Strategies to Track Student Progress in SHAPE America Standards 3 and 5

By Grant M. Hill and Bernie Goldfine
Standards 3 and 5 for the SHAPE America National Standards for K–12 Physical Education address the importance of maintaining a health-enhancing level of physical activity and valuing physical activity (SHAPE America – Society of Health and Physical Educators, 2013). A number of helpful tools, including Godin-Shephard Leisure-Time Physical Activity Questionnaire and The Physical Activity Enjoyment Scale (PACES) allow physical educators to assess student progress both in terms of their daily physical activity levels and their attitudes toward physical activity. By systematically tracking student daily physical activity levels and attitude toward physical activity, physical education teachers will be able to more accurately determine to what degree students in their classes are meeting SHAPE Standards 3 and 5. In addition to providing justification for their programs by providing objective assessment data, this process provides useful feedback for teachers so they can reflect on the effectiveness of their instruction and consider ways to modify their class activities.

Regular physical activity (PA) has a positive impact on physiological and psychological health (Kilpatrick, Hebert, & Bartholomew, 2005). Regular physical activity is associated with decreased risk of Type-II diabetes, cancer, osteoporosis, depression, hypertension, and high cholesterol (American College of Sports Medicine, 2006). Engaging in a physically active lifestyle decreases the risk of obesity, a major factor in the development of many sedentary-related diseases, and is positively correlated with lower resting heart rate, higher high density lipoprotein levels, and lower fasting blood glucose (Schilter & Dalleck, 2010). Regular physical activity improves alertness and enhance academic performance of K–12 students (Castelli, Glowacki, Barcelona, Calvert, & Hwang, 2015). In addition, physical activity appears to have a positive effect on mood, self-efficacy and self-image (Sallis, Prochaska, & Taylor, 2000).

Because of unhealthy lifestyle choices, Americans will likely experience their first sustained drop in life expectancy in the modern historical era (Olshansky et al., 2005). Consequently, focused preventive measures are required to reverse this trend. One form of prevention is increased daily physical activity among the U.S. population, including K–12 students.

Physical education teachers have the unique opportunity and responsibility to encourage students to both enjoy physical activity and engage in it at a level sufficient to positively impact their health outcomes. Standards 3 and 5 for The SHAPE America National Standards for K–12 Physical Education address the importance of maintaining a health-enhancing level of physical activity and valuing physical activity (SHAPE America – Society of Health and Physical Educators, 2013):

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Given the limited time students spend in a physical education class, teachers must help students develop personal physical activity plans that will motivate them to engage in moderate to vigorous physical activity outside of class and develop a habit of maintaining a physically active lifestyle.

Systematically tracking student daily physical activity levels and attitude toward physical activity allows physical education teachers to more accurately determine the degree to which students in their classes are meeting SHAPE Standards 3 and 5.

For Standard 3, fitness level can be assessed by a health-related test such as the Fitnessgram. Students can establish baseline scores, set goals, and then track their progress throughout the school year. Test results provide quantitative data that can be analyzed from pre- to posttesting as well as by various demographic variables. Accurate fitness test results provide an objective measure of the impact of a physical education program on students. It is important to note, however, that fitness scores can also be affected by such factors outside of the physical educator’s control, such as physical maturation, motivation and socioeconomic status (Hill & Downing, 2015).

Another outcome specifically addressed in Standard 3 is physical activity level. Given the limited time students spend in a physical education class, teachers must help students develop personal physical activity plans that will motivate them to engage in moderate to vigorous physical activity outside of class and develop a habit of maintaining a physically active lifestyle. This article explains how physical edu-
cators can track their students’ progress toward meeting SHAPE America Standards 3 and 5 by identifying and discussing various standardized instruments available for students to self-assess their daily physical activity levels and their attitudes toward physical activity.

**Instruments to Track Physical Activity Levels**

A number of self-report instruments track physical activity levels of students including the Godin-Shephard Leisure-Time Physical Activity Questionnaire and the Godin-Child Leisure-Time Physical Activity Questionnaire, The ACTIVITYGRAM, the Physical Activity Questionnaire for Adolescents (PAQ-A) and the Physical Activity Questionnaire for Older Children (PAQ-C), and the PACE + Adolescent Physical Activity Measure. These instruments require subjects to record either the type, intensity and/or frequency of their physical activities. By completing these instruments, students can determine to what degree they are enjoying physical activity and whether they have met or are making progress toward the minimum standard for health-enhancing exercise.

