



Physical Education

Please sign and return that you have read the P.E. guidelines and the grading policy sheet. This is a yellow paper (hard copy) coming home with your child. Thank you in advance.

The Physical Education Curriculum Office would like to welcome you to an exciting year of skills, fitness and fun! We want all of our students to develop a lifelong love and desire for fitness, health, and physical activity. As our nation confronts an obesity epidemic, we are dedicated to our mission of **“Inspiring others to pursue a healthy and physically active lifestyle.”**

It is important to monitor progress and measure how much students are learning in physical education. The assessment process is vital to that understanding. Below is a summary of that process; however, you can access much more detailed information, along with many other resources, via the FCPS Health & PE Website <http://education.fcps.org/healthpek12>.

The physical education curriculum can be accessed on the website in the box titled “Essential Curriculum.” The curriculum focuses on concepts that help students become “Physically Literate” individuals. Standards for Physical Literacy have been established:

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Progress is measured in multiple ways to determine mastery of the curriculum standards listed above. Benchmark Assessments that are common across all FCPS schools are one way to mark developmentally appropriate progress through the student’s attainment of curriculum. These are a series formative assessments that measure all three domains of learning: cognitive development; affective development; and psychomotor development. The purpose of these assessments is to evaluate students’ understanding of what they should know and be able to do. At least four Benchmark Assessments will be given per term for each student in grades K-5. For more information, please navigate to the “Parent Resources” tab and click on “Benchmark Assessments” on the website. You will also find a rubric on the website for determining your child’s ability to meet the expectations for daily student responsibility. This process will be used to determine “Effort” grades for students in grades 1-5.

Another way for teachers to measure student progress is through additional assessments that are also aligned to the Essential Curriculum, but are unique to the specific program of instruction offered at each elementary school building. These assessments are teacher-created and can include: written tests and quizzes, self-assessments, peer assessments, teacher observations, exit questions, task sheets, performance assessments, journal entries, and other forms of classwork. Mostly formative in nature, these assessments help teachers to make instructional decisions. They also inform students about their progress toward meeting other curricular indicators or toward the Standard Benchmarks.

Elementary school students in grades **1-5** will receive **two grades in Physical Education**. Each student will receive a grade for Demonstrating Skills and Concepts as well as a grade for Effort. Kindergarten students are not graded on effort. The demonstration of skills and concepts will be based on the following:

70% - Demonstrating Appropriate Skills; Skill Performance Assessments (Psychomotor Domain)

30% - Demonstrating Knowledge of Concepts; Benchmark Assessments, Summative Tests/Quizzes (Cognitive Domain).

A student's **Effort grade** will be determined by a summative evaluation of the student's ability to meeting personal and social responsibility during each unit of instruction per term. Typically, Physical Education teachers implement 3-5 units of instruction per term.

At the conclusion of each unit, the teacher will use a **4-point rubric** to make this determination based on the following:

- Students will come dressed appropriately for physical activity and be prepared for class.
- Students will demonstrate regard for safety and appropriate use of equipment.
- Students will demonstrate working effectively with others.
- Students are expected to participate actively throughout the class period.

In order to positively impact students' health and fitness, parents must be partners. Together we can help your child learn the importance of a healthy lifestyle. Please encourage your child to participate in daily physical activity experiences outside of the school day as well.

Students need to be prepared for class by **wearing socks and sneakers (they must cover the foot and be safe for activity)** when they have P.E. **Please no dresses or skirts.** If it is a picture day, shorts must be worn underneath your daughter's dress. Sneakers must be worn this day. Please **no jewelry** except watches and medical bracelets. This includes not wearing silly bands or rubber bracelets.

If a student misses P.E. for any reason it is their responsibility to make-up the work. 4th and 5th graders will be required to make up any graded activity (written or skills) missed for band. Work can be made up 8:30- 8:55 a.m.

Extra Credit will be assigned each term that will be applied to the skills and concept portion and not the effort portion of your P.E. grade. For example, first term it will be the Eat Healthy Challenge and those 4th and 5th graders who participate in the county cross county meet.

If you wish to have your child excused from physical activity for medical reasons, please contact your child's P.E. teacher by note. Please make sure to include the following items in your note to give me: **your child's first and last name, the date the note is for, classroom teacher, please be specific if your child can or cannot participate in P.E., and of course your signature.**

If it will be for an **extended period of time**, please fill out the **Temporary Activities Restriction form**, which can be found at our Myersville Website <http://education.fcps.org/myes/node/513> under P.E. forms; one is in English and one is in Spanish. This activity restriction form needs to be completed by **the doctor and must indicate the activities** your child **CANNOT** participate in and the activities your child **CAN** participate in. It is important that your child be able to participate in some form of physical activity. We will be able to adapt many activities and exercises for a student's limited abilities. For example, a student who has a hurt ankle can work on upper body activities using a stretch band. If there are any health concerns regarding your child, please indicate this on the form so we can be aware of potential problems.

