



Early and Middle Childhood PHYSICAL EDUCATION

Scoring Guide *for Candidates*

- **Part 1** provides you with the tools to understand and interpret your scores.
- **Part 2** provides the scoring rubrics for your certificate area, guiding you as you develop your portfolio entries and prepare for your assessment center exercises.

*National Board Certification
Promotes Better Teaching,
Better Learning, Better Schools*

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About This Scoring Guide

The *Scoring Guide for Candidates* is a comprehensive overview of the National Board's scoring process. It is essential reading for anyone pursuing National Board Certification®. Together the two parts of the *Scoring Guide for Candidates* will help you on your path toward becoming a National Board Certified Teacher® (NBCT®).

Part 1: Understanding and Interpreting Your Scores

Part 1 guides you through the scoring process, providing you with the tools to understand and interpret your scores. Applicable to all certificate areas, **Part 1** includes crucial information about the role of the National Board Standards, which represent a professional consensus on the critical aspects of practice that distinguish accomplished teachers in the field and function as the foundation of each assessment.

Additionally, you will find information in **Part 1** about NBPTS® assessors—the qualified professionals who assign your scores. You will also find the score ranges, which will allow you to match your score to the appropriate level of performance. **Part 1** also discusses the National Board's retake policies, relevant to you if you do not meet the performance standard on your initial certification attempt. In **Part 1** you will learn how to interpret your individual scores and, if necessary, develop strategies to improve them.

Part 2: Understanding and Applying the Scoring Criteria

Part 2 provides the scoring rubrics for each portfolio entry and assessment center exercise in your certificate area, guiding you as you develop your portfolio entries and prepare for your assessment center exercises. The rubrics are presented here in a bulleted format to highlight the vital information contained in each. Reading the scoring rubrics will help you think about ways to strengthen your practice and best demonstrate your teaching expertise. The rubrics are the tool that assessors use to determine the appropriate scores for performance in your field.

The NBPTS Web site provides additional documents to assist you in the process of developing your portfolio entries and evaluating your performance. One such document is the [Evaluation of Evidence Guide](#). Each certificate-specific guide corresponds to an individual portfolio entry for your certificate area, and each includes questions that shape how assessors view the evidence you submit.

Other resources that will help you prepare for your assessment include the following certificate-specific documents, all of which are available online at www.nbpts.org:

- *Assessment at a Glance*
- *Standards for Accomplished Teaching*
- *Portfolio Instructions*



Part 1:

Understanding and Interpreting Your Scores

This resource is available as a PDF file. You may select the link below to view or print **Part 1**.

[Scoring Guide for Candidates, Part 1: Understanding and Interpreting Your Scores](#)



Part 2:

Understanding and Applying the Scoring Criteria

Part 2: Understanding and Applying the Scoring Criteria presents the scoring rubrics for your certificate area. You should read the rubrics while developing your portfolio entries and preparing for your assessment center exercises. These rubrics, which are derived from the Standards, define the levels of accomplished teaching that you must demonstrate. This reference information will help you understand how the rubrics guide assessors in evaluating your work.

Each rubric begins with an overarching statement that summarizes the quality of performance at each of the rubric levels. For example, the overarching statement for a Level 4 rubric might read: "The Level 4 performance provides *clear, consistent, and convincing* evidence of the teacher's knowledge and practice in his or her field." This precise language is used to distinguish between the four levels of the score scale. The body of the rubric consists of statements organized in a manner that reflects the order of tasks or questions within the entry or exercise. If you are asked to discuss your goals in the first response, for example, then the quality statement about goals will be stated at the beginning of the body of the rubric.

One way to understand the meaning of the entire rubric and how it relates to the quality of a performance is to read across the rubric. You can do this by reading the first sentence for Level 4, the first sentence for Level 3, and so on. This reveals the gradations of quality delineated for each feature of the response. A careful reading of the rubrics is an invaluable step in helping you successfully develop your portfolio entries and prepare for your assessment center exercises.

Your portfolio entries and assessment center exercises are scored holistically. To score holistically, an assessor must look at the entry and exercise for its overall quality and evaluate the work as a whole. The response may have characteristics of adjacent performance levels, but the assessor must assign the score that best describes the work as a whole. When scoring, an assessor reads completely, and views, when applicable, the entire entry and exercise before assigning a score. An assessor should read and review supportively, looking for and rewarding those things done well in the entry or exercise.

For more information about understanding and interpreting your scores, please refer to **Part 1**.

Contents:

- Scoring Rubrics for Portfolio Entries
- Scoring Rubrics for Assessment Center Exercises

Scoring Rubrics for Portfolio Entries

Entry 1: Instruction to Facilitate Student Learning

In this entry: You submit a Written Commentary, instructional materials, and a 20-minute video recording that demonstrates your ability to engage all students in sequenced motor skill instruction while integrating related cognitive concepts. You will also address how you promote the value of lifelong physical activity for your students.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to plan and implement sequenced motor skill instruction that develops the cognitive understanding of students, builds on previous learning in an environment that promotes meaningful, maximum participation for each learner, and encourages a physically active lifestyle.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the teacher uses a thorough knowledge of students to set high, worthwhile, and appropriate learning goals for all students, and has connected instruction to those goals.
- that the teacher is able to use deliberate sequencing to teach the selected motor skill(s) and cognitive concept(s); and that the teacher bases this lesson on the knowledge of related skills, cognitive concepts, physical education, students, and promotion of an active lifestyle.
- that the teacher is able to encourage the likelihood of participation in lifelong physical activity.
- that the teacher is able to engage all students in meaningful, maximum participation to facilitate development of motor skills and cognitive understanding of the related concept(s) while promoting individual responsibility of students for their learning and that of their peers.
- that the teacher is able to provide all students the opportunity for meaningful participation by choosing developmentally appropriate skills and concepts, tailoring instruction to take account of students' physical and emotional safety, and student needs related to experiences, abilities, cultural/ethnic backgrounds, circumstances, language proficiencies, and disabilities.
- that the teacher has a strong command of the selected skill(s) and cognitive concept(s) linked with appropriate physical education pedagogy that promotes lifelong physical activity in students.
- that the teacher is able to analyze and evaluate class interactions accurately and insightfully, showing knowledge of students and insight about students' learning, equity, and safety.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching.

Overall, there is *clear, consistent, and convincing* evidence that the teacher is able to plan and implement sequenced motor skill instruction that develops the cognitive understanding of students, builds on previous learning in an environment that promotes meaningful, maximum participation for each learner, and encourages a physically active lifestyle.

