

# Standards Based APE

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# Mike Doyle

DAPE teacher – 11 years

Wayzata High School and East Middle School

PE Teacher – 7 years

Patrick Henry HS – Minneapolis

UW-LaCrosse

BS – Exercise and Sport Science Teaching – 1998

- Adapted Physical Education Emphasis

MS – Exercise and Sport Science Teaching – 2009

- Adventure Education Emphasis

# IDEA: Regulations: Part 300 / A / 300.39

Regulations: Part 300 / A / 300.39

Sec. 300.39 Special education.

(a) General.

(1) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including--

- (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
- (ii) Instruction in physical education.

# IDEA: Regulations: Part 300 / A / 300.39

(b) Individual special education terms defined. The terms in this definition are defined as follows:

(2) Physical education means--

(i) The development of—

(A) Physical and motor fitness;

(B) Fundamental motor skills and patterns; and

(C) Skills in aquatics, dance, and individual and group games and sports(including intramural and lifetime sports); and

(ii) Includes special physical education, adapted physical education, movement education, and motor development.

## IDEA Regulations: Part 300 / B / 300.108

The State must ensure that public agencies in the State comply with the following:

(a) General. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

## IDEA Regulations: Part 300 / B / 300.108

(b) Regular physical education. Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless--

(1) The child is enrolled full time in a separate facility; or

(2) The child needs specially designed physical education, as prescribed in the child's IEP.

## IDEA Regulations: Part 300 / B / 300.108

(c) Special physical education. If specially designed physical education is prescribed in a child's IEP, the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs.

## IDEA Regulations: Part 300 / B / 300.108

(d) Education in separate facilities. The public agency responsible for the education of a child with a disability who is enrolled in a separate facility must ensure that the child receives appropriate physical education services in compliance with this section.

<http://idea.ed.gov/>



# Minnesota Rule 3525.1352

Subpart 1. Definition. "Developmental adapted physical education: special education" means specially designed physical education instruction and services for pupils with disabilities who have a substantial delay or disorder in physical development.

Developmental adapted physical education: special education instruction for pupils age three through 21 may include development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports.

# Minnesota Rule 3525.1352

(1) the pupil's performance on an appropriately selected, technically adequate, norm-referenced psychomotor or physical fitness instrument is 1.5 standard deviations or more below the mean. The instrument must be individually administered by appropriately licensed teachers; or

# Minnesota Rule 3525.1352

(2) the pupil's development or achievement and independence in school, home, and community settings is inadequate to allow the pupil to succeed in the regular physical education program as supported by written documentation from two or more of the following: **motor and skill checklists;** informal tests; **criterion-referenced measures;** **deficits in achievement related to the defined curriculum;** medical history or reports; parent and staff interviews; systematic observations; and social, emotional, and behavioral assessments.

# APEAS II Eligibility

Proposed eligibility criteria for adapted physical education instruction include the following:

Significantly reduced performance level of two (2) or more years or 1.5 [standard deviations](#) below the mean in areas of:

- Perceptual Motor Function
- Object Control
- Locomotor Skills
- Physical Fitness

There is a significantly reduced performance level because of a severe disability or impairment, which requires significant modification of activities and precludes safe or successful participation in the general physical education or special physical education program.

Temporary disabilities or restrictions to movement caused by injury, illness, pregnancy or other health impairments that can be managed in a general physical education class, should be provided specially designed physical education instruction in the general class with appropriate supports.

Adaptive Behaviors determined by the student study team to be significantly off the norm so as to preclude safe and successful participation in a general physical education class, should be considered an important variable in the team's placement decision.

# Five Purposes of Assessment in the Educational Setting

1. To identify those who may be experiencing developmental delays.
2. To diagnose the nature of the student's problem(s) or delay(s).
3. To provide information to use to develop the IEP and determine appropriate placement.
4. To develop instruction specific to the student's individual needs.
5. To evaluate student progress.

# When do you Assess?

## **Initially to qualify a student for APE**

Must have a valid and reliable assessment to qualify a student!!!

## **Every three years for programming purposes**

Important because we are a (Pre K) K-12 (through 21) core curriculum that need assessments as our foundations for education

# Types of Assessments

**Formal (fitness tests, gross motor development testing, skill tests, motor proficiency tests, etc.)**

- have data which support the conclusions made from the test.
- are referred to as standardized measures.
- have been tried before on students and have statistics which support the conclusion such as the student is reading below average for his age.
- data is mathematically computed and summarized.
- scores such as percentiles or standard scores are mostly commonly given from this type of assessment.
- should be valid and reliable

# Types of Assessments Continued

## **Informal (observation, checklists, activities in curriculum, etc.)**

- are not data driven.
- are content and performance driven.
- assessment may indicate how well a student is striking an implement.
- Scores such as 10 correct out of 15, percent of balls thrown correctly, and most rubric scores; are given from this type of assessment.



