

CREATING EFFECTIVE

ASSESSMENTS IN PHYS ED

PRESENTED BY  **PLT4M**

ABOUT PLT4M

Through our proprietary software, PLT4M has helped thousands of schools create a vertically aligned PE Curriculum that uses effective assessments to improve student learning and enhance teacher instruction.

Are you looking to improve how you assess, track, and report on student outcomes in PE?

We'd love to talk!

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DEFINING ASSESSMENTS IN PHYS ED

SHAPE America defines Assessment as one of the four essential components of Physical Education. According to SHAPE, assessments in PE are the gathering of evidence of student achievement in order to make inferences about student progress. They should be aligned with standards and desired grade-level outcomes and measure student achievement in all manners of instruction.



Assessments in physical education are a critical component of the profession because they provide the framework for objective grading, similar to any core subject. They also help orient the educational focus of instruction to what students are *learning*, as opposed to simply what students are *doing*.

When used effectively, they can inform the adaptation of the curriculum to better meet the needs of students. For example, the Pacer has been a popular Phys Ed test, considered an important benchmark of physical fitness. Having a system in place to collect and evaluate the assessment data for the Pacer will help inform the department if adjustments to the curriculum are needed. If after a year of PE, students only improved their Pacer results by an average of 3%, that may indicate that there is not enough aerobic based exercise taking place in the current course offerings.

DEFINING ASSESSMENTS IN PHYS ED

In order to create effective assessments, we must first understand the different classifications, or types, of assessments. In education, the two most popular types are **Formative** and **Summative** assessments.

Formative assessments are on-going, and occur throughout a marking period. The goal is to identify learning gaps and take effective counter measures. These types of assessments help to "form" the learning experience for each student. To execute formative assessments effectively, you must be able to personalize both your evaluation of students and

the counter measures you prescribe. After all, no two students learn the same way.

Summative assessments aim to evaluate student learning at distinct moments in time. Commonly, these types of assessments are measured by marking periods, quarters, semesters, or the full school year. Summative assessments are usually graded, and can help illustrate a student's proficiency in the instructional material.

FORMATIVE

- Observations
- Weekly Quizzes
- Surveys / Exit Tickets
- Peer reviews

SUMMATIVE

- Teacher Exams
- Standardized Tests
- Fitness Assessments
- Final Project

REAL WORLD EXAMPLE

Let's say you are teaching a Foundations of Fitness course to a class of 8th graders. One of the key movement patterns you are instructing students on is the Squat, using the Air Squat as your practical example.



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AIR SQUATS POINTS OF PERFORMANCE

1. Entire foot in contact with the ground
2. Lumbar curve maintained
3. Knees tracking toes
4. Hips descending below parallel (hip joint below the knee joint), outcomes and measure student achievement in all manners of instruction.

Using a video like PLT4M's Introduction to the Air Squat, or teacher-led instruction, you can illustrate to students the four points of performance of the Squat movement, i.e, the criteria they will be evaluated on. Over the course of the unit, you can use self, peer, and teacher assessments to evaluate a pupils movement competency, highlighting the areas that need improvement. This would constitute a Formative Assessment, because it is on-going, and intended to improve learning outcomes.

You could then use the "1-Minute Air Squat" test to assess how many reps a student can perform in one minute - while maintaining perfect form. Doing this test at least twice over the semester will provide a Summative assessment to help indicate progress in their muscular strength and endurance.



ASSESSING ALL LEARNING DOMAINS

Equally as important as the type of assessments you use is ensuring you are assessing students in all the critical learning **domains**. In Physical Education, per SHAPE America, these include: Cognitive, psychomotor, and affective.

COGNITIVE

Mental skills related to the knowledge of movement or lesson material

Example: Student quiz answer for the points of performance of the Air Squat

PSYCHOMOTOR

Relates to the manual or physical skills related to movement literacy

Example: Evaluation of Student Air Squat form, using four points of performance

AFFECTIVE

Addresses growth in feelings or attitudes

Example: Weekly student reflections on how exercise impacts their mood

A BRIEF HISTORY OF FITNESS ASSESSMENTS IN PE

Along with skill based assessments, like throwing mechanics, fitness tests have until recently been a popular form of psychomotor assessments. The Presidential Test, coming to prominence in the late 1950's during the height of the Cold War, was designed to evaluate our youth for military readiness, and take steps to improve their overall fitness.

