

Physical Education Grading & the Elementary Progress Report

Los Angeles Unified School District

Division of Instruction, Physical Education Programs – February 2018



Physical Education and the New Elementary Progress Report

History and Purpose

California adopted the *Physical Education Model Content Standards for California Public Schools Kindergarten through Grade Twelve* in 2005. In 2008, the *Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve* was adopted by the State Board of Education.

On July 8, 2008, there was a LAUSD Board of Education Resolution that has made physical education a priority. It has been resolved “that the Superintendent adopt and implement district-wide the California Department of Education’s *Physical Education Model Content Standards for California Public Schools, Kindergarten through Grade Twelve*. California Education Code states that public schools “provides instruction in physical education for a total period of time of not less than 200 minutes each 10 schooldays to pupils in grades 1 to 6, inclusive, as required pursuant to subdivision (g) of Section 51210.”

Organization of the Physical Education Standards

In physical education, there five overarching standards for elementary students:

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Content standards are found under each of the five overarching standards and are different at each grade level. These standards identify what students should be able to know and do. The standards by grade level can be found on LAUSD’s physical education website at

<https://achieve.lausd.net/Page/7764>.

Grading in Physical Education

According to the *Physical Education Framework for California Public Schools Kindergarten through Grade Twelve*:

- Grades symbolize the progress and cumulative achievements of individual students in a form that can be communicated to them and to their parents
- Periodic assessments on standards taught during the grading period are the basis for the grade for that period

In addition, Los Angeles Unified School District BUL-2332.4 states:

- “Teachers are to evaluate a student on the degree to which he or she is progressing toward the achievement of grade-level standards...”
- “Although attendance, work habits, and cooperation may influence student progress, these are not to be used as part of any rigid formula for assigning subject marks.”

Standards-Based Grading in Physical Education Example

Grade 3: Trimester 1	Progress Toward Overarching Standard			
	1	2	3	4
Overarching Physical Education Content Standards				
Overarching Standard 1: Student demonstrates the motor skills and movement patterns needed to perform a variety of physical activities.			X	
○ 1.3 Perform a straddle roll.			x	
○ 1.8 Roll a ball for accuracy toward a target.			x	
○ 1.9 Throw a ball, using the overhand movement pattern with increasing accuracy.				x
○ 1.13 Hand dribble a ball continuously while moving while moving around obstacles.			x	
○ 1.15 Perform a line dance, a circle dance, and a folk dance with a partner.		x		
Overarching Standard 2: Student demonstrates knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.			X	
○ 2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.			x	
○ 2.4 Explain the difference between throwing to a stationary partner and throwing to a moving partner.				x
○ 2.5 Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.			x	
○ 2.6 Define the terms folk dance, line dance, and circle dance.		x		
Overarching Standard 3: Student assesses and maintains a level of physical fitness to improve health and performance.			X	
○ 3.1 Demonstrate warm-up and cool-down exercise.				x
○ 3.5 Climb a vertical pole or rope.	x			
○ 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, back and neck.				x
○ 3.8 Measure and record improvement in individual fitness activities.			x	
Overarching Standard 4: Student demonstrates knowledge of physical fitness concepts, principles, and strategies to improve health and performance.				X
○ 4.3 Explain the purpose of warming-up before physical activity and cooling down after physical activity.				x
○ 4.4 Recognize that the body will adapt to increasing workloads.				x
○ 4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.			x	
○ 4.9 Explain that a stronger heart muscle can pump more blood with each beat.				x
Overarching Standard 5: Student demonstrates and utilizes knowledge			X	

of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.				
○ 5.2 Collect data and record progress toward mastery of a motor skill.			x	
○ 5.3 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.			x	
○ 5.5 Demonstrate respect for individual differences in physical abilities.			x	
○ 5.6 Work in pairs or small groups to achieve an agreed-upon goal.			x	

Source: Table modified from: California Department of Education. 2009. *Physical Education Framework for California Public Schools Kindergarten Through Grade Twelve*.

Please note: The overall score for each of the overarching standards is based on the body of work or evidence of student learning for the content standards. If multiple attempts are provided, a proficiency band technique can be used to determine the score for the overarching standard. In addition, the students most recent or most consistent score can be used when multiple attempts are provided.

Conversion to LAUSD California Content Standard Elementary Progress Report

To convert the overarching standards marks into a single score to be reported on the Los Angeles Unified School District *California Content Standard Elementary Progress Report* a couple of options can be used.

Option 1: Proficiency Bands Technique (preferred model)

4 = Exceeds Grade Level Standards	Student has earned a 4 in at least 3 of the 5 overarching standards for physical education.
3 = Meets Grade Level Standards	Student has earned at least a 3 in a minimum of 4 of the overarching standards for physical education and has not earned anything lower than a 2 in the other overarching standards.
2 = Progressing Toward Meeting Grade Level Standards	Student has earned at least a 2 in all 5 of the overarching standards.
1 = Minimal Progress Toward Grade Level Standards	Student has not earned at least a 2 in all 5 overarching standards (i.e., student has not met the minimum criteria for an overall score of 2).

For the example above, the proficiency band technique results in a **3, Meets Grade Level Standards**.

Option 2: Rubric Score Average

Calculate a “Rubric Score Average” for the five Overarching Physical Education Content Standards listed in this sample. In this case: $(3 + 3 + 3 + 4 + 3)/5 = 3.2$, 3.2 rounded = **3 Meets Grade Level Standards**

Physical Education	Content and Concepts							
Health Education	Content and Concepts							
Academic Scores Key								
4 = Exceeds Grade Level Standards	3 = Meets Grade Level Standards	2 = Progressing Toward Meeting Grade Level Standards	1 = Minimal Progress Toward Grade Level Standards	N/A = Not assessed in current reporting period	<input checked="" type="checkbox"/> = Assessed during reporting period			

Mastery Learning & Grading

For a Mastery Learning & Grading approach, teachers can consult the document [A Mastery Learning & Grading Approach for the Elementary Progress Report](#).

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