



**Student Growth Portfolio Model**  
**Physical Education (6-8)**  
**Scoring Resource Guide**  
2017-18

# Table of Contents

<a href="#">Assessment Options</a> .....	3
<a href="#">General Assessment Protocols</a> .....	4
<a href="#">Portfolio Scoring Process</a> .....	6
<a href="#">P.E. Technology Guidance</a> .....	7
<a href="#">Sixth Grade Assessment Tasks</a> .....	8
• Sixth Grade: Backhand Striking .....	8
• Sixth Grade: Underhand Serve .....	11
• Sixth Grade: Advanced Dribbling .....	14
• Sixth Grade: Catching on the Move .....	17
<a href="#">Seventh/Eighth Grade Assessment Tasks</a> .....	20
• Seventh/Eighth Grade: Forehand & Backhand Striking .....	20
• Seventh/Eighth Grade: Underhand Serve for Accuracy .....	23
• Seventh/Eighth Grade: Advanced Dribble Against a Passive Defender. ....	26
• Seventh/Eighth Grade: Passing .....	29
<a href="#">Appendix A: P.E. Portfolio Planning Guide</a> .....	32
<a href="#">Appendix B: Sample Scoring Sheets</a> .....	33
<a href="#">Appendix C: Physical Education Scoring Guides</a> .....	35
• Sixth Grade .....	35
• Seventh/Eighth Grade .....	37

## Assessment Options

- The portfolio contains four performance-based evidence collections.
- **ALL** students should be pre- and post-tested on selected objectives.
- Teachers choose a purposeful sampling of students to represent their class.
  - Sampling within each perform collection should include two emerging, two proficient, two advanced student performances.

**Perform:** Teachers that only teach one grade span must utilize all four assessments for that grade. Teachers that teach both grade spans should use two assessments from the sixth grade options and two assessments from the seventh/eighth grade options. A different class can be used for each assessment.

### Grade 6: Perform

Backhand Striking  
Underhand Serve  
Advanced Dribbling  
Catching on the Move

### Grade 7/8: Perform

Forehand & Backhand Striking  
Underhand Serve for Accuracy  
Advanced Dribble Against a Passive Defender  
Passing

## About the Assessments

1. **The assessments are designed specifically for their particular grade level and in their current format may be developmentally and instructionally inappropriate for other grades.** Teachers should not administer the sixth grade assessment to seventh or eighth grade students; teachers should not administer the seventh/eighth grade assessments to sixth grade students.
2. **Teachers must follow all testing protocols.** While modifications in teaching are critical to student success, modifications in testing protocol will create invalid data. Teachers must follow **ALL** protocols exactly as written.

# General Assessment Protocols

- **Prior to Assessment**
  - Organize each class used for assessment into PERFORM assessment groups with **4-6 students per group** and label each as group A, B, C, or D.
  - The assessment score sheets should be completed with student name, letter group, and pinnie number. This is for your records only. No student names will be reported.
  - The exact groups are to be used for both pre- and post-test. The only exception is if a student is absent, moved, or a new student is added to a class after the pre-test.
- **Teach Before, Direct During, and Evaluate After**
  - Prior to the pre-test, teachers should only instruct the students about exactly how the assessment is conducted. A practice round may be conducted to check for student understanding of protocols.
  - After the pre-test and before the post-test, teachers should **teach** their curriculum, assuring they are teaching the tested content. Whenever possible, practice tasks similar to the assessment protocol are recommended.
  - Prior to the post-test, teachers should **review and practice** the testing protocols. The teacher may inform students of their pre-test scores as a means to motivate improvement.
  - On the day of the test, the teacher takes on the role of **director** of the assessment. No skill/performance instruction or hints are allowed. Once testing starts, students can receive no further instruction from the teacher on **how** to do the activity.
  - Later, through watching digital recordings of the PERFORM assessments, the teacher becomes an **evaluator** and should score the growth seen.
- **Safety**
  - Students should wear safe shoes for activity (no boots, sandals, or other unsafe shoes).
  - Assessments should be organized so no equipment or obstacles can potentially harm the student.
- **What do other students do while one group is tested?**
  - When one group is being assessed, members of the other groups should be participating in other physical education class activities such as:
    - Station work
    - Instruction by a co-teacher
    - Practicing the assessment task
  - If possible, request a teaching aid or parent volunteer to monitor other students while during test administration. Or, train a volunteer to conduct the assessments while teaching the other students.
  - Other than the students in the small testing groups, students should not be sitting/watching the group being assessed.
  - Best practices for assessment in physical education should be utilized so that students are still physically active during the class period. Additionally, students being tested should not be placed on display in front of the entire class.