As the threat of war dissipated, the use of fitness assessments shifted, with the FitnessGram being popularized as a method to benchmark student fitness on a national scale. However, this gave way to norm-referenced assessments, which compared kids to students across the country. This type of comparison has recently lost favor with educators, as it can discourage and alienate students.

However, we should be careful not to conflate fitness testing with norm-referenced assessments. Fitness testing can still be a useful assessment tool, and a powerful motivator of student participation. How?

At PLT4M, we embrace the personal improvement model, which aims to measure a student's progress against their own prior results. Individualizing the evaluation of physical assessments in this way aligns it with the cognitive and affective approach, and creates a more positive association for students. It shifts the focus from "are you good enough?" to "are you improving?".

CREATING SMART ASSESSMENTS

So far, we've defined what an assessment is, why they are important, and the various types. Now, we shift our focus to how you can create effective assessments. For this, we use the **SMART** model. Popular as an acronym and strategy for effective goal setting, it can also be applied to assessments. Let's take a look!

S

● **SPECIFIC**

Assessments should be designed to hit specific learning domains (cognitive, affective, psychomotor) and include clearly defined criteria that are articulated to students as instructions before the assessment (e.g., grading and scoring rubric are explained prior to evaluation).

M

● **MEASUREABLE**

For an assessment to be an effective tool, you must know how you will evaluate it, track it, report on it, and share it. Without this system in place, assessments risk becoming another tedious task we do without any real value to show for it.

A

● **ATTAINABLE**

Your assessment must be suitable for your demographic and proper instruction must take place prior to testing. For example, we can't ask our students to perform an Air Squat assessment on day one if we have not spent the time teaching proper form and technique. Furthermore, using improvement based goals for assessments, based on personal development, rather than group comparison, will help assessments feel more attainable.

R

● **RELEVANT**

Assessments must align with your curriculum offerings and desired student-outcomes. Look beyond the actual assessment to understand what it is you are actually assessing, and make sure your courses will help students improve. For example, if we are assessing the Air Squat, are we creating lesson plans that help students hone their technique and practice the movement?

T

● **TIME-BOUND**

Students should know when assessments will occur and what type of assessment they will be. Will these be Formative assessments (on-going throughout marking period) or Summative (start and end of marking periods)?



INTRO TO FITNESS



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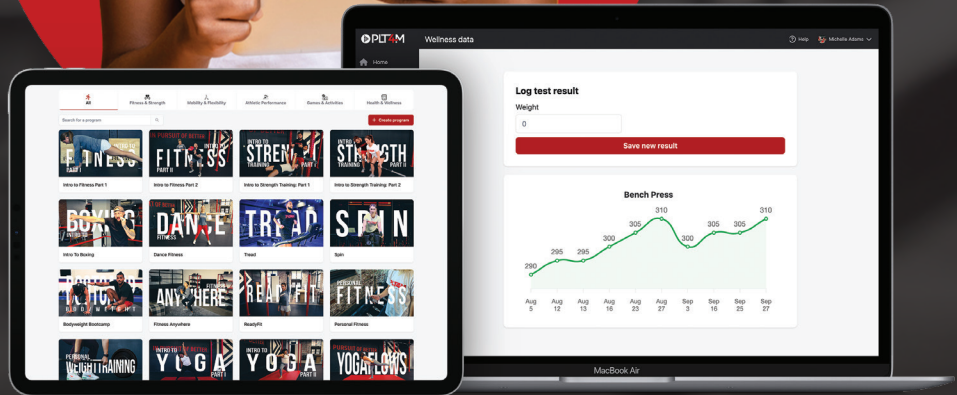


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PUTTING IT ALL TOGETHER

At PLT4M, we help schools implement a Fitness-Based Curriculum. Our scope covers all things fitness, weights and wellness, and our sequence starts with bodyweight courses for beginners, scaling up as students gain competency.

Let's explore how you can build assessments that align with your courses using our Intro to Fitness course as an example.

BASELINE FITNESS ASSESSMENTS USED

Aerobic Capacity: 1 Mile Run

Anaerobic Capacity: 2 Minute Burpee Test

Mobility: Squat Therapy

Strength Capacity:

- 1 Minute: Max Push Ups
- 1 Minute: Max Air Squats
- Max Reps: Pull Ups

ARE THESE SMART ASSESSMENTS?

Specific:

This program hits both the cognitive and physical domain, and details the points of performance for each movement they will be assessed on.

Measurable:

Schools can use PLT4M's online tracking tool to record and report on results (Not a PLT4M member? You can use the this free Google Sheet Assessment Log Book).

