



**The National Association for Sport and Physical Education**  
**An association of the American Alliance for Health, Physical Education, Recreation, and Dance**

## **A NATIONAL STUDY OF STANDARDS BASED ASSESSMENT IN PHYSICAL EDUCATION (STANDARDS 2-6)**

Childhood obesity has become a serious epidemic that threatens many Americans. The prevalence of obesity among children aged 6 to 11 more than doubled in the past 20 years, going from 6.5% in 1980 to 17.0% in 2006. The rate of increase among adolescents aged 12 to 19 more than tripled, increasing from 5% to 17.6%. An estimated 61% of obese young people have at least one additional risk factor for heart disease, such as high cholesterol or high blood pressure. The problem is growing and becoming increasingly widespread.

School physical education can play a role in the battle of fighting childhood obesity. The CDC and the Surgeon General have stated that quality physical education programs are one solution to the ballooning obesity rate among our youth as well as other accompanying secondary health risks such as diabetes and heart disease. The National Association for Sport and Physical Education (NASPE) has developed six National Standards for Physical Education to guide and improve the quality of physical education in our schools. These standards shape a curriculum that promotes a healthy active lifestyle as well as requires knowledge, skill and dispositions that further enhance the health of children and youth. NASPE believes that it is important for schools to examine the effectiveness of a standards-based curriculum and assess, analyze, communicate, and report on the success of physical education students. Therefore, a task force of experts was established to develop performance indicators for the National Standards, assessment tasks for those indicators, and scoring guides for teachers at grade levels K, 2, 5, 8, and HS to measure learning and instructional effectiveness. Standard 1 skill assessments have been completed. The assessments for Standards 2-6 are cognitive tests and the questions on the assessments reflect the grade-level appropriate knowledge, skills, and dispositions that students should understand as they move through the K-12 curriculum. A 2008 pre-pilot of the assessments was administered to determine appropriateness of the questions and protocols as well as to obtain early data on item discrimination. These assessments are now ready to be tested nationally for content.

In January 2009 a broader pilot test (n = 7200) will provide data on multiple forms of the assessments to establish validity, reliability, and item discrimination at the elementary (grade 2 and 5), middle school, and high school levels. With this data, the assessments will again be revised and refined to provide two forms for each assessment. Finally, an even larger sample (n = 16,000) will be involved in the national data collection to be conducted in April/May of 2009.

NASPE has obtained Institutional Review Board (IRB) approval for the assessments through Northern Illinois University. An IRB specifies protocols for testing to protect anonymity and to guide the ethics of the testing. Permission for testing and data collection must be obtained from the school district and the school. Student data may not be used unless parents have signed a permission form. The teacher must also sign a form which agrees to follow the testing protocols. In the pilot and the national data collection for Standards 2-6, each student will complete approximately 30 (2<sup>nd</sup> grade) or 40 (5<sup>th</sup> grade, 8<sup>th</sup> grade, high school) written true/false or multiple choice questions assessing grade level appropriate knowledge of the standards.

Each assessment form will focus on only one standard at a single grade level.

- Standard 2: whether students understand movement concepts, principles, strategies and tactics;
- Standard 3: whether students participate regularly in physical activity;
- Standard 4: whether students achieve and maintain a health-enhancing level of physical fitness;
- Standard 5: whether students are able to recognize responsible personal and social behavior in physical activity settings;
- Standard 6: whether students value physical activity for health, enjoyment, challenge, self-expression and social interaction.

Student response/answer sheets will be matched with their parent permission slips to ensure that all participants in the study have parental approval. Once this has been confirmed, students will only be identified by a number on the actual answer sheet. There will be no student identity used in the analysis process or reporting. The data will be analyzed using appropriate statistical and psychometric methods supervised by Dr. Weimo Zhu in the Department of Kinesiology & Community Health at the University of Illinois at Urbana-Champaign.

Once the study is completed, both the assessments and the research results of the national study will be published by NASPE. As teachers become more familiar with the assessments and begin to use them and create their own, increased assessment will provide information for many stakeholders. Students will be able to get feedback on their progress in physical education. Teachers will be able to self-evaluate and identify skills and concepts that need more instruction or greater emphasis. Teachers will be able to conduct program and curriculum evaluation. Teachers will have data on student progress to report to parents, administrators, and school boards. Administrators will become better informed about learning in physical education. Assessment over time providing positive student data will build support for programs and will ultimately help schools/communities be proactive in improving the health and fitness of children.