THE LEVEL 3 performance provides *clear* evidence that the teacher is able to plan and implement sequenced motor skill instruction that develops the cognitive understanding of students, builds on previous learning in an environment that promotes meaningful, maximum participation for each learner, and encourages a physically active lifestyle.

The Level 3 performance provides *clear* evidence:

- that the teacher uses a thorough knowledge of students to set high, worthwhile, and appropriate learning goals for all students, and has connected instruction to those goals.
- that the teacher is able to use deliberate sequencing to teach the selected motor skill(s) and cognitive concept(s); and that the teacher bases this lesson on the knowledge of related skills, cognitive concepts, physical education, students, and promotion of an active lifestyle.
- that the teacher is able to encourage the likelihood of participation in lifelong physical activity.
- that the teacher is able to engage all students in meaningful, maximum participation to facilitate development of motor skills and cognitive understanding of the related concept(s) while promoting individual responsibility of students for their learning and that of their peers.
- that the teacher is able to provide all students the opportunity for meaningful participation by choosing developmentally appropriate skills and concepts, tailoring instruction to take account of students' physical and emotional safety, and student needs related to experiences, abilities, cultural/ethnic backgrounds, circumstances, language proficiencies, and disabilities.
- that the teacher has a strong command of the selected skill(s) and cognitive concept(s) linked with appropriate physical education pedagogy that promotes lifelong physical activity in students.
- that the teacher is able to analyze and evaluate class interactions accurately and insightfully, showing knowledge of students and insight about students' learning, equity, and safety, though the analysis may not be as strong as in a Level 4 performance.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching. However, the reflection may not be as insightful as in a Level 4 performance.

The Level 3 performance may show imbalance in the analysis and/or evidence and one part of the response may be more indicative of accomplished practice than other parts, but viewed as a whole, there is *clear* evidence that the teacher is able to plan and implement sequenced motor skill instruction that develops the cognitive understanding of the students, builds on previous learning in an environment that promotes meaningful, maximum participation for each learner, and encourages a physically active lifestyle.

THE LEVEL 2 performance provides *limited* evidence that the teacher is able to plan and implement sequenced motor skill instruction that develops the cognitive understanding of students, builds on previous learning in an environment that promotes meaningful, maximum participation for each learner, and encourages a physically active lifestyle.

The Level 2 performance provides *limited* evidence:

- that the teacher uses a thorough knowledge of students to set high, worthwhile, and appropriate learning goals for all students, and has connected instruction to those goals. The goals may be vague, of limited significance, or only loosely connected to the instruction.
- that the teacher is able to use deliberate sequencing to teach the selected motor skill(s) and cognitive concept(s); and that the teacher bases this lesson on the knowledge of related skills, cognitive concepts, physical education, students, and promotion of an active lifestyle. The sequencing may be composed of disconnected parts or provide limited avenues for student progress.
- that the teacher is able to encourage the likelihood of participation in lifelong physical activity.
- that the teacher is able to engage all students in meaningful, maximum participation to facilitate development of motor skills and cognitive understanding of the related concept(s) while promoting individual responsibility of students for their learning and that of their peers.
- that the teacher is able to provide all students the opportunity for meaningful participation by choosing developmentally appropriate skills and concepts, tailoring instruction to take account of students' physical and emotional safety, and student needs related to experiences, abilities, cultural/ethnic backgrounds, circumstances, language proficiencies, and disabilities.
- that the teacher has a strong command of the selected skill(s) and cognitive concept(s) linked with appropriate physical education pedagogy that promotes lifelong physical activity in students.
- that the teacher is able to analyze and evaluate class interactions accurately and insightfully, showing knowledge of students and insight about students' learning, equity, and safety.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching. The reflection may be global or sketchy and show limited understanding of past teaching and implications for future practice.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but overall, there is *limited* evidence that the teacher is able to plan and implement sequenced motor skill instruction that develops the cognitive understanding of his or her students, builds on previous learning in an environment that promotes meaningful, maximum participation for each learner, and encourages a physically active lifestyle.

THE LEVEL 1 performance provides *little or no* evidence that the teacher is able to plan and implement sequenced motor skill instruction that develops the cognitive understanding of students, builds on previous learning in an environment that promotes meaningful, maximum participation for each learner, and encourages a physically active lifestyle.

The Level 1 performance provides *little or no* evidence:

- that the teacher uses a thorough knowledge of students to set high, worthwhile, and appropriate learning goals for all students, and has connected instruction to those goals. The goals may be vague, of little or no significance, or unconnected to the instruction.
- that the teacher is able to use deliberate sequencing to teach the selected motor skill(s) and cognitive concept(s); and that the teacher bases this lesson on the knowledge of related skills, cognitive concepts, physical education, students, and promotion of an active lifestyle. The sequencing may be composed of disconnected parts or provide limited avenues for student progress.
- that the teacher is able to encourage the likelihood of participation in lifelong physical activity.
- that the teacher is able to engage all students in meaningful, maximum participation to facilitate development of motor skills and cognitive understanding of the related concept(s) while promoting individual responsibility of students for their learning and that of their peers. The learning experiences may be trivial, unrelated, or inappropriate for these students.
- that the teacher is able to provide all students the opportunity for meaningful participation by choosing developmentally appropriate skills and concepts, tailoring instruction to take account of students' physical and emotional safety, and student needs related to experiences, abilities, cultural/ethnic backgrounds, circumstances, language proficiencies, and disabilities.
- that the teacher has a strong command of the selected skill(s) and cognitive concept(s) linked with appropriate physical education pedagogy that promotes lifelong physical activity in students.
- that the teacher is able to analyze and evaluate class interactions accurately and insightfully, showing knowledge of students and insight about students' learning, equity, and safety.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching. The reflection may be missing or unconnected to the instructional evidence and shows little or no understanding of past teaching and implications for future practice.

Overall, there is *little or no* evidence that the teacher is able to plan and implement sequenced motor skill instruction that develops the cognitive understanding of students, builds on previous learning in an environment that promotes meaningful, maximum participation for each learner, and encourages a physically active lifestyle.

