

INTRODUCTION

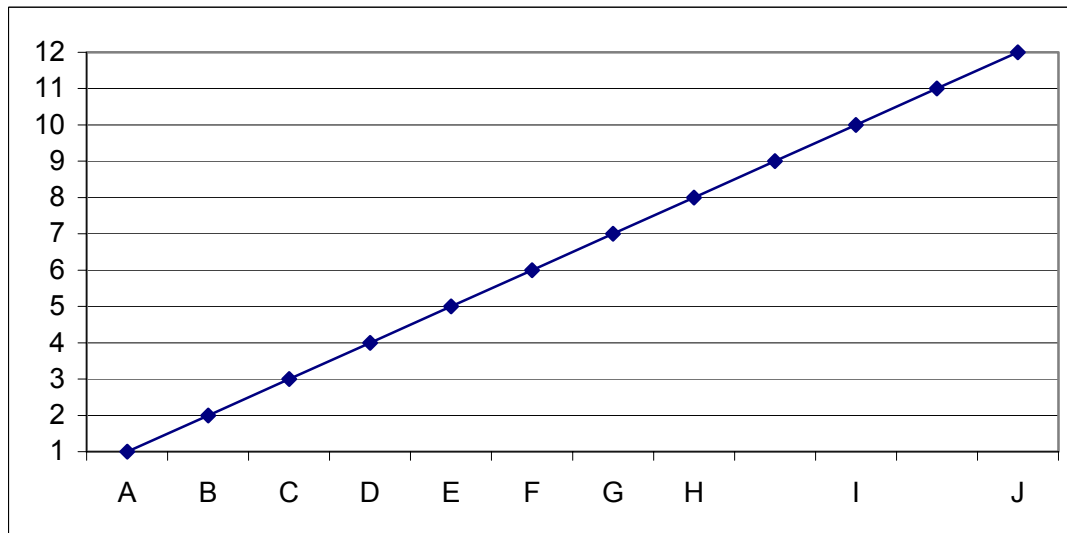
Design for Performance Standards

The Illinois Learning Standards are content standards that describe “*what*” students should know and be able to do in grades K – 12. Each content standard includes five benchmarks that describe what students should know and be able to do at early elementary, late elementary, middle/junior high, early high school, and late high school.

The challenge for the 2000-2001 school year was to produce performance standards that would indicate “*how well*” students should perform to meet the standards. To address this challenge, a number of perspectives needed to be considered. For example, the National Governors Association¹ raised two pertinent questions policymakers should consider for the design of performance standards:

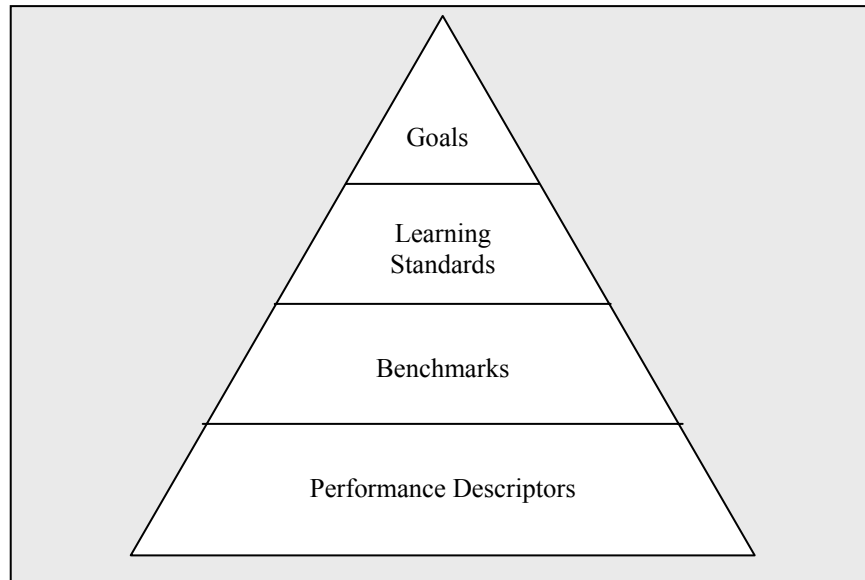
- Do the performance standards indicate the levels of performance students should attain, descriptions of performance at each level, and rules that enable educators to determine whether students have reached a given level?
- Do the performance standards include a range of work . . . to show that students can meet the standards in a variety of ways?

The performance standards describe how well students perform at various points on an educational development continuum. This continuum shows how students can demonstrate mastery of progressively more difficult content and cognitive skills over ten incremental stages of development. Performance within each stage can be assessed by the extent to which students are meeting the standards (i.e., starting, approaching, meeting, exceeding). Performance standards include four essential elements: performance descriptors, performance levels, assessment tasks, and performance examples.



¹ Ouellette, M. (2000). “Maintaining progress through systemic education reform: Performance standards,” Washington, DC: National Governors Association.

