

TEACHER'S GUIDE



Overview

Passport for Life supports the awareness, assessment, development and advancement of physical literacy among students and teachers. The four components of physical literacy that are assessed in Passport for Life are Active Participation, Living Skills, Fitness Skills and Movement Skills.

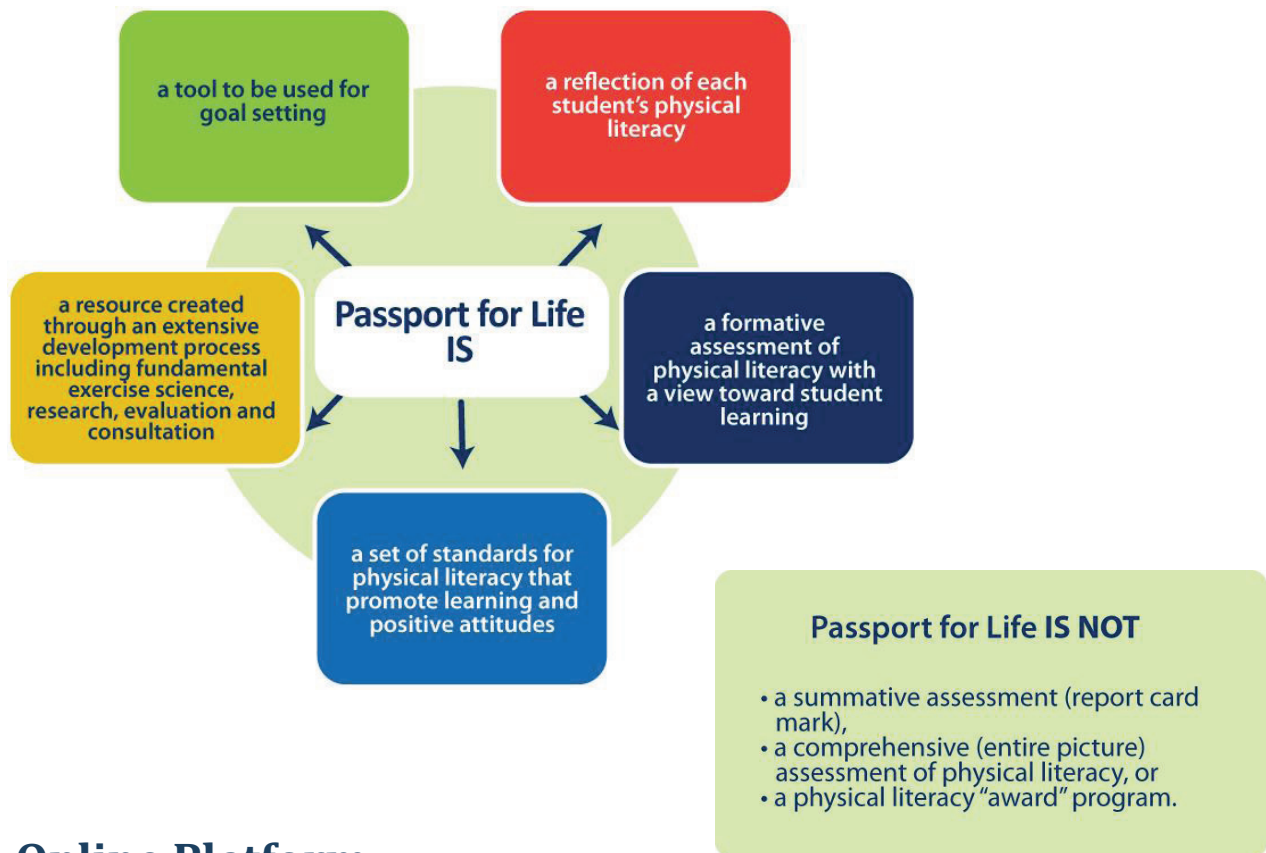


Passport for Life combines student responses to online questionnaires with student data resulting from their participation in fitness and movement skill tasks that teachers administer and observe.

Based on the results of the physical literacy assessments, the Passport for Life website generates a **Student Passport** and a **Class Passport**. These passports highlight gaps in students' physical literacy levels and support teachers in adapting their programming and instruction to provide targeted lessons that are relevant at both the class and student- levels. The passport results are user-friendly for teachers, parents and students and offer these target groups a platform to engage in meaningful conversation about student physical literacy assessment outcomes to support future improvements. Passport for Life provides a cumulative record of student assessments across multiple years.

Passport for life IS and IS NOT

The diagram below describes specifically what Passport for Life IS and what Passport for Life IS NOT.



