

PROGRESS REPORT
Physical Education Program (PEP)

Student: Emily Gipson

Teacher: Ms. Purdy

Date: 11/17/08

Students are encouraged to learn a variety of fundamental movement 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

	Developmental Level Performance		
	Above	At	Below
Demonstrates competency in motor skills and patterns needed to perform a variety of physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates regularly in physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achieves and maintains a health-enhancing level of physical fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

The Test of Gross Motor Development was completed on November 6, 2008 to assess the movement behavior of your child. The test was administered in a group during an educational game. Based on the practice teacher's observation, Emily is achieving the specific performance criteria for the following locomotor skills: running, galloping, hopping, leaping, skipping, and sliding and the following object control skills: two-hand striking, catching, kicking, and overhand throwing. Skills found to be deficient were jumping and stationary bounce. They will be taught and practiced in PEP throughout the rest of the school year. Parents are encouraged to practice the skills and play with their child at home.

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.

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

Comments:

I am glad Emily is participating in PEP this year. I have seen improvement in her skills throughout PEP. On the initial test, she could not do the overhand throw at all. We really worked on it every week, and she proved to me that she had progressed with that skill. She still has room for improvement in other areas, but she is definitely improving. Emily is very respectful to her teachers and classmates. However, she does tend to find excuses to sit out. It has become an issue during a few classes that her brother was picking on her. We have been monitoring the situation, and things have been much better. Emily is a joy to have in class!

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