# Motor Skill Assessments

- Bruininks-Oseretsky Test of Motor Proficiency, 2<sup>nd</sup> Edition (BOT-2) (4.0-21.11 years of age)
- Test of Gross Motor Development II (TGMD-2) (3-11.11 years of age)
- Adapted Physical Education Assessment Scale II (APEAS 2) (4.5-17.11 years of age)
- Competency Testing for Adapted Physical Education (CTAPE) (6.0-15.0 *(or older)* years of age) looks at test level (I through VI)

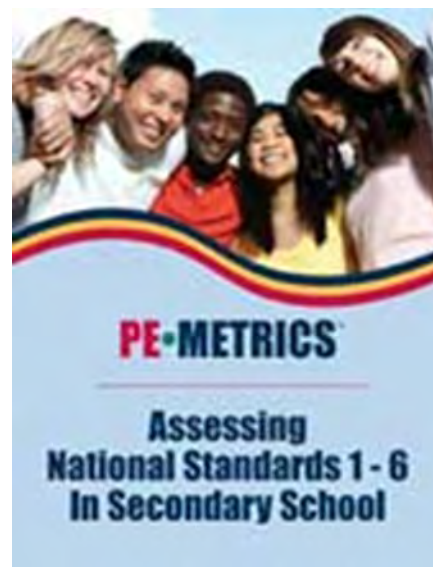
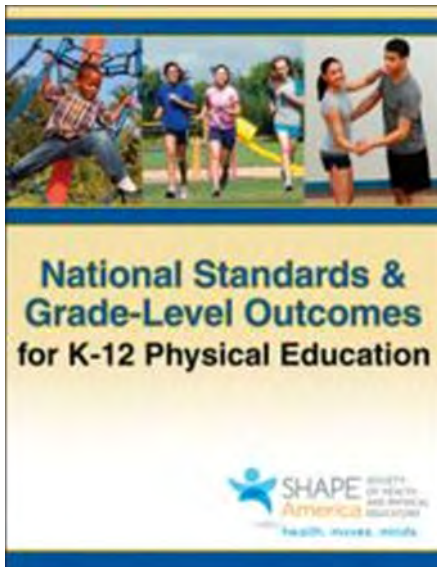
# Physical Fitness

- Brockport Physical Fitness Test (10-17+ years of age)
- FitnessGram (5-17+ years of age, cardio activities from 10-17+)

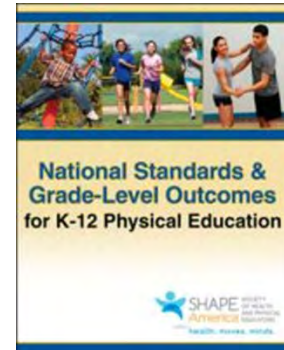
# Types of Informal Assessments

- Checklist (motor and/or skill)
- (Systematic) observations
- Teacher/Case Manager and Parent questionnaire
- Informal tests
- Criterion-referenced measures
- Deficits in achievement related to the defined curriculum
- Medical history or reports
- Social, emotional, and behavioral assessments

# Qualifying for APE



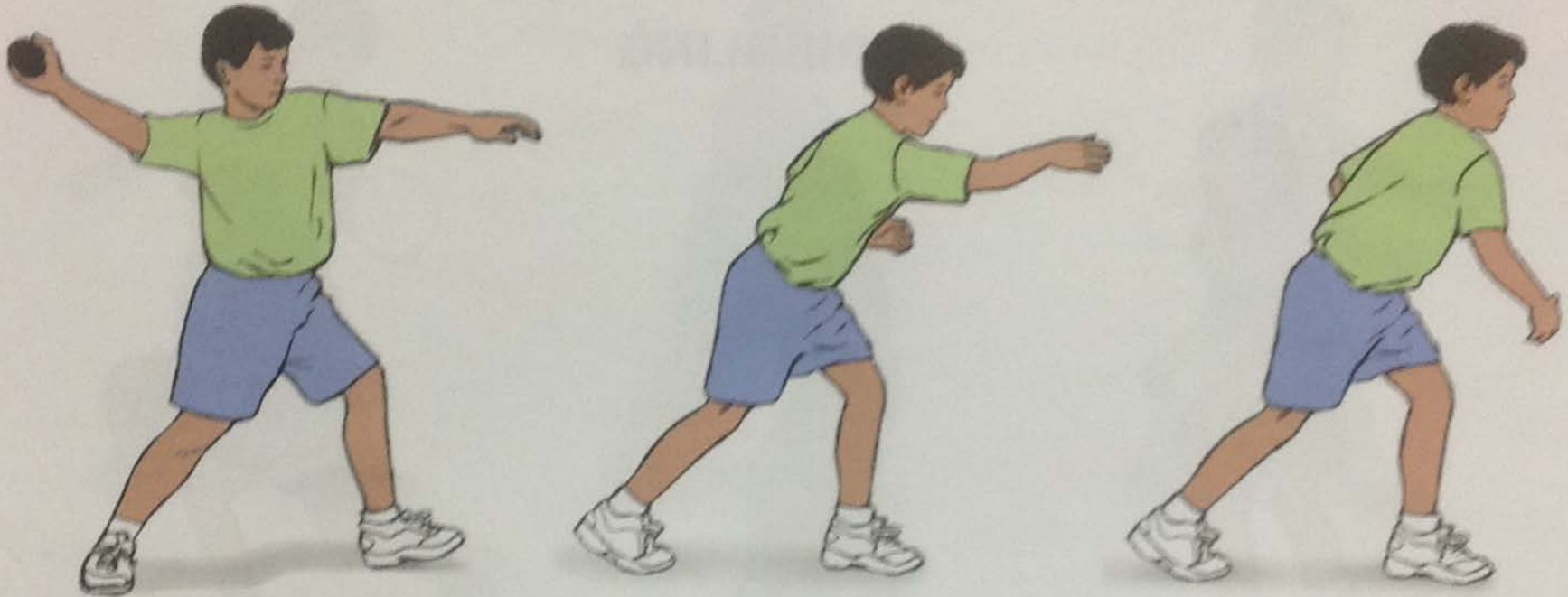
# Tools



| Standard 1  | Grade 2   | Grade 3  | Grade 4   | Grade 5   |
|---|---|--|---|---|
| <b>S1.E14</b><br><b>Manipulative</b><br><br><i>Overhand throw</i> | Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2) | Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. (S1.E14.3) | Throws overhand using a mature pattern in nondynamic environments (closed skills). (S1.E14.4a)<br><br>Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b) | Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)<br><br>Throws overhand to a large target with accuracy. (S1.E13.5b) |

# Tools

## THROWING (OVERHAND PATTERN)



- Side to target in preparation for throwing action.
- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action is executed.
- Follow through toward target and across body.