The performance standards are classroom resources for voluntary use at the local level. They are not intended to replace the Illinois Learning Standards. Instead, they supplement them by providing sufficient detail and examples to enable teachers to establish appropriate grade-level performance expectations for students. The performance descriptors are a direct outgrowth of the state goals for learning. Whereas the benchmarks filled in detail on each of the standards at five grade-level clusters, the performance descriptors provide additional detail at each grade level.



Definitions

performance standards: the knowledge and skills that students are to perform at various stages of educational development (*performance descriptors*) and the performance expectations (*performance levels and assessment tasks*) for student work (*performance exemplars*) at each of the stages.

performance descriptors: statements of how students can demonstrate the knowledge and skills they acquired.²

performance levels: descriptions of how well students have achieved the standards; that is, the range, frequency, facility, depth, creativity, and/or quality of the knowledge and skills they acquired. Students can demonstrate levels of achieving performance standards along six dimensions:

PERFORMANCE LEVEL =	RANGE +	FREQUENCY +	FACILITY +	DEPTH +	CREATIVITY +	QUALITY
Exceeding	extensively	consistently	automatically	profoundly	inventively	excellently
Meeting	fully	usually	quickly	deeply	imaginatively	well
Approaching	partially	occasionally	haltingly	cursorily	commonly	marginally
Starting	narrowly	rarely	slowly	superficially	imitatively	poorly

² New Standards. *Performance Standards*. (1997) Washington, DC: The National Center on Education and the Economy.

assessment tasks: descriptions of what students can do to demonstrate they have met the standards and a means for evaluating the levels of their performance.

performance examples: student work samples resulting from the classroom-based assessment tasks that illustrate performance levels.

Template For Expanded Performance Descriptors

BENCHMARKS ⇒	early elementary			late elementary		middle/ junior high			early high	late high
STAGES ⇒ PERFORMANCE LEVELS ↓	A	B	C	D	E	F	G	H	I	J
Exceeding										
Meeting										
Approaching										
Starting										

Vision for Physical Development and Health Performance

The ultimate goal of comprehensive health and physical education programs is to aid students in achieving their fullest potential through the acquisition of knowledge and skills necessary to attain healthy levels of well being and to maintain active lifestyles throughout the lifespan. The foundation of all health and physical education programs is the interrelationship of physical, mental, emotional, and social health and well-being. Learners will establish a solid foundation for maintaining healthy, active, and productive lives. Learners must develop movement skills leading toward competency in self-selected activity, healthy levels of fitness, and cooperative interaction skills needed for successful participation in an active lifestyle. Teamwork and cooperative skills are used to work effectively with others, set individual and group goals, solve problems, and enhance the quality of interpersonal relationships. Learners will communicate and work in ways that promote and maintain dignity and respect for themselves and others. Through mastery of knowledge, skills, and behaviors essential to healthy living, learners will accept responsibility and consequences for personal decisions and behaviors. The result of persons leading healthy and physically active lifestyles is seen in an increased capacity for effective work, positive behavioral choices, and increased academic success.

Physical Development and Health: Goal Statements

Goal 19 – Acquire movement skills and understand concepts needed to engage in health enhancing physical activity. A physically educated person demonstrates sufficient skill in movement, uses effective game and performance strategies, follows rules for activities, and is able to develop a means for enhancing personal movement efficiency, culminating in the ability to perform proficiently in at least one selected activity. Students must learn basic skills, rules, and strategies for a variety of team sports, individual sports, lifetime activities, and creative movements in order to select personally fulfilling activities for a lifetime. Students must also understand mechanical analysis of skill execution to understand how skills are developed so they can learn new skills later in life or can modify skills to meet changes resulting from aging or injury.

Goal 20 – Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. A physically educated person develops and maintains a healthy zone of fitness. The fitness level is periodically assessed and is maintained at sufficient levels to allow the learner to participate completely in chosen activities and reflects a low risk for diseases associated with unhealthy and inactive lifestyle choices. Students must understand how to assess fitness in each health-related component, must be able to select activities that contribute to improvement or maintenance in each fitness component, and must have the ability to plan a fit and healthy lifestyle across the age span.

Goal 21 – Develop team-building skills by working with others through physical activity. A physically educated person can apply principles of teamwork within physical activity to group activities within the family, community, or workplace. Students must display acceptable levels of individual responsibility, cooperation, and respect for self and others in everyday life experiences. Students must learn to problem solve, make decisions, accept responsibilities for consequences, work with decisions made by others, develop and follow procedures, and determine when to compete or cooperate.

Goal 22 – Understand principles of health promotion and the prevention and treatment of illness and injury. A health-literate person understands interrelationships among physical, mental, emotional, and social well-being and the prevention of illness and disease. From an early age, a health-literate person recognizes that achieving and maintaining personal health is dependent on their ability to positively impact their physical, mental, emotional, and social well-being. By adopting behaviors and making choices that minimize illness and promote health, a health-literate person will increase the chances of not only living a long life, but also, a productive life.

