1957

Evaluative criteria for elementary school physical education.

Bergstrom, Merrill Stanley
Boston University

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Boston University
EVALUATIVE CRITERIA FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION

Submitted by

Merrill Stanley Bergstrom
(B.S. in Education, Boston University, 1950)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

1957
First Reader: Arthur G. Miller  
Associate Professor of Education

Second Reader: James F. Baker  
Associate Professor of Education
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CHAPTER I

THE PROBLEM

Statement of the problem.-- The purpose of this study is to develop criteria for the evaluation of the physical education area in the elementary school program. The criteria consist of specific statements indicating desirable conditions and procedures in the physical education area of the elementary school program. Such statements should furnish a means for teachers to examine and evaluate the effectiveness of their own work.

Justification of the problem.-- There is a definite need for evaluative criteria in the physical education area of the elementary school. A study of this nature should contribute greatly to the improvement of teaching. A similar study, Evaluative Criteria,¹ developed by the Cooperative Study of Secondary School Standards, has been used extensively and has proven useful to high-school teachers and administrators in recent years.

This study, conducted at the elementary school level, should also be of considerable value. Materials developed in this study would, when used conscientiously by teachers enable them to determine their present status, and analyze their present situation in order to bring about improvements.

CHAPTER II
EVALUATIVE CRITERIA - PHYSICAL EDUCATION

Every person in a profession conducts his affairs in accordance with a foundation of principles. One might take, for example, the social principle: Publicly supported affairs should provide the greatest good for the greatest number.

Applied to physical education, this broad statement involves a number of persons or groups. The teacher of physical education needs to make sure that the program offered contains a variety of activities and does no favor especially to either the highly skilled or unskilled students. The school principal or superintendent must provide appropriate time for physical education to the total school program. The State legislature and state education department must pass laws and adopt regulations enabling local districts to spend public funds for the support of physical education.

Thus, the teacher of physical education, the school principal or superintendent, the board of education, and the state representatives have coordinate principles under which they operate for the benefit of public education. 1/

Great need exists for investigating the commonly accepted principles of physical education, that the principles involved are constantly being reviewed and evaluated to conform with those accepted in general education, and to ascertain that they are meeting the needs of an ever changing society.

The strong emphasis placed on the proper development of youth due to World War II resulted in the widespread use of the term "physical fitness". Amazement and concern was expressed by military and governmental leaders at the apparent lack of physical fitness of our youth. In tests administered to recruits and inductees of the various branches of the service, America's might which had always been thought to be her youth, was not immediately available for even the most basic military duty.

Intensive programs of physical training of varying types were quickly inaugurated; some ideal, some of dubious value. In most cases the existing crisis was met, but valuable time was lost, which in modern day warfare would not be available.

With this question of fitness in mind, a point may very well be raised in regard to the physical education program to be carried on in our present day schools. In brief, is physical education primarily concerned with the training of the physical, or education through the physical?

Williams and Brownell raise the question in this manner: "No one can examine earnestly the implications of physical education without facing two questions. These are: Is physical education an education of the physical? Is physical education an education through the physical? It is clear that an education of the physical would have some concomitant

learnings in addition, and also that an education through the physical would produce some distinct physical gains. Williams and Brownell continue, that despite some views which are those of physical culturists they have the same limitations of any narrow disciplines or cultism. Vestiges of the supersensual disciplines that ruled Europe from the fourth to the fourteenth century remain in our Western world today. Speech, customs, beliefs, attitudes - all share in this heritage that found the only true reality in spirit.

"Physical education views man as a unity. Not yet knowing the possibilities of the physical, it follows Aristotle in declaring also that we shall never know until the physical finds its true function as instrument for the whole of which it is an indissoluble part. Materialism consists not in frank recognition of the physical, but in assigning it to a spurious supremacy. There can be no materialism in utmost emphasis upon physical education", writes MacCunn, "so long as Body for the sake of Soul is, as it was with Plato, the presiding principle of educational action." 4

Assuming the basis of physical education has been established on the theory that the program should first, benefit the greatest number; second, be a process of education through the physical, rather than that of education of the physical. A further step toward a progressive and stabile program is necessary.


