

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 5 – INDIVIDUAL CHILD PROJECT

Brief Description of the assessment and its use in the program

This project is one of the course requirements in PE 361 – Adapted Physical Education. The purpose of the project is to have candidates experience what would typically be an annual process for working with a special needs student within the timeframe of a semester. Candidates are assigned an individual child with whom to work. Whenever possible the children selected for this project have been coded for special needs. Candidate responsibilities include assessment, development of an IEP for motor skills, program design, program implementation, and evaluation, including a letter to the parent(s). Candidates meet with their child twice a week (20-30 minutes/meeting) for a minimum of 6 weeks. The course instructor checks in periodically with each candidate and the child's teacher. The completed project is handed in at the end of the semester and accounts for 35% of the course grade.

Alignment of the assessment with the AAHPERD/NASPE standards for which it is cited

The Individual Child project aligns with the following AAHPERD/NASPE standards:

NASPE Standard	Outcome
Standard 1: Content Knowledge	1.1: In order to write the IEP goals and objectives candidates must be able to identify critical elements of motor skill performance. 1.5: This project helps candidates understand issues and federal laws related to special education.
Standard 2: Growth and Development	2.1: The goals and objectives developed for the IEP must be appropriate to the child's developmental level. The assessment tools designed show that candidates have an understanding of age and developmental level of the learner. 2.3: To be able to plan and implement a program for the child candidates must be able to identify, select, and then use appropriate learning opportunities based on understand the child, the learning environment, and the task.
Standard 3: Diverse Students	3.1: The assessment tools selected or designed need to address the multiple needs and learning style(s) of the child. 3.2: Candidates are required to meet with the child's teacher and other school personnel (as needed) to help them learn more about the needs of the child.
Standard 6: Planning and Instruction	6.1: Goals and objectives based on assessment results are written in the IEP. 6.2: Candidates plan about a six week program that is linked to the goals and objectives in the IEP. 6.4: Candidates design and implement a six week program for their child. These learning experiences need to be safe, appropriate, relevant, and based on principles of effective instruction.
Standard 7: Student Assessment	7.2: Candidate need to use post assessment data to communicate student progress to the child's parent(s).assessment 7.4: Candidates need to be able to use pre-assessment data to make informed curricular and/or instructional decisions to plan and implement their child's program.
Standard 10: Collaboration	10.4: Parent permission is needed for a child to participate in this project. A letter to the parent(s) is sent at the end of the project. In addition candidates must meet with the child's teacher and other school personnel to gather information about the child (see 3.2 above).

Brief analysis of the data findings

Of the sixteen candidates who completed the Individual Child Project during Fall 2005, fifteen achieved the acceptable level, and one did not*. Analyzing their composite scores show that 9 of the 16 candidates achieved between levels 3.5 and 4, 6 of the 16 candidates achieved between 3.0 and 3.49, and only 1 candidate achieved below the acceptable level of 3. Planning and implementing the individual child's program is the strongest part of the project. Writing the IEP is also strong, as the candidates are guided through this process in class. The

assessment (pre and post) and the report to parents give candidates more difficulty. This is often the first time candidates have worked with specific assessments and reporting, and they do not include the detail needed.

*When a candidate does not achieve the acceptable level on all or parts of this project, he/she is given the opportunity to resubmit the project. He/She is also able to show mastery by completing the assessment projects in PE 362 and ESEC 450.

Interpretation of how the data provides evidence for meeting standards

Content Knowledge: Candidates need to be able to identify critical elements of skills when writing the goals and objectives in the IEP. The project itself helps candidates understand the issues and federal laws related to special education. The data shows that 75% of the candidates scored at level 4, 0% at level 3, and 25% at level 2. This demonstrates that most candidates “know” what they are teaching and understand the issues and laws related to special education. Those candidates who did not achieve at level 3 or above usually had difficulty with the format of the IEP rather than its content.

