

Intelligent Assessment in Physical Education:

Using AI to Increase Efficiency & Effectiveness

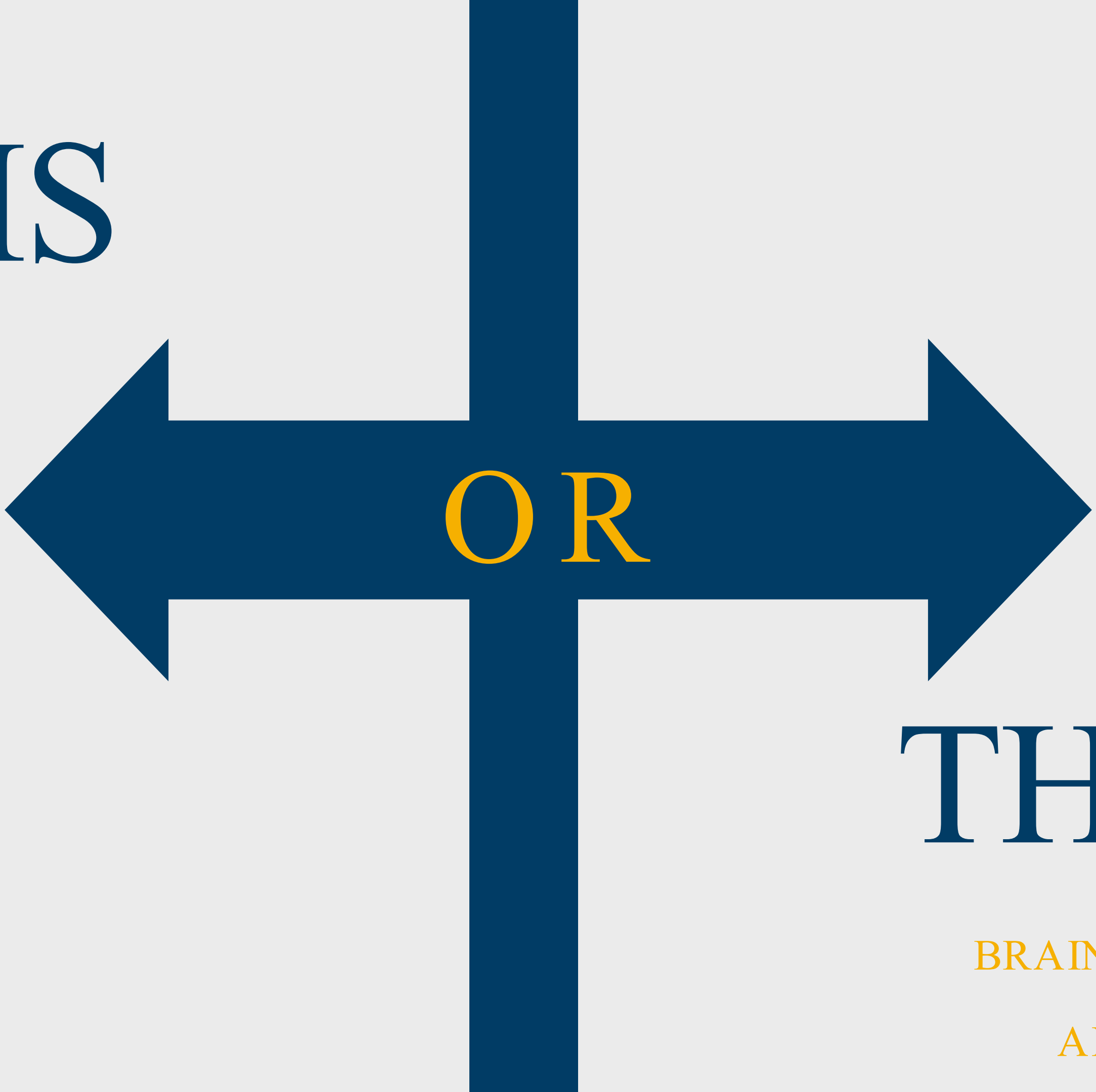
UNIVERSITY OF
NORTHERN COLORADO

Active Schools Institute

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THIS



OR

THAT

BRAIN ENERGIZER

AI EDITION

DIRECTIONS:

Respond to each prompt by moving to...

THE LEFT SIDE

OR

THE RIGHT SIDE
OF THE ROOM

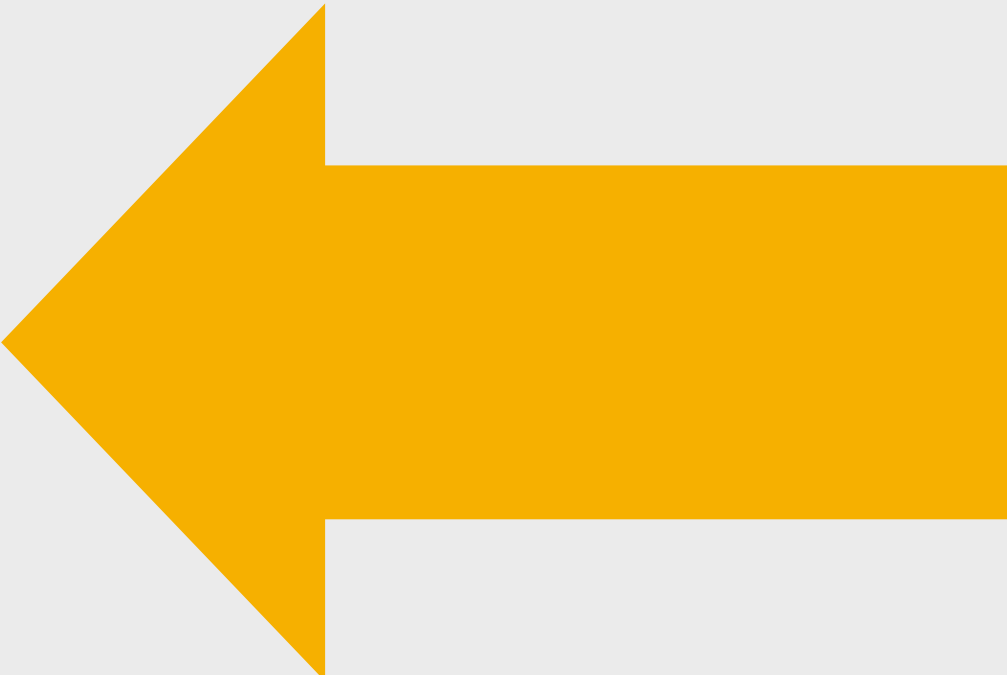
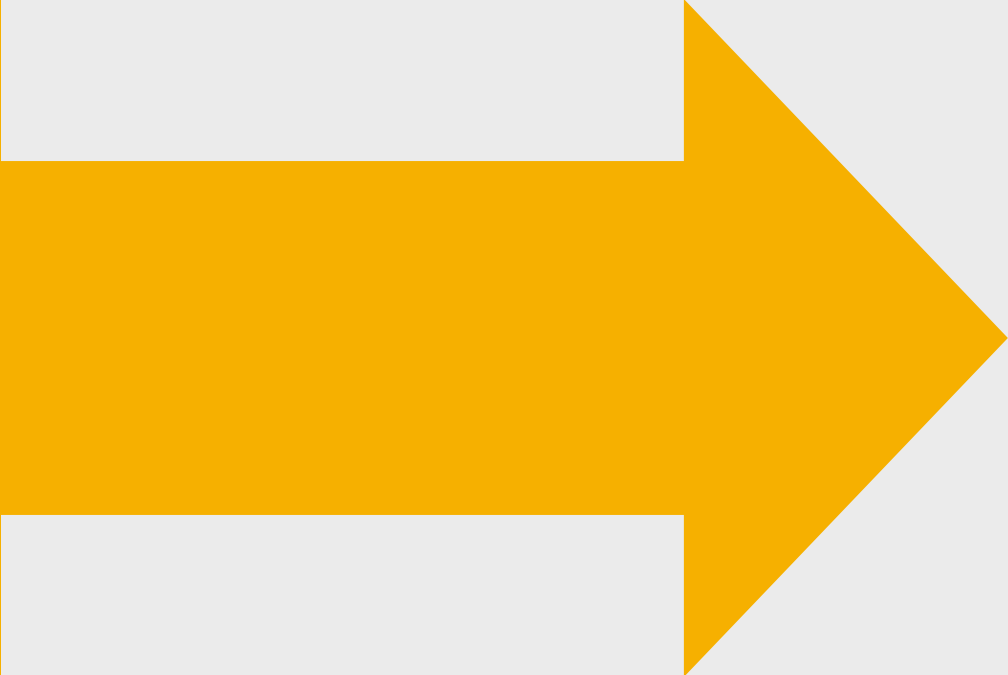
To what extent have you used AI in
general?

FOR A LONG TIME FOR
MANY PURPOSES

RARELY TO NEVER

What grade levels do you currently teach?

ELEMENTARY



SECONDARY

To what extent have you used AI for teaching and learning in PE?

RARELY TO NEVER

EXTENSIVELY



How far did you travel to get to the
HPE Summit?

OVER 60 MILES

UNDER 60 MILES

What is the most challenging part about assessment in PE?



NOT ENOUGH
RESOURCES (TIME,
SPACE, ETC.)

TOO MANY STUDENTS,
DEMANDS, ETC.

Which do you prefer to play?

INDIVIDUAL SPORTS/
ACTIVITIES

TEAM SPORTS/
ACTIVITIES

How comfortable do you feel using AI for
assessment in PE?