Goal 23 – Understand human body systems and factors that influence growth and development. A health-literate person will understand human anatomy, physiology, and the stages of growth and development throughout the life cycle. They will understand how growth and development are impacted by factors such as: age, heredity, nutrition, physical activity, illness, stress, substances, and the environment. A health-literate person will understand how systems of the human body work together and impact each other. They will know how behaviors and/or choices affect the functioning of the systems.

Goal 24 – Promote and enhance health and well-being through the use of effective communication and decision-making skills. A health-literate person makes knowledgeable and informed decisions as well as accepts responsibility for the consequences of these decisions. A health-literate person is an effective communicator who is able to communicate beliefs, information, opinions, and emotions necessary to strengthen relationships as well as avoid conflict. When communicating, a health-literate person will show respect, sensitivity and tolerance for the beliefs, opinions, and feelings of others. These communication skills will allow students to grow and mature into responsible, reasonable, and caring adults.

The ISBE Physical Development and Health Expanded Performance Descriptors

Intended Use and Interpretation

When the writing team charged with developing the performance descriptors for Physical Development and Health met and discussed the task, we became excited about the concept of creating a document that would both enhance and expand the classroom experience for educators and students alike. To utilize the descriptors to their full potential, several key points must be addressed prior to the implementation of the changes reflected within the stages.

Different goals receive different amounts of emphasis each year.

It is not expected that every concept within the content area will be addressed each year. For instance, students will reach a certain depth of understanding of concepts and demonstrate certain levels of proficiency within certain stages. Thereafter, instruction should be designed to extend what students can do. This approach supports a fundamental principle of best practices: Effective teachers determine where their students are and extend their learning from that point. Even though each of the seventeen Physical Development and Health standards applies to all grades, emphases will vary both within and between the grade bands.

The document is intended to be a developmental guide.

The stages are not intended to define grade levels. It can be assumed, however, that certain stages do correspond roughly to certain grade levels (i.e., stage C to the 3rd grade, stage E to 5th grade, stage H to 8th grade, stage I to early high school, and Stage J to late high school) and the performance descriptors match the “meets” standards at those levels. The other stages **are not** meant to explicitly correspond to the missing grades between. One stage below or above may not represent one grade level below or above. Instead, they represent the developmental stages of student learning and show a progression through which students acquire both an understanding of Physical Development and Health and more mature movement patterns. Consequently, it is not enough for a teacher to look at a single stage and decide what content he or she will teach at that grade level. Rather, a series of at least three stages (the prior stage, the stage at which students are functioning, and the following stage) must be considered to define the progression of understanding students should experience in order to move from one stage to the next.

The document is a curriculum development tool.

The stages of development presented in this document may be used by a school district to establish a curriculum that will help students meet state standards. By using the stages, curricula can move students through the stages of development without teaching every concept every year. Taken together, the K-12 performance descriptor stages suggest a general progression of learning and movement patterns in the area described by the goal and standard to which they pertain. In this manner the performance descriptors are used to help *develop* a curriculum, rather than to *prescribe* a state-mandated curriculum of what should be taught at each grade. In fact, while writing the descriptors, the team worked to avoid statements that advocated certain pedagogy. Instead, statements focus on measurable student performances.

Each stage represents growth from the previous stage.

It should be noted that the repetition of some performance descriptors at successive levels of learning is meant to acknowledge that effective instruction in Physical Development and Health is not simply a matter of introducing new concepts at each educational level. Effective instruction is also, crucially, a matter of helping students learn to apply and extend familiar concepts, techniques, movement patterns and strategies in new and increasingly challenging contexts. By the same token, as some descriptor concepts, techniques, movement patterns and strategies progress through the stages, many of them are either absorbed into other bullets or dropped altogether as the student approaches/attains final mastery. Educators working with students in the higher stages should be aware of those concepts and abilities which have been mastered in the earlier stages and plan their instruction accordingly.

The document uses appropriate Physical Development and Health terminology.

Occasionally, a reader may encounter an unfamiliar term. As a student progresses through the stages of development, it is assumed that a vocabulary shift will occur and the correct terms will be applied. In order to assist the reader with terminology used in this document, a glossary has been written with specific definitions to clarify intended meanings.

The document is based on the current form of the state learning goals and their benchmarks.

It is assumed that the state goals and benchmarks will undergo continual refinement, and this document will need to be revised as that happens. As such, this document should always be considered a work in progress. During their development, the performance descriptors were carefully aligned with the ***Illinois State Learning Standards***, the ***National Standards for Physical Education*** and the ***National Health Education Standards***. Primarily guided by these three documents, all of the bullet points are written to indicate the "meets" level of performance for each stage and are not intended to limit instruction. Curriculum should be fluid and change as needed at local levels.