# Physical Education Portfolio Teacher Assessment Guidance

This document highlights best practices for collecting and scoring student work for the Physical Education (PE) Student Growth portfolio.

1. ALL students in the class should be tested on selected Perform skills pre- (point A) and post- (point B). Teachers choose a purposeful sampling after point B assessment of students to represent their class.
2. Do not teach skills before point A. Prior to point A assessment, teachers should only instruct the students about how the assessment is conducted.
3. Organize each class used for assessment into four Perform assessment groups and label each as group A, B, C, or D. The same students should be in the labeled groups at both point A (pre-test) and point B (post-test). The only exception is if a student is absent, moved, or a new student is added to a class after point A.
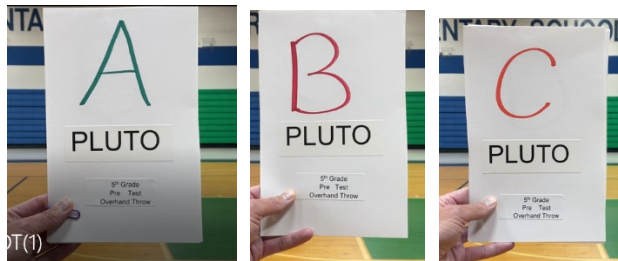
4. Use numbered jerseys to identify students for work samples.
   - All digital recordings must clearly show student numbers.
   - All students on camera should wear jerseys with large white numbers (8–10 inches high and 1½ to 2 inches wide) placed on both the front and back of the jersey. If possible, use dark colored jerseys (e.g., black, navy blue, Kelly green). This will allow the light numbers to show up better on the camera.
   - Locate enough different numbered jerseys for each student in the assessment group (4–8 depending on class size).
   - Immediately before a student performs, he or she should stand approximately five feet from the camera, and the teacher or assistant should state the group letter and student number of each student being assessed.

5. After the assessment, check the recording immediately. If a recording is not clear, the assessment should be repeated at another time.
6. Follow general testing protocols. While modifications in teaching are critical to student success, modifications in assessment protocol will create invalid data. Teachers must follow all protocols exactly as written. Review page 4 of the guidebook.
7. Point A and point B assessments should not take place on the same day. Take the time needed (3-5 weeks) to grow these skills before assessing at point B.
8. If your students did not show growth, then reassess point B after you have had a chance to reteach skills and protocols.
9. Use integrity during assessments. Examples include:
   - capturing students' authentic performance
   - coaching before the assessment, not during
   - using current students and videos in submitted student work samples.
10. When uploading student sample videos, confirm that you are using an approved file format.
    - flv - Flash Video
    - asf - Windows Media
    - qt - Apple QuickTime
    - mov - Apple QuickTime
    - mpg - Digital Video Format
    - mpeg - Digital Video Format
    - wmv - Windows Media
    - mp4 - Digital Video Format
    - 3gp - Multimedia Mobile Format
    - webm - Digital Video Format
    - avi - Digital Video Format
    - m4v - Digital Video Format
11. Sampling within each Perform collection should include two emerging, two proficient, and two advanced student performances. The videos for both differentiated samples 1 and 2 can be the same, so it is **imperative** that students have visible identification numbers.

12. When making your student growth selections, collaborate with other PE teachers to assist with analyzing student work to ensure purposeful sampling protocols are being met.
13. For each Perform skill, identify which students are being scored in the videos by their assigned numbers in your Context Narrative.

> ## Context Narrative
>
> Locomotor:
>
> My emerging students are sample yellow A4 and sample red B12.
>
> My proficient students are sample yellow C2 and sample Yellow C3.
>
> My advanced students are sample yellow A5 and sample green D4.

When in doubt, ask for help: If you have questions regarding your portfolio, please reach out to your district/charter portfolio lead or Portfolio.Questions@tn.gov.