VERY COMFORTABLE

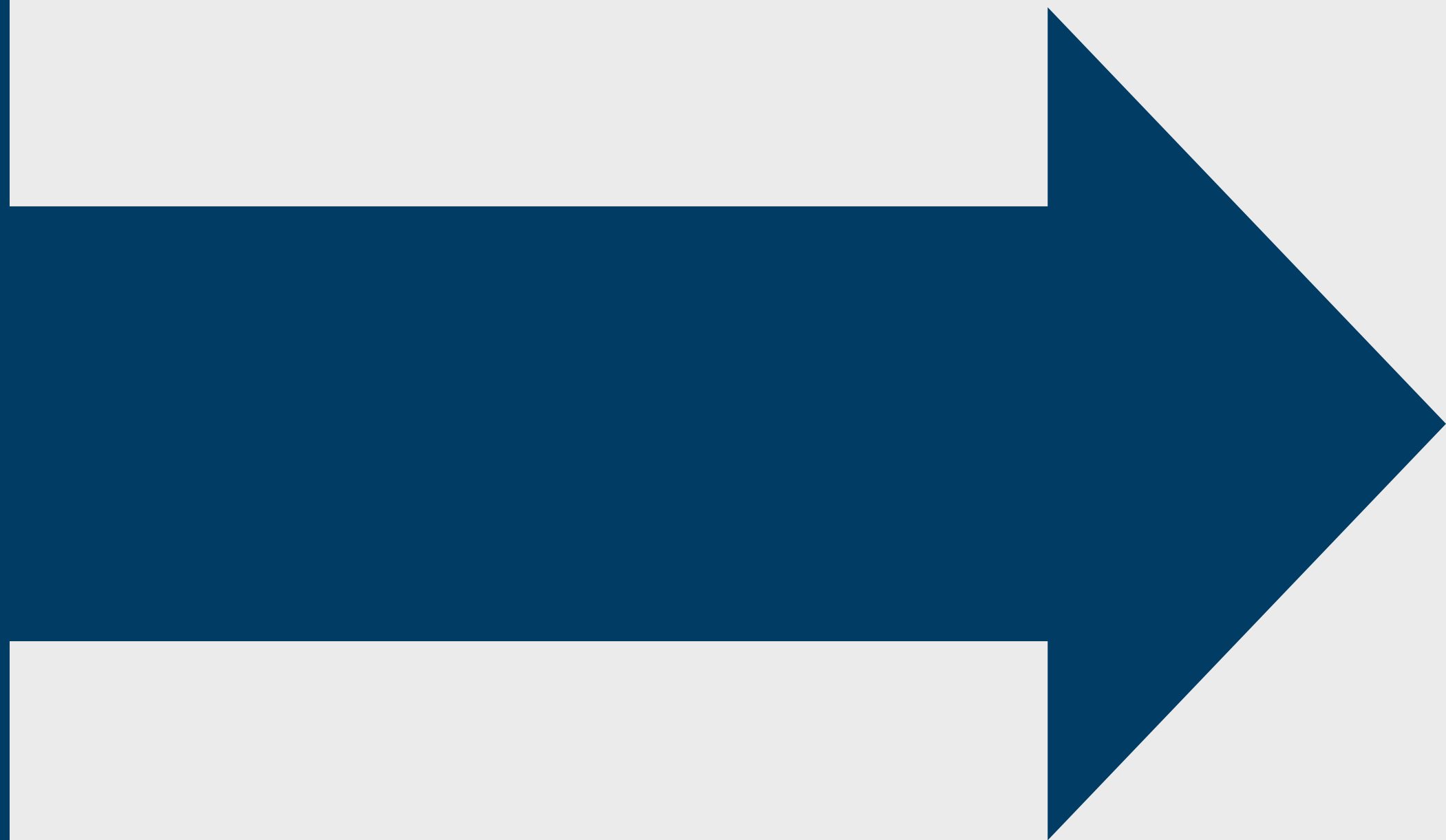
UNCOMFORTABLE

What do you hope to get out of today's session?

GENERAL INFO ABOUT AI
FOR ASSESSMENT

HANDS-ON PRACTICE
WITH PROMPTING FOR
YOUR OWN CONTEXT

THANKS
FOR
PLAYING



Learning Outcomes

- Use AI to support assessment of student learning in PE
- Generate assessment tasks and tools using AI
- Use effective prompting to generate desired output
- Revise AI outputs for developmental appropriateness and standard alignment
- Apply ethical, safe, and responsible AI use in PE settings

Agenda

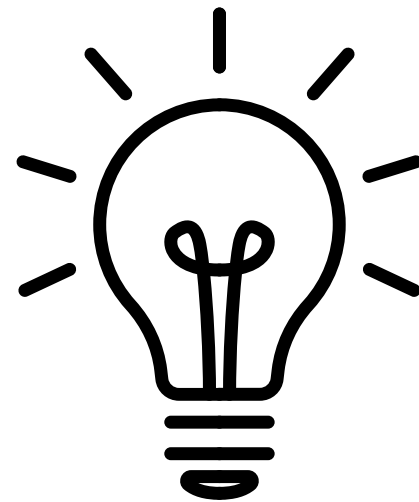


Session Suggestions

**Have a digital device
ready to engage in
hands-on activities**



**Remain open to new
ideas and respect
one another's ideas**



**Use the handout to
guide and record
your ideas**



What is AI?

AI for Assessment

Why Use AI?

1. Save time

1. Generate ideas

1. Enhance your assessment practices

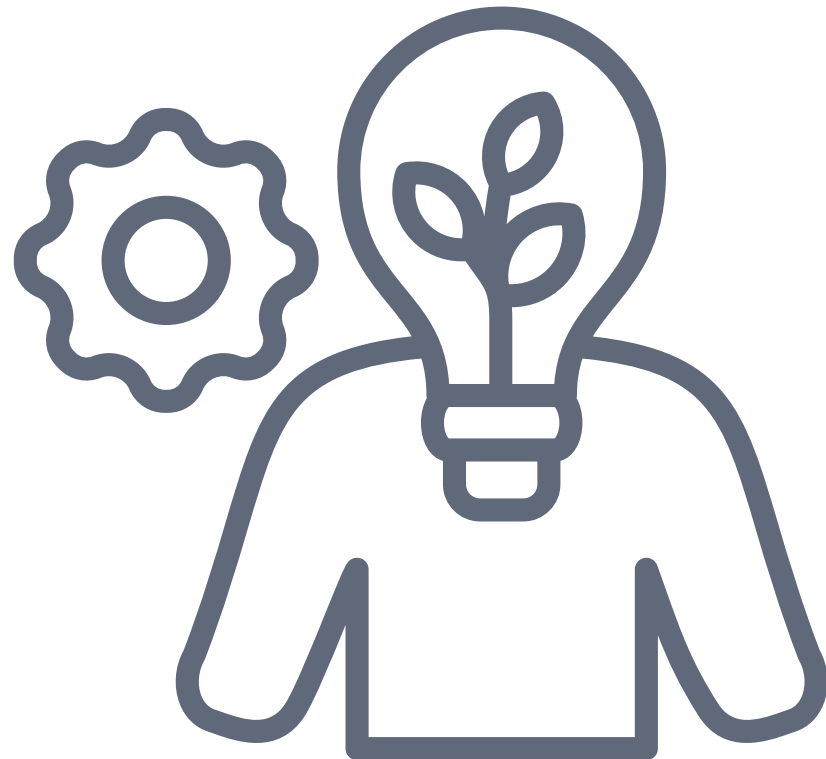


Reflect on Your Practice

What are some common assessment challenges?

What AI tools have you been curious about using for assessment?

What hesitations do you have around using AI?



What is AI?



- Digital tools that use algorithms and predictive modeling to assist with learning, planning, assessment, and instruction
- Can analyze patterns, adjust content, generate feedback, or streamline routines that typically take educators time to complete

How AI Can Support Teachers

Support	Examples
Planning	• Curricular scope and sequence • Annual plans • Unit plans • Lesson plans
Differentiation	• Skill progressions • Modifications • Challenges
Efficiency	• Sub plans • Ancillary instructional resources • Assessments

What AI Cannot Replace

- Your professional judgment
- Relationships with students
- Real-time teaching decisions
- Movement and engagement



Common AI Tools



Gemini



Copilot

Effective AI Prompting

What is a prompt? The instructions you give an AI tool. Think of it like briefing a very capable assistant; the more specific and structured your input, the more useful the output.

Effective AI Prompting for PE Assessment

Writing rubrics, exit tickets, checklists, and self-assessments from scratch takes significant time. A well-structured prompt can generate a standards-aligned, grade-appropriate assessment tool in seconds. The five steps below work for any PE assessment type. Use them any time you need to create or refine an assessment.

The 5-Step PE Assessment Prompting Framework – Use These Steps for Any Assessment Tool		
Step	What to Include	Sample Teacher Input
1. Start with the Outcome	Name the SHAPE America standard and the specific skill or behavior being assessed. Without this anchor, AI will produce a generic rubric disconnected from your curriculum.	"Create an assessment tool aligned with SHAPE S3.M3 on forehand throw mechanics for 6th-grade students."
2. Add Context & Constraints	Specify the assessment moment (formative, end-of-unit), class size, how it will be administered (teacher observation, peer, self), and any student-specific needs.	"This is an end-of-unit assessment for 30 students. The teacher will observe during live game play. Two students have IEPs with motor modifications."
3. Specify Format	Name the exact tool you need — analytic rubric, holistic rubric, exit ticket, peer checklist, self-assessment form, or written reflection. State the number of levels or questions.	"Format as a 4-level analytic rubric with 3 motor skill criteria and 1 social-emotional learning (SEL) criterion. Label levels: Beginning, Developing, Proficient, Exemplary."
4. Ask for Quality Checks	Instruct AI to review its output for plain language appropriate to the grade level, equitable wording that avoids gender or ability assumptions, and clearly observable, measurable descriptors.	"Use student-friendly language suitable for 6th grade. Avoid gender assumptions. Ensure every descriptor is observable without special equipment."
5. Refine & Revise (don't restart)	The AI retains your conversation. Give follow-up instructions in the same thread to add criteria, adjust Bloom's taxonomy level, change language, or create a student-facing version.	"Revise to add a self-assessment column students can complete. Simplify the language in the Beginning level descriptors."

Weak Prompt vs. Strong Prompt

✗ Weak Prompt	✓ Strong Prompt (5 Steps Applied)
"Make a rubric for PE." Missing: - Standard or skill named - Grade level - Assessment type or number of levels - Language or equity guidance - How it will be administered	"Act as a PE assessment specialist. Create a 4-level analytic rubric for 6th-grade students assessing forehand throw mechanics, aligned with SHAPE S3.M3. Include 3 motor skill criteria and 1 SEL criterion. Label levels Beginning, Developing, Proficient, and Exemplary. Use student-friendly language, avoid gender assumptions, and ensure all descriptors are observable during live game play."

Remember: Stay in the same chat thread and refine with follow-up instructions. Try: "Add a student-facing self-assessment column" or "Rewrite the Developing level in simpler language."

