PE Metrics: Standards 1-6
Secondary
Making PE Metrics Work for You!

Derrick Mears, Ph.D., A.T.C.
Western Washington University

PE-METRICS
Measuring Student Success

Assessing National Standards 1 - 6
In Secondary School
Who Is This Guy?

• **Background:**
  - 22 years in education field
    • 12 years in public schools teaching Middle School and High School Physical Education, Science and Gifted Education.
    • 10 years in higher education teaching PETE Physical Education Pedagogy, Adapted Movement Science and Educational Technology.
PE Metrics Available Assessments

**Elementary PE Metrics**

**Secondary PE Metrics**
This is Your Brain!!

Ahh!! Beautiful Boston!
This Is Your Brain on PE Metrics

But I don’t teach any of these! Should I be?

How in the world can I implement all these tests?

I’ve got a tiny gym?

I’m not a researcher I barely have time to pee between classes!

I am too overwhelmed!!

But I want to assess kids at all grades MS-HS?

Has NASPE lost their mind?

I can’t even take a picture without getting part of my thumb, how am I supposed to video tape?
This Is Your Brain on PE Metrics
Addressing Concerns

Concern # 1:
It is so overwhelming to think about. How can I get started?
PE Metrics Available Assessments

Elementary PE Metrics

Secondary PE Metrics
Addressing Concerns: Getting Started

**Recommendations:**

- **Start Small**
  - Pick your favorite unit you teach and that you are comfortable with the skills.
  - Assess only a few activities per year per grade level.
  - Use the first year as an trial period not an implementation period.

- **Share with your colleagues**
  - Practice with a few students versus trying to assess all of them at once.
  - Try one class before assessing all of them.
  - Develop a common skill task progressions for the unit that are aligned to the assessment.

- **Choose a limited number of Standards 2-6 questions that might fit your current curriculum then look for ways to incorporate and expand.**
Addressing Concerns

Concern #2:
I don’t teach many of the activities in the PE Metrics Standard 1 Assessments or they don’t fit my setting. How can they help me?
Recommendations:
- PE Metrics is a consensus and provides examples:
  - Use the Standard 1 rubrics as templates for developing your own assessments.
  - Utilize a format that fits your setting within appropriate assessment parameters.
  - Modify the soccer or team handball rubric to assess other invasion games.
  - Use pickle ball for guideline for developing tennis assessments.
Assessment Goals:

• **Psychomotor Assessments:**
  
  • **Formative**—a skill assessment that focuses on the specific cues or skills of the lesson.
  
  • Checklists, skill assessment practice scores, task cards, individual and partner designed exercise sequences.
  
  • **Summative**—an end of unit assessment that assesses the key skills for the unit.
  
  • Formal skill assessment, Exercise or dance sequence performed to desired parameters.

Using PE Metrics as a Format for Designing Assessments

Formative Assessment
Badminton Overhead Clear

Summative Assessment
Badminton Overhead Clear
Using PE Metrics as a Format for Designing Assessments

Performance Levels:

Proficient (Got it!)
- Students score 80% level or above on skill assessment

Competent: (Almost Got it!)
- Student scores 70% or above on skill assessments.

Basic: (Getting There!)
- Student scores below 70% on skill assessment.

Level of performance based upon time, distance, accuracy or other criterion.
Designing Psychomotor Assessments:

• **Step # 1: Identify the Critical Phases of the Skill:**
  - What are three to four key things a student must do to perform the skill correctly?

• **Step # 2: Break each Phase into components:**
  - What would you see in each phase that would indicate correct performance?
Steps in the Process:

• Step # 3: Accuracy/Assessment:
  - How will you assess the skill for accuracy?
  - How will you determine the student can perform the skill?
  - Describe the specific skill assessment you will use to evaluate student performance.

