Student Growth Measures FAQs
Physical Education

**What are student growth measures (SGM)?** These are the criteria assessed to determine if students are learning and making progress toward stated educational goals.

**How will the SGMs be used?** The SGMs will be used in a two-fold manner. First, they will be used to enhance instructional quality as educators will be able to view the assessments and determine specific student needs, as well as the need for potential differentiated instruction. Second, as of 2014-2015, it is a required component of all licensed educator’s evaluation, and beginning in the 2017-2018 academic year it is expected that student growth will be part of the evaluation for personnel decisions.

**What types of SGMs are available?** There are three types of assessment measures. 1) There are state assessments required for grade and subject testing. Physical education in Kansas does not have any required state assessments. 2) There are commercial assessments that may be purchased. These assessments tools have been deemed valid and reliable. An example of this type of assessment is the Test of Gross Motor Development. 3) The final type of assessment is a district/regionally created measure. These are known as local assessments. These local assessments must meet specific criteria.

**What are the criteria for local assessments?** There are six criteria for selecting SGMs in a local assessment. 1) The assessment must be created in consultation with a school administrator with expertise in assessment, special education, ELL, and content area expertise. 2) Assessments must cover all key subject/grade level content standards. 3) The number of test items should correlate to distribution of the percentage of time spent teaching the content. 4) Assessments should require higher order thinking as appropriate. 5) Assessments should allow high and low achieving students to demonstrate knowledge. 6) Assessments should measure what they are designed to measure and produce similar results for students with similar levels of ability.

**Should a school district create its own assessments?** When school districts create their own assessments, the criteria for the local assessments should be followed. All teachers of the same grade levels across a school district should use the same SGMs. The created local assessment should gain approval through an inter-rater agreement.

**What is an inter-rater agreement?** An inter-rater agreement (IRA) is the degree to which two raters, using the same scale, give the same rating in identical situations. A school district should assist its educators to develop a common understanding of what excellent instruction should look like. A quality inter-rater agreement increases reliability and validity of the evaluation process.
Training should occur to allow the evaluators to view the selected common student growth measures in similar ways. The statistical goal for IRA is 75% agreement with the two evaluators (raters) no more than one level apart.

**Can I just create my own SGM assessments?** Local assessments should be collaboratively designed (with vertical and horizontal grade level collaboration), reviewed, and used across the school district. It is not suggested that a single physical educator create his/her own assessments.

**Must all students be assessed each year?** No. Depending on local assessment and the inter-rater agreement, cohorts of students may be used for SGM assessment. For example, the school district may determine that all K-5 elementary physical educators will assess second graders and fifth graders.

**What is the timeline for assessment?** For the majority of teachers, the instructional period is one academic year. For some physical educators, the instructional time may be only one semester (example: semester scheduling). The interval of instruction should be adequate for the expected growth to occur.

**What type of assessment is appropriate?** For physical education programs, pre- to post-tests are very appropriate. The pre-test establishes where the student currently stands and serves as a baseline for growth. The post-test indicates the growth in learning after an appropriate length of learning time. The pre- to post-test timing must allow for an appropriate amount of instruction time in order for learning to occur. An assessment should not be on a skill/knowledge that can be learned/mastered in a single lesson. The expected growth for student should reflect the learning that occurred. Expectations should be rigorous, but attainable.

**How much time should be spend on the SGM assessments?** The SGM should be appropriate for the amount of teaching time the physical educator has with the students. If the student time in the physical education classroom is extremely limited, then the inter-rater agreement for evaluation should be realistic and appropriate to the learning experiences available due to the limited allotted time. The objective of the assessments is not to stop learning in order to continually assess, but rather to provide information on ways to enhance learning.

**How should the assessed skills be chosen?** The skills to be assessed should mirror the distribution of the teaching time committed to that curricular concepts. For example, if the physical educator devotes 50% of the time to sport-related skills, 15% of the instruction time to fitness activities, and 35% of the time to outdoor pursuits, then it would not be appropriate for 90-100% of the assessments to be dedicated to fitness.
Do the state/national standards need to be considered when creating the SGM assessments? Yes. The meeting of state/national standards need be reflected in the assessments. With that stated, besides the physical (psychomotor) skill assessments, it would be appropriate to have a cognitive-type of assessment, as well as a social behavior-type of assessment.

How many individual student growth measures must be administered? A teacher must meet a minimum of two student growth measures to be considered an effective educator. Three student growth measures would allow the physical educator to potentially achieve the highly effective status related to personnel evaluation and related decisions.

When SGM rubrics are established, is there a preferred rating scale? The rating scale is determined by the evaluation system adopted by the school district. All evaluation systems must have at least three rating levels.

What kind of things must be considered when choosing a SGM assessment? The assessment should be aligned to the state/national content standards. The assessments should be reliable, meaning the assessment produces accurate and consistent results. The assessments should allow for validity and measure what the assessment is established to measure.

How much should students improve? The answer to this question should be established in the district-level local assessments and agreed upon in the inter-rater agreement. For most rubric-type assessment, it would seem appropriate that students should improve at least one rubric level during the allotted learning time.

How will differing socioeconomics affect the expected SGMs? For locally created assessments, this discussion should occur during the initiation of the assessment development. The SGM assessments should have enough “stretch” that both high and low achieving students should be able to demonstrate knowledge/skill development. For an example, an affluent school in which most of the students have opportunities to play on well-coached teams, receive personal training/coaching, and/or attend gymnastic and dance training, then these students could all reach the upper levels of the measurement rubric. In contrast, students attending a lower socioeconomic school may receive little of these outside of school opportunities. Remember, the assessments are based on growth. That is why a baseline of knowledge/skill must be defined.