Assessment Tools You Can Generate

Some Examples of Assessment Tools You Can Generate – What to Ask For in Step 3	
Assessment Tool	What to Specify in Your Prompt
Analytic Rubric	Number of criteria, number of levels, level labels (e.g., Beginning–Exemplary), standard, grade, whether student-facing
Holistic Rubric	Overall performance description format, number of levels, standard, grade level, assessment moment (formative/summative)
Exit Ticket	Number of questions (2–4 recommended), question types (multiple choice, short answer, rating scale), skill or concept, grade level
Peer Assessment Checklist	Observable criteria only, sentence stems for feedback, grade level, whether anonymous or named, skill being observed
Self-Assessment Form	Reflection sentence stems, rating scale or yes/no format, SEL component (effort, persistence), grade level, connection to standard
Written Reflection Prompt	Number of prompts, Bloom's taxonomy level (recall vs. analyze vs. evaluate), standard, grade, length expectation



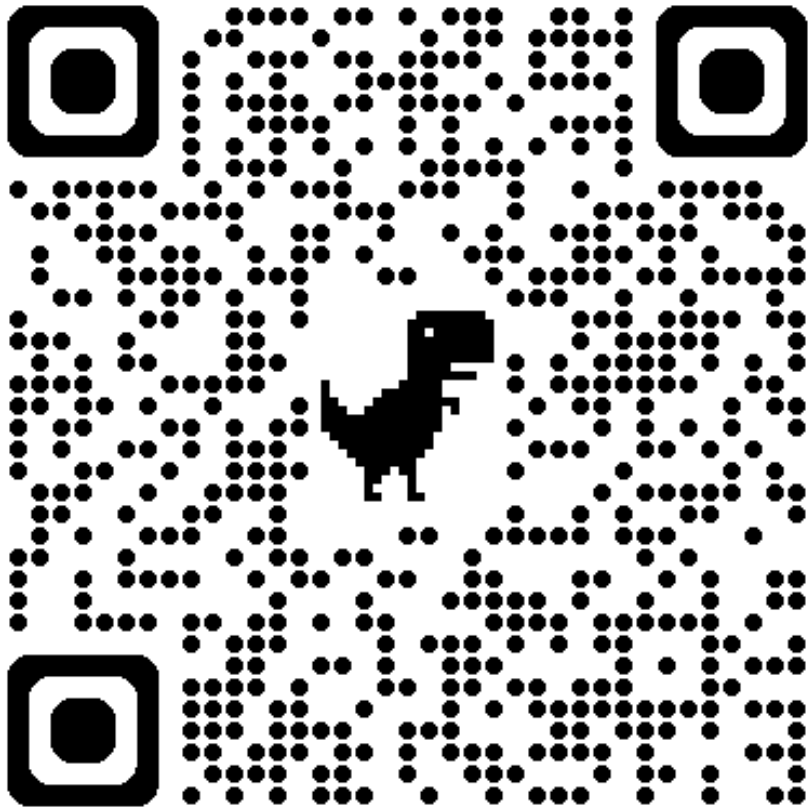
Assessment Prompt Starter Phrases – Copy & Customize
Role: "Act as a physical education assessment specialist with expertise in standards-based grading..."
Outcome: "Create a [tool type] aligned with SHAPE America Standard <u>S[#]</u> for [grade] students focused on [skill]..."
Context: "This is a [formative/summative] assessment for [#] students. It will be completed [by teacher observation / by students / by <u>peers</u>]..."
Format: "Format as a [4-level analytic rubric / exit ticket with 3 questions / peer checklist]. Label levels: [Beginning, Developing, Proficient, <u>Exemplary</u>]..."
Quality: "Use student-friendly language for [grade] level. Avoid gender assumptions. Ensure all descriptors are observable without special equipment."
Refine: "Add a self-assessment column students can complete alongside the teacher column. Simplify language in the lowest level."



My Assessment Prompt Library – Save & Share Your Best Prompts

Privacy: Never input student names or IEP details into public AI tools. Always use generic descriptors (e.g., "a 6th-grade student with a motor modification"). AI drafts the tool and in the end your knowledge of your students determines whether it's actually good.

Access this resource to guide your assessment development with AI



The 5 -Step PE Prompting Framework

1	2	3	4	5
Start with the Outcome	Add Context & Constraints	Specify Format	Ask for Quality Checks	Refine & Revise
Name the standard & skill being assessed (e.g., SHAPE S3.M3)	Grade level, class size, assessment type, time available	Rubric, exit ticket, checklist, peer form, written reflection be specific	Age-appropriate language, equitable criteria, clear descriptors	Stay in the chat: adjust criteria, language, or scoring in the same thread

These steps work for any PE assessment tool: rubrics, exit tickets, peer checklists, self -assessments, and written reflections.

See It in Action: Weak vs. Strong Prompt

✗ WEAK PROMPT

"Make a rubric for PE."

- No standard or skill named
- No grade level specified
- No assessment type (rubric? checklist?)
- No number of levels or criteria
- No language or equity guidance

Result: A generic 3-level rubric disconnected from your standards, students, or unit.

VS

✓ STRONG PROMPT (5 Steps)

Look at the handout's example

Outcome: SHAPE S1.M7 forehand throw & pivot foot

Context: End-of-unit, 30 students, teacher observation during game play

Format: 4-level analytic rubric with 3 skill criteria + 1 SEL criterion

Quality: Plain language, equitable wording, no gender assumptions

Role: Act as a PE assessment specialist

Result: A ready-to-use rubric aligned to your standard and your students.

Sample Prompting

1

Identify an upcoming lesson you need an assessment for

What type of assessment do you want? A rubric, exit ticket, checklist, or self-assessment.

2

Start with a weak prompt

Just get your ideas down on paper. Keep it vague, no standard, no format, no grade level.

3

Apply the 5 steps to transform it into a strong, structured assessment specific prompt.

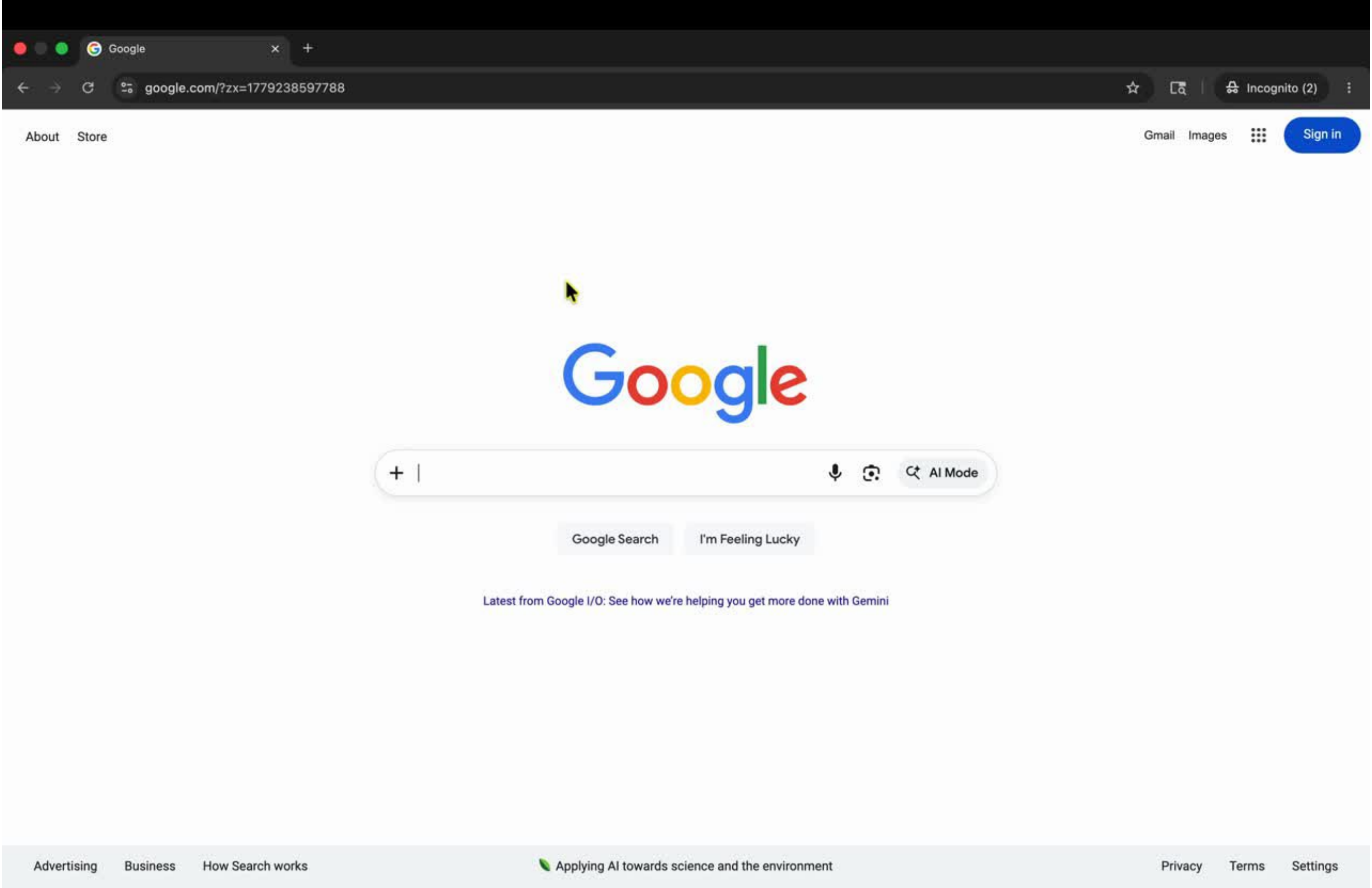
Review 5 steps handout

4

Try it! Run through this with your coaches lens and ask colleagues to help

Not every great assessment works the first time. Keep refining the prompt, and asking for things with specific instructions

Video Walkthrough



Standards -Aligned Rubrics

Why Standards - Aligned Rubrics?

- Clarify what students should know and be able to do
- Align assessment to SHAPE & state standards
- Provide consistent, objective feedback
- Move beyond participation -based grading
- Make student learning visible and measurable

RUBRIC		
☐		★ ★ ★
☐		★ ★ ★
☐		★ ★ ★
☐		★ ★ ★

Why Use AI for Rubric Creation?

- Speeds up the creation process
- Generates aligned performance levels quickly
- Helps balance psychomotor, cognitive, and affective domains
- Produces a strong first draft to refine
- Reduces workload while maintaining quality and alignment



What AI Can Generate for Rubrics

Psychomotor

- Throwing mechanics
- Dance performance
- Gameplay execution

Cognitive

- Rules and strategies
- Fitness concepts
- Decision -making

Affective

- Collaboration
- Effort & self -management
- Goal setting

Rubric

Prompt

Using the 5 -Step PE Prompting Framework

Steps	Prompting
Role	Act as an expert K - 12 physical education teacher.
Outcome	Create a 4 -level analytic rubric formatted as a table. The rubric must be aligned to Colorado Physical Education Standard 1 (Movement Competence and Understanding) for 6th -grade specifically evaluating the critical elements of a mature backhand Frisbee throw.
Context & Constraints	30 sixth -graders with mixed ability levels; equipment for this is limited; focus on correct throwing mechanics
Format	For the rubric, include 4 performance levels; student -friendly language; observable criteria
Quality Checks	Make sure the rubric is developmentally appropriate, has no vague descriptors, and provides clear alignment to the standard.

Always end up a prompt with : “Ask clarifying questions as needed”

Gemini Demo

Act as an expert K-12 physical education teacher. Create a 4-level analytic rubric formatted as a table. The rubric must be aligned to Colorado Physical Education Standard 1 (Movement Competence and Understanding) for 6th-grade specifically evaluating the critical elements of a mature backhand Frisbee throw. 30 sixth-graders with mixed ability levels; equipment for this is limited; focus on correct throwing mechanics. For the rubric, include 4 performance levels; student-friendly language; observable criteria. Make sure the rubric is developmentally appropriate, has no vague descriptors, and provides clear alignment to the standard. Ask clarifying questions as needed.



