# Middle Level Indicators of Achievement Checklist

#### Physical Education

| **LEVEL OF PERFORMANCE** | | | | | |
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| **Indicators** | **1**  **Falls Below** | **2**  **Approaches** | **3**  **Meets** | **4**  **Exceeds** | **Acceptable**  **Evidence** |
| Student Performance  Student work will demonstrate that students have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.  (Standard 1)  Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, and endurance and body composition. (Key Idea) | A. Physical Education Program does not meet the learning standards. | A. Physical Education Program meets some of the learning standards. | A. Physical Education Program meets all of the learning standards. | A. Physical Education Program exceeds the learning standards. | Students:  -Demonstrate competency in a variety  of physical activities (games, sports, exercises) that provide conditioning for each fitness area;  -Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints;  -Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment;  -Understand the relationship between physical activity and the prevention of illness, disease, and premature death;  -Develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that results from training, and understand the health benefits of regular participation in activity; and  - Develop skills in leadership, problem solving, cooperation, and teamwork by participating in group activities. |
| Student work will demonstrate that students have the knowledge and ability necessary to create and maintain a safe and healthy environment.  (Standard 2)  Student work will demonstrate that students understand and are able to manage their personal and community resources. (Standard 3)  Students will be aware of and able to access community opportunities to engage in physical activity. They will be informed consumers and will be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports. (Key Idea) | B. Assessments are not used. | B. Assessments are inconsistently used to demonstrate that students meet the *NYS Learning Standards for Physical Education*. | B. Assessments are consistently used to demonstrate that students meet the *NYS Learning Standards for Physical Education*. | B. Assessments are always used to demonstrate that students exceed the *NYS Learning Standards for Physical Education*. | Students:  -Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions (equipment, facilities) as well as the emotional conditions essential for safety;  --Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others;  -Work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved;  -Understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits;  -Understand the role of physical activity, sports and games as a balance between cooperative and competitive behaviors, and as a possible arena in which to develop and sharpen leadership and problem solving skills; and  -Understand the physical, emotional and social benefits of participation in physical activities. |
| **Student Performance**  **cont’d.** |  |  |  |  | -Should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate available facilities and programs;    -Demonstrate the ability to locate physical activity information, products and services; and  -Know some career options in the field of physical fitness and sports. |
| **Collaboration/**  **Integration** | A. Physical Education teachers do not collaborate. | A. Physical Education teachers periodically collaborate. | A. Physical Education teachers work collaboratively to enhance instruction. | A. Physical Education teachers work with an interdisciplinary team to enhance instruction in all content areas. | School district planning committee periods  School district shared decision-making team |
| **Curriculum** | A. There is no Physical Education curriculum. | A. The Physical Education curriculum is outdated and needs to be revised, but it does meet some of the *NYS Learning Standards for Physical Education*. | A. The Physical Education curriculum has been written in a systematic manner similar to other content areas, and it meets the *NYS Learning Standards for Physical Education*. | A. The Physical Education curriculum is current. It is regularly reviewed and is revised, as needed, and exceeds the *NYS Learning Standards for Physical Education*. | School district physical education curriculum  Development team  Teacher lesson plans  Curriculum maps |
| **Youth Development** | A. Physical Education Program has no youth development component. | A. Physical Education Program has a student program/group that focuses on youth development  (e.g., modified sports, intramural sports, and sports clubs). | A. Teachers plan community/  school service projects and provide youth leadership skill building activities (e.g., modified sports, intramural sports, sports clubs). | A. The Physical Education Program participates in youth leadership activities, promotes student growth through individualized group projects, and provides opportunities for students (e.g., modified sports, intramural sports, sports clubs). | A quality Physical Education Program provides instruction and assessment based on the *NYS Learning Standards for Physical Education*, Standard 2a, personal and social responsibility. |