Online Platform

Passport for Life uses an online platform to present and manage student physical literacy information.

This online platform will allow teachers to:

- input and manage the data for each of their students and classes in the program;
- connect to the health and physical education programs of study in their jurisdiction;
- access and download comprehensive support materials:
 - tools, guidelines, instructional strategies, video examples and record-keeping forms for completing the assessments;
 - guides to interpret and use the results; and
 - ideas and resources to provide individualized attention and information to help students set goals and work towards continued improvement of physical literacy.

NEXT STEP...

Once you've created your Teacher Login, you are ready to start Passport for Life! Everything you need to get started has been compiled for you in this step-by-step Teacher's Guide (a site map is provided below).

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Part A: Getting Started

Welcome to Passport for Life! First, it's important to take time to:

- Familiarize yourself with the content and structure of the Passport for Life website.
- Learn about physical literacy, why it's important, and teach your students about it. Check out:
 - **Physical Literacy Explained** section (on the Passport for Life homepage);
 - **Resources** section (on the Passport for Life homepage); and
 - Online materials found at [PHE Canada - Programs - Physical Literacy](#).
- Engage parents in the Passport for Life journey. **An Information for Parents** letter is available in PDF format in the Appendix of this guide. It provides information about Passport for Life and informs parents about their role.

A.1.0: The Teacher Dashboard

The **Teacher Dashboard** is the first page you'll see when you log in to your account. You can find the **Teacher's Guide** and your class information on the dashboard.

From the **Teacher Dashboard** you can:

- create a new class and add students to the program;
- input, edit, view, and download student information and assessment results within certain classes;
- access the actual passports for each student or an Excel document for the entire class; and
- view and use the post-assessment lesson plan for goal setting, decide on strategies for improving the physical literacy of your students, and access the resources section with other useful materials.

A.2.0: Passport for Life Protocol

The complete Passport for Life assessment package should be administered twice in a school year. The first round of assessments should be completed at the beginning of the school and the second round of assessments (the check-in) should be completed near the end of the school year. Following each round of assessments, the teacher and students should reflect on the information collected and determine strategies that would either work or did work to improve physical literacy levels. **The Passport for Life assessments are to be used for learning, not for report card marks.**

Note: In some schools, intermediate and senior classes may be under the semester system. The first round of assessment should be completed as early as possible at the beginning of the semester and the re-assessment (i.e., check-in) should be completed as late as possible in the semester so the students have the full length of the semester to reach their goals.

Note: At this time, Passport for Life has not been fully adapted for students with mobility impairments or cognitive/behavioural challenges. Teachers are encouraged to adapt the assessments to meet the needs of these students.

A.2.1 Assessments Overview

Passport for Life assesses four components of physical literacy: Active Participation, Living Skills, Fitness Skills and Movement Skills.

A.2.1.1 Active Participation and Living Skills

For **both** Active Participation and Living Skills, students are assessed via questionnaires.

These questionnaires can be completed in a classroom with computer online access, assigned as homework, or the student questionnaires can be printed off and students can complete them by hand during physical education class and entered electronically at a later time. Please refer to the PDF document titled “**Assessments**” for downloadable and printable PDF version of the assessments or follow the **Recording Forms** link from the **Teacher Dashboard**.



NOTE: Complete the surveys on separate days to avoid overloading your students.

A.2.1.2 Fitness Skills and Movement Skills

For assessing both Fitness Skills and Movement Skills, students complete three tasks in each section that the teacher observes. For these six assessments, the teacher sets up specific tasks and uses the **Assessment Recording Form** and **Rubric** to assess and document each student’s performance.

For the Fitness Skills assessments, students complete the tasks as a group. Specific instructions for administering these assessments are in the **Assessing Your Students** section of this guide. Please refer to the PDF document titled “**Assessments**” for downloadable and printable PDF version of the assessments or follow the **Recording Forms** link from the **Teacher Dashboard**.



A.2.2 Post-assessment Overview

Once your Passport for Life assessments are complete, the results can be used to support your teaching and your students' physical literacy journey.

A.2.2.1 Passports

Once the students have completed all of the assessments and their results have been recorded in the online system, the teacher generates two reports:

- **Class Passport:** summary of the class data
- Individual **Student Passports:** provide individual data.

For more information on how to generate these reports, go to the **An Introduction to the Passports** section of this guide.

A.2.2.2 Goal-Setting

Teachers should review the individual passports and then discuss the results (individually) with the students. Teachers should help students set goals to improve their physical literacy—particularly their levels of regular physical activity. It is important that the students receive a copy of their **Student Passport** after completing both the initial assessment and the check-in assessment. The **Student Passports** should be used to support reflection, to share with parents, and to engage students in the goal-setting process.