Sample AI Output

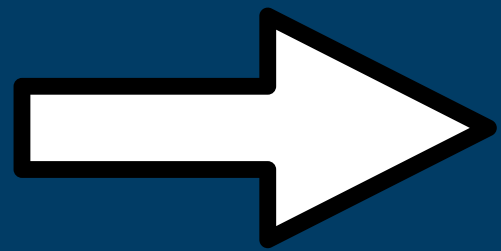
Critical Element	Level 4: Exceeds Standard (Advanced)	Level 3: Meets Standard (Proficient)	Level 2: Approaching Standard (Developing)	Level 1: Emerging (Beginning)
Grip & Stance <i>(The Setup)</i>	Grips the disc firmly with the thumb on top and fingers tucked underneath. Stands with the dominant shoulder/hip cleanly pointed at the target.	Grips the disc with the thumb on top and fingers underneath. Stands sideways, keeping the dominant side facing mostly toward the target.	Holds the disc with an open hand or places the index finger along the outer rim. Stands facing the target completely forward.	Holds the disc awkwardly (e.g., upside down or two hands). Stands loosely without an intentional stance.
Wind-Up & Body Coil <i>(The Load)</i>	Smoothly brings the disc back past the opposite hip, coiling the core and tucking the chin toward the throwing shoulder.	Brings the disc across the body toward the opposite hip or stomach, creating a clear backswing before throwing.	Pulls the disc straight back toward the chest or shoulder without winding up across the body.	No wind-up or pull-back motion is observed; pushes the disc directly from the chest.
Step & Lead <i>(The Launch)</i>	Takes a decisive, low step across the body with the same-side foot toward the target, leading the forward throw with the elbow.	Steps forward with the same-side foot toward the target while moving the arm forward.	Steps forward with the <i>opposite</i> foot, or steps out to the side instead of toward the target.	Throws from a completely static position with stiff legs; no step is taken.
Release & Follow-Through <i>(The Finish)</i>	Forcefully snaps the wrist to release the disc completely flat. Follows through across the body, pointing the index finger/hand directly at the target.	Snaps the wrist at release to spin the disc. The arm extends forward and follows through across the body.	Releases the disc with a stiff wrist (causing the disc to wobble), or the arm stops abruptly at release without a follow-through.	Lets go of the disc with a pushing or scooping motion; the arm swings wildly upward or downward.

Reflect & Refine

- What would you revise?
- What would you remove or simplify?
- What would you add for your students?

Things to Look for:

- Clarity of language
- Developmental appropriateness
- Alignment to standards
- Practicality in your setting



How could you use this in your next unit?

Your Turn

1

Start with the Outcome

Name the specific outcome you want (e.g., rubric)

2

Add Context & Constraints

Class size, space, equipment, UDL needs

3

Specify Format

Number of levels, tone/type of language, and observable criteria.

4

Ask for Quality Checks

Appropriate language, clear descriptors, alignment to standards.

5

Refine & Revise

Stay in the chat. Iterate don't restart

Psychomotor Domain

Can you create a 4 -level rubric for [skill] aligned to [standard]?

Cognitive Domain

Can you create a 4 -level rubric for understanding [concept/strategy]?

Affective Domain

Can you create a 4 -level rubric for [collaboration/effort/self -management]?

Key Take Aways

1

Start with standards

3

Strong first drafts

2

Rubrics make
learning measurable

4

Refine AI outputs

*AI increases efficiency.
Teachers ensure quality and alignment*

FORMATIVE ASSESSMENTS

AI Assessment Types

AI can quickly draft formative assessments that capture real evidence of learning, not just participation points.



- Exit Tickets & Quick Checks — Fist-to-five, one -word takeaways, Plickers polls



- Knowledge & Tactics — Scenario -based tactical questions, multiple choice, short answer, essays



- Student Voice — Attitude surveys, interest surveys, self - assessment & goal -setting reflections

Generating an Exit Ticket

Using the 5 -Step PE Prompting Framework

Steps	Prompting
Role	Act as an expert K –12 physical education curriculum specialist.
Outcome	Create a 5-question exit ticket for a 6th -grade Ultimate Frisbee unit, aligned to Colorado PE Standards (Standard 1: Movement Competence; Standard 2: Applying Knowledge), assessing the objective: students can explain when to use a backhand vs. forehand throw to move the disc to open space.
Context & Constraints	30 sixth -graders with mixed experience and reading levels; 5 minutes at the end of a 45 -minute class; completed on paper or a quick digital form.
Format	Number each question. Use a mix of one multiple -choice, two short -answer, and one scenario question, plus one quick self -rating on confidence.
Quality Checks	Keep language at a 6th -grade reading level, ensure questions assess understanding rather than recall only, and make it answerable in 5 minutes.

Always end up a prompt with : “Ask clarifying questions as needed”

Gemini Demo

I teach 6th grade Physical Education. We are in a unit on Ultimate Frisbee. Act as an expert K-12 physical education curriculum specialist. Can you create a 5-question exit ticket for my 6th-grade students, aligned to Colorado PE Standards (Standard 1: Movement Competence and Standard 2: Applying Knowledge), that assesses whether students can explain when to use a backhand versus a forehand throw to move the disc to open space. I have 30 students with mixed experience and reading levels, and they will complete this in 5 minutes at the end of a 45-minute class, on paper or a quick digital form. Number each question and use a mix of one multiple-choice, two short-answer, and one scenario question, plus one quick self-rating on confidence. Keep the language at a 6th-grade reading level, make sure the questions assess understanding rather than recall only, and ensure it can be answered in 5 minutes. Ask clarifying questions as needed.



Flash ▾



Exit Ticket Results

1

Here is a 5-question exit ticket tailored for your 6th graders. It focuses on the strategic decision-making behind choosing a throw (backhand vs. forehand) to attack open space, matching Colorado PE Standards 1 and 2.

To accommodate your mixed reading levels and the tight 5-minute window, the language is kept direct, and the short answers are designed to be answered in just a single sentence.

Ultimate Frisbee Exit Ticket: Finding Open Space

Name: _____ Class Period: _____

1. Choosing Your Throw (Multiple Choice)

You have the disc. A defender is standing close to you, guarding the middle. The field is wide open on your left side. Which throw gives you the best chance to get into the open space?

- ☐ A) Forehand throw
- ☐ B) Backhand throw
- ☐ C) It does not matter which throw you use

3

5. My Confidence Check (Self-Rating)

Circle the number that best describes how you feel right now:

How confident are you in picking the right throw to hit an open teammate during a game?

- ☐ 1 – I'm still confused and need some help.
- ☐ 2 – I understand it, but I get nervous trying it under pressure.
- ☐ 3 – I've got this! I can read the defense and pick the best throw.

Teacher's Quick-Grading Key

- ☐ **Q1 Answer: B (Backhand).** If the defender is on the right, the left side is the open passing lane, which aligns with a standard right-handed backhand release (or vice versa for lefties—either way, throwing away from the defender).
- ☐ **Q2 Criteria:** Student mentions that having both throws allows them to release the disc on either side of their body, making it harder for a defender to block open spaces.
- ☐ **Q3 Criteria:** Student notes that the fake should make the defender move or lean to one side, which instantly opens up the opposite passing lane.
- ☐ **Q4 Criteria:** Student identifies switching to a **Forehand** and dropping to a **low release point** (or stepping out wide) to get underneath or around the defender's high hands.



2

2. Reading the Defender (Short Answer)

Why is it important to know how to throw *both* a backhand and a forehand when a defender is trying to block you?

3. Faking Out the Defense (Short Answer)

If you pivot and fake a forehand throw, what do you hope the defender will do so that you can open up a clean passing lane?

and near the sideline. Your teammate sees this and sprints into the field. The defender's hands are up high, blocking your normal passing lane.

What do you hope the defender will do, and how do you change your release point and the defender's arms?

Scenario Questions

Using the 5 -Step PE Prompting Framework

Steps	Prompting
Role	Act as an expert K –12 physical education curriculum specialist.
Outcome	Create 4 scenario -based tactical questions for a 6th -grade Ultimate Frisbee unit, aligned to Colorado PE Standards (Standard 2: Applying Knowledge, Strategy & Tactics), assessing whether students can read the field and choose the best offensive decision (when to cut, throw to space, or reset the disc).
Context & Constraints	30 sixth -graders with mixed tactical experience; used as a mid -unit check during a 45 -minute class; students respond verbally in small groups or in writing.
Format	For each question, describe a short game situation, then ask “What would you do and why?” Include a brief sample of a strong answer for each as a teacher answer key.
Quality Checks	Keep scenarios realistic for 6th -grade gameplay, use age -appropriate language, and ensure questions reward tactical reasoning rather than memorized rules.

Always end up a prompt with : “Ask clarifying questions as needed”

Gemini Demo

I teach 6th grade Physical Education. We are in a unit on Ultimate Frisbee. Act as an expert K-12 physical education curriculum specialist. Can you create 4 scenario-based tactical questions for my 6th-grade students, aligned to Colorado PE Standards (Standard 2: Applying Knowledge, Strategy and Tactics), that assess whether students can read the field and choose the best offensive decision — when to cut, throw to space, or reset the disc. I have 30 students with mixed tactical experience, and I'll use this as a mid-unit check during a 45-minute class where students respond verbally in small groups or in writing. For each question, describe a short game situation and then ask 'What would you do and why?', and include a brief sample of a strong answer for each as a teacher answer key. Keep the scenarios realistic for 6th-grade gameplay, use age-appropriate language, and make sure the questions reward tactical reasoning rather than memorized rules. Ask clarifying questions as needed.



Flash ▾



Scenerio Results

1

Scenario 1: The Fast Break (Focus: Throwing to Space / Leading a Teammate)

The Situation: You catch the disc right at the midfield line. The defense is still running back to transition, and your teammate sees an opening. They sprint past their defender toward the open corner of the end zone. You have a clear view, but there is a defender standing right between you and your teammate's body.

The Question: *What would you do and why?*

- **Strong Student Answer (Teacher Key):** I would throw the disc into the end zone ahead of my teammate, rather than throwing it directly at them.
- *The "Why":* Because my teammate is already running fast, throwing the disc ahead allows them to use their speed to outrun their defender and catch it. If I throw it directly at their body, the defender in the middle will easily block it or intercept it.



2

Scenario 3: The Crowded Field (Focus: When to Cut / Creating Space)

The Situation: Your teammate has the disc in the center of the field. You and three other offensive players are all standing in a bunch right in front of the thrower, waving your hands and yelling for the disc. The defenders are crowded around all of you, making it impossible for the thrower to find a clean passing lane.

The Question: *What would you do and why?*

- **Strong Student Answer (Teacher Key):** I would immediately run away from the disc toward the deep end zone or the opposite sideline to clear out the space, or I would wait for the crowd to clear and then make a sharp, hard cut into an open pocket of space.
- *The "Why":* Standing in a big crowd brings all the defenders together and traps the thrower. By running away or waiting my turn to cut, I help empty out the middle of the field. This gives the thrower a clear lane to see and makes it much easier for someone to make a clean, hard cut without dragging three defenders with them.