4/ Williams and Brownell, *op. cit.*, p. 15
Program, course of study, aims and objectives all are terms which are used quite regularly by the teacher and administrator. However, in the busy world of today these terms can very easily be lost or become meaningless words unless precautions are taken. Assuming a program is well rounded, thought and research having been done in regard to the desirability of activities; time allotments at the various grade levels; one more check of the program can and should be made.

Testing and evaluation is surely one of the weakest links in the physical education program of today's schools. Many teachers and administrators feel that taking active play time from boys and girls is poor teaching. Most authorities agree that approximately ten percent of the total program should be devoted to testing and evaluation. Certainly this is a very minimum amount of time to devote to this very important phase of the school program.

Irwin and McCloy have both written of the necessity for some definite type of evaluation. Irwin speaks of the scientific approach to physical education, where in no other field of the school curriculum has there been more practice based on opinion. Irwin does, however, defend the physical education of today by saying that development has been rapid within this area during the past two or three decades. But declares that much further effort should be put into this important phase of the physical education program.

5/ Leslie W. Irwin, _op. cit._, p. 344

Voltmer and Esslinger\footnote{\textit{The Organization and Administration of Physical Education}, (New York: Appleton-Century-Crofts, Inc., 1949), pp. 1-13} have quoted a study by Steinheimer completed in 1934 in which ten of the better books of that period which dealt with administration entirely or in part were analyzed for content. Of a total of 2479.0 pages only a very small percentage were concerned with either measurement or evaluation, thus once again bearing out the weakness spoken of earlier by Irwin and McCloy.

In this study, evaluations can be made in two general ways:

1. As a method of study and improvement of the program of a single elementary school.

2. As a method of study and improvement of the program of a group of schools in a school system.
CHAPTER III

I. DEVELOPMENT OF MATERIALS

A seminar group of twenty-five graduate students met with Dr. James F. Baker for the purpose of developing evaluative criteria for the elementary schools. Each member of this group chose a definite area in the elementary school program and proceeded to develop criteria for that particular area.

Each member then reviewed and analyzed research in their particular area which had been written in the last fifteen years. Tentative materials were then brought before the seminar group for criticism. Minor changes were made and the checklist was then re-written and re-organized.

In reviewing the research many names of authorities in each area were noted and lists compiled to be later used in selecting jurors. The writer also obtained a list of elementary school physical education teachers and administrators, prominent in the field, with the help of Dr. Arthur G. Miller of Boston University. Each of the authorities selected were sent a letter requesting their assistance in criticizing the tentative materials. Eleven invitations to serve on the jury were sent out. Seven replies were received, six were willing to serve, one did not wish to for personal reasons.

After the criticisms of the jurors were received, the criteria was again revised, additions and corrections made as deemed necessary in light of the suggestions of the jurors.
The list of jurors who served as active participants in suggesting revisions is as follows:

1. Frances Wayman Hogan  
   Assistant Director in Health and Physical Education  
   Fort Worth Public Schools  
   Fort Worth, Texas

2. Raymond R. Hunter  
   Supervisor of Health and Physical Education  
   State Education Department  
   Albany, New York

3. Helen Manley  
   Director of Health, Physical Education and Safety  
   University City Public Schools  
   University City, Missouri

4. Arthur G. Miller  
   Associate Professor of Education  
   School of Education  
   Boston University  
   Boston, Massachusetts

5. Carl L. Nordly  
   Professor of Physical Education  
   University of Minnesota  
   Minneapolis 14, Minnesota

As quickly as replies were received, the materials to be criticized were forwarded to each of the five jurors accompanied by a letter explaining the type of criticism necessary for completion of the checklists. A copy of this letter will be found in the Appendix.

After receiving the checklists back from the jury members, the criticisms of each expert was once again carefully analyzed. The checklists were once again revised and the final draft completed.

Mainly, the jury members were most keenly interested in the content section, many of the suggestions made in regard to this area were incorporated in the final draft.
The greatest number of criticisms dealt with minor word changes, deletions and amount of emphasis relating to the individual's own philosophy.