In addition, teachers can use the **Class Passport** results to guide the planning of their subsequent lessons towards improving the physical literacy of their class.

The Goal Setting lesson plan and examples of goals and strategies are available on the Passport for Life website. Follow the **Post-Assessment Goal Setting** link from the **Teacher Dashboard** or online **Teachers' Guide**.

A.2.2.3 Resources

An extensive resources list is provided to support teachers, parents and students with the further development and improvement of students' active participation and living, fitness and movement skills (i.e., their physical literacy). Resources are also provided in relevant sections of the website to equip teachers and parents with strategies to help in this endeavour. Follow the **Resources** link from the **Teacher Dashboard** or online **Teachers' Guide**.

Part B: Assessing Your Students

B.1.0: Creating Student Accounts

Teachers generate student logins by adding student identification information to their “**Class**” from the Passport for Life **Teacher Dashboard**. It is not necessary to enter students’ full name into the online system. You may create (or have the students create) a Passport for Life **nickname**, such as their favourite professional athletes, role model or cartoon character or student number as their Passport for Life identifier. If using student **nickname/number**, be sure to record student identification for later reference.

NOTE: Student names are solely used for the purpose of pre-populating the *Assessment Recording forms* and *Student Passports* however, they are stored in the online system. Please refer to your school’s policy to maintain student confidentiality.

B.2.0: Student Profile

When your class is ready to begin the assessments, each student must first complete their **Student Profile** in order to access the assessments. The **Student Profile** is a short demographic questionnaire that appears upon initial log in.

- Have the students log in and complete the **Student Profile** (general demographic and activity questionnaire). Once this is complete, students will have access to the Active Participation and Living Skills online surveys.
- You can download and print the **Student Profile** to help your students complete their profile from the **Printable Guides** link on the **Teacher Dashboard**.

B.3.0: Student Online Surveys

The Active Participation and Living Skills assessments are online student surveys.

B.3.1 Before Beginning the Online Surveys

- Go through each section carefully before administering it to the students to be sure you understand the questions, the available responses and the examples provided.
- Consider the students in your class and estimate how long each section might take them to complete.
- Organize computer access based on the availability and set-up in your school. Arrange for a computer lab, book a mobile lab, rotate students through computers in your classroom, or use whatever procedure is appropriate in your setting.
- Decide on the approach to use for responding to the questionnaire. For example, decide whether to have all students go through the questionnaire together (teacher-led) or to have a brief explanation period and then allow students to complete a particular section on their own. If your students (at the intermediate/senior level) need little direction or support, they may complete the questionnaire on their own. Consider assigning it as homework.
- Please refer to the PDF document titled “**Assessments**” for downloadable and printable PDF version of the surveys or follow the **Recording Forms** link from the **Teacher Dashboard**.
- For English Language Learners (ELL, ESL, etc.), consider having a parent volunteer or older student do the questionnaires with them, reading the questions out loud and helping with comprehension.

Note: Do not complete both surveys consecutively in the same session. The responses become less valid if a large number of questions are answered in one session.

B.3.2 Completing the Online Surveys

- Students log in to their Passport for Life account and click on either the **Active Participation Questionnaire** or the **Living Skills Questionnaire**.
- Before each section, carefully go over the available responses and examples so that students understand their options. Remind students to respond from their personal perspective.
- Consider having an alternate activity (reading, homework catch-up) available for those who complete the survey more quickly than others.



B.4.0: Teacher Administered Assessments

The Fitness Skills and Movement Skills assessments include three tasks each—all physical tasks. The teacher sets up the tasks, observes and assesses each student using the **Assessment Rubrics** and **Recording Forms**. Please refer to the PDF document titled “**Assessments**” for downloadable and printable PDF version of the surveys or follow the **Recording Forms** link from the **Teacher Dashboard**.



B.4.1 Before Beginning the Assessments

- The video clips and descriptions of the Fitness Skills and Movement Skills assessments will help ensure proper set-up of each task. The videos can be found in the **How-To Videos** section on the **Teacher Dashboard**.
- Print any necessary diagrams and instructions
- Print the **Recording Forms** available under the **Printable Guides** link from the **Teacher Dashboard**. From here, you can download forms that are pre-populated with the students' names or blank forms.
- **It is important to share the rubrics with students** prior to assessing their skills so students understand the expectations.
- Emphasize that the assessments support learning and improvement of individual student physical literacy and are not a grade.