- **Recording student assessments. Quality recording is critical for your evaluation of the students and for the peer review process.**
  - **Use of Numbered Pinnies (Jerseys)**
    - All digital recordings must clearly show student numbers.
    - All students on camera should wear pinnies/jerseys with large white numbers (**8-10 inches high and 1 ½ to 2 inches wide**) placed on both the front and back of the pinnie. If possible, use dark colored pinnies (i.e., black, navy blue, kelly green). This will allow the light numbers to show up better on the camera.
    - You will need enough different numbered pinnies for each student in the assessment group (4-8 depending on class size).
  - **Identification of Students**
    - Student names should not be used on the recording to protect student privacy.
    - Immediately before a student performs, he or she should stand approximately five feet from the camera and the teacher or assistant should state the letter and number of the student (Ex. Group A-Student 1, Group A-Student 2, Group A-Student 3, Group A-Student 4, etc.).
  - **Recording**
    - The camera should remain on record after the student number is announced and until that group of students completes the assessment. **Stop the recording as the next group prepares for assessment** and then repeat the above with Group B, C, and D. This will ensure that the videos remain a manageable size and are easy to upload without condensing.
    - Check recording immediately. If a recording is not clear, the test should be repeated at another time.
    - Recording practice rounds prior to assessment may prevent the need for repeats. This can be done with other classes or grade levels.
  
- **Evaluation of students and score sheets:**
  - Teachers should watch the digital recordings and evaluate the students using the scoring guide as soon as possible following the pre-test. Students must appear on the score sheet in the exact order and in the correct group as they appear on the digital recording. Teachers should then determine their **emerging, proficient, and advanced** students. Ideally, this information should be used to structure teaching to effectively differentiate for all students.

## **Portfolio Scoring Process**

### **Submitting the Portfolio: Tagging and Context Form**

Teachers must upload student work artifacts into the online platform and label evidence that exemplifies the measurement criteria for a performance level of the standard(s). This process is called tagging. The online portfolio platform provides a virtual highlighter or pointer to tag and annotate the portion of the student work that is most effective in demonstrating a performance level. All forms of student work artifacts may be tagged, including audio and video.

Teachers will submit a context form when uploading each student work artifact to the online platform. The context form provides an opportunity for teachers to describe the work, the course load, date of the task, special circumstances, and any other relevant contextual information. The context form will be uploaded for Point A and Point B work.

The portfolio process is grounded in the belief that reflection on student work artifacts in order to make instructional decisions is the most critical part of the process. Collaborative work with colleagues is an instrumental part of deep reflection. It is encouraged that teachers plan together, share their student work with one another, tag and score their student work together, and identify the most appropriate, differentiated instructional practices together.

### **Portfolio Evidence Collections: Consensus Scoring**

The scoring of a portfolio collection is done through the consensus scoring methodology. Once all teacher-scored samples have been submitted into the online platform to create the four portfolio evidence collections, they are distributed to trained, certified peer reviewers for additional scoring. If there is a discrepancy of more than one performance level between the teacher score and the peer reviewer score in an evidence collection it is then sent to an executive reviewer for final scoring. To increase accuracy in scoring and reduce bias, evidence collections will be scored by different peer reviewers. In other words, the same peer reviewer will not be scoring all four evidence collections for a given teacher.

### **Portfolio Evidence Collections: Calculating Student Growth Scores**

The scoring model is now grounded in scoring student work, and the growth score is calculated within the online platform. Teachers will now only score the student work when submitting student work artifacts, and will no longer provide a growth score as their self-score.

The student growth demonstrated through a portfolio evidence collection is automatically calculated within the online platform by finding the difference between Point A and Point B scores for each student work sample in the collection (emerging, proficient, and advanced differentiated group) and determining an average level of student growth for the domain. The average level of student growth for the domain is then applied to determine a student growth indicator for the domain using a scaled value of 1-5 as described on the next page.

### **How to Use This Scoring Guide When Collecting Evidence**

The scoring guide contains indicators designed to reflect the grade/course level expectations from Tennessee state standards. These are meant to serve as a guide to rating student work.