Growth and Development: This project requires candidates to apply knowledge of growth and development in order to write appropriate goals and objectives in the IEP, to design age appropriate assessments, and to plan and implement the individual child’s program. The data shows that for the assessment pieces 37.5% of the candidates scored at level 4, 37.5% at level 3, 12.5% at level 1, and 12.5% did not include the assessment piece in the project. The data for age appropriateness of the assessments shows that 87.5% of the candidates scored at level 4 and 12.5% did not include the assessment piece in the project, therefore, age appropriateness could not be judged. This demonstrates that the candidates who understand developmental characteristics and needs can apply that knowledge when designing assessments. Those candidates who have a minimal understanding of growth and development have difficulty applying it to the assessment process. These are usually the candidates who have trouble connecting knowledge from one course to another. The data for planning and implementing the individual child’s program shows that 100% of the candidates scored at level 4 for their program plan. For the PE Buddy journal which reflects the implementation of the program, 93.75% of the candidates scored at level 4 and 6.25% at level 3. This demonstrates that when planning and implementing the individual child’s program all candidates could apply their knowledge of growth and development.

Diverse Students: Candidates demonstrate their ability to work with diverse students since they must take into account the multiple considerations of assessing and working with a special needs child. One step in this project requires candidates to meet with their child’s teacher and other school personnel (as needed) to learn more about the child. The data shows that for the assessment pieces 37.5% of the candidates scored at level 4, 37.5% at level 3, 12.5% at level 1, and 12.5% did not include the assessment piece in the project. The data for planning and implementing the individual child’s program shows that 100% of the candidates scored at level 4 for their program plan. For the PE Buddy journal which reflects the implementation of the program, 93.75% of the candidates scored at level 4 and 6.25% at level 3. This demonstrates that candidates have the ability to work with diverse students, although some had difficulty when designing assessments. The assessment piece will be addressed in Section V.

Planning and Instruction: Goals and objectives based on assessment results are designed for the IEP. The program planned for the child must be linked to the goals and objectives. The PE buddy journal indicates what is planned, how it is implemented, and the results. The data shows that 75% of the candidates scored at level 4, 0% at level 3, and 25% at level 2 for the written IEP. Those candidates who did not achieve at level 3 or above usually had difficulty with the format of the IEP rather than its content. The data for planning and implementing the individual child’s program shows that 100% of the candidates scored at level 4 for their program plan. For the PE Buddy journal which reflects the implementation of the program, 93.75% of the candidates scored at level 4 and 6.25% at level 3. This demonstrates that candidates were able to effectively plan and implement instruction.

Student Assessment: Candidates need to use pre-assessment data to make informed curricular and/or instructional decisions to plan and implement their child's program and post-assessment data to communicate student progress to the child's parent(s).assessment. The data shows that for the assessment pieces 37.5% of the candidates scored at level 4, 37.5% at level 3, 12.5% at level 1, and 12.5% did not include the assessment piece in the project. The data for planning and implementing the individual child's program shows that 100% of the candidates scored at level 4 for their program plan. For the PE Buddy journal which reflects the implementation of the program, 93.75% of the candidates scored at level 4 and 6.25% at level 3. This demonstrates that candidates have the ability to plan and instruct, however, the plan and instruction may not always be based on assessment results. Therefore, the link between planning, instruction, and assessment may not be consistently made. This difficulty with assessment will be addressed in Section V.

Collaboration: A letter to the parent(s) is sent at the end of the project. The data shows that for their parent letter, 12.5% of the candidates scored at level 4, 73.3% at level 3, and 18.7% at level 2. The candidates who had difficulty with this part of the project tended to write a letter without specific information about the child's skills and/or had organization/mechanical problems. Meeting with the child's teacher and other school personnel, as needed, addresses both collaboration and diverse student outcomes. See the data related to this aspect of the project under Diverse Students.