**Godin–Shephard Leisure–Time Physical Activity Questionnaires**

The Godin-Shephard Leisure-Time Physical Activity Questionnaire (Godin, 2011) (see Figure 1) stipulates that each bout of PA “for more than 15 min” be recorded in units of energy expenditure - metabolic equivalent of task (MET) as either “mild” (3 METs; e.g., easy walking, bowling), “moderate” (5 METs; e.g., fast walking, tennis), or “strenuous” (9 METs; e.g., running/jogging, basketball) and then be summed for a total score. For example, two mild sessions (i.e., 6 METs) and two moderate sessions (i.e., 10 METs) would total 16 METs. Previously, test–retest reliability over 2 weeks was .96 for individuals in their late teens (Sallis et al., 1993). The Godin-Shephard Leisure-Time Physical Activity Questionnaire demonstrates strong correlation with accelerometer, maximal oxygen uptake, and body fat testing results (Amireault & Godin, 2015).

To align total scores with governmental recommendations for PA for health benefits, researchers suggest requiring students to reach a minimum score of 24 (Godin, 2011). Thus, below that output is considered insufficiently active for health benefits. Because of low test–retest reliability coefficients for younger children (Biddle, Gorely, Pearson, & Bull, 2011) this instrument appears to be most appropriate for students who are at least high school age (see Figure 1). A modified version of the questionnaire for younger children, the Godin–Child Leisure-Time Physical Activity Questionnaire (Haas & Nigg, 2009), was valid and reliable for a primarily Latino group of sixth-graders by Zelener and Schneider (2016) (see Figure 2). However, while they found the Godin–Child Questionnaire to be a useful evaluative measure of self-reported physical activity for comparing activity levels across groups of adolescents, it was less accurate for assessing PA on an individual level because some students misunderstood the directions. Consequently, if a teacher chooses to use this instrument, the directions need to be very clear and there should be a thorough check for understanding prior to use. The greatest value to students is that, by periodically completing this form, they will be required to focus on their patterns of physical activity and set goals for improvement.

**ACTIVITYGRAM**

The ACTIVITYGRAM is based on the 3 Day Physical Activity Recall instrument (Weston, Petosa, & Pate, 1997). The ACTIVITYGRAM requires students to record the predominant activity in each 30-minute block of time over the past 3 days. Students report activity levels for each 30-minute block of time from 7 am to 11 pm each day. Students choose from the following categories from the Activity Pyramid when coding each block of time use: Lifestyle Activity, Aerobic Activity, Aerobic Sports, Muscular Activity, Flexibility Activity, and Rest. Students may also divide 30-minute blocks in half, designating each half for a different activity with the exception of the Rest designation, which must be a minimum of 30 minutes per episode. Students rate the intensity of the activity (Light, Moderate, and Vigorous). Students can enter their ACTIVITYGRAM data into the FTNESSGRAM software, preferably during a computer lab session. The Activity results are printed in a report that includes: The amount of activity performed (MINUTES OF PHYSICAL ACTIVITY); the minimum goal is 60 minutes a day. Activity patterns throughout the day (TIME PROFILE); a comparison between school and nonschool physical activity is provided, and Type of activities performed as classified by the Activity Pyramid (ACTIVITY PROFILE); this includes which parts of the ACTIVITYGRAM pyramid have been addressed during the recording period (rest, muscular activity, flexibility activity, aerobic sports, aerobic activity, and lifestyle activity). Throughout the year, students are encouraged to meet the 60 minutes per day minimum level of physical activity. The advantage of using the ACTIVITYGRAM is that, just like for the Fitness test, FTNESSGRAM has developed software for recording and graphing scores.

**PAQ-A and PAQ-C**

The PAQ-A is a self-administered, nine-item, 7-day self-report recall questionnaire designed and extensively used for surveillance and monitoring. It assesses general levels of physical activity for students in grades 9 to 12 (approximately 14 to 19 years of age). The PAQ-C is more suitable for ages 11–14 (Kowalski, Crocker, & Faulkner, 1997). It consists of 10 questions employing checklist, Likert, and open-ended questions about primarily athletic activities during PE, lunch, recess, and time outside of school (see Figure 3). For example, one question reads, “In the last 7 days, on how many days right after school, did you do sports, dance, or play games in which you were very active?” The composite score can range from 1 to 5 with 1 representing Normal Class Schedule. A score of 1 indicates the students’ physical activity levels were very low and a score of 5 indicates that students’ physical activity levels were very high. The questionnaire has demonstrated a test–retest reliability of .79 (Kowalski, Crocker, & Donen, 2004).
Godin-Shephard Leisure-Time Physical Activity Questionnaire

During a typical 7-Day period (a week), how many times on average do you do the following kinds of exercise for more than 15 minutes (write on each line the appropriate number): For example: If you go running for 35 minutes 3 times in a week, and play basketball 1 time per week, you would record this as “4” next to Selection “a”.