# Tools

| Level | 1. Form   | 2. Accuracy to Target               |
|-------|---|-------------------------------------|
| 4     | Displays all the selected essential elements with fluid motion and differentiated trunk rotation  | Hits target area on wall with force |
| 3     | Throws with selected essential elements:<br>a) throwing elbow shoulder high, hand back, and side orientation in preparation for the throw<br>b) trunk rotation with elbow lagging behind hip<br>c) weight transfer to non-throwing forward foot | Hits target area on wall            |
| 2     | Throws with 2 of 3 essential elements   | Hits wall but not target area       |
| 1     | Throws with 1 or no essential elements  | Ball fails to reach the wall        |
| 0     | Violates safety procedures and/or does not complete the assessment task   |                                     |

# Tools



## Standards for Healthy Fitness Zone® Revision 8.6 and 9.x BOYS

|     | <u>Aerobic Capacity</u><br><u>VO<sub>2</sub>max (ml/kg/min)</u> |           |       | <u>Percent Body Fat</u> |          |      |                | <u>Body Mass Index</u> |           |      |                |  |
|-----|---|-----------|-------|-------------------------|----------|------|----------------|------------------------|-----------|------|----------------|--|
|     | <u>PACER, One Mile Run &amp; Walk Test</u>                      |           |       | Very Lean               | HFZ      | NI   | NI-Health Risk | Very Lean              | HFZ       | NI   | NI-Health Risk |  |
|     | NI-Health Risk  | NI        | HFZ   |                         |          |      |                |                        |           |      |                |  |
| 5   |   |           |       | ≤8.8                    | 8.9-18.8 | 18.9 | ≥27.0          | ≤13.8                  | 13.9-16.7 | 16.8 | ≥17.5          |  |
| 6   |   |           |       | ≤8.4                    | 8.5-18.8 | 18.9 | ≥27.0          | ≤13.7                  | 13.8-16.9 | 17.0 | ≥17.8          |  |
| 7   |   |           |       | ≤8.2                    | 8.3-18.8 | 18.9 | ≥27.0          | ≤13.7                  | 13.8-17.3 | 17.4 | ≥18.3          |  |
| 8   |   |           |       | ≤8.3                    | 8.4-18.8 | 18.9 | ≥27.0          | ≤13.8                  | 13.9-17.8 | 17.9 | ≥19.0          |  |
| 9   |   |           |       | ≤8.6                    | 8.7-20.6 | 20.7 | ≥30.1          | ≤14.0                  | 14.1-18.5 | 18.6 | ≥19.9          |  |
| 10  | ≤37.3   | 37.4-40.1 | ≥40.2 | ≤8.8                    | 8.9-22.4 | 22.5 | ≥33.2          | ≤14.2                  | 14.3-18.9 | 19.0 | ≥20.8          |  |
| 11  | ≤37.3   | 37.4-40.1 | ≥40.2 | ≤8.7                    | 8.8-23.6 | 23.7 | ≥35.4          | ≤14.5                  | 14.6-19.7 | 19.8 | ≥21.8          |  |
| 12  | ≤37.6   | 37.7-40.2 | ≥40.3 | ≤8.3                    | 8.4-23.6 | 23.7 | ≥35.9          | ≤15.0                  | 15.1-20.5 | 20.6 | ≥22.7          |  |
| 13  | ≤38.6   | 38.7-41.0 | ≥41.1 | ≤7.7                    | 7.8-22.8 | 22.9 | ≥35.0          | ≤15.4                  | 15.5-21.3 | 21.4 | ≥23.6          |  |
| 14  | ≤39.6   | 39.7-42.4 | ≥42.5 | ≤7.0                    | 7.1-21.3 | 21.4 | ≥33.2          | ≤16.0                  | 16.1-22.1 | 22.2 | ≥24.5          |  |
| 15  | ≤40.6   | 40.7-43.5 | ≥43.6 | ≤6.5                    | 6.6-20.1 | 20.2 | ≥31.5          | ≤16.5                  | 16.6-22.9 | 23.0 | ≥25.3          |  |
| 16  | ≤41.0   | 41.1-44.0 | ≥44.1 | ≤6.4                    | 6.5-20.1 | 20.2 | ≥31.6          | ≤17.1                  | 17.2-23.7 | 23.8 | ≥26.0          |  |
| 17  | ≤41.2   | 41.3-44.1 | ≥44.2 | ≤6.6                    | 6.7-20.9 | 21.0 | ≥33.0          | ≤17.7                  | 17.8-24.4 | 24.5 | ≥26.7          |  |
| >17 | ≤41.2   | 41.3-44.2 | ≥44.3 | ≤6.9                    | 7.0-22.2 | 22.3 | ≥35.1          | ≤18.2                  | 18.3-25.1 | 25.2 | ≥27.5          |  |





