**Evaluation Strategy**

The formative and summative assessments of this health-related fitness curriculum should include assessments that touch on the affective, psycho-motor, and cognitive domains of learning. These assessments should be authentic so that they are applicable to a real-world type of setting, and based on the students’ achieving the national standards for physical education.

The types of assessments used should be varied because all students due to differing levels of interest, ability, and strengths will not necessarily be able to best be assessed using the same tools. Examples of assessment tools include health-related fitness test, rubrics, peer and teacher observations, self-assessments, journals and logs, and projects.

It is important in a health-related fitness curriculum that students know and understand the benchmarks they should achieve. Most often the benchmarks used are based on fitness levels set-forth by the Presidential Fitness Council or Fitnessgram. Motivating students to monitor their progress and assess their achievement of these benchmarks will help move them toward the goal of being able to independently manage their health and fitness throughout their lives.

Summative assessments can be based on grade bands (k-2, 3-5, 6-8, 9-12) and the students’ achievement of the national physical education standards at the end of each of those grade bands. Successful student achievement of the national standards should provide feedback to the effectiveness of the health-related fitness curriculum.