The writer is indebted to the jury members for their criticism and expresses deep appreciation for the time and help they so willingly gave.
EVALUATIVE CRITERIA FOR PHYSICAL EDUCATION

The following is the completed section of the evaluative criteria for physical education in final form. The underlying philosophy with which these materials have been developed is that a program can be evaluated in terms of its own philosophy and objectives. This idea is valid, however, only when the school using the criteria has developed a specific statement of philosophy and objectives consistent with pupil needs and is using the best procedures as identified through research to meet these needs.

The checklist and evaluation items following reflect a forward looking philosophy and are based on research and the trends of modern elementary physical education programs.

Staff members conducting an evaluation should be sincerely interested in evaluation and should be willing to participate extensively in the process. Results of evaluation studies are directly related to the earnestness with which staff members evaluate their own work.
PHYSICAL EDUCATION

Statement of Guiding Principles

Instruction in physical education consists of those activities and experiences designed to meet the physical and recreational needs of children. Although the major goals of the instruction emphasize the development of health, stature, motor skills, and rhythmics, consideration is also given to the social, emotional, and mental needs of children. Immediate and more easily discernible goals include the development of skills, knowledges, and appreciations according to individual needs and interests in games and activities varying from low to relatively high levels of organization.

Experiences at the early elementary school levels center around the development of basic motor skills; and as pupils progress, increased opportunities are provided for development of more specific or specialized skills.

Throughout all physical education experiences, concepts and attitudes should be developed which stress the acquisition of desirable health habits, cooperative play, and leadership and followership responsibilities essential in present and future living.

NAME OF SCHOOL........................................DATE....................

Checklist and evaluation ratings made by:

..........................................................
..........................................................
..........................................................
..........................................................

(Experimental copy: not to be reproduced)
INSTRUCTIONS

When the features in this section are being checked and evaluated, persons applying the ratings should ask: "How well do the practices in this school meet the needs of the public and community?" The two-fold nature of the work---evaluation and stimulation to improvement---should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

The checklists consist of provisions, conditions, or characteristics found in good elementary schools. Although they are recommended provisions, a school lacking some of them may have other compensating features. Space is provided to record these features as additional items or under Comments. The checklist items should be marked as follows:

- if the provision or condition is made extensively;
- if the provision or condition is made to some extent;
- X if the provision or condition is very limited;
- M if the provision or condition is missing and needed; and
- N if the provision or condition is not desirable or does not apply.

Evaluations represent a summarizing judgment after all evidence including results of observations, consideration of checklist items, and other data which may be available have been considered. The evaluation ratings should be made by means of the scale defined below.

5---Excellent; the provisions or conditions are extensive and are functioning excellently.

4---Very Good;*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.

3---Good; the provisions or conditions are moderately extensive and are functioning well.

2---Fair;*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.


* Staff members may wish to use the symbols "4a" or "4b", "2a" or "2b".
1--Poor; the provisions or conditions are limited in extent and are functioning poorly.

M--Missing; the provisions or conditions are missing and are needed; if present they would make a contribution to the needs of the pupils.

N--Does Not Apply; the provisions or conditions are missing but do not apply or are not desirable for the children of this community. Reasons for the use of this symbol should be explained in each case under Comments.
I. CONTENT

Checklist

( ) 1. Opportunities are provided for the development of the basic motor skills (e.g. running, jumping, throwing, stopping).

( ) 2. Rest and relaxation opportunities are provided within the time allotted to physical instruction to consider individual and group health needs.

( ) 3. Outdoor play and recreational activities are provided when weather conditions permit.

( ) 4. Indoor play and recreational activities are provided.

( ) 5. Provision is made for sufficient variation in experiences to meet the individual physical needs and interests of children.

( ) 6. Mimetic activities (e.g. mimicry of animals, airplanes, automobiles) are provided.

( ) 7. Games and physical activities in the form of story plays are included during the earlier year levels.

( ) 8. Increasingly complex rhythmic activities are provided throughout the entire elementary school program.

( ) 9. Low organizational activities including running and tag games, simple ball games, and relays receive emphasis in the earlier year levels.

( ) 10. Relatively high organizational games including softball, volleyball, and lead-up games receive emphasis at later year levels.

( ) 11. Skill drills are provided during instruction in high organizational games.

( ) 12. Experiences designed to develop skills in individual and dual activities (e.g. hop-scotch, paddle tennis, rope skipping) are provided.

