**Old Mill High School**

**Health, Physical Education & Dance (H.P.E.D.)**

**Grading and Assessment Policy**

Hello Old Mill High School Parents,

This letter is to inform you of Old Mill High School’s **H.P.E.D.** department grading and assessment policy. As Old Mill moves into a standards based grading policy the **H.P.E.D.** department will have some adjustments in the way students earn their quarter and semester grade. I’ll begin with what “Standards Based” means:

Standards Based means that the majority of a student’s grade (85%) will be determined by assignments that link directly to the Maryland State Standards for Physical Education. These standards are listed below and can be found in more detail at <http://mdk12.org/instruction/hsvsc/physical_education/standard1.html>

**Standard 1 Skillfulness**

**Standard 2 Biomechanical Principles**

**Standard 3 Motor Learning Principles**

**Standard 4 Exercise Physiology**

**Standard 5 Physical Activity**

**Standard 6 Social Psychological Principles**

The remaining portion of a student’s grade (15%) will be determined by their success completing 21st Century skills. 21st Century skills are skills that are important for future success in education and in the work place but do not link to one of the standards. Examples of these skills are having proper clothes for class and completing homework assignments.

**Participation in class:**

Physical Education is a unique class where participation in physical activity links directly to a standard. Below is the rubric that students are graded on every day in class.

**Participation Rubric:** Student will be graded on a 5 point scale:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area of Assessment** | **5** | **4** | **3** | **2** | **1** | **0** |
| **Maryland Standard #5**  **Physical Activity**  **Maryland Standard #6**  **Social & Psychological Principles** | Student follows directions, is not disruptive, and participates with outstanding effort in activities. | Student follows directions, is not disruptive, and participates with full effort in activities. | Student causes minor distractions, but participates with full effort in every activity. | Student causes minor distractions and participates with some effort in the activities. | Student causes minor distractions and participates with little effort in the activities. | Student causes major disruptions and/or does not participate in the activities. |

Please keep in mind that this is not the only grade in the class that is linked to a standard. There will still be quizzes, projects, tests and other assignments throughout the semester.

**Below are examples of what a physical education student looks like when showing mastery of a standard.**

|  |  |
| --- | --- |
| **Standard** | **Sample Activity** |
| 1 | Students demonstrate skills related to a sport or exercise routine |
| 2 | Students adapt skills based on the difficulty of the task |
| 3 | Students create an exercise plan or practice routine for a skill |
| 4 | Students follow a personal fitness plan |
| 5 | Students regularly participate in physical activity in class (see rubric) |
| 6 | Students maintain a level of safety while participating in physical activity |

A more thorough collection of sample activities can be found at <http://mdk12.org/instruction/hsvsc/physical_education/standard1.html>

**21st Century Skills:**

Being properly prepared for class falls into the 21st Century Skill category for grading purposes. While this portion of a student’s grade makes up only 15% of a student’s grade for the quarter it is an important habit to develop for future success in school and in the work place. Below is the rubric that each student is graded on every day in class.

**Required Uniform Rubric:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area of Assessment** | **5** | **4** | **3** | **2** | **1** | **0** |
| Compliance with the uniform policy is a 21st Century Skill | Student is prepared in the required Old Mill High School P.E. uniform and is wearing acceptable footwear for physical activity. | Student has a **portion** of the required Old Mill High School P.E. uniform and is wearing acceptable footwear for physical activity. | Student is wearing clothing appropriate for physical activity and is wearing acceptable footwear for physical activity. | Student is prepared in the required Old Mill High School P.E. uniform but is wearing improper footwear. | Student has clothing appropriate for physical activity but is wearing improper footwear. | Student refuses to wear appropriate clothing for physical activity. |

Please read the rational for Maryland’s Physical Education standards to get a better idea of what a physically educated student looks like. This information was pulled directly for the Maryland Department of Education web site.

**Physical Education State Curriculum Rationales**

[**http://mdk12.org/instruction/curriculum/health/vsc\_pe\_rationales.pdf**](http://mdk12.org/instruction/curriculum/health/vsc_pe_rationales.pdf)

**Standard 1: Skillfulness**

A physically educated person demonstrates competency in many movement forms. The one attribute that differentiates physical education from all other academic areas is its unique kinesthetic contribution to the education of the whole child. In addition to physical development, physical education provides opportunities for students to be creative, cooperative and competitive, and to face different challenges as individuals, in pairs, and in small groups. Students are afforded multiple opportunities to learn, practice, and refine movement and skills as they evaluate actions, ideas, and performances that improve their quality of movement.

**Standard 2: Biomechanical Principles**

Biomechanics is the application of mechanical principles in the study of human movement. Biomechanical concepts provide a basis for understanding the ways in which human movement during exercise, sport, dance, and daily living activities can be executed safely. It is important for students to understand and apply these essential concepts: range of motion, force generation and absorption, inertia, momentum, balance, principles of rotation, torque, and velocity. As students apply these concepts, they improve their movement skills and maximize their performance and efficiency while

minimizing the risk of injury.

**Standard 3: Motor Learning Principles**

Motor learning is the study of change in the ability of an individual to perform a skill. Successful performance is based on appropriate practices over time and corrective feedback during skill development. Physical education teachers are committed to teaching students fundamental and complex skills while providing ample opportunities to practice, refine, and master these skills. Helping students develop the ability to “learn how to learn” and giving students the knowledge they need to learn independently will help them later in life when they need to acquire and apply new skills.

**Standard 4: Exercise Physiology**

Exercise Physiology is the study of how the body systems of humans react and function during exercise and rest. Exercise physiology incorporates information from other disciplines such as: chemistry, physics, anatomy, and kinesiology as well as the current practices related to fitness and exercise. Health-related and skill-related fitness components and proper warm-up and cool down techniques, are important for recognizing effective training principles that are essential for safe participation in exercise routines.

**Standard 5: Physical Activity**

Physical activity includes any form of exercise or movement of skeletal muscles which results in an expenditure of energy. Physical activity offers many health benefits May 27, 2009 including improved fitness levels, better weight control, and a lower risk for health related illnesses. Research suggests that regular physical activity assists in improved academic performance and reduces the risk for depression and the debilitating effects of stress. Physical activity during the school day that includes time spent in physical education class, classroom-based movement, and recess is a critical component of the instructional program. Additional opportunities for movement outside the school day should include intramural and interscholastic sports, walking or biking to school, recreational participation, or free-play. Special consideration should be given to those with unique physical activity needs and those who have greater risk for a sedentary lifestyle.

**Standard 6: Social Psychological Principles**

Social Psychology is the study of the social development of individuals. It examines the interaction of human beings and effects on thought, emotion, and behavior of self and others. The nature of physical activity and sport presents abundant opportunities for students to develop social psychological knowledge and skills. Physical education provides a learning environment that is conducive to building positive student self-concept and self-esteem while providing opportunities to help students interact

cooperatively and respectfully, solve conflicts in constructive and peaceful ways, and safely participate in class. Physical education also provides opportunities to develop self-efficacy which relates to a person’s perception of their ability to reach a goal or belief that one is capable of performing in a certain manner to attain certain goals.

Found at <http://mdk12.org/instruction/curriculum/health/vsc_pe_rationales.pdf>

I thank you for your time and interest in Physical Education at Old Mill High School. I understand that the information provided above can be a little overwhelming. Please do not hesitate to contact me at any time with any questions or concerns you may have.

Sincerely,

*Damian Ferragamo*

*Department Chair*

*Health, Physical Education & Dance*