Teachers **MUST** select the same indicators for the Point A and Point B assessments for a given evidence collection. This will ensure that growth is calculated accurately from the Point A and Point B. To accommodate the scoring of student work samples that scored a Level 4 or 5 on the Point A, a Level 6 and 7 have been added as generic levels to show growth on the Point B.

## P.E. Technology Guidance

### Video Length

Generally, teachers report success when limiting video recordings in HD to **1–3 minutes per file**. Recording longer than the recommended time frame could result in videos that are too large to be uploaded or take an extremely long time to upload. Additionally, teachers should hone in on the specific skill being assessed, which should not take longer than a few minutes.

### Online Platform Supported File Formats

The online portfolio platform supports multiple file formats to enable users to capture work that is authentic to the task they are asked to perform. The file types, sizes, and formats supported by the platform include:

File Type	Maximum Size	Supported Formats
Documents	200 MB	Adobe PDF, Microsoft Word, Excel, PowerPoint, Google Docs *Presentations may be downloaded as PDF and uploaded into the platform.
Video	5 GB	mp4, mpeg, mpg, mov, ogv, wmv, avi, 3gp, flv, webm, 3g2, m2v, m4v, mkv, qt, vob
Audio	5 GB	mp3, wav, ogg
Images	5 MB	png, gif, jpg, jpeg

Teachers will be able to securely utilize the online platform in October to upload student work, tag evidence, and score the work for each differentiated student work artifact. To protect the security of work that is shared, student work artifacts will no longer have to be downloaded to score the work. Teachers and peer reviewers will be able to access the work, tag evidence, and enter scores all within the online platform. Teachers can also store student work artifacts using any district-approved resource (e.g., free, cloud-based storage service; external hard drive; classroom files or folders; etc.). Once ready, the teacher will be able to log into the online platform and upload and score the work. If the teacher is using Google Drive to store student work artifacts, he or she will be able to pull a copy of those samples into the online platform to upload.

# Sixth Grade Assessment Tasks

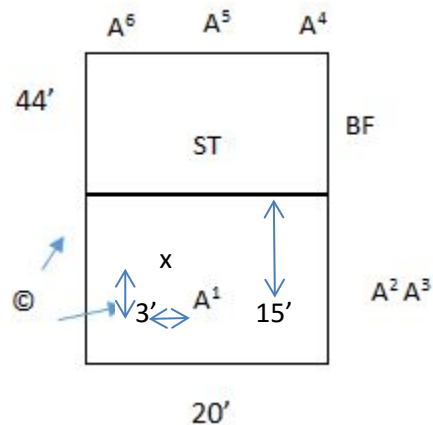
## Sixth Grade: Backhand-Striking (PERFORM: SKILL)

**Assessment Task:** *The student uses a paddle or racket to backhand strike four balls over the net.*

- This assessment measures the student's ability to use the mature pattern of the backhand strike from a ball tossed by a skilled thrower.

### Set-up of the Assessment Task:

- A 44' long x 20' wide court area is needed.
- A 3' net should be placed in the middle of assessment area.
- A taped X on the floor 15' from the net and in the center of the court will denote where the student is to stand. The skilled thrower will stand on the opposite side of the net. Place an additional taped X on the floor approximately 3' in front and 3' to the side of the student. This will provide a target for the skilled thrower.
- The diagram below shows assessment of one group (group A, students 1-6). A ball feeder (BF) should be next to a container of balls to provide the skilled thrower (ST). The remaining students retrieve balls to reset the assessment. *All other students in the class should be involved in another station or activity.*



### Administration of the Assessment Task:

- Begin the assessment by having all students in the group line up in assessment order facing the camera. The teacher states the student's group letter and number. The student then takes his or her place as shown for group "A" above. Prior to an individual's first strike, have the student face the camera to "show" pinnie number.
- The student may begin the assessment in a backhand position (dominant side to net).
- The student assessed is thrown four underhand tosses to the backhand side. The ball must bounce once before the student strikes it. If the throw is ineffective, it should be repeated and the thrower should announce "throwing error" (to the camera) and repeat the throw. The toss should be approximately 3' in front and 3' to the side of the student. Placing a large taped X on the floor will provide a target for the thrower. Another X on the floor will show the tested student where to stand in preparation for the toss.
- It is suggested that a high bouncing whiffle ball (e.g., pickle ball), a high-density/high bounce foam ball or a tennis ball (only for use with tennis rackets) be used.