( ) 13. Various tumbling activities are provided.

( ) 14. Instruction and experience on apparatus are provided.

( ) 15. Emphasis in activities in the early years is upon co-educational participation.
Experiences in the later years provide extensive opportunities for separate participation by boys and by girls.

Stunts and self-testing activities are provided.

Special activities are provided children with particular physical problems.

Evaluations

a. How adequate is the variety of physical education activities to meet the needs of children?

b. How adequate is the content of physical education activities to meet the needs of children?

Comments:
II. METHODS

Checklist

( ) 1. Objectives of instruction are based upon an analysis of the needs and interests of children.

( ) 2. There is evidence of careful planning for instructional activities.

( ) 3. Planning of instruction considers the seasonal aspects of physical and recreational activities.

( ) 4. Opportunities are provided for pupils to participate in the planning and selection of instructional activities.

( ) 5. Provision is made for grouping of youngsters in games and activities suited to their particular needs and interests.

( ) 6. All activities are conducted under conditions encouraging safe participation.

( ) 7. Demonstrations include both teacher and pupil participation.

( ) 8. Individualized instruction or special coaching is provided individual pupils when needed.

( ) 9. Consideration is given to the emotional needs of children during their participation in the entire program.

( ) 10. Teachers in the program assume responsibility to observe and refer illness or particular physical problems to the proper authorities.

( ) 11. Instruction in health and safety is integrated with instruction in physical education.

( ) 12. A desirable balance is maintained between individual and group activities.

( ) 13. Teachers are acquainted with the health needs of pupils as revealed by various records in the school.

( ) 14. Records are kept of pupil achievement and progress in the acquisition of specific skills.

( ) 15. Both objective and subjective evaluation techniques are used to determine if the objectives of the program are being achieved.
16. Efforts are made to acquaint parents with the purposes of the program and to achieve improvements in the in-school and out-of-school activities of children.

17.

18.

Evaluations

(a) How effectively do the methods of instruction meet the group needs of children?

(b) How effectively do the methods of instruction meet the particular needs of individual children?

Comments:
III. EQUIPMENT AND MATERIALS

Checklist

( ) 1. A piano or record player is available for rhythmic activities.

( ) 2. The indoor play area is laid out for a variety of games and activities.

( ) 3. The outdoor play area is laid out for a variety of games and activities.

( ) 4. Equipment is provided for a variety of indoor games and activities (e.g. bean bags, various size balls, balance beam, Swedish box, mats, ropes, rings, nets).

( ) 5. Equipment is provided for a variety of outdoor games and activities (e.g. bats, balls, gloves, nets, jungle gym, baskets, horseshoe pits).

( ) 6. Equipment provided is of a size and weight appropriate for use by elementary school children.

( ) 7. Testing apparatus (e.g. ) is available.

( ) 8. Books dealing with games and physical activities for elementary school children are available.

( ) 9. Books and periodicals suited to the reading levels and interests of children are available.

( ) 10. Suitable forms for the testing program are provided.

( ) 11. Audio-visual aids are available or procured as needed for instructional activities.

( ) 12. Armbands or different colored jerseys are available to identify participants on different teams.

( ) 13.

( ) 14.

Evaluations

( ) a. How adequate is the variety of instructional equipment and materials to meet the physical education needs of all children.
( ) b. How adequate is the quality of instructional equipment and materials to meet the physical education needs of all children?

( ) c. How effectively are instructional equipment and materials used?

Comments:
IV. OUTCOMES

(No checklist items are prepared for this division since they would be largely repetitions of checklist items in preceding divisions.)

Evaluations

( ) a. To what extent are all pupils developing proficiency in fundamental knowledge and skills of a variety of games and activities?

( ) b. How effectively do pupils participate in group physical education activities?

( ) c. To what extent are pupils applying principles of health and safety in the conduct of their play and recreational activities?

( ) d. How effectively are pupils carrying over into their out-of-school life the skills and understandings developed in the in-school physical education program?

( ) e. To what extent is the physical education program facilitating pupil adjustment to the total school program?
V. SPECIAL CHARACTERISTICS OF PHYSICAL EDUCATION

1. In what respects is instruction in physical education in this school most satisfactory and commendable?
   a. 
   b. 
   c. 
   d. 