Entry 2: Assessment for Student Learning

In this entry: You select and submit two assessments with instructional materials and two students' responses that demonstrate your ability to tie assessment to learning goals. You will also show how results of assessments are used to inform instruction. You also submit a Written Commentary analyzing your teaching.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to facilitate and support learning for all students and use assessment to inform instruction and improve teaching as students actively engage in learning an important physical education goal.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the teacher uses a thorough knowledge of students to set high, worthwhile, and appropriate learning goals for all students, and has connected assessment and instruction to those goals.
- that the teacher establishes specific learning goals central to physical education and justifies them as appropriate for the students and the specific teaching context.
- that the teacher is able to employ instructional strategies that engage all students in learning an important physical education goal and to adjust instruction at critical points in light of assessment information.
- that the teacher is able to employ teaching strategies that consider the unique learning needs of his or her students, show high expectations for all students, and demonstrate mastery of the challenges related to developing understanding of the learning goal(s).
- that the teacher is able to support instruction by means of assessments that further learning goals.
- that the teacher is able to use assessment strategies and the interpretation of the results to differentiate among learners and provide insight into individual learners' knowledge and performance so that appropriate adjustments to instruction can be made.
- that the teacher is able to build students' understanding by drawing connections among the concepts, the assessments, appropriate feedback, and next steps for the students.
- that the teacher has a strong command of physical education content linked with appropriate physical education pedagogy.
- that the teacher is able to accurately describe, analyze, and evaluate students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals.
- that the teacher is able to integrate assessment into instruction and use a variety of strategies to probe and push students' knowledge and performance through instructive feedback.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching.

Overall, there is *clear, consistent, and convincing* evidence that the teacher is able to facilitate and support learning for all students and use assessment to inform instruction and improve teaching as students actively engage in learning an important physical education goal.

THE LEVEL 3 performance provides *clear* evidence that the teacher is able to facilitate and support learning for all students and use assessment to inform instruction and improve teaching as students actively engage in learning an important physical education goal.

The Level 3 performance provides *clear* evidence:

- that the teacher uses a thorough knowledge of students to set high, worthwhile, and appropriate learning goals for all students, and has connected assessment and instruction to those goals.
- that the teacher establishes specific learning goals central to physical education and justifies them as appropriate for the students and the specific teaching context.
- that the teacher is able to employ instructional strategies that engage all students in learning an important physical education goal and to adjust instruction at critical points in light of assessment information.
- that the teacher is able to employ teaching strategies that consider the unique learning needs of his or her students, show high expectations for all students, and demonstrate mastery of the challenges related to developing understanding of the learning goal(s).
- that the teacher is able to support instruction by means of assessments that further learning goals.
- that the teacher is able to use assessment strategies and the interpretation of the results to differentiate among learners and provide insight into individual learners' knowledge and performance so that appropriate adjustments to instruction can be made.
- that the teacher is able to build students' understanding by drawing connections among the concepts, the assessments, appropriate feedback, and next steps for the students.
- that the teacher has a strong command of physical education content linked with appropriate physical education pedagogy.
- that the teacher is able to accurately describe, analyze, and evaluate students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals, though the analysis may not be as strong as in a Level 4 performance.
- that the teacher is able to integrate assessment into instruction and use a variety of strategies to probe and push students' knowledge and performance through instructive feedback.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching. However, the reflection may not be as insightful as in a Level 4 performance.

The Level 3 performance may show imbalance in the analysis and/or evidence and one part of the response may be more indicative of accomplished practice than other parts, but viewed as a whole, there is *clear* evidence that the teacher is able to facilitate and support learning for all students and use assessment to inform instruction and improve teaching as students actively engage in learning an important physical education goal.

THE LEVEL 2 performance provides *limited* evidence that the teacher is able to facilitate and support learning for all students and use assessment to inform instruction and improve teaching as students actively engage in learning an important physical education goal.

The Level 2 performance provides *limited* evidence:

- that the teacher uses a thorough knowledge of students to set high, worthwhile, and appropriate learning goals for all students, and has connected assessment and instruction to those goals. The goals may be vague, of limited significance, or only loosely connected to the assessment and instruction.
- that the teacher establishes specific learning goals central to physical education and justifies them as appropriate for the students and the specific teaching context. The rationale for the goals may be vague or weak, or the goals may be inappropriate for these students.
- that the teacher is able to employ instructional strategies that engage all students in learning an important physical education goal and to adjust instruction at critical points in light of assessment information.
- that the teacher is able to employ teaching strategies that consider the unique learning needs of his or her students, show high expectations for all students, and demonstrate mastery of the challenges related to developing understanding of the learning goal(s).
- that the teacher is able to support instruction by means of assessments that further learning goals.
- that the teacher is able to use assessment strategies and the interpretation of the results to differentiate among learners and provide insight into individual learners' knowledge and performance so that appropriate adjustments to instruction can be made.
- that the teacher is able to build students' understanding by drawing connections among the concepts, the assessments, appropriate feedback, and next steps for the students.
- that the teacher has a strong command of physical education content linked with appropriate physical education pedagogy.
- that the teacher is able to accurately describe, analyze, and evaluate students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals.
- that the teacher is able to integrate assessment into instruction and use a variety of strategies to probe and push students' knowledge and performance through instructive feedback.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching. The reflection may be global or sketchy and show limited understanding of past teaching and implications for future practice.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but overall, there is *limited* evidence that the teacher is able to facilitate and support learning for all students and use assessment to inform instruction and improve teaching as students actively engage in learning an important physical education goal.

THE LEVEL 1 performance provides *little or no* evidence that the teacher is able to facilitate and support learning for all students and use assessment to inform instruction and improve teaching as students actively engage in learning an important physical education goal.

The Level 1 performance provides *little or no* evidence:

- that the teacher uses a thorough knowledge of students to set high, worthwhile, and appropriate learning goals for all students, and has connected assessment and instruction to those goals. The goals may be vague, of little or no significance, or unconnected to the assessment and instruction.
- that the teacher establishes specific learning goals central to physical education and justifies them as appropriate for the students and the specific teaching context. The rationale for the goals may be vague or weak, or the goals may be inappropriate for these students.
- that the teacher is able to employ instructional strategies that engage all students in learning an important physical education goal and to adjust instruction at critical points in light of assessment information.
- that the teacher is able to employ teaching strategies that consider the unique learning needs of his or her students, show high expectations for all students, and demonstrate mastery of the challenges related to developing understanding of the learning goal(s).
- that the teacher is able to support instruction by means of assessments that further learning goals.
- that the teacher is able to use assessment strategies and the interpretation of their results to differentiate among learners and provide insight into individual learners' knowledge and performance so that appropriate adjustments to instruction can be made.
- that the teacher is able to build students' understanding by drawing connections among the concepts, the assessments, appropriate feedback, and next steps for the students.
- that the teacher has a strong command of physical education content linked with appropriate physical education pedagogy.
- that the teacher is able to accurately describe, analyze, and evaluate students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals, though the analysis may not be as strong as in a Level 2 performance.
- that the teacher is able to integrate assessment into instruction and use a variety of strategies to probe and push students' knowledge and performance through instructive feedback.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching. The reflection may be missing or unconnected to the instructional evidence and shows little or no understanding of past teaching and implications for future practice.