B.4.2 During and After the Assessments

- Assess students according to the **Assessment Instructions**. Offer other activities to students who are not being assessed.
- Enter students' results and data upon completion of the assessment. Entering (recording) the data into the system is an essential component of Passport for Life. Electronic documentation will allow you to access the **Student Passports** and **Class Passports**.
- Refer to the **An Introduction to the Passports** section of the Teacher's Guide for information about the assessment results and the passports.

B.5.0: Passport for Life Assessments

B.5.1 Active Participation

The Active Participation component of Passport for Life is assessed through an online (self-report) questionnaire completed by each student. The survey includes 22 questions. It assesses the application of physical literacy through a variety of behaviours, diverse activity selections, and environments. Physically literate individuals move enough to experience health and fitness benefits, do a variety of physical activities, and are comfortable being physically active in a variety of environments including on ice/snow and land, and in water and air. They participate in physical activity both indoors and outdoors, at home, at school, and in the community.

B.5.1.1 Instructional Guidelines

General

- Internet access is required for students to complete the survey electronically.
- Please do not have students complete both the Active Participation and Living Skills questionnaire at the same time because their responses will be less valid with that many questions to complete.

Completing the Online Survey

- Students log in to their Passport for Life account and click on the **Active Participation Questionnaire**.
- Before each section, review the available responses and examples so students understand their options. Remind students to respond based on their personal perspective.
- Consider having an alternate activity (reading, homework catch-up) available for those who complete the survey more quickly than others.

Assessing Diverse Activities: Instructional Guidelines

- Several of the items in the **Active Participation Questionnaire** assess diverse activities. Students are asked to report the different physical activities in which they are engaged.
- Tell students that they are to think about the different types of physical activity that they do (i.e., activities in team sport, individual sport, dance, gymnastics, fitness).
- Students choose the answer for each question that **best** fits their **recent** activity levels.
- Please keep in mind that it is the individual student's perception that is to be documented.
- Tell the students to use the examples as a guide, but not to overthink the questions. Students can go with their *gut feeling* on these questions.

In each category, students will be asked three questions:

1. How often do you do _____ at school **not** including physical education class (e.g., school sports, clubs, recess)?
2. How often do you do _____ at **home** or in the **community** (e.g., with friends, with family, community sports teams, clubs)?

Students choose from four responses:

Student Choices	Description of Choices
never	The student does not do any activities of this type.
sometimes (once a month)	The student may do this type of activity once a month throughout the year (e.g., swimming with the family); at a sports camp in the summer or during a unit in Health and Physical Education.
most of the time (1–2 times a week; may stop for some months)	The student does activities of this type one to two times a week on a regular basis but may skip some months of the year (e.g., dancing with friends at home and at school).
all of the time (3–4 times a week)	The student does activities of this type three to four times a week for most of the year (e.g., regular team sports throughout the year or family fitness walks every second day after supper).

The third type of question in the *Active Participation Questionnaire* is structured as follows:

1. How interested are you in doing more _____?

For this question type, students choose from one of four responses:

- Not at all interested
- A little interested
- interested
- very interested

Assessing Diverse Environments: Instructional Guidelines

- Several of the items in the *Active Participation Questionnaire* assess the number of environments in which students are engaged in physical activity.
- Tell students that they are to think of the environments in which they are physically active (i.e., on land, in air, in water, on snow/ice).
- Allow students to ask questions about and/or confer on the environments in which their activities take place. This is not meant to evaluate whether or not they can identify the environments, but **to determine where** they actually engage in their regular physical activities.

- The definitions of activities for land, snow and ice, water, and air are described below:

Land Activities that involve contact with a dry surface (e.g., grass, gym floor, concrete) for the majority of the time. Basketball, soccer and archery are examples of land-based activities.

Snow and Ice Activities that involve contact with snow and ice for the majority of the time. Ice hockey, tobogganing, skiing and broomball are examples of snow and ice activities.

Water Activities that take place *on* or *in* the water for the majority of the time. Swimming, snorkeling, and waterskiing are examples of water activities.

Air Activities that take place in the air for the majority of the time. Recognize that there will be some cross-over here with other activities; however, air activities focus on what happens in the air. Dirt jumping on mountain bikes, diving, ski jumping and trampoline are examples of air activities.

- Students are to choose a response for each question from the following options:
 - never
 - sometimes (1-2 times per month)
 - most of the time (1-2 times per week)
 - all of the time (3 or more times per week)
- Students will also be asked about their intentions regarding physical activity participation. For example:

What statement best describes what you plan to do about physical activity?