2. In what respects is their greatest need for improving instruction in physical education in this school?
   a. 
   b. 
   c. 
   d.
CHAPTER IV
SUGGESTIONS FOR USING THE CRITERIA

The suggestions recommended for evaluating the physical education area of the elementary school curriculum do not vary from those suggested by the Cooperative Study of Secondary-School Standards. Their publication, Evaluative Criteria provides for the evaluation of the various aspects of the Secondary school program. The criteria being developed attempts to provide for the same evaluation of the total elementary school program. The specific instructions for evaluating any particular section of the program are found earlier in this work on page twelve.

The elementary school evaluating its physical education offerings should first examine the Statement of Guiding Principles and use it as a check in terms of its own philosophy and objectives.

The Content section includes items of suggested practices for teaching physical education at the elementary school level. No attempt has been made to classify any of the items to a specific grade level. This classification is left to the discretion of the individual teacher or administrator undertaking the evaluation.

The Method section of the checklist is based upon current practices in physical education, and generally reflect the basic philosophy stated earlier in the Statement of Guiding Principles.

The Equipment and Materials portion of the Evaluative Criteria re-
reflect in part both the content and Method sections as inadequate equipment and materials reflect the limitations of the program.

The section entitled Outcomes should, if a program is functioning properly, reflect those desirable aims and objectives discussed earlier in the Statement of Guiding principles.

The Evaluative Criteria should prove useful to all of the following: teachers, principals, elementary school supervisors and superintendents. The checklists should also prove very helpful to those responsible for curriculum.

The criteria used constructively by a teacher would be valuable in pointing out the strengths and weaknesses in his own teaching. Thus providing opportunity for correction and improvement necessary for the achievement of desirable outcomes.

The criteria would also provide the principal and supervisor with a functional tool for evaluating the various aspects of the program, enabling him to be more objective in the evaluation of the various areas with which he is concerned.

The superintendent would find the criteria helpful in rating the position of physical education in his school system. In addition it would provide him with the details necessary for good public relations in regard to philosophy, content, methods and materials, and outcomes.

Earlier paragraphs mention only the usefulness of the criteria to various school personnel, without consideration of the ultimate benefit to the child.

Evaluation often is both the onset and the continuation of an endless flow of improvement which greatly enriches the program so important to
the over-all development of the child. There should never be a culmina-
tion to evaluation, as the result would mean an end to program improvement.

As needs change, curriculum revisions should be forthcoming to keep
pace with the changes. The building boom, often with new far superior
facilities, itself provides challenge to any progressive, professional
group to re-evaluate, revise and improve the curriculum developed for less
adequate facilities.

In this manner, one of many that could be cited, an instrument such
as the evaluative criteria would be of great value to the boys and girls
of our present day schools.
APPENDIX
Mrs. Frances Wayman Hogan  
Assistant Director  
Physical Education Department  
Public Schools  
Fort Worth, Texas  

Dear Mrs. Hogan:

A group research project is being conducted at Boston University to develop Evaluative Criteria for elementary schools. This project is under the direction of Dr. James F. Baker who served as Research Assistant to the Cooperative Study of Secondary-School Standards in developing the 1950 edition of the Evaluative Criteria now being used in secondary schools throughout the country. Dr. Arthur G. Miller of Boston University School of Education is serving as advisor in the area of Physical Education.

One of the procedures which is planned is to have juries of interested and qualified persons criticize materials which will be prepared in tentative form by the research group. We hope that you will be willing to serve as a jury member to criticize materials in the area of Physical Education.

As this is a non-profit venture with the main aim to view to develop materials which teachers may use in evaluating their own educational endeavors, funds are not available for the professional services of jury members. Past experience in developing the secondary school instrument indicates that leaders in education will be glad to participate in such a study on a voluntary basis.

It is not expected that the time required of a member of the jury will be excessive. May we count on your cooperation? A form is enclosed for your reply.

Sincerely yours,

Merrill S. Bergstrom  
Member Research Group
December 6, 1951

Mr. Merrill S. Bergetrom  
63 Hamilton Street  
Worcester, Massachusetts

Dear Mr. Bergetrom:

The checks in the parentheses below indicate my status regarding the evaluation research project discussed in the letter accompanying this form.

