

## **PROGRESS REPORT** **Physical Education Program (PEP)**

Student: Michal Rensberger Teacher: Mr. Smith Date: 4/24/08

Secondary students are encouraged to learn a variety of specialized sport skills in physical education. The following areas reflect major program standards. Expectations are that your child will perform at or above developmental level (compared to other students the same age) by the end of the year.

### **PHYSICAL AND MOTOR SKILL ASSESSMENT**

	<b>Performance Level</b>		
	<b>Above</b>	<b>At</b>	<b>Below</b>
<b>Demonstrates competency in motor skills and movement Patterns needed to perform a variety of physical activities</b>	<input checked="" type="radio"/>	G	G
<b>Participates regularly in physically activity</b>	G	<input checked="" type="radio"/>	G
<b>Achieves and maintains a health-enhancing level of physical fitness</b>	G	<input checked="" type="radio"/>	G

Comments: A fitnessgram test was completed on April 3<sup>rd</sup>, to assess the physical and movement behavior of your child. The test was administered individually or in a group during a game situation. Based on this practice teacher's observation, Michal is achieving the specific performance criteria for the following fitnessgram test skills: push-ups (muscular strength), curl-ups ( muscular endurance), Pacer (cardiorespiratory endurance), back saver sit and reach (flexibility), and overall body composition.

### **SOCIAL SKILLS ASSESSMENT**

Students are evaluated on social skills and responsible behavior in physical education. Grades are based on how students perform in these areas.

**Outstanding (O):** Exhibits effort and a positive attitude about participating in physical activities on a regular basis. Cooperates with classmates and receives no more than one behavior consequence during the evaluation period.

**Satisfactory (S):** Willingly attempts activities. Puts forth average effort, displays a positive attitude, cooperates with classmates, and receives two to five behavior consequences during the evaluation period.

**Needs Improvement (N):** Consistently exhibits off-task behavior and/or a negative attitude. Has difficulty cooperating with classmates. Receives more than five behavior consequences during the evaluation period.

<b>Exhibits responsible personal and social behavior that respects self and others in physical activity settings</b>	<input checked="" type="radio"/>	<b>S</b> G	<b>N</b> G
<b>Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</b>	<input checked="" type="radio"/>	G	G

Comments: I am glad Michal is participating in PEP this year. Michal is working hard everyday to improve her overall skill and development, and she is doing a very good job as well. She has come a long way in her overall sport specific skills that have been taught in class, with more and more practice, she will just get that much better. Michal has not missed one PEP class yet, which shows a lot about her willingness to learn the new skills that are taught every Thursday. She is extremely respectful to me as a teacher and to her fellow classmates. She does what she is told in class and I couldn't ask for anything else.

If you are interested in discussing the progress of your child, please arrange a meeting with Dr. Kim Duchane, (260) 982-5382 in the Department of Exercise and Sport Sciences at Manchester College.