- I am not physically active and I do not plan to be in the next six months.
- I am not physically active now, but I plan to start in the next six months.
- I am not physically active now, but I plan to start in the next 30 days.
- I am physically active now, but I have been for less than six months.
- I am physically active now and have been for more than six months.

B.5.2 Living Skills

The Living Skills component of Passport for Life is assessed through an online (self-report) survey completed by each student. The survey includes 21 questions. It assesses skills that enable individuals to succeed in life including physical activity behaviours, motivation, self-regulation, awareness, and interpersonal skills important for being active, healthy, and well for life—all components of physical literacy.

The **Living Skills Questionnaire** includes three components: Feeling, Thinking, and Interacting.

Feeling reveals the amount of physical activity students engage in and their motivation (feelings of confidence, importance, autonomy, enjoyment, anxiety) in it.

Thinking assesses students' relevant knowledge, understanding, critical thinking, and goal-setting behaviours.

Interacting provides a reflection of students' problem-solving, personal and resource management, cooperation, and social skills.

B.5.2.1 Instructional Guidelines

General

- Internet access is required for students to complete the survey electronically.
- Please do not have students complete both the Active Participation and Living Skills questionnaire at the same time because their responses will be less valid with that many questions to complete.

Completing the Online Survey

- Students log in to their Passport for Life account and click on the **Living Skills Questionnaire**.
- Before each section, go over the available responses and examples so that students understand their options. Remember, it is the student's perception that is important.
- Students proceed as you have decided (teacher-led, at their own pace, for homework).
- Consider having an alternate activity (reading, homework catch-up) available for those who complete the survey more quickly than others.

B.5.3 Fitness Skills

Some people have less-than-fond memories of fitness testing because of inappropriate practices. Negative physical education experiences may have turned some people off physical activity. The role of physical education is to help children and youth develop skills, to inspire them to act and to build a sense of competence that can be applied to other areas of life. For these reasons, the **ABC (Aerobic, Balance, Core) Fit** assessment structure is designed to foster a positive and challenging environment that inspires children and youth to be aware of and interested in their fitness levels while taking steps to engage in a lifetime of play, activity, and exercise.

ABC Fit in Passport for Life consists of the following components and assessments:

Component	Passport for Life Assessment
Aerobic/Cardiovascular Endurance (one of the best indicators of overall health)	Four-Station Circuit
Balance/Dynamic Stability (used on a daily basis and the foundation for all movement)	Lateral Bound
Core Strength (engine of the body that bridges lower body and upper body)	Plank

Please refer to the PDF document titled “**Assessments**” for downloadable and printable PDF version of the assessment instructions or follow the **Printable Guides** link from the **Teacher Dashboard**.

B.5.3.1 Instructional Guidelines

- The educational goal of fitness assessment is to provide useful, motivating and confidential information to each student about his or her fitness status and how it relates to various indicators of health and well-being (like physical activity habits).
- Emphasize that the assessments are tools to affirm student’s awareness of personal achievement, progress and potential areas of their fitness that might need more attention (improvement).
- Wherever possible, minimize social (peer) comparisons and student anxiety.
- Be student-centred and developmentally appropriate.
- Promote learning and a positive attitude toward being physically active.
- Create a positive and meaningful experience.
- Implement protocols that ensure the physical and emotional safety of all students.
- **Ideally, ABC Fit is designed to be done with three observers.** Each observer assesses one-third of the class so that the entire class can perform the assessment concurrently. In this way, ABC Fit can be completed within 30 minutes. If three teachers are not available, older students or

parents may be used as observers. Or, if this is not possible, ABC Fit could be done by one observer, but it will take more time.

- Once the class is in the gymnasium, remind students of the purpose of the assessment, then give a quick demonstration of the three activities **beginning with the Plank, followed by the Lateral Bound and finally the Four-Station Circuit**. Discuss the **indicators of fatigue** for each assessment with your class.
- Interpret scores accurately and sensitively.
- Base success criteria on **Assessment Rubrics**.
- Provide individualized scores and feedback for improvement.

B.5.4 Movement Skills

Fundamental movement skills are a core component of physical literacy. They provide the foundation—or building blocks—of more complex skills used in games, activities, sports and leisure pursuits. Fundamental movement skills are not static over a lifetime but are always evolving. They are one of the most important factors that contribute to physical activity participation because, without a certain level of proficiency, a person is much less likely to enjoy participating. In other words, if educators improve fundamental movement skills through appropriate instruction and practice, there is increased likelihood that participants will engage in activities that require those skills.