( ) 1. I will serve as a member of the national jury of experts in the work of developing Evaluative Criteria for elementary schools, insofar as these standards pertain to the area of Physical Education.

( ) 2. I understand the service will require criticism of tentative materials for the field of Physical Education.

( ) 3. I have access to a copy of the Evaluative Criteria 1950 edition pertaining to secondary education which will give me an idea of the format and scope of a similar instrument for elementary schools.

4. Comments:

(Signed)__________________________

_________________________________ (Official Position)

_________________________________ (Street and Number)
Dear:

Thank you for accepting the invitation to serve on a jury to examine and criticize materials being developed to evaluate elementary education. Your cooperation is much appreciated.

Enclosed please find the first draft of materials submitted for your criticism. Please feel free to change, delete, or add to any of the material in this form. Your suggestions will be studied carefully and compared with criticisms received from other jury members. As soon as replies have been received from all members of the jury, a revision will be made and sent to you.

Enclosed also is an outline indicating the sections now being developed. This outline is of course tentative but it may help you to see the materials on which you are working in relation to the entire Criteria.

We do not want to seem to be rushing you, but early attention on your part will be helpful. We hope to receive your criticisms by March 3rd.

Very sincerely yours,

Merrill S. Bergstrom
Member Research Group

Enclosures
Dear:

Your comments and suggestions concerning the elementary school evaluation blank Section (G, School Plant,) have been received and will be incorporated in a revision of this blank. The interest you have shown in this project and the suggestions you have volunteered are deeply appreciated.

After all sections have been revised, a copy of the revision will be sent you by Dr. James F. Baker of Boston University.

Thank you very much for your cooperation.

Sincerely yours,

Your name
Member of Research Group
PHYSICAL EDUCATION

Statement of Guiding Principles

Instruction in physical education consists of those activities and experiences designed to meet the physical and recreatonal needs of children. Although the major goals of the instruction emphasize the development of health, stature, motor skills, and rhythmics, consideration is also given to the social, emotional, and mental needs of children. Immediate and more easily discernible goals include the development of skills, knowledges, and appreciations according to individual needs and interests in games and activities varying from low to relatively high levels of organization.

Experiences at the early elementary school levels center around the development of basic motor skills; and as pupils progress, increased opportunities are provided for development of more specific or specialized skills.

Throughout all physical education experiences, concepts and attitudes should be developed which stress the acquisition of desirable health habits, cooperative play, and leadership and followership responsibilities essential in present and future living.

NAME OF SCHOOL .................................................. DATE ..............................

Checklist and evaluation ratings made by:

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INSTRUCTIONS

When the features in this section are being checked and evaluated, persons applying the ratings should ask: "How well do the practices in this school meet the needs of the pupils and community?" The two-fold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

The checklists consist of provisions, conditions, or characteristics found in good elementary schools. Although they are recommended provisions, a school lacking some of them may have other compensating features. Space is provided to record these features as additional items or under Comments. The checklist items should be marked as follows:

- if the provision or condition is made extensively;
- if the provision or condition is made to some extent;
- if the provision or condition is very limited;
- M if the provision or condition is missing and needed; and
- N if the provision or condition is not desirable or does not apply.

Evaluations represent the best judgment of those making the evaluation after all evidence including results of observations, consideration of ratings on checklist items, and other data which may be available have been considered. Evaluations should always be made by the local staff members even though these evaluations may be checked later by a visiting committee. The evaluation ratings should be made by means of the scale defined below.

5—Excellent; the provisions or conditions are extensive and functioning excellently.
4—Very Good;*  
  a. the provisions or conditions are extensive and are functioning well, or  
  b. the provisions or conditions are moderately extensive but are functioning excellently.
3—Good; the provisions or conditions are moderately extensive and are functioning well.
2—Fair;*  
  a. the provisions or conditions are moderately extensive but are functioning poorly, or  
  b. the provisions or conditions are limited in extent but are functioning well.
1—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M—Missing; the provisions or conditions are missing and are needed; if present they would make a contribution to the needs of pupils.
N—Does Not Apply; the provisions or conditions are missing but do not apply or are not desirable for the children of this community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* Staff members may wish to use the symbols "4a" or "4b," "2a" or "2b."