Overall, there is *little or no* evidence that the teacher is able to facilitate and support learning for all students and use assessment to inform instruction and improve teaching as students actively engage in learning an important physical education goal.

Entry 3: Creating a Productive Learning Environment

In this entry: You submit a Written Commentary, instructional materials, and a 20-minute video recording that demonstrates how you manage the transition of learning activities; shows how you promote learning in a physically, socially, and emotionally safe environment; and highlights your ability to promote physical activity for a lifetime.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to use effective classroom management skills and routines that encourage equitable access to student learning in a physically, socially, and emotionally safe environment, challenge all students regardless of differences, and promote an active lifestyle.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the teacher has set high, worthwhile, and appropriate learning goals for all students, and has connected instruction to those goals.
- that the teacher uses effective instructional techniques based on his or her knowledge of related skills, physical education, safety, and students.
- that the teacher integrates the promotion of the value of physical activity into instruction and promotes the value of a physically active lifestyle through the physical education learning experience.
- that the teacher is able to engage all students in meaningful, maximum time on task as they participate in important, developmentally appropriate physical education activity. The teacher's facilitation and monitoring of the instructional activity and interactions with students show evidence that students are at least partly responsible for their own learning and that of their peers. The teacher's management of the transition(s) of learning activities shows clear, consistent, convincing evidence of the effective use of instructional time.
- that the teacher supports equitable access to learning, tailoring instruction, where appropriate, to account for students' developmental levels and student needs including: experiences, abilities, cultural/ethnic backgrounds, circumstances, language proficiencies, and disabilities.
- that the teacher uses grouping strategies that promote the students' achievement of the learning goals.
- that the teacher has a strong command of the content of the lesson linked with appropriate physical education pedagogy.
- that the teacher is able to accurately describe, analyze, and evaluate class interactions, showing knowledge of students and insight into their learning, including careful consideration of the emotional, social, and physical safety of students.
- that the teacher is able to promote student interaction and reflection.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching by recognizing highs and lows, if any, within the lesson and articulate, where appropriate, well-formulated ideas for improvement or change in practice based on the analysis.

Overall, there is *clear, consistent, and convincing* evidence that the teacher is able to use effective classroom management skills and routines that encourage equitable access to student learning in a physically, socially, and emotionally safe environment, challenge all students regardless of differences, and promote an active lifestyle.

THE LEVEL 3 performance provides *clear* evidence that the teacher is able to use effective classroom management skills and routines that encourage equitable access to student learning in a physically, socially, and emotionally safe environment, challenge all students regardless of differences, and promote an active lifestyle.

The Level 3 performance provides *clear* evidence:

- that the teacher has set high, worthwhile, and appropriate learning goals for all students, and has connected instruction to those goals.
- that the teacher uses effective instructional techniques based on his or her knowledge of related skills, physical education, safety, and students.
- that the teacher integrates the promotion of the value of physical activity into his or her instruction and promotes the value of a physically active lifestyle through the physical education learning experience.
- that the teacher is able to engage all students in meaningful, maximum time on task as they participate in important, developmentally appropriate physical education activity. The teacher's facilitation and monitoring of the instructional activity and interactions with students show clear evidence that students are at least partly responsible for their own learning and that of their peers. The teacher's management of the transition(s) of learning activities shows clear evidence of the effective use of instructional time.
- that the teacher supports equitable access to learning, tailoring instruction, where appropriate, to account for students' developmental levels and student needs including: experiences, abilities, cultural/ethnic backgrounds, circumstances, language proficiencies, and disabilities.
- that the teacher uses grouping strategies that promote the students' achievement of the learning goals.
- that the teacher has a strong command of the content of the lesson linked with appropriate physical education pedagogy.
- that the teacher is able to accurately describe, analyze, and evaluate class interactions, showing knowledge of students and insight into their learning, including careful consideration of the emotional, social, and physical safety of students.
- that the teacher is able to promote student interaction and reflection.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching by recognizing highs and lows, if any, within the lesson and articulate, where appropriate, well-formulated ideas for improvement or change in practice based on the analysis, though the analysis may not be as strong as in a Level 4 performance.

The Level 3 performance may show imbalance in the analysis and/or evidence and one part of the response may be more indicative of accomplished practice than other parts, but viewed as a whole, there is *clear* evidence that the teacher is able to use effective classroom management skills and routines that encourage equitable access to student learning in a physically, socially, and emotionally safe environment, challenge all students regardless of differences, and promote an active lifestyle.

THE LEVEL 2 performance provides *limited* evidence that the teacher is able to use effective classroom management skills and routines that encourage equitable access to student learning in a physically, socially, and emotionally safe environment, challenge all students regardless of differences, and promote an active lifestyle.

The Level 2 performance provides *limited* evidence:

- that the teacher has set high, worthwhile, and appropriate learning goals for all students, and has connected instruction to those goals.
- that the teacher uses effective instructional techniques based on his or her knowledge of related skills, physical education, safety, and students.
- that the teacher integrates the promotion of the value of physical activity into instruction and promotes the value of a physically active lifestyle through the physical education learning experience.
- that the teacher is able to engage all students in meaningful, maximum time on task as they participate in important, developmentally appropriate physical education activity. The teacher's facilitation and monitoring of the instructional activity and interactions with students show limited evidence that students are at least partly responsible for their own learning and that of their peers. The teacher's management of the transition(s) of learning activities should show evidence of their effective use of instructional time.
- that the teacher supports equitable access to learning, tailoring instruction, where appropriate, to account for students' developmental levels and student needs including: experiences, abilities, cultural/ethnic backgrounds, circumstances, language proficiencies, and disabilities.
- that the teacher uses grouping strategies that promote the students' achievement of the learning goals.
- that the teacher has a strong command of the content of the lesson linked with appropriate physical education pedagogy.
- that the teacher is able to accurately describe, analyze, and evaluate class interactions, showing knowledge of students and insight into their learning, including careful consideration of the emotional, social, and physical safety of students.
- that the teacher is able to promote student interaction and reflection.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching by recognizing highs and lows, if any, within the lesson and articulate, where appropriate, well-formulated ideas for improvement or change in practice based on the analysis.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but viewed as a whole, there is *limited* evidence that the teacher is able to use effective classroom management skills and routines that encourage equitable access to student learning in a physically, socially, and emotionally safe environment, challenge all students regardless of differences, and promote an active lifestyle.