Times Per Week

a) **STRENUOUS EXERCISE**
   (HEART BEATS RAPIDLY)
   (e.g., running, jogging, hockey, football, soccer, squash, basketball, cross country skiing, vigorous swimming, vigorous long-distance bicycling)

b) **MODERATE EXERCISE**
   (NOT EXHAUSTING)
   (e.g., fast walking, baseball, tennis, easy bicycling, volleyball, badminton, easy swimming, alpine skiing, dancing)

c) **MILD EXERCISE**
   (MINIMAL EFFORT)
   (e.g., yoga, archery, bowling, horseshoes, golf, easy walking)

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**Note:** To calculate a total score for this inventory, use these values for each type of exercise:

- **Strenuous Exercise** = 9 METs x number of sessions of this type of exercise
- **Moderate Exercise** = 5 METs x number of sessions of this type of exercise
- **Mild Exercise** = 3 METs x number of sessions of this type of exercise

Total score is determined through summing the total METs for each of the 3 types of exercise.

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Figure 1. Recall of past week of physical activity.
Godin Child Leisure-Time Physical Activity Questionnaire

Directions: The following questions are about physical activity. Fill in the circle for the number of days in a week and how many minutes each day that best describes how much activity you do when you are not in school:

1. Strenuous activity (it makes my heart beat quickly, and makes me sweat).
   Examples are running, jogging, fast bicycling, aerobic dance, rollerblading, fast swimming, soccer, basketball, football, martial arts.
   a. How many days a week do you do this?
      ![Circles for selection]
   b. How many minutes each day?
      ![Circles for selection]

2. Moderate activity (it doesn’t make me tired and makes me sweat just a little).
   Examples are fast walking, easy swimming, weight lifting, baseball, softball, tennis, volleyball.
   a. How many days a week do you do this?
      ![Circles for selection]
   b. How many minutes each day?
      ![Circles for selection]

3. Mild activity (it makes me use little effort, and doesn’t make me sweat).
   Examples are easy walking, bowling, fishing, golf, yoga.
   a. How many days a week do you do this?
      ![Circles for selection]
   b. How many minutes each day?
      ![Circles for selection]

As adapted by Haas and Nigg, JSMS, 2009

Figure 2. Recall of past week of physical activity.
Teacher: We are trying to find out about your level of physical activity from *the last 7 days* (in the last week). This includes sports or dance that make you sweat or make your legs feel tired, or games that make you breathe hard, like tag, skipping, running, climbing, and others.

**Remember:**
1. There are no right and wrong answers — this is not a test.
2. Please answer all the questions as honestly and accurately as you can — this is very important.

1. Physical activity in your spare time: Have you done any of the following activities in the past 7 days (last week)? If yes, how many times? (Mark only one circle per row.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>No</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7 times or more</th>
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<tbody>
<tr>
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<td>0</td>
<td>O</td>
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<td>O</td>
</tr>
<tr>
<td>Rowing/canoeing</td>
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<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>In-line skating</td>
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<td>O</td>
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<tr>
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</table>

2. In the last 7 days, during your physical education (PE) classes, how often were you very active (playing hard, running, jumping, throwing)? (Check one only.)

- I don’t do PE..................................................0
- Hardly ever ..................................................0
- Sometimes ....................................................0
- Quite often ..................................................0
- Always ..........................................................0

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Figure 3. Physical Activity Questionnaire for Children.
3. In the last 7 days, what did you do most of the time at recess? (Check one only.)

   Sat down (talking, reading, doing schoolwork)........0  Stood around or walked around ..................0
   Ran or played a little bit ................................0
   Ran around and played quite a bit ..........................0
   Ran and played hard most of the time ........................0

4. In the last 7 days, what did you normally do at lunch (besides eating lunch)? (Check one only.)

   Sat down (talking, reading, doing schoolwork)........0
   Stood around or walked around ............................0
   Ran or played a little bit ................................0
   Ran around and played quite a bit ..........................0
   Ran and played hard most of the time ........................0

5. In the last 7 days, on how many days right after school, did you do sports, dance, or play games in which you were very active? (Check one only.)

