

Appropriate Assessment in Physical Education

- Age appropriate assessment is aligned to district, state and national standards.
- Pre-assessment and post assessment opportunities are provided for motor, cognitive and affective objectives.
- Frequent assessments measure ongoing student progress toward stated objectives.
- Skills and knowledge are assessed in authentic application settings.
- The teacher uses closure to assess student achievement of the lesson's objectives.
- The teacher uses the results of assessment to reflect on the success of teaching and plan future lessons.
- Results of assessment are shared with the learner and the learner's family

“Movement can help reinforce academic skills of students.”

(Paul Dennison, Ph.D.)

“A strong body is as important to a child's education as a strong mind.”

(Rep. W. Goodling)

Appropriate and Inappropriate Practices for Physical Education

Inappropriate Practices	Appropriate Practices
Students waiting for a turn in long lines.	High degree of engaged learning time.
There is little or no progression between lessons.	Lessons form sequential age appropriate progressions
A student's physical education grade is based solely on dress and participation.	Assessments are aligned with standards and program objectives.
There is a narrow scope to the curriculum that does not take into account the needs and interests of the learner.	Children are provided with a large variety of developmentally appropriate activities.
Learners are not made aware of the significance or importance of learning activities.	The learner is made aware of the contribution of each activity toward a healthy lifestyle.
A single fitness assessment is conducted at the beginning and ending of the school year.	Frequent ongoing fitness assessment is conducted.
Exercise activities are used as punishment.	The program is designed to motivate learners to engage in active lifestyles.
Little or no rhythmic and gymnastics activities are offered.	Rhythmic and gymnastic activities are an integral part of the curriculum.
Learners are exposed to adult forms of competition.	Developmentally appropriate competition is provided.
Students are engaged in activities that are too easy or too difficult.	Activities are designed to challenge all skill levels.



For more information, contact
Valerie Harville, PreK-12 Physical Education/Health/Driver Ed.
Resource Teacher
633-1000, ext. 387 or
harvillev@brevard.k12.fl.us

What Parents Can Do To Ensure Their School Has a Quality Physical Education Program

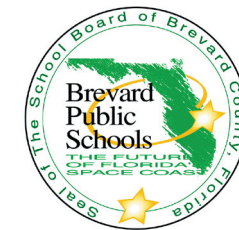
- ♥ Talk directly to the physical educator and the principal about your school's program and how you can provide support.
- ♥ Ask about what is taught in the program (student safety, physical fitness, instructional time, teacher/ student ratios, facilities, equipment and supplies and assessment process).
- ♥ Contact the district physical education resource teacher, the PTO, the SAC committee, and the school board for help in improving your child's physical education program.
- ♥ Reinforce what your children are learning about physical education by talking with them about being physically active.
- ♥ Set an example for your children by being physically active. Plan more and frequent physical activities that involve the entire family.



Best Practices Physical Education



Brevard Public Schools



Brenda Blackburn
Associate Superintendent
Division of Curriculum
and Instruction

2700 Judge Fran Jamieson Way
Viera, Fl. 32940

What Is Physical Education?

Physical education is a sequential education program that teaches students to participate in regular physical activities that develop the motor skills, knowledge and values needed to establish and maintain a lifelong healthy lifestyle.



What Is a Physically Educated Person?


A physically educated person:


1. demonstrates competency in the motor skills and movement patterns needed to perform a variety of physical activities
2. demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities
3. participates regularly in physical activity
4. achieves and maintains a health enhancing level of physical fitness
5. exhibits responsible personal and social behavior that respects self and others within physical activity settings
6. values physical activity for health, enjoyment, challenge, self expression, and or social interaction




What Does Research Say About Learning and Physical Activity?


Physical activity is good not only for the heart, but also for the brain. Physical activity feeds the brain with glucose and oxygen, and increases nerve connections making it easier for children of all ages to learn. Numerous studies show that children who exercise do better in school. (*Newsweek*, 1996)


 A California Department of Education study of 5th, 7th, and 9th graders in 2002 showed that higher academic achievement is associated with higher levels of fitness. (*Fitnessgram*)


 The body plays an integral part in all our intellectual processes from our earliest movements right through to old age (Carla Hannaford, Ph.D., 1995)


 Movement skills are fundamental to learning (Eric Jensen, 2000)

 Memory is retrieved better when learned through movement. (Eric Jensen, *ibid*)

 A physically fit body is needed to supply the massive oxygen needs of the brain. (Sharon Tolson, 2001)

 Lifetime physical activity grows new brain cells (Fred Gage, 1999)

 The stronger the heart, the stronger the learning (Carla Hannaford, *ibid*)

 "The more closely we consider the interplay of brain and body the more clearly one compelling theme emerges; movement is essential to learning." (Sharon Tolson, *ibid*)

Physical Education Learning Pyramid

Engage in lifelong physical activities with competence

(Adult)

Utilize learned sport specific skills to perform game play strategies and tactics in a variety of physical activities

(9 - 12)








Apply learned basic movement concepts and skills to the learning of sport specific skills

(7 - 8)

Learn basic movement concepts and skills










(K - 6)

Benefits of Daily Participation in Physical Education





-  improves strength and endurance
-  helps control weight
-  helps build and maintain healthy bones, muscles, and joints
-  reduces stress, anxiety, and depression
-  increases self esteem and promotes psychological well-being
-  reduces the risk of developing diabetes
-  may improve blood pressure and cholesterol levels

Best Practices of Quality Physical Education Programs

A quality physical education program:

-  is taught by a certified physical education teacher, daily
-  is standards based, balanced, sequential and progressive
-  provides experiences that are age and developmentally appropriate
-  provides genuine opportunities to learn new skills and knowledge
-  provides students with a high degree of engaged learning time.
-  incorporates psychomotor (movement), cognitive (intellectual) and affective (attitude) goals
-  creates numerous opportunities for success
-  provides children of all abilities and interests with a foundation of movement experiences that lead to active, healthy lifestyles
-  reinforces and supports knowledge from other subject areas

A quality program also offers a variety of activities:

-  Aerobic exercise that improves learners' cardiovascular fitness (at least three times a week for 20 minutes).
-  Exercises that improve strength and flexibility (at least three times a week).
-  Sports, games and rhythmic activities that teach coordination and motor skills.
-  Instruction that shows how physical education can improve the learners personal health and emotional well-being.