# Tools



|     | <u>Curl-up</u><br># completed | <u>Trunk Lift</u><br>inches | <u>Push-up</u><br># completed | <u>Modified Pull-up</u><br># completed | <u>Flexed Arm Arm Hang</u><br>seconds | <u>Back Saver Sit &amp; Reach**</u><br>inches | <u>Shoulder Stretch</u>  |
|-----|-------------------------------|-----------------------------|-------------------------------|--|---------------------------------------|---|--|
| 5   | ≥2                            | 6 12                        | ≥3                            | ≥2                                     | ≥2                                    | 8   | Healthy Fitness Zone = Touching fingertips together behind the back on both right and left sides |
| 6   | ≥2                            | 6 12                        | ≥3                            | ≥2                                     | ≥2                                    | 8   |  |
| 7   | ≥4                            | 6 12                        | ≥4                            | ≥3                                     | ≥3                                    | 8   |  |
| 8   | ≥6                            | 6 12                        | ≥5                            | ≥4                                     | ≥3                                    | 8   |  |
| 9   | ≥9                            | 6 12                        | ≥6                            | ≥5                                     | ≥4                                    | 8   |  |
| 10  | ≥12                           | 9 12                        | ≥7                            | ≥5                                     | ≥4                                    | 8   |  |
| 11  | ≥15                           | 9 12                        | ≥8                            | ≥6                                     | ≥6                                    | 8   |  |
| 12  | ≥18                           | 9 12                        | ≥10                           | ≥7                                     | ≥10                                   | 8   |  |
| 13  | ≥21                           | 9 12                        | ≥12                           | ≥8                                     | ≥12                                   | 8   |  |
| 14  | ≥24                           | 9 12                        | ≥14                           | ≥9                                     | ≥15                                   | 8   |  |
| 15  | ≥24                           | 9 12                        | ≥16                           | ≥10                                    | ≥15                                   | 8   |  |
| 16  | ≥24                           | 9 12                        | ≥18                           | ≥12                                    | ≥15                                   | 8   |  |
| 17  | ≥24                           | 9 12                        | ≥18                           | ≥14                                    | ≥15                                   | 8   |  |
| 17+ | ≥24                           | 9 12                        | ≥18                           | ≥14                                    | ≥15                                   | 8   |  |

\*\*Test scored Yes/No; must reach this distance on each side to achieve the HFZ.

# APE Qualification

[Google Forms](#)

Peter Johnson

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# APE Qualification

Student qualified for APE. Now What?  
Determine service delivery method. (LRE)

Documented from least to most restrictive:

- GPE no support (indirect)
- GPE accommodations/support (indirect)
- GPE with APE consult/support (direct)
- Part time GPE and Part time APE
- Separate APE class
- Individualized APE class
- APE Special School
- APE homebound/hospital/treatment facility

# APE Qualification

- Write IEP that includes:
  - PLAAFP
  - Needs
  - Goals
  - Objectives
  - Type and amount of service.

# Standards-Based IEPs mean Standards-Based Instruction

## **Accelerates achievement due to:**

- Increased rigor
- Increased high level thinking opportunities
- Increased expectations
- Increase equity

"Ready means "never" if we continually focus on the lowest level skills because then the student will be denied the opportunity to develop the more challenging and perhaps more critical skills and knowledge needed in future."

- Margaret McLaughlin, PhD
- "Keys to Creating Standards-Based IEPs"



# Why Standards Based IEP's?

- Federal assessment regulations issued in 2007 under the Elementary and Secondary Education Act (ESEA) permit states to implement an alternate assessment based on modified academic achievement standards.
- To qualify for alternative assessment a student's IEP must contain goals based on grade level academic standards.
- Standards based IEP are recognized as “best practice”.

IDEA 1997, 2004  
ESEA 2001, 2007 (NCLB)

Taken together, all of these new requirements signal the intent to create greater alignment between general and special education.



# IDEA Requires General Education Access

An IEP must include “a statement of measurable annual goals, including academic and functional goals, designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum.

“IDEA”, 2004 § 614 (d) (1) (A) (i)

# What is our job in Special Education?

Job #1 = Make progress towards  
grade level content standards . . .

Assessment,  
Eligibility Decisions,  
Specially Designed  
Instruction

# What is our job in Special Education?

Testing, collection of data is more about determining how to help students make progress in the general curriculum rather than eligibility.

# Role of Special Education

The most important discussion should be about **helping students participate in and make progress within general education curriculum.**

# Role of Special Education Teacher

Less a tutor, provider of remedial instruction,  
basic skill instruction

**More someone skilled in**

- **Pre-teaching and re-teaching**
- **Instruction in compensatory strategies,**
- **Providing opportunities for higher order thinking,**
- **Use of technology, etc.**

# Role of Special Education

- Mitigating the effects of the disability
- Changing the learning trajectory
- Belief that all kids need literacy opportunities **PHYSICAL**
- Higher expectations for all kids.

# What's the Difference?

- Traditionally, IEPs focus on a student acquiring basic academic, access and/or functional skills and have had little relationship to a specific academic area or grade-level expectations.
- The process used to develop a standards-based IEP is directly tied to the state's content standards. Both the student's present level of performance and some of the annual IEP goals are aligned with and based on the state's grade-level standards which creates a program that is aimed at getting the student to a proficient level on the state standards.

