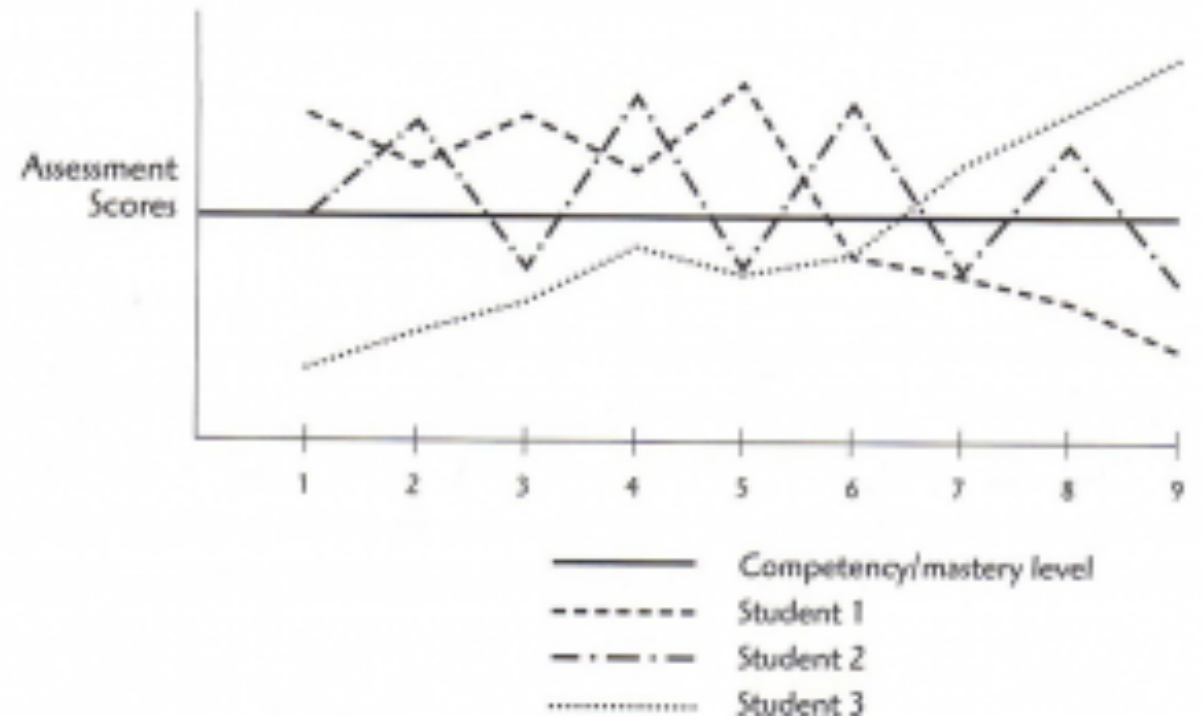
- Sums up a student's level of achievement (e.g. below standard, approaching standard, meets standard, or exceeds standard) on individual, specific standards.
- Better isolates which students are making progress, and more importantly, helps teachers and students to target areas in which students need further support and assistance.
- Teachers report out what students know and are able to do relative to the academic standards versus a broad subject area.
- Product of good formative assessments. Together they allow teachers to give feedback to modify instruction.

