

PBA: Fitness Planning

Step 1: Choose the goals/objectives to be assessed.		
SOL/Goal/ Objective(s)	By December 2018, STUDENT (Ruck), (independently, with prompts, with physical assistance) will improve their level of physical fitness by demonstrating skills associated with upper body strength, endurance, and flexibility to be able to participate leisure activities (fitness in local gym, upper body activities, flexibility, core strength) by completing ___4 out of ___5 tasks (or _80_ %), as measured by weekly checklist. SOL 7.1 (f), 7.3	
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 ___ 	Your goal is to develop and execute a fitness/ weight training program to improve upper body strength, endurance, and flexibility
Role	<ul style="list-style-type: none"> ●You are ___ ●You have been asked to ___ ●Your job is ___ 	Your job is to research different strategies and methods to varies techniques involving upper body strength, endurance, and flexibility to improve your condition.
Audience	<ul style="list-style-type: none"> ●Your clients are ___ ●The target audience is ___ ●You need to convince ___ 	You need to convince- Teachers, peers, and family members your program is designed to improve your fitness. For example, it should be easier to fix your hair after you finish the program.
Situation	<ul style="list-style-type: none"> ●The context you find yourself in is ___ ●The challenge involves dealing with ___ 	The context you find yourself in is: You need to select life skills that the program will target, as well as leisure activities you enjoy to participating
Product	<ul style="list-style-type: none"> ●You will create a ___ in order to ___ ●You need to develop ___ so that ___ 	You will create a model and or routine that others can use to improve their upper body strength, endurance, and flexibility.
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: ___ 	Your work will be judged by- your family, peers, teachers, and coaches at the end of your exercise routine/ lifting program in Dec 2018.

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:

You will research various methods, techniques, and routines related to improving your muscular strength, endurance, and flexibility. Once you have researched and developed a routine, you will execute the workout. Multiple groups will be responsible to for evaluating your program (self, family, peers, teachers, and coaches). Evaluations will be observed through the rubric/chart created by the student as well as life/functional skills the student must perform in a public setting, and or private (home setting with parents).

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

CATEGORY	4	3	2	1	Total
Research	Student will research and describe different types of physical activities/exercises relating to muscular strength, endurance, and flexibility. Four different sources used	Students will research different types of physical activities/exercises relating to muscular strength, endurance, and flexibility. Three different sources used.	Students recognizes different types of physical activities/exercises relating to muscular strength, endurance, and flexibility. Two different sources used	Student chooses and participates in recreational activities and movement skills that increase muscular strength and endurance using one reference.	___/4
Exercise Calendar	Student creates a workout/fitness plan that includes the months (Jun-Dec) Includes Sets, reps, and amount of weight. Targeting all three aspects of muscular strength, endurance, and flexibility.	Student creates a workout/fitness plan that includes the months (Jun-Dec) Includes Sets, reps, and amount of weight. Targeting muscular two of three aspects of upper body improvement	Student creates a summer activity calendar that includes skill-related and fitness activities. Does not include the muscular strength, endurance, flexibility.	Student creates workout for (Jun-Dec)	___/4
SMART Goal(s)	Student created a SMART Goal and made a connection to life functional skills.	Student selected a SMART Goal from a coach connecting fitness levels to functionals skills.	Student selected a SMART Goal from peer and had assistance from the teacher.	Student worked on SMART Goal that was teacher-	___/4
Reflection	Reflection includes analyzing data from his workout/ fitness routine. Numbers should increase each week in during the periodization of program. Should be about explain benefits emotionally and socially gained from the program.	Reflection includes analyzing data from his workout/ fitness routine. Numbers should increase each week in during the periodization of program.	Reflection includes describing data from his workout/ fitness routine. Numbers should increase each week in during the periodization of program.	Reflection includes listing some exercises and why he liked doing the program.	___/4