# What's the Difference?

## Traditional IEP

- Focused on acquiring basic academic, access, and/or functional skills
- Little relationship to a specific academic area or grade-level expectations

## Standards-based IEP

- Directly tied to the state's content standards
- Both the student's PLAAFP and the annual IEP goals are aligned with and based on the state's grade-level standards



# Benefits of Standards-Based IEPs

- Addresses the gap between the grade level standards and the student's functioning/skill level that is the result of the student's disability.
- Ensure that students with disabilities will benefit from school accountability and improvement activities like all other students
- Blends the best of special education and standards-based education

# Benefits of Standards-Based IEPs

- Allow for greater access to the general education curriculum for students with disabilities.
- This access often means that students with IEPs are seen more as part of the school population rather than “separate” or someone else’s responsibility.

# Correcting Misconceptions

- Not all of the goals and objectives have to be based on the standards.
- Not all standards have to be addressed in the IEP.
- The goal doesn't have to repeat or reference an enrolled grade level standard.
- Student ability isn't the limitation. This is about adult competence.

# Standards-Based IEPs start with a comprehensive PLAAFP

Guides the discussion of:

- Impact of disability upon participation in general education. (Nature of disability)
- Summary of current data
- Prioritization of Standards to address
- Analyzing the “gap”.

# Drafting the PLAAFP

- Describe performance against enrolled grade level standards or standards that are relevant for the next 12 months.
- Describe current level of functioning
- Use same units of measure or synonymous assessments to be able to show comparison

# Drafting the PLAAFP

- How does the student's disability affect his/her involvement and progress in the general education curriculum?
- What are the student's greatest strengths and compensatory abilities that contribute to improved academic outcomes?
- What specific data do we have regarding the student's present levels of performance in relationship to the grade-level standards?

# Drafting the PLAAFP

- Given the identified grade-level expectations in Physical Education, what are the most essential grade-level standards and benchmarks that must be addressed during the year of this student's IEP?
- What other educationally relevant needs resulting from the student's disability must be addressed that are not tied to standards?



# Analyzing the Gap

- How can this gap be broken down into learning progressions?
- What pre-requisite skills or understandings need to be taught?
- What deficits are constricting growth in this area?



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- What pre-requisite skills or understandings need to be taught?
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# Analyzing the Gap

- Once essential grade-level standards/benchmarks are determined, what are the learning progressions needed to close the gap between the student's skill level and grade-level content standards/benchmarks?
- How much growth do we expect this student to make within the year of the IEP and how will that progress be measured?

# Analyzing the Gap

## Health Related

- Aerobic Capacity
- Muscular strength
- Muscular endurance
- Body composition
- Flexibility

## Skill Related

- Agility
- Balance
- Power
- Speed
- Coordination
- Reaction Time

# Analyzing the Gap

## Sensory Input Systems – Sue Tarr MN-Mankato

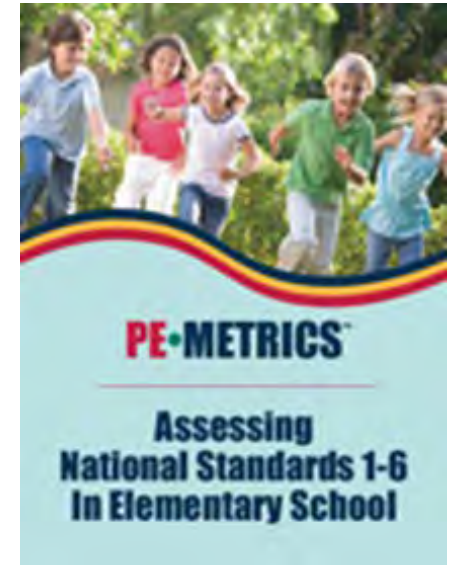
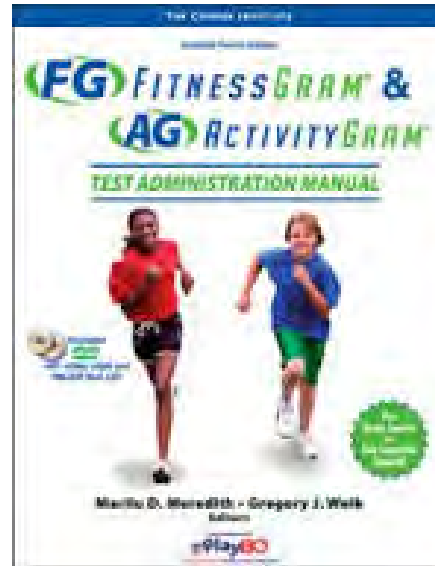
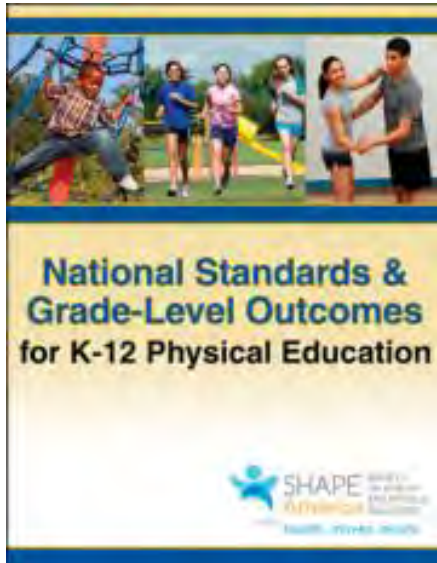
- Visual
  - Refractive Vision – acuity, far and near vision
  - Orthoptic Vision – depth perception, eyes in unison
- Vestibular
  - Static (stationary) and dynamic (moving) balance
- Tactile
  - Respond to stimulation on the body surfaces (pressure)
- Kinesthetic
  - Position of the body in space

