

PBA: Fitness Planning

Step 1: Choose the goals/objectives to be assessed.		
SOL/Goal/Objective(s)	By DATE 2019, STUDENT will increase his total body strength through weightlifting by performing at least 3 exercises for 3 sets of 5 repetitions. STUDENT will display slow and controlled form while lifting each repetition consecutively (without pauses) as measured by a daily exercise log.	
Step 2: Complete at least one bullet in each GRASPS area below to help you create an authentic scenario to assess the identified objectives.		
Acronym	Choose 1 sentence-starter for each letter and complete it in the third column below.	
Goal	<ul style="list-style-type: none"> ●Your task is ___ ●The goal is to ___ ●The problem or challenge is ___ 	<i>Your goal is to perform 3 sets of 5 repetitions for 3 separate exercises with controlled and correct form and logging the weight/sets/ reps every class period.</i>
Role	<ul style="list-style-type: none"> ●You are ___ ●You have been asked to ___ ●Your job is ___ 	<i>You have been asked to improve your fitness by demonstrating how to perform 3 separate exercises with controlled and correct form and logging the weight/sets/ reps every class period.</i>
Audience	<ul style="list-style-type: none"> ●Your clients are ___ ●The target audience is ___ ●You need to convince ___ 	<i>You need to convince your teacher and peers that you know how to improve your strength by leading your peers in 3 self selected exercises learned with controlled and correct form and logging the weight/sets/ reps every class period.</i>
Situation	<ul style="list-style-type: none"> ●The context you find yourself in is ___ ●The challenge involves dealing with ___ 	<i>The challenge involves leading your peers in the exercises and providing feedback on their form and technique.</i>
Product	<ul style="list-style-type: none"> ●You will create a ___ in order to ___ ●You need to develop ___ so that ___ 	<i>You will need to develop an exercise plan so that you can lead your peers in an exercise routine and record your data on your exercise log.</i>
Standards & Criteria for Success	<ul style="list-style-type: none"> ●Your performance needs to ___ ●Your work will be judged by ___ ●Your product must meet the following standards: ___ 	<i>Your work will be judged by your teacher and peers because you will be creating exercise routines for all participants to enjoy.</i>

Step 3: Use the completed sentences above to write a scenario students will read and follow to complete this performance-based assessment. Type it in the empty box that follows:

To improve total body strength, STUDENT will demonstrate controlled and correct form for at least 3 different exercises using weightlifting machines. Once exercises have been taught, STUDENT will create an exercise routine plan and lead his peers in the routine. STUDENT will record his personal exercises, weight, number of sets, and number of reps for each exercise on a daily exercise log. Each quarter, STUDENT will create a line graph to analyze his progress.

Step 4: Align your summative, performance-based assessment with a grading rubric.

Category	4	3	2	1
Motor Skill Analysis	The student demonstrates competency in more than 3 exercises. Student can demonstrate correct technique and form used to complete the exercise as it described by teacher and machine card.	The student demonstrates competency in at least 3 exercises and can demonstrate some of the correct techniques and form used to complete more exercises.	The student can demonstrate competency in 2 exercises, but is unable to use correct form and technique in more than 2.	The student shows some ability to use correct form and technique but requires assistance.
Exercise Routine Planning	Student creates multiple exercise routines that include a rotation of more than 3 exercises that target the total body. Student describes what muscle each exercise targets.	Student creates an exercise routine that includes 3 exercises to target the total body. Student can point to the muscle the exercise targets.	The student creates an exercise routine using 2 exercises. The exercises do not target the total body. The student can point to the muscle the exercise targets.	The student requires assistance when selecting exercises for the routine and identifying the targeted muscle groups.
Leading the Exercise Routine	Student is highly engaged in all aspects of the routine, describes and demonstrates each exercise with correct form and technique. Student demonstrates confidence, a positive attitude and enthusiasm toward fitness	Student is engaged in routine, describes and demonstrates each exercise with correct form and technique. Student demonstrates a positive attitude toward fitness and supports peers while exercising.	Student describes and demonstrates 2 exercises from plan. Student demonstrates a neutral attitude toward fitness and occasionally supports a peer while exercising.	The student requires prompting to describe and demonstrate exercises and does not support peers.

	when leading peers providing feedback and support to them.			
Progress Analysis	Student developed a digital exercise log template to list exercise, weight used, number of sets completed and number of reps/per set. Student completed exercise log for each class period and created a line graph to illustrate progress.	Student creates exercise log from teacher generated template and records information from each class period. Student creates a line graph to illustrate progress.	Student lists each exercise, weight used, number of sets and reps per set completed. Student completed exercise log for most class period and draws a line graph to illustrate progress.	Student lists each exercise, weight used, number of sets, and reps per set some days requiring promoting and assistance. Student is unable to complete line graph.