



Standards-Based Physical Education Student Progress Report: Introduction & Guidance on Usage

Introduction

SHAPE America has created a report template to provide K-12 physical education teachers with a user-friendly way to report assessment results to students and their families, as well as to align their physical education instruction and curricula with national and/or state standards.

The Standards-Based Physical Education Student Progress Report template — available [here](#) as a customizable MS Word document — is designed to provide targeted feedback in relation to student progress toward the National Standards for K-12 Physical Education (SHAPE America, 2013), but it also is highly customizable so that teachers can adjust it to meet their requirements in a variety of teaching situations.

How to Use the Report Template

The paragraphs that follow offer physical education teachers guidelines on how to use the report template and how to modify it to suit their needs. Sample reports for the elementary, middle and high school levels also appear on following pages. SHAPE America recommends that teachers view the report template, as well as the sample reports, while reviewing these guidelines.

Student Information: Lists the student's name, grade level and physical education teacher, as well as the school year. Teachers can add additional cells or rows as needed. For example, elementary physical education teachers might want to include the name of the student's classroom teacher.

Evaluation Key: Provides an overview of the scoring procedures and communicates how students and parents should interpret scores placed in the rubric. The report uses a three-point scoring scale consisting of 3 = Excellent, 2 = Competent and 1 = Needs Improvement, with NA = Not Assessed. However, teachers should feel free to amend or alter this section to align with their assessment preferences and/or with school, district or state policies.

National Standards for K-12 Physical Education: In the white boxes below each National Standard, teachers should list the Grade-Level Outcomes that are appropriate for the skills and knowledge to be assessed, selected from SHAPE America's [Grade-Level Outcomes for K-12 Physical Education](#), or selected from appropriate state, district or school-level benchmarks. For example, for a Grade 1 assessment in locomotor skills, the teacher could insert Outcome S1.E1.1: Hops, gallops, jogs and slides using a mature pattern (SHAPE America, 2013). Three spaces are provided for outcomes related to each standard, but teachers should include as many outcomes as desired for each assessed skill.

Assessment Tools: The assessment(s) used to evaluate each outcome. SHAPE America recommends simply listing the name of the assessment, to help teachers remember the tools used to evaluate each

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objective, and to give parents and students a point of reference when asking questions related to progress report scores.

Grading Terms: List the student's scores for each assessment completed during each grading term. Each cell in these columns should be populated with a number that represents the student's progress toward the objective as indicated in the evaluation key. The template includes four grading columns, reflecting a four-quarter grading system, but feel free to modify that based on the number of grading terms in your school. Ideally, teachers will use the National Standards-Based Physical Education Student Progress Report as a formative assessment tool that tracks student progress related to the various outcomes across the entire school year. Students and parents, therefore, would receive an updated copy of the report at the end of each grading term.

Teacher Notes: Provides a space to add commentary or notes on the student's performance. Teachers can add notes for each student assessed or only for those students whose assessments merit elaboration. As with the grading terms column, four rows are provided in the template for notes, which assumes a quarter grading structure. Teachers can add or remove rows to align with their needs or preferences.

About SHAPE America

SHAPE America – Society of Health and Physical Educators is committed to empowering all children to lead healthy and active lives through effective health and physical education programs. As the nation's largest membership organization of health and physical education professionals, SHAPE America works with its 50 state affiliates and national partners to support initiatives such as the Presidential Youth Fitness Program, Let's Move! Active Schools and the Jump Rope For Heart/Hoops For Heart programs. 50 Million Strong by 2029 is our commitment to empowering all children to lead healthy and active lives through health and physical education programs.

Report Task Force

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Standards-Based Physical Education Student Progress Report Elementary School Example

Student Information

Student Name:	Caroline Carter	Classroom Teacher:	Jones
Grade:	2	School Year:	2015-2016

Evaluation Key

3 = Excellent: Student exceeds grade-level expectations.
2 = Competent: Student meets grade-level expectations.
1 = Needs Improvement: Student needs more practice to meet grade-level expectations.
NA = Not assessed.

National Standards for K-12 Physical Education	Assessment Tools	Assessment Scores, by Grading Term		
		Term 1	Term 2	Term 3
Standard 1. 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
Dribbles using the preferred hand while walking in general space (S1.E17.2b)	Group practice, peer feedback, game-like practice popsicle stick feedback from teacher	NA	2	2
Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)	Video analysis by teacher	2	3	3

Throws underhand using a mature pattern. (S1.E13.2)	Partner feedback, peer checklist	NA	2	3
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		Term 1	Term 2	Term 3
Combines locomotor skills in general space to a rhythm. (S2.E1.2)	Call-and-response teacher observation, teacher-led progressions to music, partner patterns	2	2	3
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		Term 1	Term 2	Term 3
Actively engages in physical education class in response to instruction and practice. (S3.E2.2)	Ongoing feedback using a classroom management application.	3	3	3
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.		Term 1	Term 2	Term 3
Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)	Ongoing feedback using a classroom management application.	2	2	3
Recognizes the role of rules and etiquette in teacher-designed physical activities (S4.E5.2)	Ongoing feedback using a classroom management application.	2	3	3
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		Term 1	Term 2	Term 3
Recognizes the value of “good health balance.” (S5.E1.2) (Refer to S3. E6.2)	Calcium word-search homework, Grade 2 body book entry, sock monkey adoption assignment (home)	2	3	N/A
Sample teacher notes on student assessments by grading term				
Term 1: Participates with enthusiasm, yet distracts others from learning.				
Term 2: Listens well and works/plays well with others.				
Term 3: Takes responsibility for learning.				