In the Movement Skills component of Passport for Life, running (locomotion), throwing and catching (object control) and kicking (object manipulation) will be assessed as key features of physical literacy. Please refer to the PDF document titled “**Assessments**” for downloadable and printable PDF version of the assessment instructions or follow the **Recording Forms** link from the **Teacher Dashboard**.

B.5.4.1 Instructional Guidelines

- The educational goal of fitness assessment is to provide useful, motivating and confidential information to each student about his or her fitness status and how it relates to various indicators of health and well-being (like physical activity habits).
- Emphasize that the assessments are tools to affirm student’s awareness of personal achievement, progress and potential areas of their fitness that might need more attention (improvement).
- Wherever possible, minimize social (peer) comparisons and student anxiety.
- Be student-centred and developmentally appropriate.
- Promote learning and a positive attitude toward being physically active.
- Create a positive and meaningful experience.
- Implement protocols that ensure the physical and emotional safety of all students.
- Ensure that your students are wearing appropriate footwear and attire.
- Ensure a safe environment (e.g., remove clutter, stray balls and other potentially unsafe environmental features).
- Ideally, conduct these activities in a flat open space, such as a gymnasium or multi-purpose room. It is also possible to do these activities outside.
- Once the class is in the gymnasium, remind students about the purpose of the assessment, then give a quick demonstration of the task.

- Each of the skills to be assessed must be performed by each student individually. Therefore, while you conduct the assessments, it is recommended that you have the other students in the class engaged in other appropriate physical activity. Depending on your class, it may be necessary to get supervision help from other staff or a responsible volunteer to ensure safety.
- Try to make sure that the student being assessed is not watched by the other students. Being watched tends to increase social comparisons and anxiety in the participants.
- Interpret scores accurately and sensitively.
- Base success criteria on Assessment Rubrics.
- Provide individualized scores and feedback for improvement.

Part C: An Introduction to the Passports

Once you have completed all the assessments and entered the student data into the online system, you will have access to two summary documents:

- The ***Student Passport***
- The ***Class Passport***

These passports will help you understand the physical literacy level of your students and classes as a whole.

C.1.0: The Student Passport

- The ***Student Passport*** is an individual overview of each student's assessment results.
- A hard copy of the passport should be distributed to each student for personal awareness and reflection and also to bring home to share with parents. Teachers should use the ***Student Passport*** to engage students, their parents and the class in discussions about goal setting to enhance physical literacy.
- Each ***Student Passport*** consists of two sections:
 - 1 The ***Student Profile*** indicates the student's intention for physical activity, and
 - 2 ***Assessment Results*** contain the bulk of the assessment data collected.
- Access each student's passport by selecting ***View/Edit Class*** in the class section of the ***Teacher Dashboard***. Then, click ***Passport*** to the far right of each student's name in the class list.

C.1.1 Instructional Guidelines

Before You Hand Out the Passports to Students and Parents:

- Take a moment to remind students that the assessment results are for learning and improvement of individual physical literacy. In other words, student performance has been compared to a standard of physical literacy in their age group not to each other!
- Remind students that the true value of this assessment is the learning that takes place during and after the assessment, the goal-setting exercises and the strategies selected to help students reach their goals.
- Discrepancies in student scores can illuminate misconceptions and provide material for class or student discussion. For example, if students score very high on personal living skills but very low on fitness skills, they may not understand what it means to be active and healthy. Use the results to engage students in a discussion.
- Remember to keep individual results private and be sensitive to students who may lack confidence, self-esteem, or have low levels of physical literacy.

NOTE: Remember that the passport cannot and should not be transferred into a report card mark.

C.1.2 Student Profile

The **Student Profile** indicates a student’s intention for physical activity. The **Student Profile** includes several items to establish students’ demographics (e.g., name, age, etc.). In addition, it asks students how often they have physical education and how long they are physically active each day.

Students also select a response to the following question: What statement best describes your intentions for physical activity? The response choices (see below) are designed to assess their “readiness” for behaviour change (based on the Trans-Theoretical Model of Stages of Change).

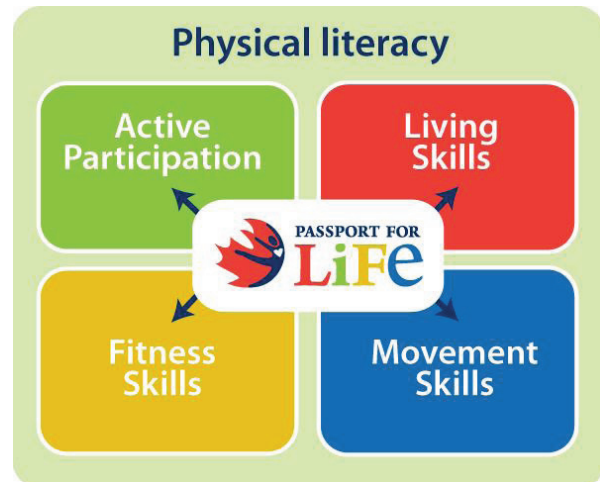
Note: Different stages require different types of interventions/goals/strategies to help them improve their physical literacy.