PE 361 - Adapted Physical Education
Assignment: Individual Child Project

This assignment addresses the following NASPE initial standards and outcomes for physical education:

- Standard 1: Content Knowledge
Outcomes 1.1 and 1.5
- Standard 2: Growth and Development
Outcomes 2.1 and 2.3
- Standard 3: Diverse Students
Outcomes 3.1 and 3.2
- Standard 6: Planning and Instruction
Outcomes 6.1, 6.2, and 6.4
- Standard 7: Student Assessment
Outcomes 7.2 and 7.4
- Standard 10: Collaboration
Outcome 10.4

Child's Name -

Child's Teacher -

Skills to be assessed -

Step 1 - Make an appointment with the child's teacher. Find out when your schedule and the child's schedule permit you to work together, twice a week for 20-30 minutes each time. Be sure to explain to the teacher who you are, that you are in the Adapted Physical Education class, and this is one of your class assignments. You may also want to talk with the teacher about his/her concerns for the child at this time.

Step 2 - Your first task will be to assess the child's strengths and weaknesses in the gross motor, fine motor, sport-related, and/or fitness areas (see above for specific areas to assess). Develop an assessment tool that allows you to make those decisions. For each area you are assessing the following information should be developed: 1. the skills you are assessing, 2. the activity to be used for assessment, 3. the critical elements of skills to be observed, and 4. the results once the assessment has been completed. For example:

Area: Locomotor movement

Skill: walk

Activity: Ask child to (walk) down the hall.

Critical Elements: Head up, eyes forward
 Arms swing in opposition to legs
 One foot always in contact with ground

Results: Suzy performed walking at the mature level.

Step 3 - Once the assessment is complete, fill out the summary form provided - Skills Mastered ... Skills Not Mastered.

Step 4 - Develop the child's individual educational plan (IEP) on the form provided. This will include the basic information, a present level of functioning statement, the annual goals, the specific objectives, and a time plan. You may need to select only some areas to work on. At this point the IEP needs my signature.

Step 5 - Plan and implement a program designed to meet the objectives of the child's IEP. Record plans you develop for each meeting with your child, your reactions and the child's reactions after each meeting, and other pertinent comments in a journal.

Step 6 - At the end of the semester, repeat your initial assessment for the child's problem areas. Summarize the child's progressing in meeting the objectives of the IEP. Make recommendations for future work.

Step 7 - Write a letter to the child's parent(s) describing the work you did during the semester and the results. The letter must have my approval before being sent.

Step 8 - Submit to me, in an organized form, the following:

1. The assessment tool - completed pretest and posttest
2. Summary form (step 3)
3. The child's IEP (step 4) – including time plan
4. Your journal (step 5)
5. Semester-end summary and recommendations (step 6)
6. Letter to parent(s) (step 7)

Note: There are several forms that accompany this assignment, including:

1. A list of skills to assess (by grade level)
2. the Assessment of Individual Child form (child information, description of the testing environment, general impressions of the child, individual skill assessments, and results)
3. Summary of Assessment Results form
4. Sample IEP form
5. the Program Plan form
6. the PE Buddy journal form

These have not been included as part of the assessment documentation in this report because of space limitations.

Individual Child Project Scoring Guide

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all seven categories).