THE LEVEL 1 performance provides *little or no* evidence that the teacher is able to use effective classroom management skills and routines that encourage equitable access to student learning in a physically, socially, and emotionally safe environment, challenge all students regardless of differences, and promote an active lifestyle.

The Level 1 performance provides *little or no* evidence:

- that the teacher has set high, worthwhile, and appropriate learning goals for all students, and has connected instruction to those goals.
- that the teacher uses effective instructional techniques based on his or her knowledge of related skills, physical education, safety, and students.
- that the teacher integrates the promotion of the value of physical activity into instruction and promotes the value of a physically active lifestyle through the physical education learning experience.
- that the teacher is able to engage all students in meaningful, maximum time on task as they participate in important, developmentally appropriate physical education activity. The teacher's facilitation and monitoring of the instructional activity and interactions with students show little or no evidence that students are at least partly responsible for their own learning and that of their peers. The teacher's management of the transition(s) of learning activities shows little or no evidence of their effective use of instructional time.
- that the teacher supports equitable access to learning, tailoring instruction, where appropriate, to account for students' developmental levels and student needs including: experiences, abilities, cultural/ethnic backgrounds, circumstances, language proficiencies, and disabilities.
- that the teacher uses grouping strategies that promote the students' achievement of the learning goals.
- that the teacher has a strong command of the content of the lesson linked with appropriate physical education pedagogy.
- that the teacher is able to accurately describe, analyze, and evaluate class interactions, showing knowledge of students and insight into their learning, including careful consideration of the emotional, social, and physical safety of students.
- that the teacher is able to promote student interaction and reflection.
- that the teacher is able to accurately describe his or her practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching by recognizing highs and lows, if any, within the lesson and articulate, where appropriate, well-formulated ideas for improvement or change in practice based on the analysis.

The Level 1 performance may show imbalance in the analysis and/or evidence and one part of the response may be more indicative of accomplished practice than other parts, but viewed as a whole, there is *little or no* evidence that the teacher is able to use effective classroom management skills and routines that encourage equitable access to student learning in a physically, socially, and emotionally safe environment, challenge all students regardless of differences, and promote an active lifestyle.

Entry 4: Documented Accomplishments: Contributions to Student Learning

In this entry: You illustrate your partnerships with students' families and community, and your development as a learner and collaborator with other professionals by submitting descriptions and documentation of your activities and accomplishments in those areas. Your description must make the connection between each accomplishment and its impact on student learning.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the teacher treats parents and other interested adults as valued partners in the child's education, and uses thoughtfully chosen, appropriate strategies for reaching out to the families of his or her students. The selected strategies may or may not be original to the teacher, but they are implemented with skill and enthusiasm and are effective in engaging parents and other interested adults in communication that is highly interactive, fostering extensive two-way dialogue focused primarily on substantive teaching and learning issues and individual student progress.
- that the teacher facilitates ongoing, mutually beneficial communications between students and the wider community in a way that enhances teaching and learning.
- that the teacher has strengthened his or her own teaching practice through conscious and deliberate professional development to strengthen knowledge, skills, and abilities in areas that are relevant to his or her teaching and learning context for the purpose of impacting student learning.
- that the teacher has worked collaboratively with colleagues to improve teaching and learning, either within the school or in the wider professional community.
- that the teacher has shared his or her expertise in a leadership role with other educators through facilitating the professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy.
- that the teacher's work outside the classroom has been driven by a conscious and deliberate focus on improving teaching and learning, as opposed to merely fulfilling job requirements. The descriptions and documentation provide a rich, detailed, coherent view of a teacher who has made an impact on student learning through work with other colleagues, professionals, families, and the community, and as a learner.
- that the teacher accurately analyzes and thoughtfully reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

Overall, there is *clear, consistent, and convincing* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

THE LEVEL 3 performance provides *clear* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

The Level 3 performance provides *clear* evidence:

- that the teacher treats parents and other interested adults as valued partners in the child's education, and uses appropriate strategies for reaching out to the families of his or her students. The selected strategies may or may not be original to the teacher, but they are effective in engaging parents and other interested adults in communication that is interactive, fostering two-way dialogue focused primarily on substantive teaching and learning issues and individual student progress.
- that the teacher facilitates ongoing, mutually beneficial communications between students and the wider community in a way that enhances teaching and learning, although the communications may not be as effective as those in a Level 4 performance.
- that the teacher has strengthened his or her own teaching practice through conscious and deliberate professional development to strengthen knowledge, skills, and abilities in areas that are relevant to his or her teaching and learning context.
- that the teacher has worked with colleagues as a partner or collaborator to improve teaching and learning, either within the school or in a larger professional context, such as within a professional organization.
- that the teacher has shared his or her expertise in a leadership role with other educators through facilitating the professional development of other teachers, improving instructional practices, or advocating for positive changes in educational policy.
- that the teacher's work outside the classroom has been driven by a conscious focus on improving teaching and learning, as opposed to merely fulfilling job requirements. The descriptions and evidence provide a coherent view of a teacher who has made an impact on student learning through work with other colleagues, professionals, families, and the community, and as a learner.
- that the teacher accurately analyzes and thoughtfully reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

Overall, there is *clear* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

THE LEVEL 2 performance provides *limited* evidence of the teacher’s ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

The Level 2 performance provides *limited* evidence:

- that the teacher treats parents and other interested adults as valued partners in the child’s education, and uses appropriate strategies for reaching out to the families of his or her students. The rationale for the selected strategies may be a bit vague and/or there may be limited evidence that the strategies are effective in engaging parents and other interested adults. There may be evidence that though the strategies work with many families, some families are not being fully engaged.
- that the communications with families are focused on substantive teaching and learning issues. Instead, many of the communications may be dominated by procedural issues, behavior, or disciplinary matters, or the communications may not show much differentiation between individual students, with the same communication going to all families.
- that the communications with families are interactive. There may be frequent communications home but these may rely primarily on one-way media, such as notes home or newsletters. The evidence may suggest that parents are well informed about what is going on in the classroom, but there is limited evidence of two-way dialogue with families.
- regarding meaningful communications between the students and the wider community for the purpose of enhancing teaching and learning.
- that the teacher has strengthened his or her own teaching practice through professional development; even if the teacher has engaged in extensive professional development activities, it may be unclear how these activities relate to the knowledge, skills, and abilities that are relevant to his or her teaching and learning context.
- that the teacher has shared what he or she has learned with colleagues by working with them in a role as a partner, collaborator, or leader.