Standards-Based Physical Education Student Progress Report Middle School Example

Student Information

Student Name: Michael Jones	Physical Education Teacher: Mrs. Bailey
Grade: 7	School Year: 2015-16

Evaluation Key

3 = Excellent: Student exceeds grade-level expectations.
2 = Competent: Student meets grade-level expectations.
1 = Needs Improvement: Student needs more practice to meet grade-level expectations.
NA = Not assessed.

National Standards for K-12 Physical Education	Assessment Tools	Assessment Scores, by Grading Term			
		Term 1	Term 2	Term 3	Term 4
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.					
Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7)	Rubric checklist for forehand and backhand strokes Video analysis and comparison of backhand and forehand skills from beginning of unit to end of unit	n/a	2	n/a	3
Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)	Video assessment and rubric checklist	2	3	3	n/a
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.					
Selects offensive shot based on opponent's location (hits where opponent is not). (S2.M8.7)	Peer feedback	n/a	2	n/a	2
Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. (S2.M2.7)	Rubric checklist	1	2	2	n/a

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		Term 1	Term 2	Term 3	Term 4
Participates in a physical activity twice a week outside of physical education class. (S3.M2.7)	Activity portfolio	2	2	3	2
Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7)	Student-generated warm-up plan	2	3	3	3
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.		Term 1	Term 2	Term 3	Term 4
Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)	Peer feedback checklist	3	3	3	3
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		Term 1	Term 2	Term 3	Term 4
Identifies why self-selected physical activities create enjoyment. (S5.M4.7)	Activity portfolio reflections	3	3	3	3
Teacher notes on student assessments, by grading term					
Term 1:					
Term 2:					
Term 3:					
Term 4:					

Standards-Based Physical Education Student Progress Report High School Sample

Student Information

Student Name:	Michelle Jones	Physical Education Teacher:	Mrs. Bailey
Grade:	11	School Year:	2015-16

Evaluation Key

3 = Excellent: Student exceeds grade-level expectations.
2 = Competent: Student meets grade-level expectations.
1 = Needs Improvement: Student needs more practice to meet grade-level expectations.
NA = Not assessed.

National Standards for K-12 Physical Education	Assessment Tools	Assessment Scores, by Grading Term			
		Term 1	Term 2	Term 3	Term 4
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.					
Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)	Types of training assessment: Demonstrates a performance level that produces heart rate data aligned to several training types (e.g., interval, circuit, continuous, weight).	n/a	2	n/a	n/a
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.					
Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	FITT assessment Applies frequency, intensity, time and type to badminton, swimming and weight training to demonstrate understanding of the overload principle.	2	3	3	3
	Types of training assessment Comprehends advantages and disadvantages of each training type.	n/a	2	n/a	n/a

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		Term 1	Term 2	Term 3	Term 4
Applies rates of perceived exertion and pacing. (S3.H3.L2)	Rate of perceived exertion and heart rate assessment <ul style="list-style-type: none"> Understands the correlation between rate of perceived exertion (RPE) and heart rate. Demonstrates different RPE levels in a variety of activities. 	2	2	3	3
Adjusts pacing to keep heart rate in the target zone using a heart rate monitor. (S3.H10.L2)	Heart rate assessment Can maintain an average heart rate of 145 bpm or higher while participating for 20 minutes or more continuously in a range of activities	3	3	3	3
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.		Term 1	Term 2	Term 3	Term 4
Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)	Self-assessment and reflection	2	2	2	2
Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)	Self-assessment and reflection	1	1	2	2
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		Term 1	Term 2	Term 3	Term 4
Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)	Benefits of exercise Can distinguish among the physiological, psychological and social benefits of exercise and can apply them to self.	3	n/a	n/a	n/a
Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)	Goal setting <ul style="list-style-type: none"> Sets goals using the SMART principle. Can identify elements of SMART goals within a set physical activity challenge. 	2	2	3	3
Teacher notes on student assessments, by grading term					
Term 1:					
Term 2:					
Term 3:					
Term 4:					

Sample Teacher Notes

Positive comments

- Student uses skills and abilities not only to improve his/her own performance but also to help other students improve theirs.
- Student offers positive and meaningful feedback to help his/her peers during team and group activities.
- Student is receptive to other people's suggestions and works diligently to include his/her peers in problem-solving and team-building activities
- Student puts forth maximal effort consistently.
- Student is a joy to have in class.
- Student consistently demonstrates behavior that sets the standard for our class.
- Student consistently shows respect for others and for equipment.
- Student engages in all activities in a positive manner.
- Student demonstrates that he/she understands all class expectations during a lesson.

Not-so-positive comments

- While student is a passionate performer, he/she needs occasional/frequent reminders to temper his/her pace and/or assertiveness to ensure the safety of other students.
- Student has difficulty following directions.
- Student must be reminded occasionally to complete the assigned task.
- Student has difficulty keeping hands to himself/herself during transition.