PECAT
Physical Education Curriculum Analysis Tool

Using the PECAT to Analyze Physical Education Curricula
Lesson 4
Lesson 4: Objectives

After completing this lesson, students will be able to:

1. Apply the PECAT* scoring rubrics to the review of a physical education curriculum.

2. Complete an analysis of a physical education curriculum using the PECAT.

Preparation for Completing the PECAT

- PECAT Coordinator will need to assemble:
  - Curriculum(a) to be reviewed.
  - Copies of the PECAT.
  - Copies of state or local PE standards.
  - Contact information of school or district-level physical education curriculum administrator or supervisor.
Completing the PECAT
Physical Education Curriculum Description

The curriculum description is used to provide an overview of the curriculum being assessed. The PESCAT coordinator or the entire PESCAT committee can complete the curriculum description form.

Curriculum Description Items:

1. Name of Curriculum:

2. Year developed or published: [ ] If applicable, year revised:

3. Publisher/Developer/Distributor Name:
   
   Contact Person:
   
   Address:
   
   Phone:

4. What are the overall goals or focus of the curriculum?

5. What grade levels does the curriculum address? (check all that apply)
   
   - Kindergarten
   - Grade 1
   - Grade 2
   - Grade 3
   - Grade 4
   - Grade 5
   - Grade 6
   - Grade 7
   - Grade 8
   - Grade 9
   - Grade 10
   - Grade 11
   - Grade 12

6. How many lessons/sessions are in the curriculum?

Physical Education Curriculum Description Form – Page 13
Content Analysis

- How well does the curriculum:
  - Cover what students should know?
  - Cover what students should be able to do?
  - Align with the *National Standards for Physical Education*?
Content Analysis

**Content Analysis for Standard 1**

**Grades K-2**

The content analysis for standard 1, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0”, after each question. Once this is complete, add the numbers down the column and place in the content analysis score box for standard 1.

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Does the curriculum include**

1. Specific lessons on fundamental movement skills, including locomotor (e.g., walk, skip, hop), non-locomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) for each skill?  
2. Specific introductory lessons on motor skills such as rolling, transfer of body weight to one leg, or rhythmic movement?  
3. Specific lessons on the combination of movements and motor skills, such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?  
4. At least one initial and one follow-up learning experience (e.g., introduction of basic tossing skills and then tossing the ball back and forth with partners) for each skill?  
5. Specific instructions that clearly indicate the appropriate grade level at which each motor skill and movement pattern should be introduced and subsequently taught?

**Content Analysis Score for Standard 1 (Grades K-2)**

(Add the total numbers to determine the total score and place score on scorecard, page 65.)

* Key for Scoring:
  2 = Fully: The curriculum sufficiently addresses each and every element of the question. 1 = Partially: The curriculum partially addresses the question. 0 = Not: The curriculum does not address the question.

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**Grades K-2 – Page 37**
Scoring Criteria for Content Analysis

2 = Fully addresses each element of the question

1 = Partially addresses the question

0 = Does not address the question
Calculating the Scores

1. Add all of the “2s” together.
2. Add all of the “1s” together.
3. Add two sums together.
4. Place total number in the large box.
Student Assessment Analysis

- How well does the curriculum:
  - Integrate standards-based assessment protocols?
  - Provide age-appropriate student assessment protocols for each standard?
Student Assessment Analysis

Physical Education Curriculum Analysis Tool (PECAT)

Student Assessment Analysis for Standard 1

Grades K-2

The student assessment analysis for standard 1, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 1.

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Does the curriculum include

1. Protocols for assessing fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) skills?

2. Protocols for assessing specialized movement skills such as rolling, transfer of body weight to one leg, or rhythmic movement?

3. Protocols for assessing the combination of movement and motor skills such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?

4. Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as having a student demonstrate how to adapt movement skills to changing conditions (e.g., rolling a ball to a moving partner or moving to music)?

5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

Student Assessment Score for Standard 1 (Grades K-2) □ + □ + □ = □

(Add the numbers across for the total score and place score on scorecard, page 53.)

* Key for Scoring

2 = Fully: includes 1 or more specific protocols for assessment and multiple levels of competency. 1 = Partially: Does include 1 or more protocols but not multiple levels of competency. 0 = Not: Does not include any protocol for assessing student performance.

Grades K-2 – Page 51
Scoring for Student Assessment Analysis

2 = Fully: one or more specific protocols + multiple levels of student competency

1 = Partially: one or more protocols but not multiple levels of student competency

0 = No: does not include any protocol
Calculating the Scores

1. Add all of the “2s” together. «
2. Add all of the “1s” together. «
3. Add two sums together.
4. Place total number in the large box.
Importance of Sequence in Written Curriculum

- The sequence of a written curriculum is important:
  - It identifies the content, skills, and activities that should be covered yearly, and throughout K–12.
  - Students need to be taught increasingly advanced skills and concepts.