I. CONTENT

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<td>16. Experiences in the later years provide extensive opportunities for separate participation by boys and by girls.</td>
</tr>
<tr>
<td>17. Stunts and self-testing activities are provided.</td>
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<td>18. Special activities are provided children with particular physical problems.</td>
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<td>19.</td>
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Evaluations

33 ( ) a. How adequate is the variety of physical education activities to meet the needs of children?
( ) b. How adequate is the content of physical education activities to meet the needs of children?

Comments:

II. METHODS

Checklist

( ) 1. Objectives of instruction are based upon an analysis of the needs and interests of children.

( ) 2. There is evidence of careful planning for instructional activities.

( ) 3. Planning of instruction considers the seasonal aspects of physical and recreational activities.

( ) 4. Opportunities are provided for pupils to participate in the planning and selection of instructional activities.

( ) 5. Provision is made for grouping of youngsters in games and activities suited to their particular needs and interests.

( ) 6. All activities are conducted under conditions encouraging safe participation.

( ) 7. Demonstrations include both teacher and pupil participation.

( ) 8. Individualized instruction or special coaching is provided individual pupils when needed.

( ) 9. Consideration is given to the emotional needs of children during their participation in the entire program.

( ) 10. Teachers in the program assume responsibility to observe and refer illness or particular physical problems to the proper authorities.

( ) 11. Instruction in health and safety is integrated with instruction in physical education.

( ) 12. A desirable balance is maintained between individual and group activities.

( ) 13. Teachers are acquainted with the health needs of pupils as revealed by various records in the school.

( ) 14. Records are kept of pupil achievement and progress in the acquisition of specific skills.
Both objective and subjective evaluation techniques are used to determine if the objectives of the program are being achieved.

Efforts are made to acquaint parents with the purposes of the program and to achieve improvements in the in-school and out-of-school activities of children.

Evaluations

a. How effectively do the methods of instruction meet the group needs of children?

b. How effectively do the methods of instruction meet the particular needs of individual children?

Comments:

III. EQUIPMENT AND MATERIALS

Checklist

1. A piano or record player is available for rhythmic activities.

2. The indoor play area is laid out for a variety of games and activities.

3. The outdoor play area is laid out for a variety of games and activities.

4. Equipment is provided for a variety of indoor games and activities (e.g. bean bags, various size balls, balance beam, Swedish box, mats, ropes, rings, nets).

5. Equipment is provided for a variety of outdoor games and activities (e.g. bats, balls, gloves, nets, jungle gym, baskets, horseshoe pits).

6. Equipment provided is of a size and weight appropriate for use by elementary school children.

7. Testing apparatus (e.g. ) is available.

8. Books dealing with games and physical activities for elementary school children are available.

9. Books and periodicals suited to the reading levels and interests of children are available.

10. Suitable forms for the testing program are provided.
11. Audio-visual aids are available or procured as needed for instructional activities.

12. Arm bands or different colored jerseys are available to identify participants on different teams.

13.

14.

Evaluations

a. How adequate is the variety of instructional equipment and materials to meet the physical education needs of all children?

b. How adequate is the quality of instructional equipment and materials to meet the physical education needs of all children?

c. How effectively are instructional equipment and materials used?

Comments:

IV. OUTCOMES

(No checklist items are prepared for this division since they would be largely repetitions of checklist items in preceding divisions.)

Evaluations

a. To what extent are all pupils developing proficiency in fundamental knowledges and skills of a variety of games and activities?

b. How effectively do pupils participate in group physical education activities?

c. To what extent are pupils applying principles of health and safety in the conduct of their play and recreational activities?

d. How effectively are pupils carrying over into their out-of-school life the skills and understandings developed in the in-school physical education program?

e. To what extent is the physical education program facilitating pupil adjustment to the total school program?
V. SPECIAL CHARACTERISTICS OF PHYSICAL EDUCATION

1. In what respects is instruction in physical education in this school most satisfactory and commendable?
   a. 
   b. 
   c. 
   d. 

2. In what respects is their greatest need for improving instruction in physical education in this school?
   a. 
   b. 
   c. 
   d.
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