Tips and Questions

1

Tips for Managing This Formative Assessment in 45 Minutes:

- **The "Think-Pair-Share" / Small Group Method:** Since you have 30 students with mixed tactical experience, divide them into groups of 3 or 4, ensuring each group has a mix of experienced and novice players.
- **Active Recovery / Whiteboard Stations:** Read a scenario to the whole room while they sit in their squads. Give groups 90 seconds to discuss and write a 1-2 sentence answer on a small dry-erase board (or have a designated speaker share verbally). This keeps the energy high and ensures the tactical discussion directly connects to the gameplay they are doing that day.

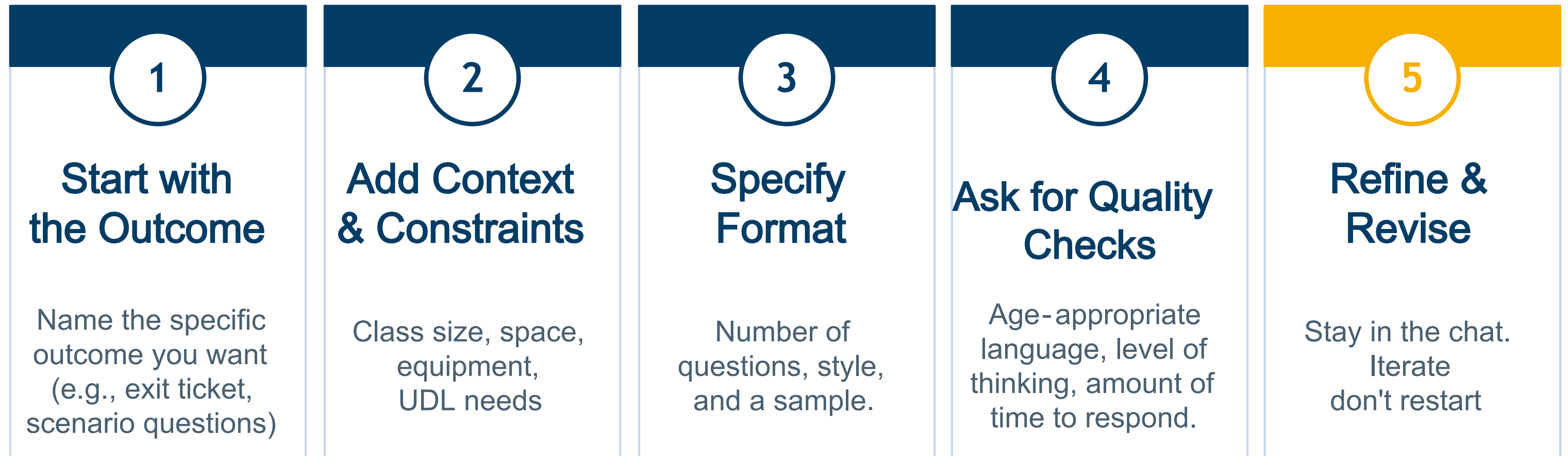
 Gemini

2

A Quick Clarifying Question:

To help make sure any future resources fit perfectly: **How are your fields/games currently structured?** (e.g., are you playing full-field 7v7, smaller small-sided games like 3v3 or 4v4, or using a specific "no-defense" tactical game to teach these concepts?) Knowing this can help me tailor the spatial context of future scenarios!

Your Turn



Exit Ticket

Can you create a 5 -question exit ticket aligned to...

Scenario Questions

Can you write 4 scenario -based tactical questions for...

Attitude Survey

Can you design a short student attitude survey about...

Reflection

in



Revise?



Remove?



Standards Fit?

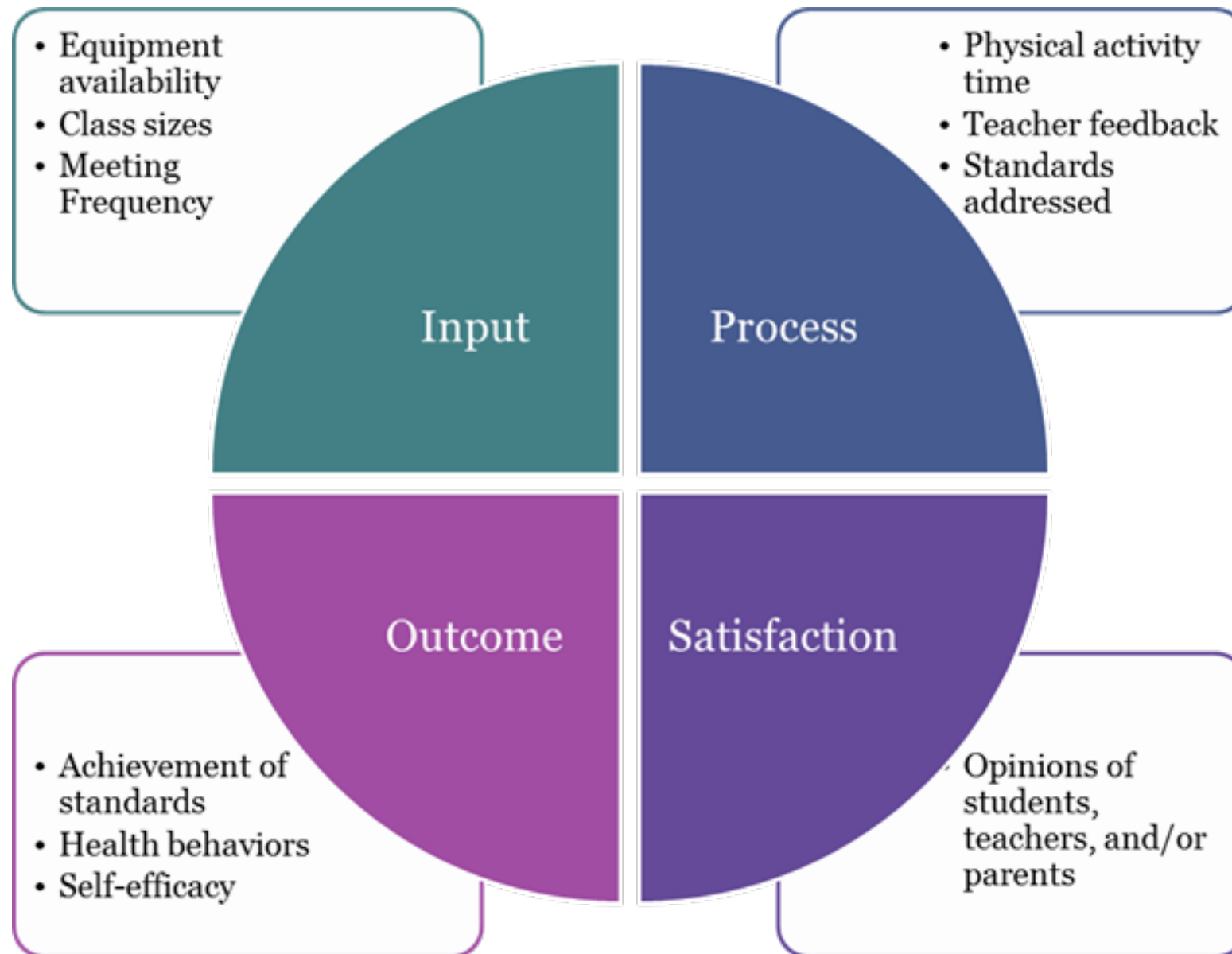


Right Fit?

Data Pattern Analysis & Growth Tracking

Data Driven Decision Making

Types of Data



Curriculum

Instruction

Program Improvement

Advocacy

Step by Step

1

Export Data

2

Replace Any
Student Names
with Generic ID's

3

Upload Data to AI

4

Ask for Trends &
Recommendations

5

Review Findings &
Implement
Changes



Example #1

Outcome Data Driving Instruction		
Domain	Example Assessment	Sample Findings
Psychomotor	Forehand/backhand throwing rubric	82% demonstrate proper grip; 46% consistently step toward target; 38% can throw accurately with the forehand
Cognitive	Exit ticket on offensive strategy	88% know the objective of Ultimate Frisbee; 41% can explain how “creating space” helps teammates get open
Affective	Confidence and enjoyment survey (1 –5 scale)	Enjoyment = 4.4; Confidence = 3.0; 35% report feeling nervous catching in game situations
“Analyze these 6th grade frisbee assessment results across psychomotor, cognitive, and affective domains. Identify strengths and areas for improvement, and recommend specific instructional strategies for the next three lessons.”		

Example #1

Outcome Data Driving Instruction

Sample AI Generated Recommendations

Psychomotor Adjustments

- Reteach the cue “step, point, throw”
- Use partner target drills emphasizing weight transfer
- Create differentiated stations for forehand accuracy

Cognitive Adjustments

- Use small - sided games focused on getting open
- Pause play and ask, “How can you create more space for your teammate?”

Affective Adjustments

- Reduce game size to increase successful touches
- Pair students strategically for early success
- Emphasize progress and effort rather than perfect performance

Example #2

Process Data Driving Program Improvement			
Lesson	Instructional Approach	Average % of Lesson in MVPA	Teacher Notes
1	Teacher -led skill instruction and demonstrations	36%	Extended explanation of grip and throwing mechanics
2	Partner practice with skill stations	48%	More repetitions, shorter explanations
3	Small -sided “get open” games (3v3)	57%	High engagement and frequent movement
4	Full -class Ultimate Frisbee game	44%	Some students were less involved
5	Tournament -style small -sided games with quick rotations	61%	Highest activity and strong enthusiasm
“Analyze these heart rate monitor data from a 6th grade frisbee unit. Identify which instructional approaches produced the highest MVPA and recommend program improvements to help students spend at least 50% of PE class time in moderate -to-vigorous physical activity.”			

Example #2

Process Data Driving Program Improvement

Sample AI Generated Recommendations

Unit - Level Recommendations

- Keep direct instruction concise and transition quickly into practice
- Use partner stations early to build technique
- Shift to small - sided games to maximize movement and tactical learning
- Limit large - sided games unless all students remain actively engaged

Program - Level Recommendations

- Design lessons around small - group participation
- Establish a goal of at least 50% MVPA during most lessons
- Use heart rate data periodically to compare lesson formats
- Build a shared repository of high - MVPA lesson structures

Example #3

Satisfaction Data Driving Curriculum				
Theme	Illustrative Comments	Frequency (n)	Percent of Students (N = 120)	Curriculum Implications
Student Choice and Voice	"Let us choose what we do sometimes." "More choice days would be fun."	46	38.30%	Add choice boards, elective units, and opportunities for students to select activities or challenge levels.
Inclusive and Engaging Activities	"I like games where everyone gets to play." "3 - on -3 games are better."	41	34.20%	Increase small -sided games, partner activities, and non -elimination formats to maximize participation.
Relevant and Lifelong Activities	"Teach us workouts we can do at home." "I want things I can keep doing later."	33	27.50%	Expand units such as strength training, fitness, outdoor recreation, and other lifetime activities.
"Analyze these 6th grade PE student interest survey results. Identify the most important themes and recommend curriculum changes for next year that align with student interests while maintaining a standards -based physical education program."				