The evidence in a Level 2 performance may indicate that the teacher is an accomplished practitioner within his or her own classroom, but that he or she has not shared his or her expertise with others in a significant way through professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy.

The evidence may suggest that the preponderance of the teacher’s activities outside of the classroom has been to fulfill job requirements, as opposed to being a conscious and deliberate effort to impact student learning and improve teaching and learning.

- that the teacher analyzes and reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

The Level 2 performance may be characterized by evidence that occasionally hints at accomplished practice, but overall, there is *limited* evidence of the teacher’s ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

THE LEVEL 1 performance provides *little or no* evidence of the teacher’s ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

The Level 1 performance provides *little or no* evidence:

- that the teacher treats parents and other interested adults as partners in the child’s education, and uses appropriate strategies for reaching out to the families of his or her students. The rationale for the selected strategies may be very vague, unclear, or absent.
- that the strategies are effective in engaging parents and other interested adults. There may be evidence that some families are overlooked or ignored.
- that the communications with families are focused on substantive teaching and learning issues. Instead, the communications are taken up almost exclusively by procedural issues, behavior, or disciplinary matters.
- that the communications with families are interactive. Communications with families are entirely one-way and/or infrequent. Parents may not be kept informed about what is going on in the classroom. If evidence regarding outreach to the wider community is present, the connections may promote trivial interactions with little impact on student learning.

The Level 1 performance may contain negative or disparaging comments about parents, community, or professionals with little or no evidence of the teacher’s efforts to improve the situation.

- that the teacher has strengthened his or her own teaching practice through professional development. If professional development activities are cited, they may be very sketchy or weak or of little or no relevance to the teacher’s context.
- that the teacher has worked with colleagues as a partner, collaborator, or leader. If school projects are cited, there may be little or no evidence of their impact on teaching and learning, or the teacher’s role in the project may be very unclear or very passive.

There may be evidence that the teacher is an accomplished practitioner within his or her own classroom, but there is little or no evidence that he or she has shared his or her expertise with others.

The evidence may suggest that the teacher’s work outside of the classroom has been carried out solely to fulfill job requirements, as opposed to being a conscious and deliberate effort to improve teaching and learning.

- that the teacher analyzes and reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

Overall, there is *little or no* evidence of the teacher’s ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

Scoring Rubrics for Assessment Center Exercises

Exercise 1: Exercise Science

In this exercise: You use your knowledge of specific health- or skill-related fitness components to describe how they are related to scientific/exercise principles and how they apply to a physical education theme or activity. You demonstrate your knowledge of the interrelationship among fitness components, scientific/exercise principles, and developmentally appropriate practice.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate demonstrates thorough and complete knowledge of the interrelationships of fitness components and scientific/exercise principles to define and explain terms and to plan a developmentally appropriate physical education activity.

Characteristics:

- Demonstrates thorough understanding of the specified health- or skill-related fitness components and scientific/exercise principles, and their interrelationships.
- Describes an activity that effectively integrates the required fitness components and scientific/exercise principles.
- Describes an activity that significantly promotes student fitness.
- Demonstrates deep understanding of developmentally appropriate physical education activities.

THE LEVEL 3 response shows *clear* evidence that the candidate demonstrates thorough and complete knowledge of the interrelationships of fitness components and scientific/exercise principles to define and explain terms and to plan a developmentally appropriate physical education activity.

Characteristics:

- Demonstrates accurate understanding of the specified health- or skill-related fitness components and scientific/exercise principles, and their interrelationships.
- Describes an activity that logically integrates the required fitness components and scientific/exercise principles.
- Describes an activity that appropriately promotes student fitness.
- Demonstrates thorough understanding of developmentally appropriate physical education activities.

THE LEVEL 2 response shows *limited* evidence that the candidate demonstrates thorough and complete knowledge of the interrelationships of fitness components and scientific/exercise principles to define and explain terms and to plan a developmentally appropriate physical education activity.

Characteristics:

- Demonstrates ineffective understanding of the specified health- or skill-related fitness components and scientific/exercise principles, and their interrelationships.
- Describes an activity, but may be uneven and/or only partially related to the required fitness components and scientific/exercise principles.
- Describes an activity, but offers unclear evidence that it would promote student fitness.
- Demonstrates partial understanding of developmentally appropriate physical education activities.

THE LEVEL 1 response shows *little or no* evidence that the candidate demonstrates thorough and complete knowledge of the interrelationships of fitness components and scientific/exercise principles to define and explain terms and to plan a developmentally appropriate physical education activity.

Characteristics:

- Demonstrates minimal understanding of the specified health- or skill-related fitness components and scientific/exercise principles, and their interrelationships.
- Describes an activity, but shows sketchy evidence that it is connected to the required fitness components and scientific/exercise principles.
- Describes an activity, but the evidence that it would promote student fitness may be ineffective or missing.
- Demonstrates weak understanding of developmentally appropriate physical education activities.

Exercise 2: Biomechanics and Motor Learning

In this exercise: You describe how you use motor learning concepts and apply biomechanical principles to the acquisition and development of skills.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate demonstrates knowledge of motor learning and biomechanical concepts, and the application of those concepts to the acquisition and development of skills.

Characteristics:

- Demonstrates deep understanding of the specified motor learning and biomechanical concepts.
- Demonstrates thorough knowledge of the application of the concepts to the acquisition and development of the specified skills.
- Provides detailed explanation of why the specified concepts are important in the teaching of the specified skills.

THE LEVEL 3 response shows *clear* evidence that the candidate demonstrates knowledge of motor learning and biomechanical concepts, and the application of those concepts to the acquisition and development of skills.