| **Professional Staff** | A. No teachers are assigned to provide physical education instruction. | A. Some teachers are assigned to provide some physical education instruction. | A. Certified Physical Education and supervised elementary school teachers provide physical education instruction. | A. Only certified Physical Education teachers provide physical education instruction to students. | School district teacher certification records School district professional development records  School district physical education class scheduling |
| B. The student-to- teacher ratio in physical education is greater than in other disciplines. | B. The student-to- teacher ratio for physical education is not equivalent but is at a minimally- acceptable level. | B. The student-to- teacher ratio for physical education is equivalent to other disciplines. | B. The student-to- teacher ratio for physical education exceeds that of other disciplines. | School district teacher/student ratio records |
| **Professional Development**  **Professional Development**  **cont’d.** | A. No professional development opportunities are provided for Physical Education teachers. | A. Some professional development opportunities are provided for all Physical Education teachers. | A. Professional development opportunities are provided for all Physical Education teachers. | A. All Physical Education teachers participate annually in content-specific professional development, and are members of their professional association. | Attendance at State and local professional staff development programs and conferences |
| **Administrative**  **Support** | A. Administration does not  demonstrate interest in maintaining or enhancing the program. | A. Administration demonstrates a basic understanding of the program area and goals. | A. Administration actively supports the program at the building level. | A. Administration actively supports the program at the building and district levels. | School district newsletters, web sites, promotional materials  Board of education materials |
| B. Administration provides little or no support for professional development for Physical Education teachers. | B. Administration supports limited professional development opportunities for Physical Education teachers. | B. Administration allows all Physical Education teachers to participate in professional development opportunities. | B. Administration advocates the importance of and participation in professional development that focuses on the *NYS Learning Standards for Physical Education* at the intermediate level for Physical Education teachers. | School district professional development plan  Statewide organizations professional development records |
| **Scheduling/Student Access** | A. Instruction is not available. | A. Not all students in grades 5-8 are scheduled for the required amount of physical education instruction. | A. All students in grades 5-8 are scheduled for physical education instruction that meets the minimum requirement. | A. All students in grades 5-8 are scheduled for physical education instruction that exceeds the minimum requirement. | School district scheduling records |
| Instructional Technology | A. No access to technology or technical support for facilitating instruction is provided. | A. Classes have access to technology to assist classroom instruction, but scheduling is difficult or unavailable when needed. | A. Classes have state-of-the-art technology on site to assist in instruction or have access to it as needed. | A. All classrooms are equipped with state-of-the-art technology. | Teachers and students have access to technology that will enhance student performance in physical education (e.g., Polar Heart Rate Monitors, Palm Pilots, Pedometers, etc.). |
| **Facility/Equipment** | A. Facilities and supplies are inadequate. | A. Some facilities are safe and appropriate, with a minimum of appropriate equipment and supplies. | A. Facilities are safe and appropriate, and sufficient equipment and supplies are provided. | A. Dedicated facilities with state-of-the-art equipment are provided. | School district business office records  School district facility plans |
| **Resources** | A. No funds or inadequate funds are provided for the program. | A. Funding for the program is minimal. | A. Adequate funding is provided to maintain and support a quality Physical Education Program. | A. Funding is provided at a level that enables the Physical Education Program to achieve a level of excellence. | School district line item budgets |

###### Physical Education

###### Additional Resources

**` New York State Resources:**

* *NYS Learning Standards for Physical Education***:** <http://www.emsc.nysed.gov/ciai/pe/pels.html>
* *Health, Physical Education & Family and Consumer Science Resource Guide, Grades K-12:* [*http://www.emsc.nysed.gov/ciai/pe/perg.html*](http://www.emsc.nysed.gov/ciai/pe/perg.html)
* *\*Physical Education Syllabus, Grades K-1 – For order form go to:* <http://www.emsc.nysed.gov/ciai/pub/pubform.html>
* *\*Physical Education Guide, Grades K-12 – For order for go to:* <http://www.emsc.nysed.gov/ciai/pub/pubform.html>
* NYS Virtual Learning System (VLS): <http://eservices.nysed.gov/vls/>

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