Assessment Item	Stage of Change	Meaning
I am not physically active and I do not intend to be in the next six months.	Pre-contemplation (Not Ready)	The student is not intending to take action in the foreseeable future and may be unaware that his or her behaviour is problematic.
I am not physically active now, but I intend to start in the next six months.	Contemplation (Getting Ready)	The student is beginning to recognize that his or her behaviour is problematic and is starting to look at the pros and cons of continued actions.
I am not physically active now, but I intend to start in the next 30 days.	Preparation (Ready)	The student is intending to take action in the immediate future and may begin taking small steps toward behaviour change.
I am physically active now, but I have been for less than six months.	Action	The student has made specific modifications to his or her problem behaviour or has taken steps to acquire new healthy behaviours.
I am physically active now and have been for more than six months.	Maintenance	The student has been able to sustain action for a while and is working to maintain these healthy habits.

C.1.3 Assessment Results

The **Assessment Results** section of each **Student Passport** contains the data collected through Passport for Life.

It reflects important aspects of each student's physical literacy based on the results of the Active Participation, Living Skills, Fitness Skills and Movement Skills assessments of Passport for Life. The results of each can be interpreted using the following guidelines:



Active Participation

- There is no “score” in this section. Rather, the results are informational and are shared in two tables.
- For *Diverse Activities*, the participation level for each activity category and the response to the question “Would you like to do more?” is shown beside each type of activity.
- Read this section carefully to look for missing or low activity categories to determine whether the need can be met in the home/community, school or both and whether the student is willing to do more if given the opportunity (i.e., his or her motivation).
- For *Environment*, look at what activity environments occur most and least frequently.

Living Skills

- Each category (Feeling, Thinking, and Interacting) is given a general level (Emerging, Developing, Acquired, Accomplished).
- Check to see if the section levels match your opinion of each student's skills in these areas. Discrepancies may support conversations with your students.

Fitness Skills

- An aggregate level is given for the student's overall Fitness Skills assessment (Emerging, Developing, Acquired, Accomplished) that is intended to reflect fitness skills represented in each of the assessments:
 - Plank Challenge (Core Strength),
 - Lateral Bound (Balance/Dynamic Stability), and
 - Four-Station Circuit (Aerobic/Cardiorespiratory Endurance).

Movement Skills

- An aggregate level is given for the student's overall Movement Skills assessment (Emerging, Developing, Acquired, Accomplished) that is intended to reflect movement skills represented in each of these assessments:
 - Run, Stop, Return (Locomotion),
 - Throwing and Catching (Object Control), and
 - Kicks (Object Manipulation).

C.2.0: The Class Passport

The **Class Passport** is a collection of all the student data. This information can be used to understand your class' physical literacy level as a whole. This information can be used to guide lesson planning and address physical literacy gaps in your class.

The **Class Passport** is accessible as a full summary or you may access a summary pertaining specifically to each Passport for Life component.

- To access the **Class Passport** as a full summary file of all four assessments, click **Class Passport** in the class section of the **Teacher Dashboard**.
- For component-specific assessment results in the **Class Passport**, select **Passport** to the far right of that component in the class section of the **Teacher Dashboard** on the website.

C.2.1 Analyzing the Class Passport

The following section is a brief guide for interpreting your **Class Passport**. For more information about interpreting the results and ideas to improve your class' physical literacy, please follow the **Class Passport** link from the **Teacher Dashboard**. The excel chart for each assessment provides the following information:

- Number of students that completed the assessment.
- **Active Participation and Living Skills**—each question and the number of students that selected each response.
- **Fitness Skills and Movement Skills**—the number of students in each level for the assessment.

You can use these results to help plan your physical education classes to meet student and class needs that have been identified using Passport for Life.

Part D: Post-Assessment Goal Setting

Setting goals helps individuals work towards their personal objectives. Discuss goal setting with your class using your preferred method (e.g., SMART goal setting). The **Student Passports** can be a helpful tool to guide students through a goal-setting lesson where they set goals and identify strategies to achieve their goals.

You can also engage parents in this process by sending the **Student Passports** home with your students. In the Appendix section of this guide is an information document for parents. The information will help explain to families what physical literacy is, why it is important, what the **Student Passport** is and how to read it. Students can share their goals and strategies with their parents.