	<i>Pre and Post Assessments</i> NASPE 7.2, 7.4	<i>Age Appropriateness of Assessments</i> NASPE 2.1, 3.1	<i>Summary Sheet</i>	<i>Individual Education Plan</i> NASPE 1.1, 1.5, 3.2, 6.1	<i>Program Plan</i> NASPE 3.1, 7.4
4	The assessment information is thorough. For every skill being assessed, it includes the name of the skill, the assessment activity, the critical elements being observed, and the results once the assessment activity is completed.	Assessment tools show thorough understanding of age and developmental level of the individual child.	The summary sheet is complete. Information related to the child and assessment is accurate. Skills mastered/skills not mastered are listed.	The IEP is complete. All information is included and accurate. Present level of performance, goals, and objectives are all written in the correct format	The program plan lists all dates and skills to work on when meeting with the child. The skills match the goals and objectives from the IEP.
3	The assessment information is substantial. For most of the skills being assessed, it includes the name of the skill, the assessment activity, the critical elements being observed, and the results once the assessment activity is completed.	Assessment tools show substantial understanding of age and developmental level of the individual child.	The summary sheet is complete. Information related to the child and assessment is generally accurate. Skills mastered/not mastered are listed.	The IEP is generally complete. Most information is included and accurate. Present level of performance, goals, and objectives are generally written in the correct format.	The program plan lists most of the dates and skills to work on when meeting with the child. The skills generally match the goals and objectives from the IEP.
2	The assessment information is incomplete. For many of the skills being assessed, it does not include the name of the skill, the assessment activity, the critical elements being observed, and the results once the assessment activity is completed.	Assessment tools show partial understanding of age and developmental level of the individual child.	The summary sheet is incomplete. Information related to the child and assessment is sometimes accurate. Not all skills mastered/not mastered are listed.	The IEP is incomplete. Some information is included and accurate. Present level of performance, goals, and objectives are sometimes written in the correct format.	The program plan lists some of the dates and skills to work on when meeting with the child. The skills sometimes match the goals and objectives from the IEP.
1	The assessment information is very incomplete. For most of the skills being assessed, it does not include the name of the skill, the assessment activity, the critical elements being observed, and the results once the assessment activity is completed.	Assessment tools show serious misconceptions of age and developmental level of the individual child.	The summary sheet is incomplete. Information related to the child and assessment is not accurate. Skills mastered/not mastered are not listed.	The IEP is incomplete. Little information is included and accurate. Present level of performance, goals, and objectives are not written in the correct format.	The program plan lists few of the dates and skills to work on when meeting with the child. The skills rarely match the goals and objectives from the IEP.

	<p><i>PE Buddy Journal</i> NASPE 2.1, 2.3, 3.1, 6.2, 6.4, 7.4</p>	<p><i>Letter to Parent(s)</i> NASPE 10.4</p>
4	<p>The PE Buddy journal is complete. Plans for each day's skills and activities are described and all have been written before meeting with the child. Both teacher and child reactions are included.</p>	<p>The letter to parent(s) is exceptionally clear and easy to follow. Specific comments are made relative to the child's skill performance. The writing is well organized and displays good mechanics including grammar, spelling, and punctuation.</p>
3	<p>The PE Buddy journal is generally complete. Plans for each day's skills and activities are described and most have been written before meeting with the child. Both teacher and child reactions are usually included.</p>	<p>The letter to parent(s) is exceptionally clear and easy to follow. Specific comments are made relative to the child's skill performance. The writing is well organized and displays good mechanics including grammar, spelling, and punctuation.</p>
2	<p>The PE Buddy journal is somewhat complete. Plans for each day's skills and activities are described and some have been written before meeting with the child. Both teacher and child reactions are sometimes included.</p>	<p>The letter to parent(s) lacks clarity. Few specific comments are made relative to the child's skill performance. Ideas are hard to follow. It is poorly organized and has several mechanical errors.</p>
1	<p>The PE Buddy journal is incomplete. Plans for each day's skills and activities are minimally described and have been written after meeting with the child. Both teacher and child reactions are rarely included.</p>	<p>The letter to parent(s) is unclear. Only general comments are made relative to the child's skill performance. It is written in a non-professional style that is unorganized and has many mechanical errors.</p>

Data Table for Individual Child Project (Assessment 5)

Data from Fall 2005: Number of candidates = 16

	Pre and Post Assessments	Age Appropriateness of Assessments	Summary Sheet	Individual Education Plan	Program Plan
4	6 (37.5%)	14 (87.5%)	15 (93.8%)	12 (75%)	16 (100%)
3	6 (37.5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2	0 (0%)	0 (0%)	1 (6.2%)	4 (25%)	0 (0%)
1	2 (12.5%) Note: 2 did not include assessments (12.5%)	0 (0%) Note: 2 did not include assessments (12.5%)	0 (0%)	0 (0%)	0 (0%)

	PE Buddy Journal	Letter to Parent(s)
4	15 (93.8%)	2 (12.5%)
3	1 (6.2%)	11 (68.8%)
2	0 (0%)	3 (18.7%)
1	0 (0%)	0 (0%)

Acceptable Level

Candidates need to attain a cumulative average score at **level 3** (when averaging all seven categories).