

Standards-Based Physical Education

It makes sense...

...because changing into PE clothes isn't the end goal.



Why Standards-Based Physical Education

1 SBPE assumes that **LEARNING** is the primary objective.



- ✓ Learning outcomes, activities, assessments, grading, and evaluation are all aligned.
- ✓ The activity is a vehicle for learning and development. If an activity doesn't align with learning or a learning outcome, move on and develop one that does.

2 SBPE acknowledges that students **LEARN** at different rates and in different ways.



- ✓ Ongoing assessments are used because we don't care if a student learns by September or November, we care that they learn! Revisit outcomes throughout the year or over several years in a SBPE system.
- ✓ Differentiated instruction is used to modify activity tasks, equipment, and space to increase or decrease difficulty depending on individual needs. Plan each lesson with strategies to differentiate instruction.

3 SBPE adheres to the notion that students' grades should be an accurate reflection of their **LEARNING**.



- ✓ Never assign a grade for changing clothes, or showing up on time. These ought to be minimal expectations as they are in all subject areas.
- ✓ Grades are given on a 4-level scale and each level represents a descriptive measure. Carefully choose the words to explain each level so students and parents understand what they are doing well and what needs improvement.

Evidence of Learning Levels



In a SBPE system, learning levels should never be converted to a 100 point scale. 4-level scale is meant to inform students and parents where students are in specifically related to the learning outcome. Remember, the proficient level represents the level whereby students demonstrate meeting the high expectation set by the outcome.



No Evidence of Learning: This is sometimes referred to as not meeting the expectations or not demonstrating learning. Work with students and parent(s)/guardian(s) who are demonstrating no evidence of learning to find ways to motivate or interest them. Reflect on your lessons and practices to determine ways you can improve to help them progress.



Developing Evidence of Learning: Sometimes called emerging or beginning level, students at the developing levels should have more opportunity to practice through differentiated instruction as they work toward proficiency.



Proficient Evidence of Learning: Sometimes called the competence or mastery level, students who are proficient have met the high learning expectation of this outcome. This should not be thought of as average as learning expectations should be high.



Expanding Evidence of Learning: Sometimes called the advanced or exceptional level, students seldom demonstrate this level. This is when students are applying their learning to multiple areas and making connections far beyond the high learning expectations set.

For more information on standards-based physical education and learning level analogies, as well some recommended readings and videos, visit:
http://movelivelearn.com/sbg_physed



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