# Analyzing the Gap

Perceptual Motor Ability – Sue Tarr MN-Mankato

- Balance
  - Static and Dynamic
- Bilateral Integration/Cross Lateral Coordination
  - Crossing midline/coordination of both sides
- Laterality
  - Left vs right side of body (cognitive)
- Spatial Awareness
  - Vestibular, kinesthetic, visual development
- Directionality
  - Directions one can move through space

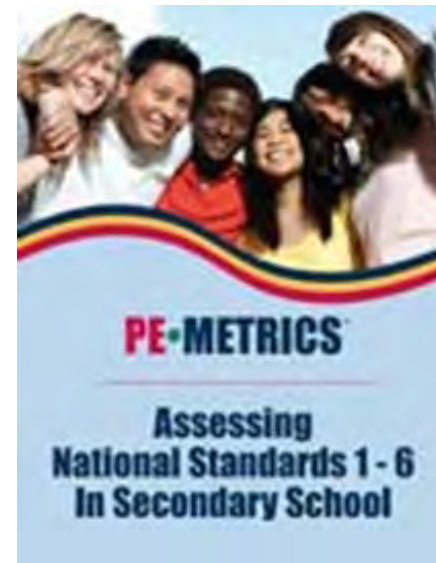
# Tools



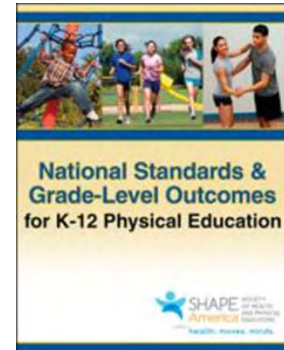
## Scope & Sequence for K-12 Physical Education

Standard 1, Motor Skills & Movement Patterns

|                   | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School |
|-------------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|
| Rolling           | E            | M       | A       |         |         |         |         |         |         |             |
| Galloping         | E            | M       | A       |         |         |         |         |         |         |             |
| Running           | E            | M       | A       |         |         |         |         |         |         |             |
| Sliding           | E            | M       | A       |         |         |         |         |         |         |             |
| Stepping          | E            | M       | A       |         |         |         |         |         |         |             |
| Leaping           |              | E       | M       | A       |         |         |         |         |         |             |
| Jumping & landing | E            |         |         | M       | A       |         |         |         |         |             |
| ✓ Spring & step   |              |         |         |         | E       | M       | A       |         |         |             |
| ✓ Jump over       |              |         |         |         |         | E       | M       | A       |         |             |
| ✓ Jump over       | E            |         |         | M       | A       |         |         |         |         |             |
| Balance           | E            |         |         | M       | A       |         |         |         |         |             |
| Weight transfer   |              |         | E       | M       | A       |         |         |         |         |             |
| Rolling           | E            |         |         |         |         | M       | A       |         |         |             |



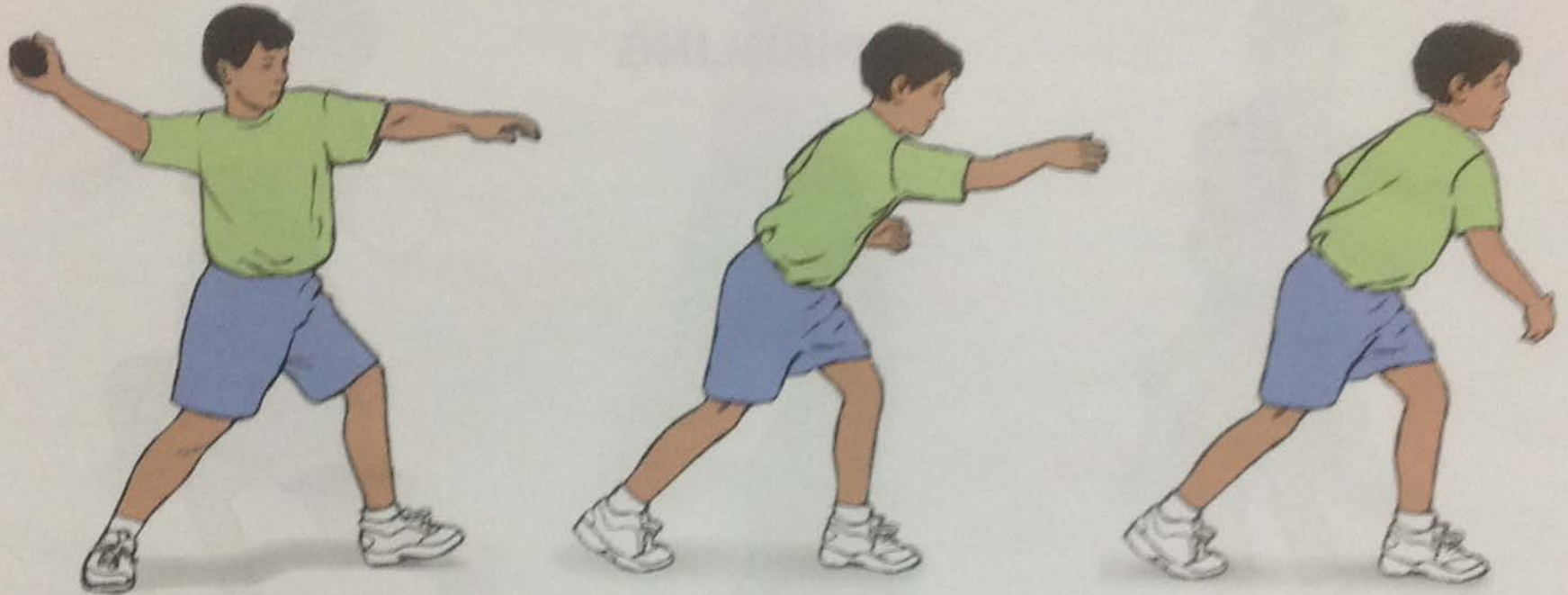
# Tools



| Standard 1   | Grade 2  | Grade 3   | Grade 4  | Grade 5  |
|--|--|---|--|--|
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# Tools