Example #3

Satisfaction Data Driving Curriculum

Sample AI Generated Recommendations

High Priority

- Add student choice opportunities within each unit
- Replace low - engagement activities with more inclusive formats
- Introduce at least one new nontraditional unit

Medium Priority

- Expand strength training and personal fitness content
- Increase opportunities for differentiated challenge levels

Ongoing Evaluation

- Repeat the student interest survey annually
- Compare satisfaction results over time
- Use AI to monitor emerging trends and refine curriculum

Example #4

Input Data Driving Adovocacy				
Equipment Category	Total Owned	Excellent/Good	Fair	Poor/Unusable
Basketballs	40	18	12	10
Soccer Balls	36	20	10	6
Heart Rate Monitors	25	15	5	5
Resistance Bands	40	22	10	8
Yoga Mats	35	20	8	7
Pinnies	60	35	15	10

“Analyze this middle school PE equipment inventory, including condition ratings. Identify the most urgent needs and generate an advocacy summary requesting funding to replace unsafe or unusable equipment and modernize the program.”

Example #3

Input Data Driving Advocacy

Sample AI Generated Advocacy Narrative

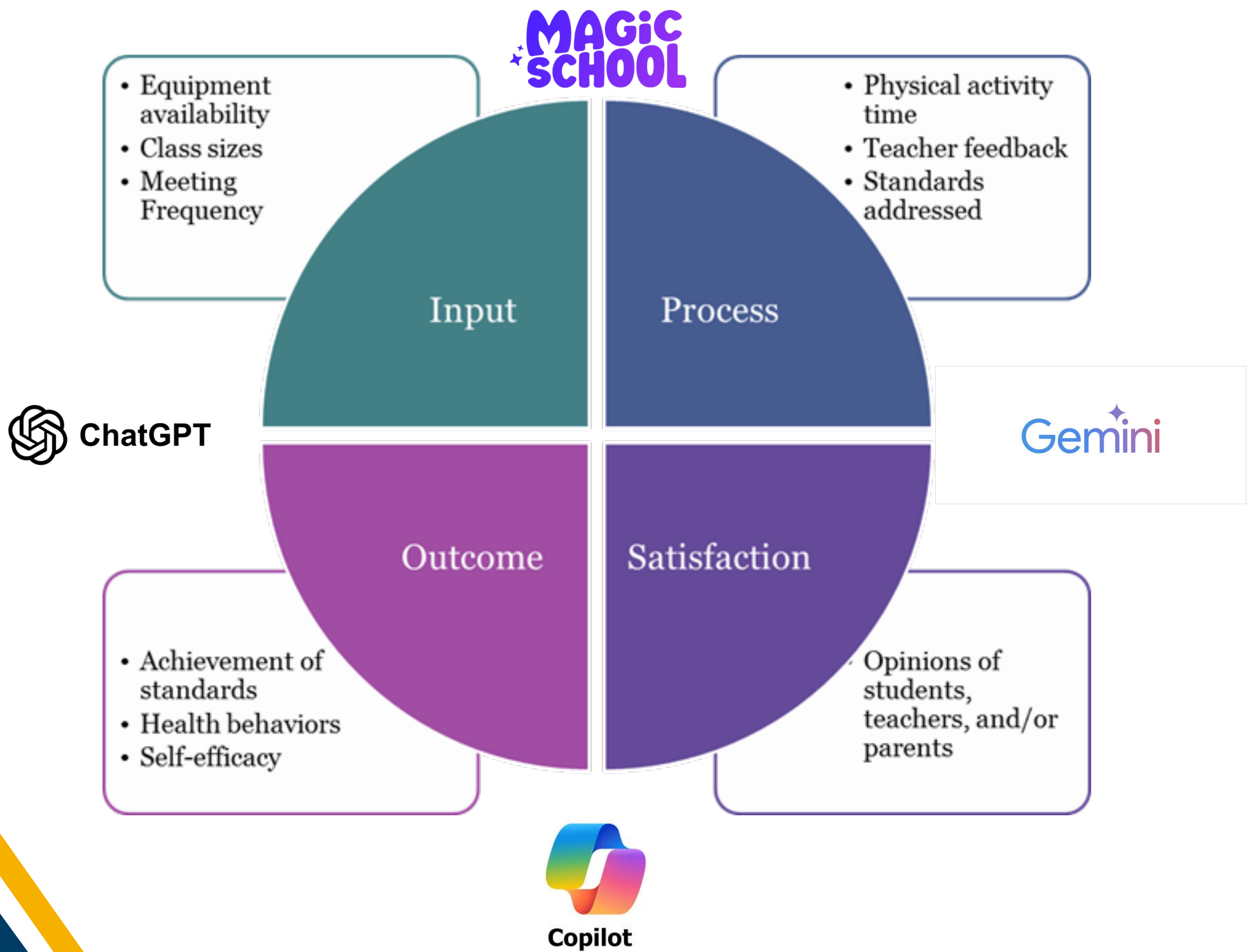
“An annual equipment audit indicates that many core physical education resources are in fair or poor condition, with several items *no longer safe or fully functional* .”

For example, 10 of 40 basketballs and 8 of 30 volleyballs require immediate replacement. Limited access to functional assessment tools, such as heart rate monitors, also constrains the program’s ability to use data to improve instruction.

Strategic investment in equipment replacement and modernization will *enhance safety, increase participation, and strengthen standards - based teaching and assessment.* ”

Data Driven Decision Making

Types of Data



Curriculum

Instruction

Program Improvement

Advocacy

Ethical, Safe, & Responsible AI Use in Schools

Table of Contents

- Protect student privacy
- Use AI to support - not replace - human thinking
- Maintain professional judgement
- Consider bias and equity
- Be transparent and teach AI literacy
- Use AI for efficiency in ethical ways
- Ensure safety
- Stay within district policy
- Reflect on your use regularly

Protect Student Privacy

Understand that AI tools may store or train on your inputs.

Free

Intelligence for everyday tasks

\$0 / month

Get Free →

- ✓ Limited access to flagship model GPT-5.3
- ✓ Limited messages and uploads
- ✓ Limited and slower image generation
- ✓ Limited deep research
- ✓ Limited memory and context
- ✓ Limited Codex access

Never enter student names, IDs, grades, or personal data into AI tools.

HELLO
MY NAME IS

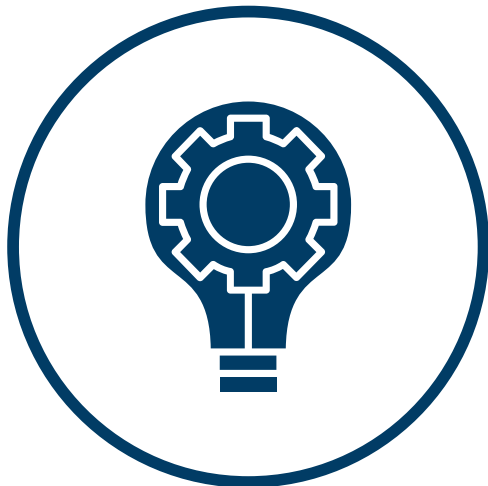


Use anonymous or hypothetical descriptions when seeking AI assistance.

“For the second class in the PE Ultimate Frisbee unit, some 6thgrade students can play at a club level, some are familiar with basic gameplay from recreational experiences, while others are struggling with learning how to throw and catch a Frisbee. You need to create an assessment for the second ultimate frisbee class.”

AI Supports — Not Replaces

Think of AI as a brainstorming partner, not a decision-maker.



AI inspires ideas and creates draft. Your professional expertise must guide decisions.



Your knowledge of your students and the gym cannot be replicated by AI.



Review and adapt all AI-generated content before using it with students.



AI Supports — Not Replaces

Without
Teacher
Knowledge

Create a 6th-grade Ultimate Frisbee assessment.

+ Tools

Fast



Part 1: Practical Skill Checklist (Teacher Observation)

Teachers can use this checklist during game play or specific drills. Rate each student on a scale of 1–3 (1 = Needs Improvement, 2 = Developing, 3 = Proficient).

Skill	Description	Rating (1-3)	Notes
Backhand Throw	Steps with the dominant foot, keeps the disc flat, and flicks the wrist with a clean release.		
Forehand (Flick)	Optional/Introductory: Holds disc with index/middle finger inside the rim, flicks wrist without turning the body.		
Pancake Catch	Uses two hands (one on top, one on bottom) to securely trap the disc against the body.		

Part 2: Written Knowledge Quiz

Circle the correct answer or fill in the blank.

Multiple Choice

1. How does a game of Ultimate Frisbee begin?

- A) A coin toss and a kickoff
- B) A "Pull" (one team throws the disc downfield to the other)
- C) A jump ball in the center of the field
- D) Whoever grabs the disc first

2. What is a "Pancake Catch"?

- A) Catching the disc with only your fingertips
- B) Catching the disc with one hand behind your back
- C) Clapping your hands together on the top and bottom of the disc to trap it
- D) Diving on the ground to save the disc

Short Answer & Scenario

6. Explain "Spirit of the Game" in your own words.

(Hint: Think about how fouls are called and how players treat each other).

Answer:

Part 3: Student Self-Assessment Rubric

Have students reflect on their own performance and sportsmanship.

Circle the description that best fits your effort during this unit:

- Gold Medal Spirit:** I always followed the rules, called my own fouls fairly, encouraged my teammates, and tried my best on offense and defense.
- Silver Medal Spirit:** I followed the rules most of the time, played hard, and was a good teammate, even if I got frustrated occasionally.
- Bronze Medal Spirit:** I need to work on staying positive, passing to all my teammates, or focusing more on the game instead of getting distracted.

AI Supports — Not Replaces

With
Teacher
Knowledge

Create a rotating small-sided game for a 6th-grade Ultimate Frisbee unit assessment.
The class includes 24 students.
The class includes one student with asthma and two students with ankle sprains.
The gym is a basketball court with an 85-foot length and a 50-foot width.

+ Tools

Fast

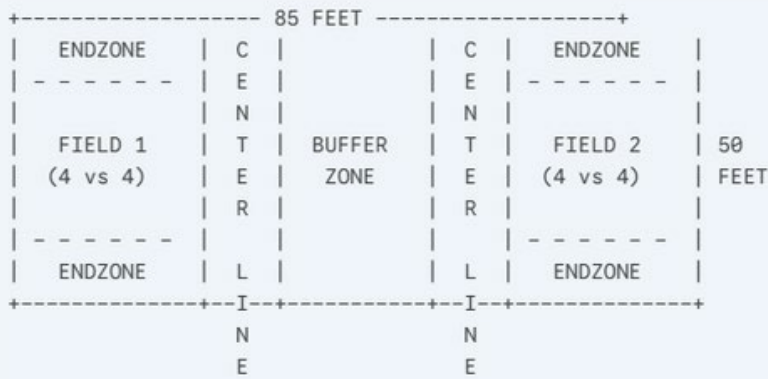
Tournament Design & Layout

To keep 24 students highly engaged and easily scannable for an assessment, we will split the class into **4 teams of 6 students** and run **2 concurrent games** across the width of the basketball court.