# Think about it

## Case Example: All or Some

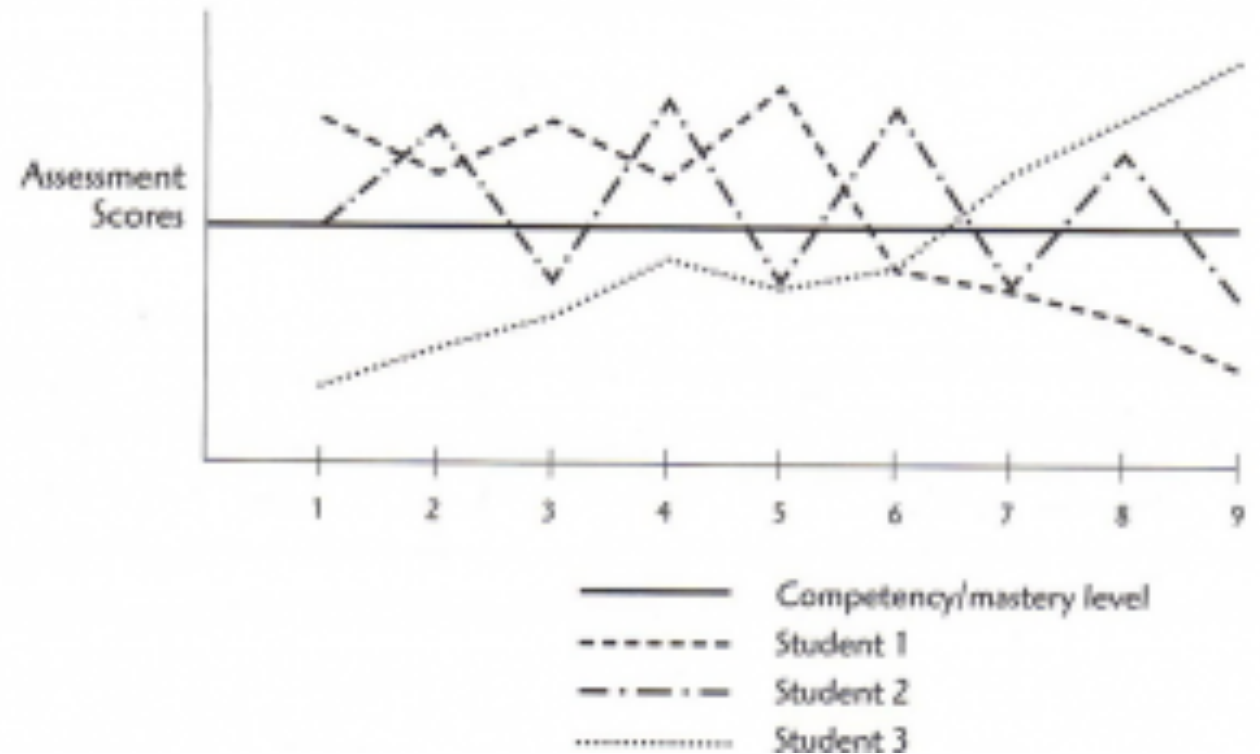
Imagine you are going skydiving. Presumably, you want you to have a parachute that has a very good chance of opening properly. The skydiving company has provided you with the assessment scores of three students from a recent parachute-packing course.

Question: Which student would you want to pack your parachute? Why?



## Reflect

- Which student will you choose to pack your parachute? Why?
- If these were scores in a typical teacher's grade book, which students would pass? Which student would fail?
- Is there any discrepancy between your answers to question 1 and 2? If so, why does this discrepancy occur?



- **Creating a culture of failure**
- Standards-Based Instruction changes the mindset from “I can’t” or “I can” to “Where am I now?” and “Where do I go next?”
- We need to teach our students that failure is OK.
- Doesn’t matter if you need to adjust your route because of roadwork or because you went the wrong way or because you chose the scenic route; what matters is the student’s understanding of what is being taught.



# Quality feedback

## Traditional Gradebook

ID	Name	Alerts	Mark	Points	01/04	01/04	12/28	12/22	12/21	12/21
					10/10	25	3/3	3/3	8/8	100/100
586861	Aumua, Barish	EL	B- 81%	514 / 515	3	30	2	2	3	100
587213	Birrueta, Toeupu		C 76%	457 / 515	5	25	3	2	6	90
585967	Calata, Hidemi	EL	B 85%	414 / 455	7	25	3	2	5	85
587574	Esau, Ojala	EL	C 76%	372 / 515	8	20	3	3	6	70
586804	Fechtig, Hyejeon		C 77%	413 / 515	8	25	1	2	5	60
586848	Groshong, Ivy T	EL	C+ 79%	448 / 515	6	20	3	2	7	95
589394	Gunter, Yahye		C- 70%	421 / 515	4	25	2	2	3	90
584151	Heiss, Jackeline	SPED EL	C- 70%	387 / 515	5	25	3	3	4	75
591570	Huisken, Adeleine		C- 71%	372 / 515	7	19	3	1	5	74

## Standards Based Grading

National Standards for K-12 Physical Education	Assessment Tools	Assessment Scores, by Grading Term		
		Term 1	Term 2	Term 3
<b>Standard 1.</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.				
Skips using a mature pattern (S1.E1.2)	Structured observation/video in a variety of settings	2	3	3
Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot take-off and landings (S1.E3.2)	Identification assessment, peer feedback, video-capture teacher feedback	2	3	3
Balances in an inverted position with stillness and supportive base. (S1.E7.2b)	Group-supported balance demonstration, station demonstrations (peer and teacher), with video check	NA	2	2



The standards based grade book gives clearer information to help the teacher modify or adjust their instruction.







# What do levels represent?

4.0	<b>Exceeds Grade Level Standards:</b> Demonstrates understanding beyond grade level standards consistently and independently.
3.0	<b>Meets Grade Level Standards:</b> Demonstrates understanding of grade level standards consistently and independently.
2.0	<b>Partially Meets Grade Level Standards:</b> Demonstrates partial understanding of grade level standards with or without support.
1.0 (or 0)	<b>Does not Meet Grade Level Standards:</b> Demonstrates minimal (or no) understanding and does not meet grade level standards even with support.