Attainable:

We begin with bodyweight based movements and always provide scaling options so that any student from the middle to high school level can participate.

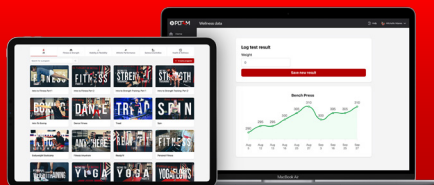
Relevant:

Our assessment choices are a reflection of our curriculum philosophy, providing alignment and relevancy between lessons and assessments.

Time-Bound:

The primary assessment will be summative in nature, taking place at the end of the Intro to Fitness Part 1 program, and then again at the end of Intro to Fitness Part 2. However, teachers can also use formative assessments during each lesson by evaluating how closely students are following points of performance.

Looking to Create a Data Driven
PE Experience Students Love?



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ALIGNING COURSES AND LESSON PLANS WITH ASSESSMENTS

Our Intro to Fitness course is broken into 5 Sections, with 3 Lessons per section. In each section we introduce our review key movements and aim to progress students' motor skills through increased intensity. Let's look at how a few of our lessons are laid out, and how they correlate to our Baseline Fitness Assessment.

The Primary movement for each of these lessons is the Air Squat, but at the same time we work to improve aerobic and anaerobic capacity along with movement proficiency across a wide array of exercises.



LESSON 1

THE SQUAT, HINGE AND CORE WORKS

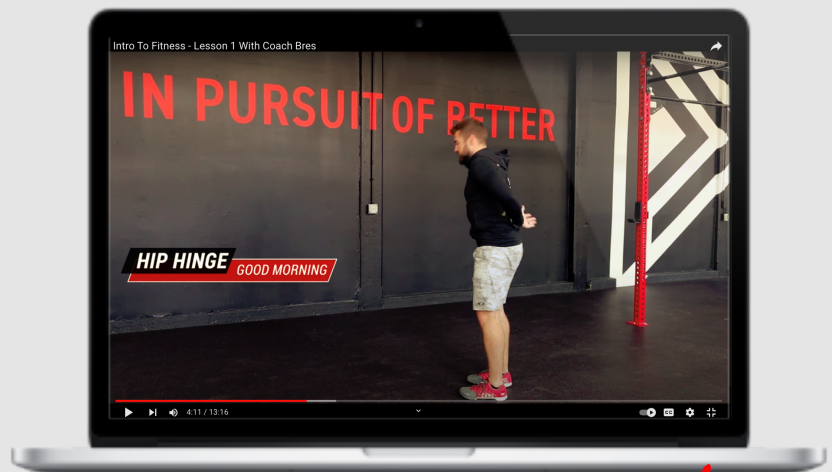
Lesson Goals:

- Introduce the Foundational “Squat” pattern through a bodyweight “Air Squat”
- Introduce the Hip “Hinge” movement pattern through a bodyweight “Good Morning”
- Introduce the concept of “Supersets”
- Practice Movement Patterns & Develop Work Capacity

Daily Movement Progression

1. **Spiderman & Reach** (1 Minute)
2. **Alt. Samson** (1 Minute)
3. **Introducing The Hinge & Isometric Plank Hold** (5 Minutes)
4. **Good Mornings** (4 set of 10 Reps)
5. **Elbow Plank** (4 set of :20 seconds)
6. **The Squat: Demonstration & Movement Practice** (6 Minutes)
Air Squats (2 sets of 5 reps)
7. **Finisher:**
 - 5 Rounds of 10 Perfect Air Squats
 - 2:00 Walk/Jog/Run

*Each student is meant to complete 10 Air Squats, followed by 2 minutes of any light/moderate cardio

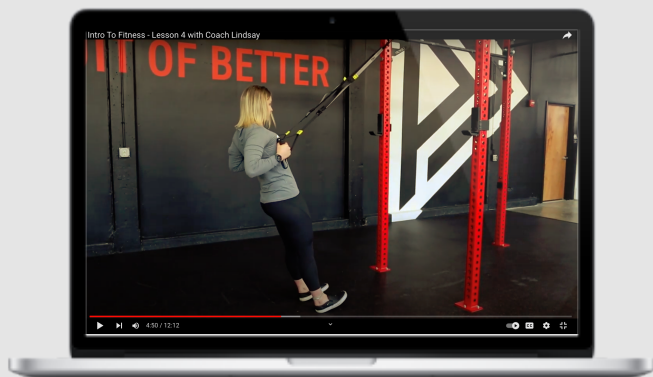


CLICK TO WATCH



LESSON 4

THE SQUAT, PULL & CAPACITY WORK



Lesson Goals:

- Review the Foundational “Pull” pattern through the “Inverted Row”
- Review the Foundational “Squat” pattern through a bodyweight “Air Squat”
- Introduce the concept of an “EMOM” - “Every Minute, on the Minute”
- Practice Movement Patterns & Develop Work Capacity

Daily Movement Progression

1. **Warm Up**
2. **Good Mornings** (1 Minute perfect peps)
3. **Intro to the Inverted Row** (5 sets of 5 reps)
4. **The Squat Stance** (5 sets of 5 reps)
5. **Scaling the Burpee**
(3 reps of each variation)
6. **Finisher: EMOM** (8 Minutes)
 - 7 Burpees
 - 7 Air Squats

*Set a clock to run for 8 minutes. At the start of every minute (0:00, 1:00, 2:00), students will perform 7 burpees, followed by 7 air squats. Then, they will rest for the remainder of the minute, however long it may be.

LESSON 7

THE SQUAT, PLYO, SIT UPS, & CAPACITY WORK



Lesson Goals:

- Review Plyometrics - aka jumping, with our “Tuck Jump”
- Review the Foundational “Squat” pattern through our Air Squat
- Review the basic Sit Up
- Practice Movement Patterns & Develop Work Capacity

Daily Movement Progression

1. **Bootstrappers** (1 Minute)
2. **Line Hops** (:30 secs each)
 - a. Side to Side
 - b. Front to Back
3. **Tuck Jumps** (2 sets of 5 reps)
4. **The Sit Up** (3 sets of 5 reps)
5. **The Squat (Knees Over)** (4 sets of 4 reps)
6. **Finisher: 10-9-8-7-6-5-4-3-2-1**
 - Air Squats
 - Sit Ups
 - 3 Tuck Jumps (after each round)

*Each student is meant to complete 10 air squat, then 10 sit ups, then 3 tuck jumps. Then, 9-9-3, 8-8-3, and so on until the work is completed, at whatever pace they wish.

RUNNING YOUR ASSESSMENTS

Upon completion of the Intro to Fitness course, we feel confident that students have been given proper instruction on how to perform all movements, and had ample time to perfect their technique. Once this baseline is set, we will test again throughout future courses, allowing for teachers and students to measure personal progress. Below is a breakdown of how we present each assessment to students.

1 Mile Run

Make sure your route and timer are ready to go. Pace yourself - the best results come from consistent effort. Don't try to sprint, find an effort that lets you work all the way to the finish.

2 Minute: Burpee Test: *Watch Video*****

As you move through this, figure out which pace would allow you to try and move for 2 minutes straight. Once you're ready, grab the teacher or a partner to time you, count your reps, and judge your form. You have 2 minutes to record as many burpees (full reps, hit the standards!) as you can.

1 Minute: Max Push Ups: *Watch Video*****

Despite our stance on scaling the push up for the vast majority of your training and fitness efforts, we will not scale during this test. It is meant to be a record of your ability in the strictest sense. We want to track your strict push ups from the floor. Because of this,

it is OK if you cannot complete a full rep - we will get there over the course of your fitness career. This will give you a great point to start from, so you can see true progress over time. Whether it be 0, or 50, record your score!

1 Minute: Max Pull Ups: *Watch Video*****

Similar to the Push Up, we will not scale the pull up during this test. It is meant to be a record of your ability in the strictest sense. We want to track your strict pull ups from a bar without assistance, scaling, or kipping. Because of this, it is OK if you cannot complete a full rep - we will get there over the course of your fitness career. This will give you a great point to start from, so you can see true progress over time.

1 Minute: Max Air Squats: *Watch Video*****

We are looking to perform as many full range of motion air squats as possible in one minute. Remember your points of performance, and do not sacrifice form for reps!

Squat Therapy: *Watch Video*****

Follow the process above to test your total body mobility. Each student will get 3 attempts to complete 3 good repetitions at a given distance from the wall. Whatever the shortest distance that the student can complete successfully is their score. Be sure to log your final result.