## THROWING (OVERHAND PATTERN)



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- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads.
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| 2     | Throws with 2 of 3 essential elements   | Hits wall but not target area       |
| 1     | Throws with 1 or no essential elements  | Ball fails to reach the wall        |
| 0     | Violates safety procedures and/or does not complete the assessment task   |                                     |

# Tools



## Standards for Healthy Fitness Zone® Revision 8.6 and 9.x BOYS

|     | <u>Aerobic Capacity</u><br><u>VO<sub>2</sub>max (ml/kg/min)</u> |           |       | <u>Percent Body Fat</u> |          |      |                | <u>Body Mass Index</u> |           |      |                |  |
|-----|---|-----------|-------|-------------------------|----------|------|----------------|------------------------|-----------|------|----------------|--|
|     | <u>PACER, One Mile Run &amp; Walk Test</u>                      |           |       | Very Lean               | HFZ      | NI   | NI-Health Risk | Very Lean              | HFZ       | NI   | NI-Health Risk |  |
|     | NI-Health Risk  | NI        | HFZ   |                         |          |      |                |                        |           |      |                |  |
| 5   |   |           |       | ≤8.8                    | 8.9-18.8 | 18.9 | ≥27.0          | ≤13.8                  | 13.9-16.7 | 16.8 | ≥17.5          |  |
| 6   |   |           |       | ≤8.4                    | 8.5-18.8 | 18.9 | ≥27.0          | ≤13.7                  | 13.8-16.9 | 17.0 | ≥17.8          |  |
| 7   |   |           |       | ≤8.2                    | 8.3-18.8 | 18.9 | ≥27.0          | ≤13.7                  | 13.8-17.3 | 17.4 | ≥18.3          |  |
| 8   |   |           |       | ≤8.3                    | 8.4-18.8 | 18.9 | ≥27.0          | ≤13.8                  | 13.9-17.8 | 17.9 | ≥19.0          |  |
| 9   |   |           |       | ≤8.6                    | 8.7-20.6 | 20.7 | ≥30.1          | ≤14.0                  | 14.1-18.5 | 18.6 | ≥19.9          |  |
| 10  | ≤37.3   | 37.4-40.1 | ≥40.2 | ≤8.8                    | 8.9-22.4 | 22.5 | ≥33.2          | ≤14.2                  | 14.3-18.9 | 19.0 | ≥20.8          |  |
| 11  | ≤37.3   | 37.4-40.1 | ≥40.2 | ≤8.7                    | 8.8-23.6 | 23.7 | ≥35.4          | ≤14.5                  | 14.6-19.7 | 19.8 | ≥21.8          |  |
| 12  | ≤37.6   | 37.7-40.2 | ≥40.3 | ≤8.3                    | 8.4-23.6 | 23.7 | ≥35.9          | ≤15.0                  | 15.1-20.5 | 20.6 | ≥22.7          |  |
| 13  | ≤38.6   | 38.7-41.0 | ≥41.1 | ≤7.7                    | 7.8-22.8 | 22.9 | ≥35.0          | ≤15.4                  | 15.5-21.3 | 21.4 | ≥23.6          |  |
| 14  | ≤39.6   | 39.7-42.4 | ≥42.5 | ≤7.0                    | 7.1-21.3 | 21.4 | ≥33.2          | ≤16.0                  | 16.1-22.1 | 22.2 | ≥24.5          |  |
| 15  | ≤40.6   | 40.7-43.5 | ≥43.6 | ≤6.5                    | 6.6-20.1 | 20.2 | ≥31.5          | ≤16.5                  | 16.6-22.9 | 23.0 | ≥25.3          |  |
| 16  | ≤41.0   | 41.1-44.0 | ≥44.1 | ≤6.4                    | 6.5-20.1 | 20.2 | ≥31.6          | ≤17.1                  | 17.2-23.7 | 23.8 | ≥26.0          |  |
| 17  | ≤41.2   | 41.3-44.1 | ≥44.2 | ≤6.6                    | 6.7-20.9 | 21.0 | ≥33.0          | ≤17.7                  | 17.8-24.4 | 24.5 | ≥26.7          |  |
| >17 | ≤41.2   | 41.3-44.2 | ≥44.3 | ≤6.9                    | 7.0-22.2 | 22.3 | ≥35.1          | ≤18.2                  | 18.3-25.1 | 25.2 | ≥27.5          |  |



