



**John Muir Middle School
Horace Mann Middle School
Physical Education Department**



Hello Parents & Guardians,

We hope the start to the 2018-2019 school year has been great! We in the Physical Education Department are excited to be bringing a new effort to your attention in regards to how we report your student's efforts in physical education classrooms.

Starting with the 2nd Semester of the 2018-2019 school year the Middle School Physical Education Departments will be implementing Standards Based Grading & Reporting. If you are familiar with how elementary report cards look and function, then you already know standards based reporting. This letter will help you to understand what changes are coming and how they will affect the information you receive from each department.

Physical Education Curriculum

The PE curriculum is what is classified as "non-linear." This means that individual teachers are engaged in different units/activities throughout the year. This is to prevent multiple classes in areas such as the pool or the fitness center at the same time. What this means for students is that they receive the same content by the end of each school year.

The work that we've done is to standardize our assessment practices as well as develop common rubrics for reporting to our parents and guardians. There are 7 units in which we engage every school year for every grade level. Each one of those units has a proficiency rubric attached to it with learning targets from the SHAPE Standards which are adopted on the national level. You will be able to find these rubrics, as well as all assessment's, on your specific teacher's itsLearning page.

Yearly Units/Activities

Swimming	Invasion Games	Net/Wall Games	Outdoor Pursuits/ Adventure Education	Target Games	Fitness	Dance
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National Physical Education Standards

<u>Standard 1</u> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	<u>Standard 2</u> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	<u>Standard 3</u> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	<u>Standard 4</u> The physically literate individual exhibits responsible personal and social behavior that respects self and others.	<u>Standard 5</u> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
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Assessment & Grading

Instructors will be using the proficiency rubrics daily to set classroom learning targets. Class activities center around the skills and knowledge necessary in developing as a competent mover. Teachers use formative assessments throughout the unit to give students feedback for improvement and how they can achieve meeting the standard/learning target. Quizzes, tests, peer feedback and work packets can also be used for students to demonstrate the knowledge they are gaining from participation in activities.

Grading/Reporting reflects the level of consistent performance demonstrated by the student throughout the entirety of the unit. Learning new skills and understanding concepts is

an ongoing process and we are focused on the daily improvements made by each student. When reporting, we are informing parents and guardians on the overall progress and consistent performance demonstrated by their student.

Report Card

When you receive your student's report card it will look slightly different. Families that have gone through a Wausau School District elementary school will notice that our new reporting system will look very much like the ones from that experience. We want to be able to inform families what their students know and what their student can do. We feel that the following proficiency scale will communicate that much better than the traditional percentage based A, B, C scale.

Wausau School District Middle School Physical Education Standards Based Reporting Guide		<u>Indicators for Academic Success</u>		<u>Standard 4: Successful Learner Behavior Expectations</u>
	EX	<p style="text-align: center;">WOW!</p> <p>Not only can you ride a bike by yourself but you can also pop a wheelie, jumps ramps and other stunts</p>	<p style="text-align: center;"><u>Exceeding the Standard</u></p> <p>The student consistently exceeds grade level standards and expectations. Performance is characterized by self-motivation and the ability to apply the skill with consistent accuracy, independence and a high-level of quality.</p>	<p style="text-align: center;"><u>Exceeding Expectations</u></p> <p>Student independently exceeds behavioral expectations through role modeling and leadership</p>
	ME	<p style="text-align: center;">Congratulations!</p> <p>You can successfully ride a bike on your own.</p>	<p style="text-align: center;"><u>Meeting the Standard</u></p> <p>The student consistently meets grade level standards and expectations. Performance is characterized by the ability to apply skills with accuracy, independence and quality with minimal assistance. This is an excellent level of achievement and one that a student should be working towards as developmentally appropriate.</p>	<p style="text-align: center;"><u>Meeting Expectations</u></p> <p>Student consistently demonstrates their ability to meet behavioral expectations</p>
	PR	<p style="text-align: center;">Almost there!</p> <p>You are pedaling well and staying upright as long as someone is there to assist.</p>	<p style="text-align: center;"><u>Progressing toward the Standard</u></p> <p>The student is progressing toward grade level standards and expectations. Performance varies in consistency with regard to accuracy and quality. Student requires additional practice and support.</p>	<p style="text-align: center;"><u>Progressing Toward Expectations</u></p> <p>Student meets behavioral expectations most of the time but with adult support</p>
	NM	<p style="text-align: center;">Keep trying!</p> <p>You're riding a bike but you need the assistance of training wheels.</p>	<p style="text-align: center;"><u>Not Meeting the Standard</u></p> <p>Student has produced minimal evidence to garner an evaluation of performance, skills or abilities.</p>	<p style="text-align: center;"><u>Not Meeting Expectations</u></p> <p>Student requires consistent adult support and/or intervention to meet behavioral expectations</p>
	NE	<p style="text-align: center;">Please try</p> <p>Make an attempt to show us what you can do.</p>	<p style="text-align: center;"><u>No Evidence</u></p> <p>Student has not produced any evidence for the teacher to make an evaluation of performance.</p>	N/A

If you have any questions, please don't hesitate to ask your physical education instructor or administration in regards to this new reporting system.

Sincerely,

The Middle School Physical Education Department
Horace Mann Middle School
John Muir Middle School