INTRO TO FITNESS



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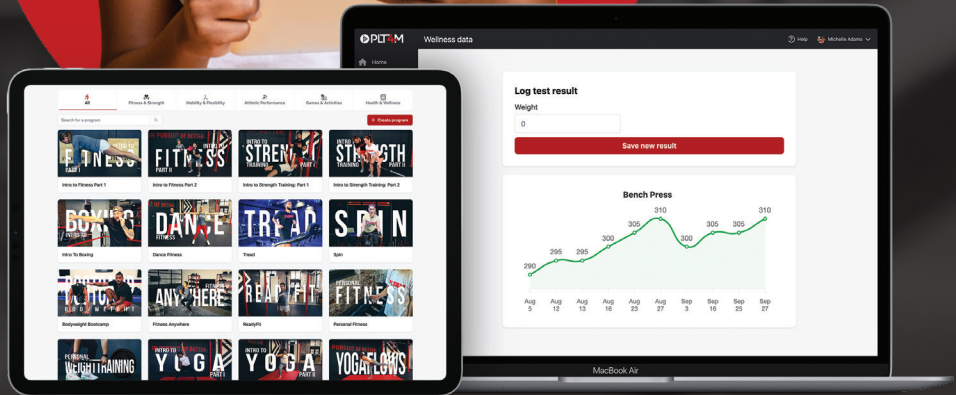


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TRACKING ASSESMENTS & MEASURING PROGRESS

Creating effective assessments is only part of the challenge. Without a system in place to collect, analyze and share results, the assessments you create will be limited in their impact. What are some of the popular ways teachers track their assessments?

PE SOFTWARE

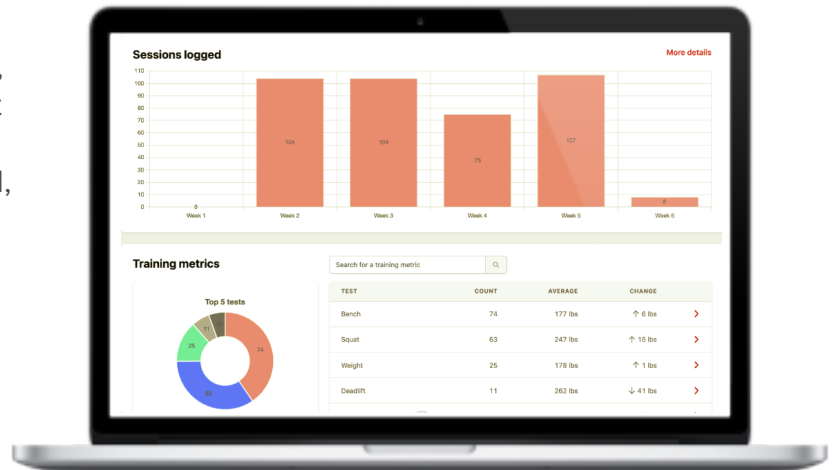
Companies like PLT4M and FitnessGram, among others, offer digital platforms that streamline the collection and reporting of data. With some softwares, like PLT4M, students also have their own accounts so they can see their progress in real time, anytime.



Benefits: Time savings, easier access to data for students, more robust reporting



Drawbacks: They cost money



CLICK TO SEE DEMO

GOOGLE SHEETS OR EXCEL

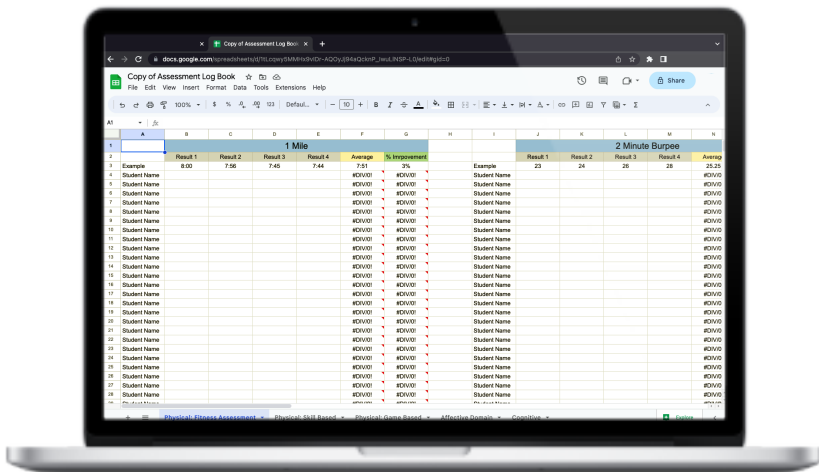
Teachers have used Excel or Google successfully to set up spreadsheets that can store data, and produce simple reports.



Benefits: It's FREE!



Drawbacks: Take time, students dont have consistent access



CLICK FOR DATA TRACKING SPREADSHEET

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Curious How Schools Are Using PLT4M To Improve Assessments In PE?

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