Characteristics:

- Demonstrates appropriate understanding of the specified motor learning and biomechanical concepts.
- Demonstrates accurate knowledge of the application of the concepts to the acquisition and development of the specified skills.
- Provides strong explanation of why the specified concepts are important in the teaching of the specified skills.

THE LEVEL 2 response shows *limited* evidence that the candidate demonstrates knowledge of motor learning and biomechanical concepts, and the application of those concepts to the acquisition and development of skills.

Characteristics:

- Demonstrates partial understanding of the specified motor learning and biomechanical concepts.
- Demonstrates general knowledge of the application of the concepts to the acquisition and development of the specified skills.
- Provides ineffective explanation of why the specified concepts are important in the teaching of the specified skills.

THE LEVEL 1 response shows *little or no* evidence that the candidate demonstrates knowledge of motor learning and biomechanical concepts, and the application of those concepts to the acquisition and development of skills.

Characteristics:

- Demonstrates weak understanding of the specified motor learning and biomechanical concepts.
- Demonstrates minimal knowledge of the application of the concepts to the acquisition and development of the specified skills.
- The explanation of why the specified concepts are important in the teaching of the specified skills may be weak or missing.

Exercise 3: Safety, Equity, and Fairness Issues

In this exercise: You are provided with scenarios and are asked to analyze each one in light of the students' physical, social, and emotional well-being in the physical education setting. The analyses you provide demonstrate your knowledge of safety, equity, and fairness issues in physical education. Based on your analyses, you then recommend appropriate and responsible actions that are based on best practice in the areas of student safety, fairness, and equity.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate demonstrates knowledge of best practice in the areas of fairness, equity, student safety, and the law, and to plan instruction that will address the physical, social, and emotional safety of all students.

Characteristics:

- Demonstrates deep understanding of fairness, equity, student safety, the law, and best practice within physical education.
- Designs an insightful learning activity that will contribute to the stated goal(s) and will address the required issue.
- Significantly attends to the student(s) described in the scenario and considers the physical, social, and emotional safety of all the students in the class.

THE LEVEL 3 response shows *clear* evidence that the candidate demonstrates knowledge of best practice in the areas of fairness, equity, student safety, and the law, and to plan instruction that will address the physical, social, and emotional safety of all students.

Characteristics:

- Demonstrates an appropriate understanding of fairness, equity, student safety, the law, and best practice within physical education.
- Designs an aligned learning activity that will contribute to the stated goal(s) and will address the required issue.
- Accurately attends to the student(s) described in the scenario and considers the physical, social, and emotional safety of all the students in the class.

THE LEVEL 2 response shows *limited* evidence that the candidate demonstrates knowledge of best practice in the areas of fairness, equity, student safety, and the law, and to plan instruction that will address the physical, social, and emotional safety of all students.

Characteristics:

- Demonstrates a sketchy understanding of fairness, equity, student safety, the law, and best practice within physical education.
- Designs a learning activity that will contribute to the stated goal(s) and will address the required issue, but may be in general terms, or have little connection to the specifics required.
- The design of the activity has an insignificant connection to the student(s) described in the scenario and the physical, social, and emotional safety of all the students in the class is only vaguely considered.

THE LEVEL 1 response shows *little or no* evidence that the candidate demonstrates knowledge of best practice in the areas of fairness, equity, student safety, and the law, and to plan instruction that will address the physical, social, and emotional safety of all students.

Characteristics:

- Demonstrates minimal understanding of fairness, equity, student safety, the law, and best practice within physical education.
- Designs a learning activity that will contribute to the stated goal(s) and will address the required issue, but may be inappropriate, missing, or in general terms with little connection to the scenario.
- The design of the activity has a weak connection to the student(s) described in the scenario and the physical, social, and emotional safety of all the students in the class is only vaguely considered or not mentioned at all.

Exercise 4: Students with Disabilities

In this exercise: You identify and apply knowledge of educational law and the design and implementation of an Individualized Education Plan. You identify the essential strategies and knowledge necessary for teaching physical education to students with disabilities in order to promote effective instruction for all students within a physically, socially, and emotionally safe environment.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate demonstrates application of the educational law and Individualized Education Plans that will facilitate the physical education learning goals and the teaching of skills to students with disabilities in a physically, socially, and emotionally safe environment.

Characteristics:

- Identifies two significant physical education goals for the profiled student.
- Describes a rich learning experience that would positively allow the student to work toward one of the identified goals.
- Describes specific teaching strategies and considerations that would facilitate a physically, socially, and emotionally safe environment for the profiled student and all the other students in the class.

THE LEVEL 3 response shows *clear* evidence that the candidate demonstrates application of the educational law and Individualized Education Plans that will facilitate the physical education learning goals and the teaching of skills to students with disabilities in a physically, socially, and emotionally safe environment.

Characteristics:

- Identifies two accurate physical education goals for the profiled student.
- Describes an appropriate learning experience that would actively allow the student to work toward one of the identified goals.
- Describes specific teaching strategies and considerations that would foster a physically, socially, and emotionally safe environment for the profiled student and all the other students in the class.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to demonstrate application of the educational law and Individualized Education Plans that will facilitate the physical education learning goals and the teaching of skills to students with disabilities in a physically, socially, and emotionally safe environment.

Characteristics:

- Identifies two physical education goals for the profiled student, but may be in general terms or shows an ineffective understanding of the profiled student.
- Describes a learning experience that would allow the student to work toward one of the identified goals, but may be in general terms, or has little connection to the specifics required.
- Describes teaching strategies and considerations that would provide for a physically, socially, and emotionally safe environment for the profiled student and all the other students in the class, but may be only loosely connected to the specifics of the prompt.

THE LEVEL 1 response shows *little or no* evidence that the candidate demonstrates application of the educational law and Individualized Education Plans that will facilitate the physical education learning goals and the teaching of skills to students with disabilities in a physically, socially, and emotionally safe environment.

Characteristics:

- Identifies two physical education goals for the profiled student, but may be inappropriate or shows vague understanding of physical education and best practice.
- Describes a learning experience that addresses the identified goals, but parts of the explanation may be confusing, missing, or disconnected from the scenario.
- Describes teaching strategies and considerations that would weakly provide for a physically, socially, and emotionally safe environment for the profiled student and all the other students in the class. Parts of the discussion may be inaccurate or missing.