Parents are asked to write on the passport how they can support these goals at home and in the community.

The **Goal Setting Lesson Plan** and examples of goals and strategies are available on the website. Follow the **Post-Assessment Goal Setting** link from the **Teacher Dashboard** or online **Teachers' Guide**.

Part E: Check-In Assessment and Reflection

Following the first round of assessments, students set goals and worked towards achieving their goals throughout the year. The **Check-In Assessment** assesses student progress and should be completed near the end of the school year (or semester in a semestered system).

This second assessment provides information for both the students and the teacher to determine the effectiveness of the goal setting and the strategies used.

E.1.0 Instructional Guidelines

- For the second round of assessments, teachers must create a **Check In** class in the **Teacher Dashboard**.
- To create a **Check In** class for your second round of assessments, select **View/Edit Class** from the **Teacher Dashboard**. This will load the class.
- Select **Edit** from the option tabs.
- Scroll down and select **Enable Check In Assessment**
- In the second round, you will re-assess your students the same way you completed the first round. Complete all four components and record all assessments in the **Check In** class in the **Teacher Dashboard**.
- Use the **Class and Student Passports** from both the **Initial** and **Check In** assessments to reflect on practices that worked to improve class and student physical literacy. Ask students to think about the goals that they set and whether their strategies worked. Have students adjust their goals as needed and have them think about ways that they can continue to work on their physical literacy during the months when they have no physical education classes.

Part F: Curriculum Links

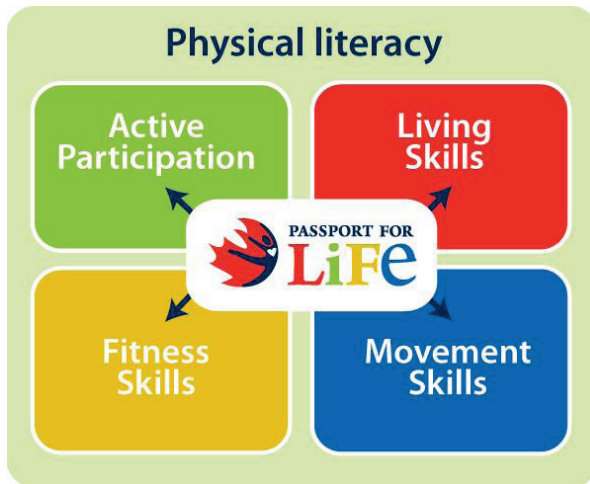
Passport for Life has been designed to be applicable to all provincial and territorial curriculums across Canada. For information about how Passport for Life links to the curriculum in your jurisdiction, please follow the **Curriculum Links** tab from the **Teacher Dashboard**.

Part G: Appendix



G.1.0 Information for Parents

Your child's class is participating in **Passport for Life**. This initiative, developed by Physical and Health Education Canada (PHE Canada), supports the development and advancement of physical literacy among students. The goal of physical literacy is to support all individuals in their ability to move with competence and confidence in a wide variety of physical activities and environments.



Passport for Life is an online program which will be used to gather information about your child's level of physical literacy. Your child's Passport for Life results are not equivalent to their Physical Education grade, however, the teacher will use this information to provide individualized help for students to set goals and work towards continued improvement. Parents play a critical role in helping children develop physical literacy. As your child uses Passport for Life, you can expect your child's teacher to involve you in helping him or her to set realistic and achievable goals.

The Passport for Life Program includes:

- tools to assess student levels of physical literacy,
- guides to help interpret results,
- ideas and resources to help your child's teacher improve the physical literacy level of your child,
- connections to the mandated health and physical education programs in your jurisdiction, and
- resources and connections to further knowledge and competence.

The program is divided into four key areas:

- **Active Participation:** Includes involvement in activities within school and beyond, both organized and unorganized. Children and youth should experience activity in a variety of environments, such as on land, on ice and snow, in water and in air.
- **Living Skills:** Those skills associated with making healthy active choices that are both beneficial to and respectful of their whole self, others and their environment.
- **Fitness Skills:** Include balance, muscle endurance and cardiovascular fitness (stamina).
- **Movement Skills:** Include throwing, jumping, and running—the building blocks of more complex skills used in games, activities, sports and leisure pursuits.

The information collected will also inform overall regional and provincial levels of physical literacy in order to monitor improvements over time and to assist in understanding what other resources or interventions may be needed. Please be assured that all data collected through this initiative will be anonymous and will reflect a compilation of all data (not individualized).