By playing across the width, the field dimensions naturally adapt to a safe, small-sided game size for 6th graders.

Court Setup

- **Field 1:** Left half of the basketball court.
- **Field 2:** Right half of the basketball court.
- **Field Dimensions:** Each field is roughly 50 × 35 feet (using the sidelines as endlines, and the volleyball lines or center line as boundaries).
- **Endzones:** 5 feet deep on each side.



Inclusive Team Roles & Rotation

With 6 players per team but a small-sided game size of 4 vs 4, each team will have 2 players in supporting roles during every rotation. This is where we perfectly integrate differentiated physical needs.

Player Roles

1. **On-Court Players (4 per team):** Active, running, passing, and defending.
2. **The "Sideline Stat" (1 per team):** Perfect for one **ankle sprain** student. They sit at the scorer's table or on the bench with an assessment clipboard, tracking completion percentages or turnovers for their team.
3. **The "Endzone Anchor" (1 per team):** Perfect for the second **ankle sprain** student and the student with **asthma** (during their rest rotation). They stand stationary inside their own attacking endzone. They cannot run, but they can pivot and catch. If an on-court teammate throws it to them, it counts as a goal!

The Rotation Matrix (7-Minute Rounds)

Every 7 minutes, teams rotate who they play, and *within* the teams, player roles shift to manage exertion:

- **Asthma Accommodation:** The student with asthma rotates into an "On-Court" role for one round, then automatically shifts to a "Sideline Stat" or "Endzone Anchor" role the next round. This builds in mandatory 1:1 work-to-rest intervals to prevent flare-ups.
- **Ankle Sprain Accommodation:** These two students remain permanent "Sideline Stats" and "Endzone Anchors." To keep them socially engaged, they switch roles with each other each round (e.g., Stats person becomes the Endzone Anchor, and vice versa) so they get to experience different elements of the game without putting weight on their ankles.

Modified Gameplay Rules for Assessment Clarity

- **No-Run Catching:** Once a player catches the disc, they must stop and establish a pivot foot within 2 steps.
- **The 5-Second Count:** To keep the game moving and give you clear throwing data, the defender marks from 3 feet away and counts out loud: "Stall 1, Stall 2... Stall 5."
- **No-Contact Defense:** Arm's length distance at all times. This keeps the environment safe.

Maintain Professional Judgment

AI Can Be Confidently Wrong !



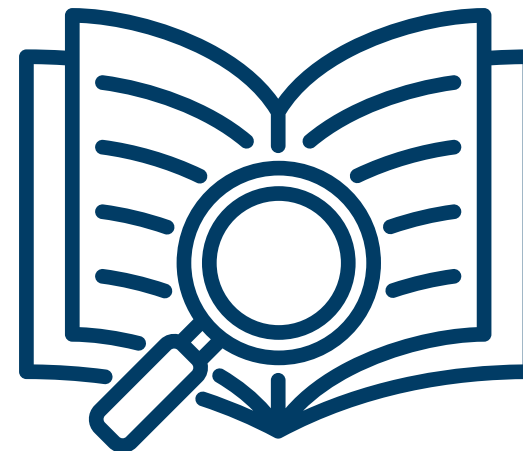
Apply your years of experience to every AI response.



Critically evaluate AI outputs for accuracy, reliability, appropriateness, and relevance.



Always fact-check important information.

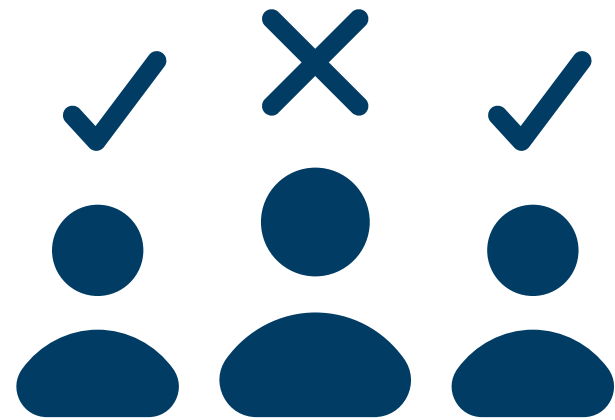


Document how AI contributed to your planning for accountability.



Consider Bias & Equity

AI models reflect the biases present in their training data.



Critically evaluate AI outputs for potential bias



Check that AI-generated activities can meet your student's needs.



Consider Bias & Equity

Create a skill evaluation form for a 6th-grade ultimate frisbee unit

The class includes:
1. Eight girls and fourteenth boys
2. Five English learners who speak Spanish

+

Tools

Fast

>

Bilingual Rubric Reference Key (For Teacher & Student Quick-Reference)

Skill	3 — Proficient (Proficiente)	2 — Developing (En Desarrollo)	1 — Emerging (Emergente)
Throw (Lanzar)	Steps across body; flat disc; crisp wrist snap. Accurate. / Paso cruzado; disco plano; golpe de muñeca. Preciso.	Steps correctly but disc wobbles or angles; throws mostly with arm. / Paso correcto pero el disco se tambalea; lanza con el brazo.	No step or wrong foot; extreme disc angle misses target. / Sin paso o pie incorrecto; disco muy inclinado; falla el blanco.
Catch (Atrapar)	Uses two-handed pancake or rim catch cleanly. / Usa atrapada de "panqueque" (aplauso) o de borde con dos manos.	Relies on trapping against body/chest; frequent drops. / Atrapa contra el cuerpo/pecho; se le cae el disco con frecuencia.	Slaps at disc; avoids tracking; high rate of drops. / Golpea el disco con las manos; evita seguirlo; se le cae mucho.
Pivot (Pivotar)	Holds one foot firmly planted; steps wide to pass around defense. / Mantiene un pie plantado; da un paso ancho para pasar.	Drags or lifts pivot foot under pressure; tiny steps. / Arrastra o levanta el pie de pivote bajo presión; pasos cortos.	Travels (runs with both feet); switches pivot foot constantly. / Camina/corre con ambos pies; cambia de pie de pivote constantemente.

Teacher Tips for this Class Composition:

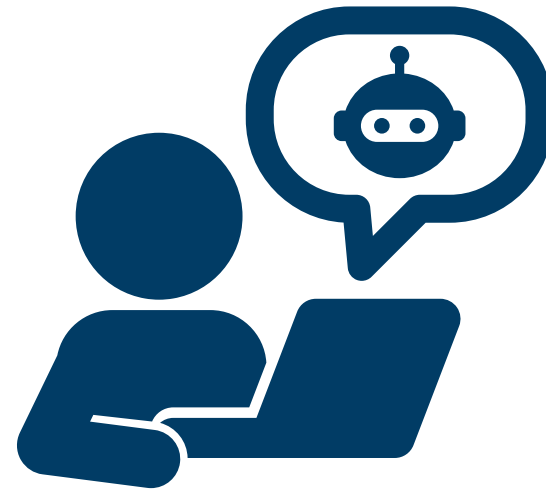
- EL Support (Translanguaging):** During peer-evaluations or self-reflections, allow your 5 Spanish-speaking ELs to call out "¡Conteo!" or count their stalls in Spanish ("Conteo 1, Conteo 2...") if it speeds up their cognitive execution of the game flow.
- Balanced Team Setup:** With 22 students, you have the perfect number for two concurrent half-field games of 5v5 (with 2 substitutes rotating in). Ensure your 8 girls and 14 boys are evenly distributed across the 4 teams to keep game dynamics equitable and highly active.

Be Transparent & Teach AI Literacy

Clearly disclose when and how AI tools are used.



Be open with colleagues, administrators, and student about your use AI tools.



Help students understand what AI is and is not capable of doing.



Use AI for Efficiency in Ethical Ways

AI is most valuable for time-consuming tasks, like brainstorming.



Avoid using AI to bypass professional learning or meaningful curriculum work.



Efficiency gains should serve students, not just reduce teacher effort.



Ensure Safety

AI does not know
your gym, facilities
and equipment.



Monitor AI outputs
for unsafe content
and make sure they
are appropriate for
your diverse student
population.



You are responsible
for student safety in
your gym.



Ensure Safety

Create a rotating small-sided game for a 6th-grade Ultimate Frisbee unit assessment. The class includes 24 students.

The class includes one student with asthma, two students with ankle sprains, and five students who are struggling with throwing a regular frisbee.

The gym is a basketball court with an 85-foot length and a 50-foot width.

Available equipment:
10 foam frisbees, Gator Skin Balls, 10 Pocket Frisbee, Scarves, 5 regular frisbees

Tools

Fast

10 foam frisbees, Gator Skin Balls, 10 Pocket Frisbee, Scarves, 5 regular frisbees

Considerations:

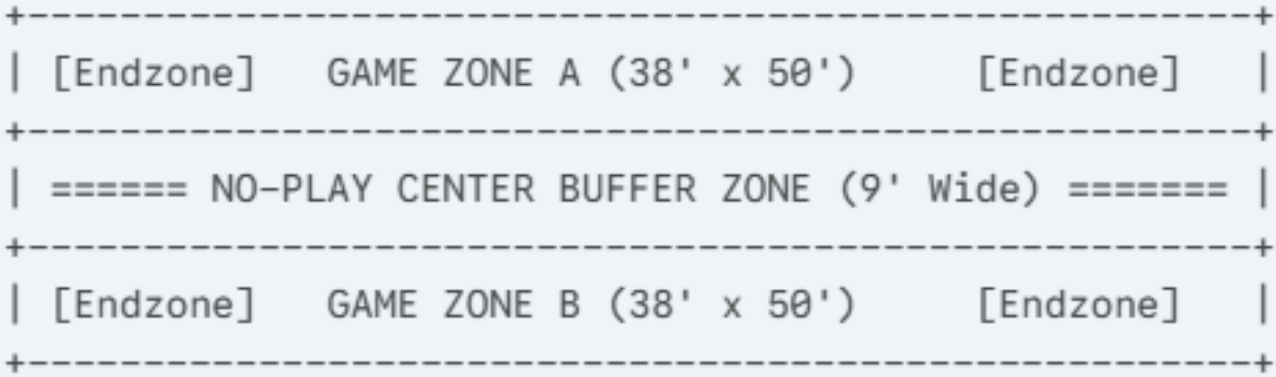
1. Establish clear boundaries within the basketball court to avoid collisions with walls, bleachers, or other groups.
2. Use foam frisbees or Pocket Frisbees instead of regular frisbees for beginners to reduce the risk of injury.
3. Ensure the student with asthma has quick and easy access to their inhaler during class.