Standards Based Grading Levels	Marzano Scale Recommendation (Elementary Level)
4.0	100%-90%
3.0	89%-80%
2.0	79%-70%
1.0	69%-50%
0	50% or lower

Standards Based Grading Levels	Marzano Scale (Middle and High)
4.0	100%
3.5	95%
3.0	90%
2.5	80%
2.0	70%
1.5	65%
1.0	60%
0	50%

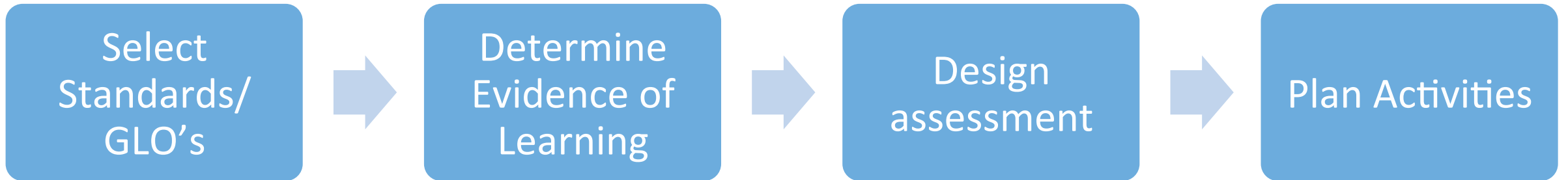
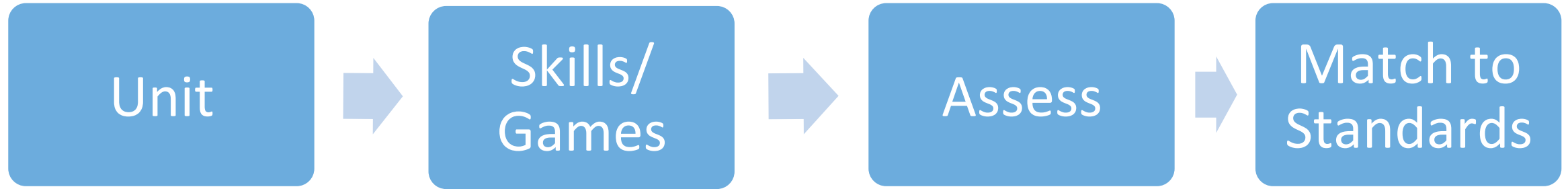


<p><b>4</b> Advanced Understanding of the Standard</p>	<p>You add your own ideas, perspective, and style into what you do. You are confident and are reaching for the next level of proficiency.</p>	
<p><b>3</b> Meets the Standard</p>	<p>You consistently meet the target proficiency level, and you are ready to move on.</p>	
<p><b>2</b> Approaches the Standard</p>	<p>You can meet the target proficiency level in familiar tasks and situations. You know what to do to meet the target proficiency level, but you need extra help.</p>	 
<p><b>1</b> Does not Meet the Standard</p>	<p>You know what the target proficiency level is, but you are confused and probably frustrated. You need some help to get started. You miss opportunities to demonstrate what you can do because you are often distracted, not participating, or absent.</p>	 

Mission: NOT impossible



# Out with the old



<i>From...</i>	<i>To...</i>
Planning begins with identification of instructional activities	Planning begins with identification of what students are to know and do as a result of the unit
Planning for instruction is the same for all students and meets the needs of some students	Intentional planning meets each individual learner's needs
Teacher-directed instruction	Student-centered instruction (e.g., investigation and inquiry)
Textbook is used as a main source of information	Variety of instructional connections as appropriate
Interdisciplinary connections are often forced	Interdisciplinary connections as appropriate
Assessment is infrequent and at the end of the unit (summative)	Assessment is ongoing, informs instruction, and allows for extending understanding through application of knowledge (formative and summative)
Students work toward standards which are often unclear	Students work to meet clearly defined and known standards

# Selecting Standards/glo's

- What standards do your students NEED to know before the end of the year?
- Standards then need to be “unpacked”/broken down into smaller teaching chunks.
- These smaller standards then become the learning targets for your lesson.
- It may take many lessons for your students to master one standard.

# Determine evidence of learning

- What do students need to know and be able to do in order to meet the target standard?
- What do my students know already?
- How will I know students know it?
- What formative and summative assessments will I learn?
- What will I do for students who already know it?
- How will I provide additional support to students who need it?
- Create rubric and/or scale.

# Create assessment

- How will students demonstrate mastery of the standard?
- Communicate rubric/scale to students before the lesson/unit begins.
- Students work is assessed frequently (formative) and graded occasionally (summative).
- Formative grades are used for student growth. Summative grades are reported in gradebooks.
- Re-teaching is done if students don't reach mastery on summative assessment.

# Plan activities

- Lesson planning to match what standards are being taught.
- How will you teach your students the skills they need to know to master the standards being taught?



# References

- Standards based learning presentation – SHAPE America, Boston convention
- Young Teacher Love  
<http://youngteacherlove.com/walking-through-standards-based-grading3/>