Exercise 5: Movement Forms

In this exercise: You use your knowledge of critical elements of specific movement forms and identify developmentally immature aspects of performance. You demonstrate comprehensive knowledge of the impact of the principles of movement concepts (force, time, flow, space, effort, and relationship) in teaching movement patterns.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate demonstrates a thorough knowledge of the critical elements of specific movement forms, identifies errors in performance, and demonstrates comprehensive knowledge of the impact of the movement concepts in teaching basic movement patterns.

Characteristics:

- A thorough knowledge of critical elements of specific movement forms and a correct identification of developmentally immature aspects in performance.
- A detailed explanation of how to move the student to the next level of performance with a connected explanation of why this approach would be developmentally appropriate for this student.
- A comprehensive explanation of how to incorporate force, time, and flow into instruction to enhance movement related to a specific skill.
- A strong explanation of how to incorporate effort, space, and relationship into instruction to enhance movement related to a team sport or group activity.

THE LEVEL 3 response shows *clear* evidence that the candidate demonstrates a thorough knowledge of the critical elements of specific movement forms, identifies errors in performance, and demonstrates comprehensive knowledge of the impact of the movement concepts in teaching basic movement patterns.

Characteristics:

- An appropriate knowledge of critical elements of specific movement forms and an accurate identification of developmentally immature aspects in performance.
- A logical explanation of how to move the student to the next level of performance with an accurate explanation of why this approach would be developmentally appropriate for this student.
- An effective explanation of how to incorporate force, time, and flow into instruction to enhance movement related to a specific skill.
- An effective explanation of how to incorporate effort, space, and relationship into instruction to enhance movement related to a team sport or group activity.

THE LEVEL 2 response shows *limited* evidence that the candidate demonstrates a thorough knowledge of the critical elements of specific movement forms, identifies errors in performance, and demonstrates comprehensive knowledge of the impact of the movement concepts in teaching basic movement patterns.

Characteristics:

- An incomplete knowledge of critical elements of specific movement forms and an unclear identification of developmentally immature aspects in performance.
- A routine explanation of how to move the student to the next level of performance with a trivial explanation of why this approach would be developmentally appropriate for this student.
- An ineffective explanation of how to incorporate force, time, and flow into instruction to enhance movement related to a specific skill.
- An ineffective explanation of how to incorporate effort, space, and relationship into instruction to enhance movement related to a team sport or group activity.

THE LEVEL 1 response shows *little or no* evidence that the candidate demonstrates a thorough knowledge of the critical elements of specific movement forms, identifies errors in performance, and demonstrates comprehensive knowledge of the impact of the movement concepts in teaching basic movement patterns.

Characteristics:

- A weak knowledge of critical elements of specific movement forms and an incorrect identification of developmentally immature aspects in performance.
- A simplistic explanation of how to move the student to the next level of performance with a sketchy explanation of why this approach would be developmentally appropriate for this student.
- An inaccurate explanation of how to incorporate force, time, and flow into instruction to enhance movement related to a specific skill.
- An inaccurate explanation of how to incorporate effort, space, and relationship into instruction to enhance movement related to a team sport or group activity.

Exercise 6: Integration of Technology and Interdisciplinary Approaches

In this exercise: You use your knowledge of integrating content and/or skills from physical education and another specified content area in a learning experience appropriate for fifth-grade physical education students. You justify the appropriateness of the content and/or skills from physical education and the other content area and explain how the learning experience advances students' understanding of physical education and the other content area. You must demonstrate your knowledge of purposeful and appropriate uses of technology for effective physical education instruction.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate demonstrates knowledge of purposeful and appropriate teaching approaches and uses of technology for integrating concepts and skills from other disciplines with physical education instruction.

Characteristics:

- Describes a learning activity that would insightfully address the student's question posed in the scenario.
- Provides an effective explanation of how the learning activity would connect the academic skills/content with the physical education skills/content.
- Provides a detailed explanation of how the learning activity would develop students' understanding of both the academic skills/content and the physical education skills/content.
- Provides a thorough explanation of how they would incorporate some form of technology as an instructional resource to enhance the students' understanding of both the academic and physical education content of this lesson.

THE LEVEL 3 response shows *clear* evidence that the candidate demonstrates knowledge of purposeful and appropriate teaching approaches and uses of technology for integrating concepts and skills from other disciplines with physical education instruction.

Characteristics:

- Describes a learning activity that would adequately address the student's question posed in the scenario.
- Provides an appropriate explanation of how the learning activity would connect the academic skills/content with the physical education skills/content.
- Provides a positive explanation of how the learning activity would develop students' understanding of both the academic skills/content and the physical education skills/content.
- Provides an accurate explanation of how they would incorporate some form of technology as an instructional resource to enhance the students' understanding of both the academic and physical education content of this lesson.

THE LEVEL 2 response shows *limited* evidence that the candidate demonstrates knowledge of purposeful and appropriate teaching approaches and uses of technology for integrating concepts and skills from other disciplines with physical education instruction.

Characteristics:

- Describes a learning activity that would address the student’s question posed in the scenario, but shows an unclear understanding of the academic skills and/or the physical education skills.
- Provides a partial explanation of how the learning activity would connect the academic skills/content with the physical education skills/content.
- Provides an explanation of how the learning activity would develop students’ understanding of both the academic skills/content and the physical education skills/content, but may be in general terms or only loosely connected to the specific issues raised in the scenario.
- Provides an explanation of how they would incorporate some form of technology as an instructional resource to enhance the students’ understanding of both the academic and physical education content of this lesson, but the rationale may be weak or loosely connected to the specifics of the scenario.

THE LEVEL 1 response shows *little or no* evidence that the candidate demonstrates knowledge of purposeful and appropriate teaching approaches and uses of technology for integrating concepts and skills from other disciplines with physical education instruction.

Characteristics:

- Describes a learning activity that would partially address the student’s question posed in the scenario, or shows minimal understanding of the academic skills and/or the physical education skills.
- Provides a weak explanation of how the learning activity would connect the academic skills/content with the physical education skills/content, or parts of the explanation may be in vague or very unclear terms, or may be missing or unconnected to the scenario.
- Provides an illogical explanation of how the learning activity would develop students’ understanding of both the academic skills/content and the physical education skills/content, or understanding of the concepts may be confusing or missing.
- Provides an inaccurate explanation of how they would incorporate some form of technology as an instructional resource to enhance the students’ understanding of both the academic and physical education content of this lesson. Demonstrates a vague understanding of purposeful and appropriate uses of technology, or understanding of the concepts may be confusing or missing.

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