Please don't hesitate to contact me for more information at (240) 236-1898, kelli.summers@fcps.org. I am looking forward to another great year in Physical Education. Go Myersville Mustangs.

Coach Summers



Term Grades: Kindergarten & Grade 1

Grade	Cumulative Average of Rubric Scores	Meaning
EE	100-90%	Exceeding Expectations: Consistently exceeds curriculum standards and requirements
ME	89-80%	Meeting Expectations: Consistently meets a majority of curriculum standards and requirements
AE	79-60%	Approaching Expectations: Ability to meet curriculum standards and requirements is marked by inconsistent performance
DE	59% or below	Developing Expectations: Skills necessary to meet curriculum standards and requirements are emerging
NE	-	Not Evaluated at this Time

Physical Education Benchmark Assessment Rubric Conversions

Rubric	Percentage	Grade 3 rd -5 th	Grade K - 1	Description
4	95%	A	EE	Proficient/ Exceeding Expectations
3	89%	A	ME	Competent/ Meeting Expectations
2	75%	B	AE	Progressing/Approaching Expectations
1	60%	C	DE	Emerging/Developing toward Expectations
0	55%	D	NE *	Not Evident “Not Evaluated at This Time = No Score Entered” After multiple attempts, the student refuses to be assessed.

Meeting Student Responsibility (Effort Report Grade)

4 95%

Student routinely meets all Expectations for Proficiency (listed below), while demonstrating a consistent ability to extend him/herself in reaching out to classmates and/or teachers to maximize a safe and efficient learning environment. (Does the student consistently volunteer to help classmates, provide leadership, or make suggestions to improve the learning environment)?

3 90%

Expectations for Proficiency

Students will come dressed appropriately for physical activity and be prepared for class

Students will demonstrate regard for safety and appropriate use of equipment.

Students will demonstrate working effectively with others.

Students are expected to participate actively throughout the class period.

2 75%

Student participates in some aspects of the class and AND/OR fails to consistently demonstrate at least 1 of the criteria listed above for the Expectations for Proficiency.

1 60%

Student minimally participates in several aspects of the class AND/OR fails to consistently demonstrate at least 2 of the criteria listed above for the Expectations for Proficiency

0 55%

Not evident as a result of a student willfully choosing not to participate in any aspect of the class AND fails to consistently demonstrate any of the criteria listed above for the Expectations for Proficiency**

Students are not evaluated on “Effort” during the Kindergarten year

Elementary Physical Education Grading Scales

Determining Assignment Grades for Demonstrating Skills & Concepts

Term Grades: 2nd - 5th grade

Grade	Cumulative Average of Rubric Scores	Meaning
A	100-90%	Exemplary Performance: Consistently meets and/or exceeds curriculum standards and class requirements
B	89-80%	Skilled Performance: Frequently meets and/or exceeds curriculum standards and class requirements
C	79-70%	Satisfactory Performance: Generally meets curriculum standards and class requirements, though some curriculum standards and class requirements may remain as yet unmet
D	69-60%	Minimally Acceptable Performance: Meets curriculum standards and class requirements, though many curriculum standards and class requirements remain as yet unmet
F	59% or below	Unacceptable Performance: Meets few, if any, curriculum standards and class requirements

Meeting Student Responsibility (Effort Report Grade)

4 95%

Student routinely meets all Expectations for Proficiency (listed below), while demonstrating a consistent ability to extend him/herself in reaching out to classmates and/or teachers to maximize a safe and efficient learning environment. (Does the student consistently volunteer to help classmates, provide leadership, or make suggestions to improve the learning environment)?

3 89%

Expectations for Proficiency

Students will come dressed appropriately for physical activity and be prepared for class

Students will demonstrate regard for safety and appropriate use of equipment.

Students will demonstrate working effectively with others.

Students are expected to participate actively throughout the class period.

2 75%

Student participates in some aspects of the class and AND/OR fails to consistently demonstrate at least 1 of the criteria listed above for the Expectations for Proficiency.

1 60%

Student minimally participates in several aspects of the class AND/OR fails to consistently demonstrate at least 2 of the criteria listed above for the Expectations for Proficiency

0 55%

Not evident as a result of a student willfully choosing not to participate in any aspect of the class AND fails to consistently demonstrate any of the criteria listed above for the Expectations for Proficiency