   None ..........................................................0
   1 time last week ........................................0
   2 or 3 times last week ..................................0
   4 times last week .........................................0
   5 times last week .........................................0

6. In the last 7 days, on how many evenings did you do sports, dance, or play games in which you were very active? (Check one only.)

   None ..........................................................0
   1 time last week ........................................0
   2 or 3 times last week ..................................0
   4 or 5 last week ...........................................0
   6 or 7 times last week ....................................0

7. On the last weekend, how many times did you do sports, dance, or play games in which you were very active? (Check one only.)

   None ..........................................................0
   1 time .........................................................0
   2—3 times ....................................................0
   4—5 times ....................................................0
   6 or more times ...........................................0

8. Which one of the following describes you best for the last 7 days? Read all five statements before deciding on the one answer that describes you.

   A. All or most of my free time was spent doing things that involve little physical effort .........................................................0
This instrument is brief and easy to score, and yields clinically meaningful scores (see Figure 4). The measure provides a reliable estimate of adolescents' physical activity behavior and correlates significantly with an objective measure of physical activity. To meet the minimal standard, the number of days over the past 7 days for which at least 60 minutes of moderate to vigorous physical activity (MVPA) occurred is added to the normal weekly frequency and the total is divided by two. For example, a frequency of 5 days of sufficient MVPA over the past 7 days plus a weekly average of 5 days of sufficient MVPA would be added together to equal a total 10. Ten would be divided by 2 for a score of 5, which is the minimum score needed to meet physical activity guidelines. This questionnaire has previously been validated and found to be reliable for subjects as young as 11–14 years of age (Prochaska, Sallis, & Long, 2001).

There are some drawbacks to self-report levels of physical activity because children tend to overestimate their levels of physical activity (Prince et al., 2008). An example of overestimation for the Youth Risk Behavior Survey was found by Troiano et al. (2008), who reported that about 35% of high schools met physical activity guidelines; in contrast, accelerometer data revealed that only 3–10% were meeting guidelines. However, even if students overestimate their levels of physical activity, a general trend of each student's level of physical activity is established over time as periodic estimations are provided. Sallas (2010) strongly recommended that self-report measures not be used with children younger than 10 or 11 years old, because they do not yet possess the required cognitive skills to provide accurate responses. Physical education teachers can also utilize more sophisticated and accurate instrumentation for measuring the daily physical activity of their students. For

**Figure 3. Continued**

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</table>

10. Were you sick last week, or did anything prevent you from doing your normal physical activities? (Check one.)

Yes .......................................................0

No ...........................................................0

If Yes, what prevented you? ________________________________

**Drawbacks to self-reports of physical activity levels**

**PAGE + Adolescent Physical Activity Measure**

This instrument is brief and easy to score, and yields clinically meaningful scores (see Figure 4). The measure provides a reliable estimate of adolescents' physical activity behavior and correlates significantly with an objective measure of physical activity. To meet the minimal standard, the number of days over the past 7 days for which at least 60 minutes of moderate to vigorous physical activity (MVPA) occurred is added to the normal weekly frequency and the total is divided by two. For example, a frequency of 5 days of sufficient MVPA over the past 7 days plus a weekly average of 5 days of sufficient MVPA would be added together to equal a total 10. Ten would be divided by 2 for a score of 5, which is the minimum score needed to meet physical activity guidelines. This questionnaire has previously been validated and found to be reliable for subjects as young as 11–14 years of age (Prochaska, Sallis, & Long, 2001).
example, a more objective measure of physical activity, such as accelerometry (Troiano et al., 2008) or piezoelectric pedometers (Oh & Rana, 2017), can be used.

**Instruments to Track Attitude Toward Physical Activity**

Physical education teachers should strive to help students have a successful experience so they view PA in a positive light. This is particularly important for students who are the most sedentary (Annesi, Porter, Hill, & Goldfine, 2017). Students who feel positively toward physical activity are more likely to engage in it voluntarily. Consequently, documenting student attitudes toward physical activity provides teachers with concrete data in which to assess the quality of the program addressing Standard 5.