Summative Assessment
- Frisbee Cross body
- Backhand/Sandwich Catch
Using PE Metrics as a Format for Designing Assessments

- **Level 1: Remember/Understand:** retrieve knowledge and construct meaning:
  - Define, identify, label, list, match, name, recall, recognize, repeat, clarify, classify, describe, discuss, explain, extend, give examples, illustrate, interpret, paraphrase, represent, summarize.

- **Level II: Apply/Analyze:** use procedures, knowledge or separate and understand the parts of something.
  - Classify, collect, demonstrate, discover, implement, predict, relate, show, solve, use, compare, contrast, distinguish, draw conclusions, focus, infer, integrate, point out.

- **Level III: Evaluate/Create:** make decisions. Judge something based on criteria or put elements together to create something new
  - Check, choose, conclude, critique, judge, measure, rate, select, test, weigh, combine, compose, create, design, develop, imagine, plan, produce, rearrange, suppose, what if.

*PE Metrics Cognitive Question Banks*
Using PE Metrics as a Format for Designing Assessments

**Cognitive Assessment Performance Levels:**

- **Proficient: (Got it!)**
  - Level of performance defined by student producing all parts of the desired response.

- **Competent: (Almost Got it!)**
  - Level of performance where individual is missing only 1-2 components of a Level 3 score.

- **Basic: (Getting There!)**
  - Level of performance where individual is missing more than 2 components of the Level 3 score.

*Ticket Out The Door or Segmented Assessment*
Concern # 3: What if I want to assess students at levels other than the end of grade 8 or high school?
Addressing Concerns: Assessing Other Levels

• Recommendations:
  - Exit Criteria
    • Designed to be “by the end of....” assessments.
    • Break down portions for different grade levels.
    • Use grade 8 for high school if have limited class time or exposure to the content area.
    • Use some each year (e.g. forehand in pickle ball 7th grade, backhand in 8th grade.)
    • Modify and use perhaps elementary levels for students with motor delay or disabilities.
Addressing Concerns

Concern # 4: I don’t have exact equipment or have limited space? What should I do?
Addressing Concerns: Equipment and Space

- **Recommendations:**
  - **Equipment/Modifications:**
    - Assessments can and should be modified to fit your setting. Using equipment available, space available to meet individual needs.
    - Be sure you record the modifications and parameters for your assessments so you can replicate. This way you can begin to establish your levels of student performance.
    - However, if you modify you can't use the standardized scores to compare.
Addressing Concerns

Concern # 5:
When do I teach and what do I do with the rest of the students while I assess?
Recommendations:

- Teaching/Assessment:
  
  - Team teach and assess $\frac{1}{2}$ of students, use a classroom and gymnasium combination. Parent volunteers, student assistants.
  
  - If by yourself use station format and assess at one particular station.
  
  - Develop a skill progression that directly aligns to the assessments you are using.
    
    - What skill drills will lead to performance of the key skills?
    - What modified games can be used to teach the skills assessed?
Concern # 6: PE Metrics recommends video-recording the assessments for Standard 1. Why? Can’t I just score students “live” as they complete the assessments?
Recommendations:

Why Video Tape:

- Problems are easy to miss while you are teaching and monitoring students while assessing. Video taping allows you to review to be sure you assessed each student accurately.
- Some can be done “live” some are more difficult.
- Perhaps use the video as a “back up” as your develop your skills of assessing students. Use as a review.
- Set up the camera and let it run while you circulate.
Addressing Concerns: In a Nutshell

Duloc is the Perfect Place?

**THE TALE**

A wicked little man with big ambitions, Lord Farquaad was obsessed with perfection. He banished all fairy-tale creatures from the kingdom of Duloc, since they didn’t fit in with his vision of a perfect world. Despite his big chin, page boy hairdo, and vertically challenged physique, Farquaad thought he’d make the perfect king – and desired the
Addressing Concerns: In a Nutshell

- Use PE Metrics as a guide to create your “perfect assessment” program that fits your setting.

http://derrick-mears.pbworks.com
Questions?