**Ohio Physical Education Assessments**

**Standard 2**

Demonstrates understanding of movement concepts, principles, strategies and

tactics as they apply to the learning and performance of physical activities.

**Grade Band: 9-12**

**Benchmarks A and B**

**Benchmark A:** Apply knowledge of tactical concepts and strategies in authentic settings.

**Benchmark B:** Apply biomechanical principles to performance in authentic settings.

**Assessment Task – Analytical Portfolio**

**Instructions:** In an activity area of their choosing (e.g., games, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas), students complete a portfolio demonstrating their knowledge of how to apply strategies and biomechanical principles to performance in authentic (e.g., real-world) settings. Portfolios can be produced either on paper or electronically and might include video clips to show aspects of performance.

**Portfolio Competencies for Benchmark A:**

1. A description of strategic and/or tactical requirements[[1]](#footnote-1) for successful performance in the activity.
2. An explanation of how the selected activity is similar to other activities and how knowledge/understanding of other activities can be transferred to help in performance of the selected activity.

**Portfolio Competencies for Benchmark B:**

1. A description of the biomechanical principles that impact performance (e.g., force, stability, angles, rotation).
2. Analysis of personal performance describing the strengths and weaknesses of performance.
3. A detailed practice plan indicating how performance might be improved. The practice plan should document the frequency, duration and intensity of practice (the what, when, where and how of practice).

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| **Level** | **Criteria** | |
|  | **Benchmark A** | **Benchmark B** |
| Advanced | Strategic and technical requirements are explained in detail. Potential knowledge transfer is explained in depth with several examples of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities. | Biomechanical elements of performance are described and demonstrated in the portfolio. Personal performance is described and demonstrated, and a detailed (what, when, where, how) practice plan is presented to facilitate performance improvement. |
| Proficient | Strategic and technical requirements are explained in detail. Potential knowledge transfer is explained with an example of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities. | Biomechanical elements of performance are described. Personal performance is described and a detailed practice plan is presented to facilitate performance improvement. |
| Limited | Strategic and technical requirements are described. Potential knowledge transfer is explained, but the explanation lacks examples of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities. | Biomechanical elements of performance are listed, but not described. Personal performance is described and a limited practice plan is presented to facilitate performance improvement. |

**See excel sheets for data collection.**

1. Note that strategy and tactics are really games-related concepts and some high school students might elect non-games-related areas. Where strategic and/or tactical requirements are not relevant to the activity, responses to this section should focus instead on aspects of technique. [↑](#footnote-ref-1)