

PACT COURSES  
STUDENT ASSESSMENT PLAN

Learning Goals:

- demonstrate basic knowledge of rules and/or skills needed to be successful in physical activity classes (content knowledge);
- demonstrate a stronger awareness of bodies through movements and techniques performed in class.
- understand the importance of maintaining a healthy lifestyle with a focus on mental, physical, and social health.
- set and articulate goals that will help them work towards lifetime fitness.

Survey that students complete as an indirect measure of student learning goals:  
(Answers will range from Strongly Agree to Strongly Disagree)

1. My PACT course gave me an opportunity for positive social interaction.
2. My PACT course increased my level of enjoyment for physical activity.
3. I value physical activity more because of my PACT course.
4. Which of the following wellness components were included in my PACT course:  
Physical  
Mental  
Social  
Spiritual  
Intellectual
5. My PACT course helped me set and achieve goals related to my physical fitness.
6. My instructor helped me learn proper technique and form in class.
7. I have a stronger awareness of my body because of my PACT course.

Rubric that instructors will complete for all students each semester as a direct measure for students meeting goals:

<b>Specific Goals</b>	Student set goals that were clearly focused on the desired outcome.	Student set goals that were partially focused on the desired outcome.	Students goals were unclear and not related to the desired outcome.
<b>Measurable Goals</b>	Goals have measurable aspects that will clearly indicate progress.	Goals will be partially measurable and/or doesn't clearly indicate progress.	Goals are not measurable.
<b>Achievable Goals</b>	The goal is within reason of the student's abilities.	Goals are mostly reasonable given the students abilities.	Goals are not at all within reason of the student's abilities.
<b>Rules</b>	Students understand the rules involved with the skill/activity.	Students understand some of the rules involved in the skill/activity.	Student has no knowledge of the rules involved in the skill/activity.
<b>Technique/Form</b>	Student shows proper placement of body and has excellent form throughout all movements.	Student shows mostly proper placement of the body and has good form throughout most of the movements.	Student displays poor form and technique in all movements.
<b>Knowledge of exercise/activity</b>	Student knows all exercises and performs them exceptionally well.	Student knows most exercises and is average on performance level.	Student doesn't appear to have retained knowledge of the exercises/activity.
<b>Focus/Energy</b>	Student performs exercise fully focused and demonstrates a strong energy level.	Student is partially focused and performs with some energy.	Student is not focused during activity and has no energy level in class.
<b>Social interaction</b>	Student engages with peers and instructor in class in a positive/encouraging manner on most days.	Student engages some with peers and instructor.	Student rarely/never engages with peers and instructor.
<b>Participation</b>	Student participates fully in class and is engaged at all times.	Student participates in some of the activities in class and seems somewhat engaged.	Student rarely participates or engages fully in class.
<b>Mental Health</b>	Student was full engaged during mental health modules and discussions.	Student was listening during mental health modules but did not speak up or seem overly interested.	Student seemed uninterested and withdrawn during mental health modules.
<b>Personal and Social Responsibility and Safety</b>	Student participates with self-direction and attention to detail, both in the activity. Student participates safely demonstrate self-control and respect for the positive and safe experience of others.	Student participates with some direction to detail and safety with self and others.	Student has no attention to detail and performs aimlessly and has little regard to others safety.