Tools

Fast

Court Layout & Setup

- **Court Dimensions:** Divide the basketball court in half cross-wise. Each game zone will be roughly 38x50 feet.
- **Safety Buffers:** Leave a **9-foot "No-Play Zone"** in the center of the court (between the two games) and **5-foot "Buffer Zones"** along the baseline walls/bleachers to prevent collisions. Use cones to mark these boundaries clearly.
- **The Endzones:** Cones mark a 5-foot deep endzone across the 50-foot width of each mini-court.



Injury & Medical Accommodations

- **Student with Asthma:** Assigned a designated **"Inhaler Station"** at the scorer's table right at the center line. They can play at full capacity but are coached to self-sub or step into an officiating role if breathing becomes labored.
- **Two Students with Ankle Sprains:** They cannot run during the assessment. They will act as **All-Time Quarterbacks**.
 - One is assigned to Zone A, one to Zone B.
 - They wear a **Scarf** to identify themselves.
 - They remain static in a 4x4 ft cone box on the center line. They are responsible for passing the disc to them to reset the disc, and they have 5 seconds to complete the pass. They cannot be actively defended.

Team & Equipment Differentiation

To ensure a fair and safe assessment, equipment and team structures are modified based on your students' needs:

Equipment Selection

- **Game Zone A (Advanced/Proficient):** Uses 5 regular frisbees.
- **Game Zone B (Developing/Differentiated):** Uses 10 foam frisbees or Pocket Frisbees. This removes the fear of getting hit, is softer on the hands, and allows the 5 struggling throwers to find success with lighter, high-grip equipment.

Stay Within District Policy

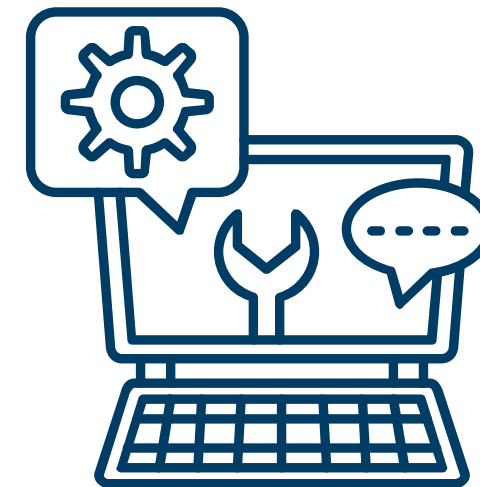
Review your district's acceptable use policy before using AI tools for school work.



Some districts restrict or require approval for specific AI platforms.



Check with your technology coordinator or administrator if you are unsure.



Reflect on Your Use Regularly

Periodically ask: Is my AI use benefiting my students and my practice?



Stay current with evolving best practices, research, and ethical guidelines.



Notice if AI is creating shortcuts that compromise quality or your professional growth.



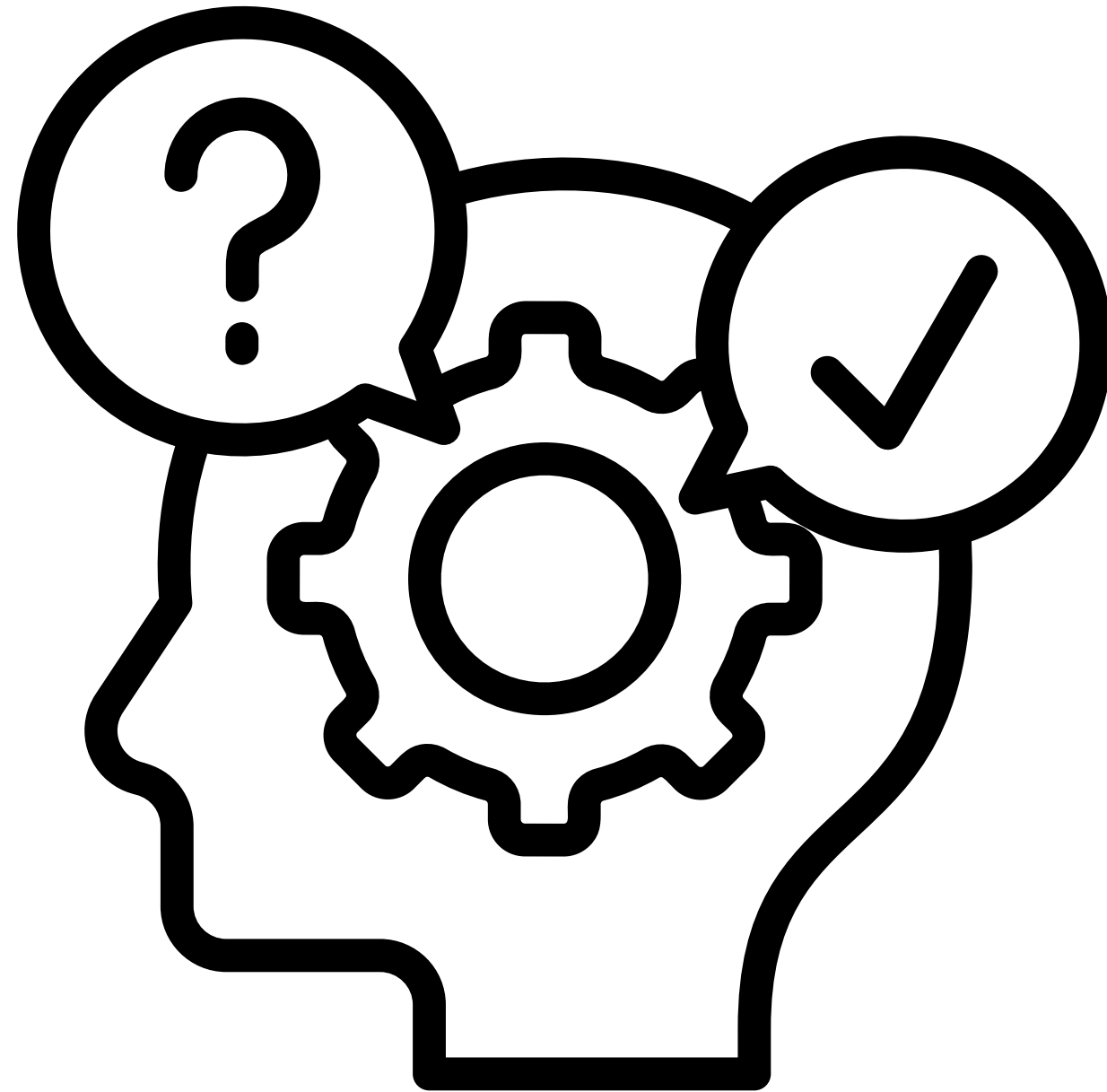
Share reflections with your PLN. The PE community learns best together.



Reflection

Reflection

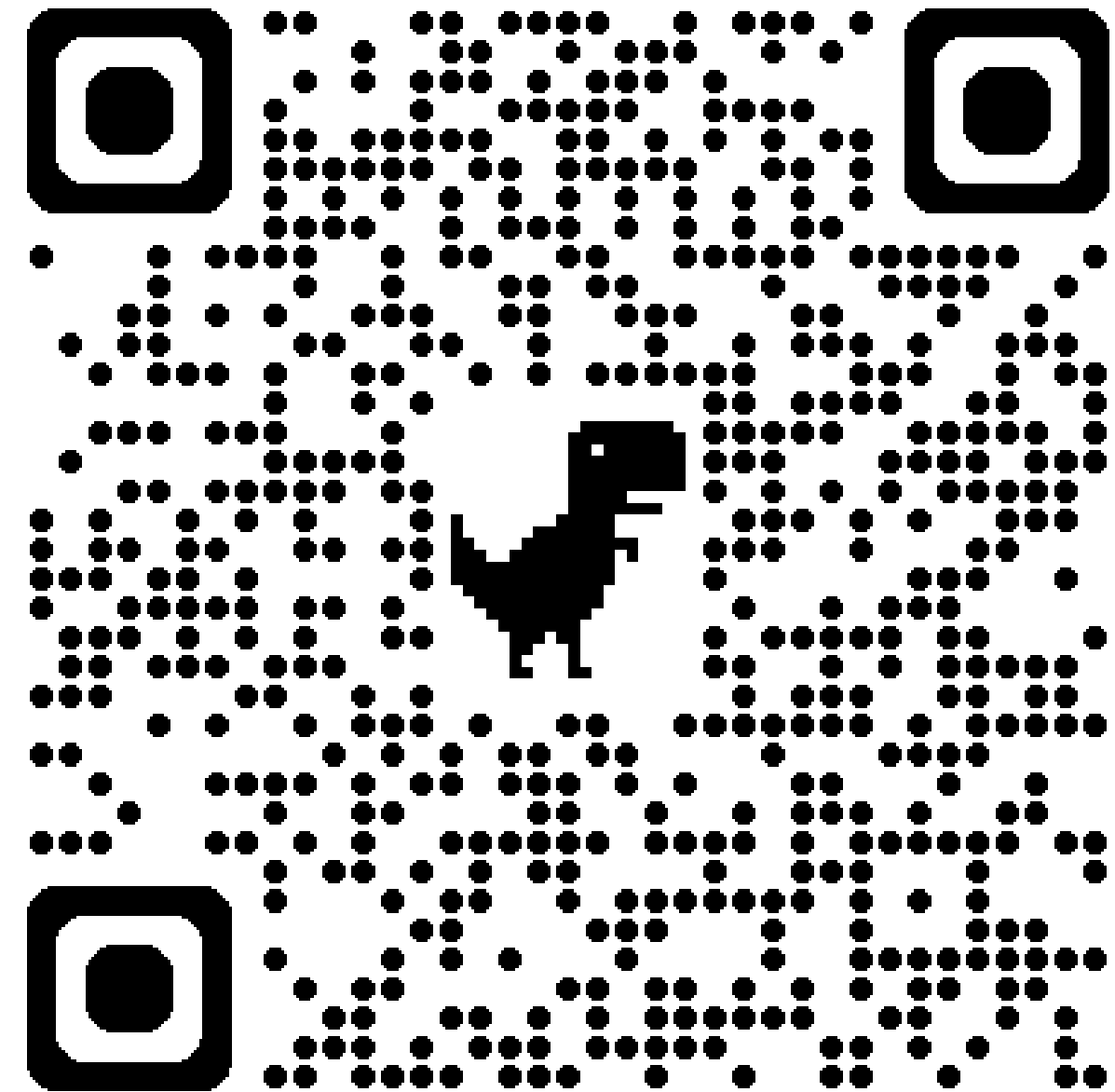
What is one way you could use AI to increase efficiency or effectiveness for assessment this coming year?



How will you ensure responsible AI use for assessment, or what concerns you the most about using AI for this purpose?

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*Free, asynchronous webinar
on curriculum, unit, lesson,
and activity planning!*



Thank You

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Feedback Survey

