



## Comprehensive Health & Physical Education Alignment Study

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### Introduction

The Comprehensive Health & Physical Education Alignment Report is an evaluation of the Colorado Academic Standards in comparison with high quality state, national and international standards. This summary describes the research-based processes and protocols used during WestEd’s crosswalk of the Colorado Comprehensive Health & Physical Education Grade Level Expectations (GLE) with the 2016 State of Washington Health and Physical Education standards, the 2007 National Health Education Standards and the Singapore Health and Physical Education Syllabi (2007 and 2006, respectively). Findings from the crosswalk were used to develop observations to provide CDE with information about the areas of comparisons and differences among the standards for both Comprehensive Health and Physical Education.

### Methodology

The unit of analysis and reporting for this step was for the Comprehensive Health & Physical Education GLE for grades P-8 and the high school expectations (HSE). These statements were used to interpret the state’s intent with regard to the development and application of the knowledge and skills described in the standards. The framework outlines specific content, processes and contexts can be thought of on the area to be assessed in Health and Physical Education to include:

- Focus – what students will need to know and do throughout their life to enhance physical, emotional and social well-being.
- Skill Development - for physically active, nutritional eating, accessing reliable health information, goal setting and effective communication.
- Dimensions – fundamental movements, gymnastics, dance, games, health and fitness management, athletics, swimming and other physical activities.

To complete the study, WestEd applied a modified Webb-based protocol for systematically examining the nature and strength of relationships between each Colorado Health and Physical Education GLE and the corresponding units of analysis in each of the referent sets. Key steps in this process addressed breadth of content, depth of content and overall rigor and coherence. A full explanation can be found on pages 3 – 5.

The alignment of the Colorado GLEs and EOs to the standards from the state of Washington, NHES and the Singapore Health and Physical Education Syllabi were conducted on a grade-by grade basis and given a rating of *Strong*, *Partial* or *No Alignment* to address Breadth of Content. To evaluate Depth of Content and overall Rigor, ratings of *Recall (Level 1)*, *Basic Application (Level 2)*, *Strategic Thinking (Level 3)* and *Extended Thinking (Level 4)* were provided. In order to assess Coherence, the WestEd content analysts considered ratings from Breadth of Content, Depth of Content and Rigor to draw conclusions about cross-grade similarities and differences. In the degree of coherence that characterized each of the four sets of standards.



## Findings & Recommendations

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### Overall Findings for Health Education

- a. Differences emerged in the breadth of content coverage across the four sets of Health standards. The Colorado GLEs in Health were strongly aligned to the Washington GLOs in Health (91% strongly or partially aligned) and moderately aligned to the NHES PIs in Health (62% strongly or partially aligned) and the Singapore ELOs in Health (72% strongly or partially aligned).
- b. As far as the depth of grade-specific content and overall rigor goes, the Colorado GLEs in Health were found to present a high level of cognitive challenge to students at all grades, the depth-of-knowledge expectations embedded in the GLEs in the Colorado Health standards were most similar to those in the Washington Health GLOs but also aligned to those in the Health PIs for the NHES.
- c. The depth-of-knowledge expectations embedded in the Colorado GLEs, Washington GLOs, and NHES PIs all were more rigorous than those for the ELOs in the Singapore syllabi for Health.
- d. The Colorado GLEs for Health guide teachers with a coherent plan for prioritizing what students should know and be able to do at each grade. Across all grades, content analysts noted strong similarities in the structure, organization, and sequence of content between the Colorado GLEs in Health and the Washington GLOs. Similarities in content structure, organization, and sequence were somewhat evident in the NHES standards for Health, but each of the NHES PIs generally are broader in scope and organized by grade span.
- e. The Singapore syllabi for Health were least similar to the Colorado GLEs in terms of structure (e.g., large grade bands in Lower and Upper Primary and no Secondary ELOs in Health), but the
- f. 72% of Health GLEs in Grades P-6 found to align to a Singapore ELO were rated as on-grade-level matches.
- g. Overall, evidence of content coherence and a reasonable, overarching structure and organization emerged across all sets of Health standards.

### Overall Findings for Physical Education

- a. Differences emerged in the breadth of content coverage across the four sets of standards for PE. WestEd content analysts found that the PE GLEs in the Colorado Comprehensive Health and Physical Education Standards closely corresponded with the NHES standards/Washington GLOs (89% of all GLEs were found to be strongly or partially aligned), though they did not fully overlap in all topical areas.
- b. The degree of correspondence with the Colorado GLEs in terms of breadth was lower (53% with strong or partial alignments) for the Singapore ELOs; the GLEs and ELOs also had differences in the topical areas covered in PE.
- c. The challenging expectations for students embedded in the Colorado GLEs for PE were more strongly apparent in the NHES standards/Washington PE GLOs than in the Singapore ELOs for PE, and the two sets of state standards also were more synchronized in terms of coherence.

### Observations for Consideration

It may be expected that grade-level standards for two states will be more similar than those for sets of either national or international standards. The sets of state standards share a common purpose; both are designed to provide teachers with the priorities for instruction each year and a sequence that enables the systematic progression in what students know and can do in Health and PE. Even so, the two sets of state standards do have differences in what is addressed, particularly in Grades K, 3, and 8 in Health and in Grades 3, 6, and 8 in PE.