# Tools



|     | <u>Curl-up</u><br># completed | <u>Trunk Lift</u><br>inches | <u>Push-up</u><br># completed | <u>Modified Pull-up</u><br># completed | <u>Flexed Arm Arm Hang</u><br>seconds | <u>Back Saver Sit &amp; Reach**</u><br>inches | <u>Shoulder Stretch</u>  |
|-----|-------------------------------|-----------------------------|-------------------------------|--|---------------------------------------|---|--|
| 5   | ≥2                            | 6 12                        | ≥3                            | ≥2                                     | ≥2                                    | 8   | Healthy Fitness Zone = Touching fingertips together behind the back on both right and left sides |
| 6   | ≥2                            | 6 12                        | ≥3                            | ≥2                                     | ≥2                                    | 8   |  |
| 7   | ≥4                            | 6 12                        | ≥4                            | ≥3                                     | ≥3                                    | 8   |  |
| 8   | ≥6                            | 6 12                        | ≥5                            | ≥4                                     | ≥3                                    | 8   |  |
| 9   | ≥9                            | 6 12                        | ≥6                            | ≥5                                     | ≥4                                    | 8   |  |
| 10  | ≥12                           | 9 12                        | ≥7                            | ≥5                                     | ≥4                                    | 8   |  |
| 11  | ≥15                           | 9 12                        | ≥8                            | ≥6                                     | ≥6                                    | 8   |  |
| 12  | ≥18                           | 9 12                        | ≥10                           | ≥7                                     | ≥10                                   | 8   |  |
| 13  | ≥21                           | 9 12                        | ≥12                           | ≥8                                     | ≥12                                   | 8   |  |
| 14  | ≥24                           | 9 12                        | ≥14                           | ≥9                                     | ≥15                                   | 8   |  |
| 15  | ≥24                           | 9 12                        | ≥16                           | ≥10                                    | ≥15                                   | 8   |  |
| 16  | ≥24                           | 9 12                        | ≥18                           | ≥12                                    | ≥15                                   | 8   |  |
| 17  | ≥24                           | 9 12                        | ≥18                           | ≥14                                    | ≥15                                   | 8   |  |
| 17+ | ≥24                           | 9 12                        | ≥18                           | ≥14                                    | ≥15                                   | 8   |  |

\*\*Test scored Yes/No; must reach this distance on each side to achieve the HFZ.

Tools



PE Metrics 2016

# Select Goal Worthy Standards

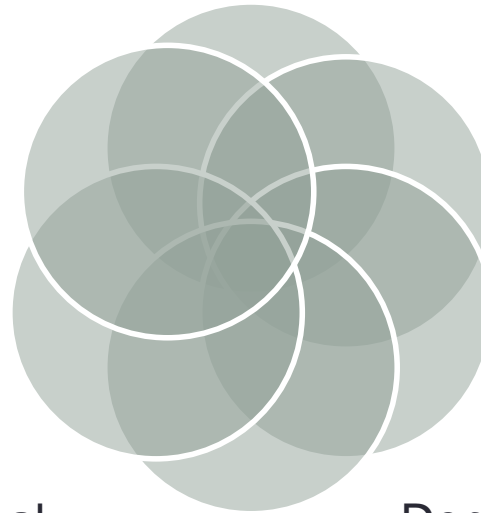
Demonstrates competency in  
a variety of motor skills and  
movement patterns

Recognizes the value  
of physical activity

Applies knowledge of  
concepts, principles,  
strategies and tactics

Exhibits responsible personal  
and social behavior that respects  
self and others

Demonstrates the knowledge  
and skills to achieve and  
maintain a health-enhancing  
level



# Select Goal Worthy Standards

- Based on the needs identified in the PLAAFP, develop measurable annual standards-based goals.
- SMART goals are Specific, Measurable, Achievable, Results-oriented and Time-bound.
- Measurable annual goals should include;
  - 1) Who (the student)
  - 2) Behavior (will do what)
  - 3) Criterion (to what level or degree)
  - 4) Conditions (under what conditions or timeframe).

# Select Goal Worthy Standards

## Goal:

Jacob will increase the number of recreational activities that he is able to apply knowledge of concepts, principles, strategies and tactics from 0 to 1 during the duration of this IEP.

## Objectives:

Given a recreational activity of his choice Jacob will analyze a video of himself participating and explain the corrections that need to be made to improve.

Given a choice of a recreational activity, Jacob will develop a practice plan that will outline ways that he can work to improve his performance.

# Example of Standard Based Goals

- (Grade 1) In support of National Physical Education Standard 1, Peter will move from a level of not being able to maturely use his locomotor and object control skills to a level that is listed in below objectives by February, 2017.
- (Grade 8) In support of National Physical Education Standard 2, Peter will apply knowledge of concepts, principles, strategies and tactics related to movement and performance of a skill from a level of needing direct adult prompting to the levels described below.
- (Grade 9-12) In accordance with a National Physical Education standard 3, Peter will increase his knowledge and ability to perform basic cardiovascular machines, resistance training machines, and free weights from not knowing what exercises he can physically perform to being able to perform these tasks with minimal adult support.



# Examples of Standard Based Objectives

- (Grade 1 outcome) Peter will demonstrate the ability step with the opposite foot when underhand rolling/throwing a ball at least 50% of the time as observed by DAPE teacher.
- (Middle school outcome) Peter will be able to execute both offense and defense strategies in invasion and target games without needing more than 1 extra prompts at least 90% of the time as observed by DAPE teacher.
- (HS outcome) Peter will identify 3-5 different lifts he is physically able to perform and record the amount of weight he is using at least 85% of total opportunities as observed by the DAPE teacher.

# Summarize

- Students need us to challenge our expectations of what is possible.
- When we provide the right supports we will be dramatically altering their future opportunities.
- Belief that all kids need **PHYSICAL** literacy opportunities
- Higher expectations for all kids.

# Questions?

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