- Assessment of Sequence
  - Content Analysis examines sequence from one grade level to the next.
  - Student Assessment Analysis determines if age-appropriate assessment protocols exist across the grade levels.
Additional State or Local Standards

- For state or local standard that differ from the *National Standards for Physical Education*:
  - Use templates for Content Analysis and Student Assessment Analysis.
    - Write out standard.
    - Identify four essential components.
    - Enter score.
Templates for Additional Standards for Content Analysis and Student Assessment Analysis

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**Physical Education Curriculum Analysis Tool (PECAT)**

**Template for Additional Standards for Content Analysis, Grades K-2**

**Standard:** Write out the additional physical education standard below.

To complete the following section, identify the four main components that are essential for students to know or be able to do to achieve the standard. Proceed to determine how well the written curriculum addresses each with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

**Does the curriculum include**

<table>
<thead>
<tr>
<th></th>
<th>Fully</th>
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<tr>
<td>5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?</td>
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</tbody>
</table>

**Content Analysis Score**

(Add the total numbers for the total score and place score on scorecard, page 65.)

* Key for Scoring:
  2 = Fully: The curriculum sufficiently addresses each and every element of the question; 1 = Partially: The curriculum partially addresses the question; 0 = Not: The curriculum does not address the question.

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**Physical Education Curriculum Analysis Tool (PECAT)**

**Template for Additional Standards for Student Assessment Analysis, Grades K-2**

**Standard:** Write out the additional physical education standard below.

To complete the following section, identify the four types of protocols that are essential for assessing student knowledge and skills. Proceed to determine the extent to which the written curriculum includes these protocols with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

**Does the curriculum include**

<table>
<thead>
<tr>
<th></th>
<th>Fully</th>
<th>Partially</th>
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</table>

**Student Assessment Analysis Score**

(Add the total numbers across for the total score and place score on scorecard, page 65.)

* Key for Scoring:
  2 = Fully: Includes one or more specific protocols for assessment and multiple levels of competency; 1 = Partially: Does include one or more protocols but not multiple levels of competency; 0 = Not: Does not include any protocol for assessing student performance.

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Grades K-2 = Page 49

Grades K-2 = Page 63
Content and Student Assessment Analyses—What’s Next?

- Transfer score for each standard to the corresponding grade-level scorecards.
OVERALL PECAT SCORECARD

To complete the overall PECAT scorecard and examine strengths and weaknesses of a single curriculum, transfer each of the individual scores from the completed content and student assessment analyses scorecards to the corresponding location below.

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>Content Analysis Score for Each Grade Level</th>
<th>STANDARD</th>
<th>Student Assessment Analysis Score for Each Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #1</td>
<td>6 7 9 10</td>
<td>Standard #1</td>
<td>6 5 9 5</td>
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<tr>
<td>Standard #2</td>
<td>8 7 7 9</td>
<td>Standard #2</td>
<td>7 8 9 9</td>
</tr>
<tr>
<td>Standard #3</td>
<td>6 5 5 6</td>
<td>Standard #3</td>
<td>10 7 5 6</td>
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<td>Standard #4</td>
<td>7 7 6 7</td>
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<td>8 5 5 5</td>
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<tr>
<td>Standard #6</td>
<td>6 5 6 6</td>
<td>Standard #6</td>
<td>0 2 2 2</td>
</tr>
</tbody>
</table>

Additional Standards:
#1
#2
#3
#4
For Analyses of Multiple Curricula

- Transfer all scores to PECAT Multiple Curricula Comparison Scorecard.
- Identify the strengths and weaknesses of each curriculum.
- Select the strongest curriculum that meets local needs.
## PECAT Multiple Curricula Comparison Scorecard

### Grades K-2

<table>
<thead>
<tr>
<th>Content Analysis Scores for Grades K-2</th>
<th>Student Assessment Analysis Scores for Grades K-2</th>
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</thead>
<tbody>
<tr>
<td><strong>Curricula Being Analyzed</strong></td>
<td><strong>Curricula Being Analyzed</strong></td>
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Next Steps

- For each standard:
  - Review scores on scorecards per grade level analyzed.
  - Highlight discrepancies existing across two areas analyzed.
  - Determine where improvement is needed most.
Locally Developed Curriculum

Curriculum Improvement Plan
Curriculum Improvement Plan

- The Curriculum Improvement Plan guides users through a process of:
  1. Interpreting scores.
  2. Completing worksheet.
  3. Implementing the plan.
  4. Reassessing for improvement.
## Curriculum Improvement Plan Worksheet

<table>
<thead>
<tr>
<th>Identified weaknesses within PECAT results</th>
<th>PECAT Committee recommendations</th>
<th>Necessary actions</th>
<th>Persons responsible and completion dates</th>
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Curriculum Improvement Plan

- Follow through on the Curriculum Improvement Plan:
  - Organize quarterly meetings.
  - Discuss progress.
  - Share progress with school officials.
Conclusions

- Use of the PECAT can provide valuable insight as to how complete a curriculum on the basis of its alignment with national and/or state physical education standards.
- The Curriculum Improvement Plan should be used to guide the PECAT Committee through planning for revisions and enhancement of a locally developed curriculum.
- Use resources in the PECAT to assist with implementing the Curriculum Improvement Plan.
Any questions?

For more information please contact Centers for Disease Control and Prevention

1600 Clifton Road NE, Atlanta, GA 30333
Telephone, 1 800 CDC INFO (232 4636)/TTY: 1 888 232 6348
E mail: cdcinfo@cdc.gov     Web: www.cdc.gov

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.