**Physical Activity Enjoyment Scale—PACES Inventory**

An instrument that measures attitude toward physical activity is the Physical Activity Enjoyment Scale—PACES Inventory (Kendzierski & De Carlo, 1991) (see Figure 5). This instrument has been used successfully with children as young as middle school (Carraro, Young, & Robazza, 2008). Murrock, Bekhet, 

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**PACE+ Adolescent Physical Activity Measure**

**Physical activity** is any activity that increases your heart rate and makes you get out of breath some of the time.

**Physical activity** can be done in sports, playing with friends, or walking to school.

Some examples of **physical activity** are running, brisk walking, rollerblading, biking, dancing, skateboarding, swimming, soccer, basketball, football, and surfing.

Add up all the time you spend in physical activity each day (don’t include your physical education or gym class).

**P1** Over the past 7 d, on how many days were you physically active for a total of at least 60 min per day?

<table>
<thead>
<tr>
<th>0 days</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 days</th>
</tr>
</thead>
</table>

**P2** Over a typical or usual week, on how many days are you physically active for a total of at least 60 min per day?

<table>
<thead>
<tr>
<th>0 days</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 days</th>
</tr>
</thead>
</table>

**Scoring:** (P1 + P2)/2 < 5 indicates not meeting physical activity guidelines.

Sixty-minute screening measure for moderate to vigorous physical activity: PACE+ (Patient-Centered Assessment and Counseling for Exercise Plus Nutrition).

Figure 4. PACE+ Adolescent Physical Activity Measure.
<table>
<thead>
<tr>
<th>Likert scale: 1-5 (1 –Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 - Agree, 5 – Strongly Agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>When I am physically active:</td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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Note: Questions 2, 3, 5, 7, 12, 13, and 16 should be scored in reverse order –

1 = 5 points  2 = 4 points  3 = 3 points  4 = 2 points  5 = 1 point

Total scores will range from 16 to 80 points.

Figure 5. The Physical Activity Enjoyment Scale.
and Zauszniewski (2016) tested the PACES and found strong support for the scale’s reliability and validity. Other researchers tested the PACES with various populations and found it to be a valid and reliable measure of enjoyment of physical activity with good internal and item-total consistency (Ange, Roman, Pinillos, Martinez, & Rus, 2014; Moore et al., 2009). The revised version PACES consists of 16 statements scored on a 5-point Likert scale ranging from 1 (disagree a lot) to 5 (agree a lot). The stem for each item is “When I am active. …” Nine items are positive: “I enjoy it,” “I find it pleasurable,” “It gives me energy,” “It’s very pleasant,” “My body feels good,” “I get something out of it,” “It’s very exciting,” “It gives me a strong feeling of success,” and “It feels good.” Seven items are negative: “I feel bored,” “I dislike it,” “It’s no fun at all,” “It makes me depressed,” “It frustrates me,” “It’s not at all interesting,” and “I feel as though I would rather be doing something else.” High scores on the positive items and low scores on the negative items indicate a high enjoyment of physical activity. A total enjoyment score can also be obtained by reversing negative item scores and adding them to positive item scores. Consequently, total enjoyment scores may range from 16 to 80 (maximum enjoyment). Having students complete this survey several times during the school year allows for statistical analysis, including comparisons between baseline and terminal scores for various demographic variables (e.g., gender, Body Mass Index, FITNESSGRAM scores, motor skill level).

**The Children’s Attitudes Toward Physical Activity (CATPA)**

The CATPA has been frequently used by researchers with children as young as third grade (Mathews, O’Neill, & Kostelis, 2014; Schutz, Smoll, Carre, & Mosher, 1985). The CATPA has seven subscales, including: Physical Activity for Social Growth; Social Relations; Health and Fitness; Vertigo; Aesthetic; Catharsis; and Ascetic. A 5-point semantic differential scale is used for each of the five bipolar adjectives. Separate scales are used for elementary school (facial expressions) and for seventh grade and above (good–bad, of no use–useful, not pleasant–pleasant, nice–awful, happy–sad) (see Figure 6). Participants’ scores range from very poor ATPA (1) to very good ATPA (5) by subdomain and for the entire questionnaire. Construct validity was demonstrated for the CATPA as well as a 2-week test–retest reliability of .71 (Liu, Wang, & Xu, 2008). Internal consistency coefficients ranged from .67 to .83 when CATPA was tested with 10–12 year olds (Martin & Williams, 1985).

**Administration of the Instruments**

Physical education teachers can track student’s daily physical activity levels and their attitudes toward physical activity by providing opportunities for them to complete forms at various times during the school year. Ideal times are when there is inclement weather or when the physical education facility is not available for use. Teachers can also incorporate the forms as a station that is part of a skill or exercise circuit conducted either inside or outside (i.e., students can fill out the form and then rotate to the next activity station). Teachers can enter scores on an Excel spreadsheet and graph outcomes to show progress over time. Although self-report measures of daily physical activity have their drawbacks, such as recall accuracy on the part of the subjects, use of these instruments in this context are not for the purposes of establishing highly accurate absolute measures of physical activity levels; rather, repeat measurements are used to gain a rough estimation of whether a student’s activity levels are trending upward or downward over the course of a semester or year. Furthermore, the repeat measures of attitudes toward physical activity over an academic year provide students and their teachers an idea about how physical activity is viewed as it relates to specific activity units.

For both elementary and secondary physical education programs it is important to establish baseline scores and then have students set goals and track their progress throughout the year. The use of these instruments should reinforce student individual activity plans and support a program philosophy that emphasizes enjoyment of a physically active lifestyle. Hopefully the instruments will also help teachers lead students in focused discussions regarding the important benefits derived from daily physical activity and help them...
1. PHYSICAL ACTIVITY FOR SOCIAL GROWTH (Social Growth)
   How do you feel about taking part in physical activities which give you a chance to meet new people?

2. PHYSICAL ACTIVITY TO CONTINUE SOCIAL RELATIONS (Social Continuation)
   How do you feel about taking part in physical activities which give you a chance to be with your friends.

3. PHYSICAL ACTIVITY FOR HEALTH AND FITNESS (Health & Fitness)
   How do you feel about taking part in physical activities to make your health better and to get your body in better condition.

4. PHYSICAL ACTIVITY AS A THRILL BUT INVOLVING SOME RISK (Vertigo)
   How do you feel about taking part in physical activities that could be dangerous because you move very fast and must change direction quickly.

5. PHYSICAL ACTIVITY AS THE BEAUTY IN MOVEMENT (Aesthetic)
   How do you feel about taking part in physical activities which have beautiful and graceful movements.

6. PHYSICAL ACTIVITY FOR THE RELEASE OF TENSION (Catharsis)
   How do you feel about taking part in physical activities to reduce stress or to get away from problems you might have.

7. PHYSICAL ACTIVITY AS LONG AND HARD TRAINING (Ascetic)
   How do you feel about taking part in physical activities that have long and hard practices. To spend time in practice you need to give up other things.

Scale for seven Grades 7-12 items:
   If you do not understand this idea, mark this box 0 and go to the next page .
   
   1. good  ___  ___  ___  ___  ___  bad
   2. of no use  ___  ___  ___  ___  ___  useful
   3. not pleasant  ___  ___  ___  ___  ___  pleasant
   4. nice  ___  ___  ___  ___  ___  awful
   5. happy  ___  ___  ___  ___  ___  sad

Scale for five Grades 3-6 items (omit Ascetic and Catharsis Domains)

Figure 6. Children's Attitude Toward Physical Activity Inventory.
to identify numerous activities that are sufficiently vigorous and enjoyable.

Instrument scores may be recorded electronically and graphed over time, along with other types of scores (e.g., daily pedometer step counts, fitness scores). Teachers can also require students to enter periodic journal entries regarding how students feel about their physical activity levels and strategies they might employ to enhance the quantity and quality of their physical activity. Teachers can help students both through individual counseling and by making them aware of community sport and recreation facilities and programs that will provide opportunities for additional out-of-school physical activity.

Summary

By systematically tracking students’ daily physical activity levels and attitudes toward physical activity, physical education teachers can more accurately determine to what degree students in their classes are meeting or making progress toward SHAPE America Standards 3 and 5. In addition to providing justification for their programs by providing objective assessment data, this process helps teachers to better focus on developing physical education programs that positively engage students so they will be more likely to persist in regular physical activity into their adult years (White et al., 2018).

References


Kowalski, K. C., Crocker, P. R. E., & Donen, R. M. (2004). The Physical Activity Questionnaire for Older Children (PAQ-C) and Adolescents (PAQ-A) manual. Saskatoon, Canada: College of Kinesiology, University of Saskatchewan.


Strategies


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