- **For assessment validity, the same type of ball and striking implement (paddle or racket) is to be used for both the pre- and post-tests.**

#### **Equipment/Facilities/Materials:**

- Numbered pinnies (6-8 minimum)
- Tape measure and floor tape
- Net (3' high and 20' wide)
- 8 (minimum) balls of the same size and kind.
- One paddle (solid wooden or plastic) or one tennis racket.

#### **Camera Location and Operation:**

- Position the camera on the striking side and at an angle where the student's entire body and the net are clearly in view. Make adjustments for left-handed students. For testing efficiency, all left-handed students may be in the same group. Make sure the pinnie number is visible to the camera before the assessment begins. Stop the recording at the completion of each letter group and restart when the next group is ready.

**Critical Elements:** *Student may choose to use one or two hand stroke and may begin with side to target and paddle/racket back in preparation for striking.*

- 1) Ball is contacted at or just below waist level on the backhand side (non-dominant)
- 2) Steps into the swing OR shifts weight from back foot to dominant foot
- 3) Student maintains closed position (side to target) throughout stroke
- 4) Follow through at or beyond shoulder height

#### **SCORING**

- 1 = Student hits two or less balls over the net OR usually\* demonstrates 1 of the 4 critical elements.  
 2 = Student hits 3 or 4 balls over the net AND usually\* demonstrates 2 of the 4 critical elements.  
 3 = Student hits 3 or 4 balls over the net AND usually\* demonstrates 3 of the 4 critical elements.  
 4 = Student hits 3 or 4 balls over the net AND usually\* demonstrates 4 of the 4 critical elements.  
 5 = Student hits all 4 balls over the net AND always demonstrates 4 of the 4 critical elements.  
 6 = Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.  
 7 = Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.

*\*Usually is defined as 3 of the 4 tries.*

#### **EVIDENCE OF CRITICAL THINKING**

Teachers may submit evidence of critical thinking for students who exhibit level 3 growth or better. It is most appropriate to collect evidence of critical thinking at the end of the unit of instruction. The evidence should be in the students' handwriting. The options and criteria for sixth grade are:

#### **Sixth Grade Self-Critique**

Student is shown a recording of his/her own performance and provides a critique of his/her own performance that addresses at least four of the five criteria\* listed. This performance must exhibit flaws and should come from the pre-test (point A) assessment.

### **Sixth Grade Critique**

The teacher generates a video of himself/herself performing a skill or activity. Student is shown that recording of the teacher's performance and provides a critique of the teacher's performance that addresses at least four of the five criteria\* listed. This performance must exhibit obvious flaws and the video must be uploaded along with other artifacts from the collection.

#### **\*Critique Criteria:**

- 1) Identifies the skills and strategies involved
- 2) Highlights positive aspects of the performance
- 3) Identifies errors in the performance
- 4) Provides corrective feedback
- 5) Uses content-specific vocabulary

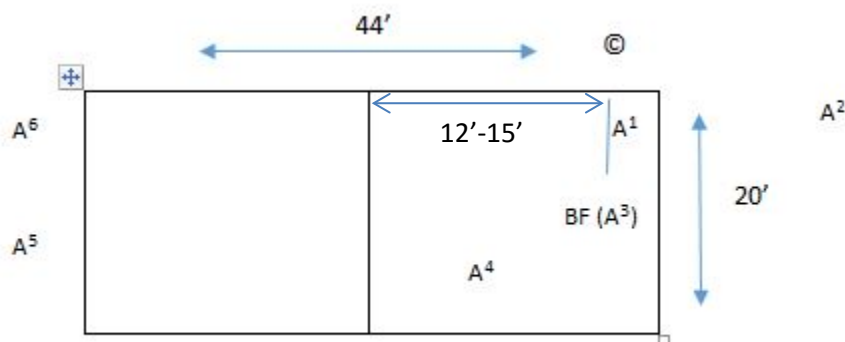
## Sixth Grade: Underhand Serve (PERFORM: Skill)

**Assessment Task:** Student makes one attempt to perform a volleyball, paddle/pickle ball or badminton underhand serve.

- The assessment measures the student's ability to execute the mature pattern of the underhand serve (only the critical elements that cross all three sports).

### Set-up of the Assessment Task (Option 1): Attempting to serve over the net

- A 44' long x 20' wide space is needed.
- Attach a net between two poles at a height of 3' (paddle or pickleball), 5' (badminton) or 7' (volleyball).
- Place a taped line on the floor for the student being assessed 12-15 feet from the net. (Distance can vary as only the form is being assessed.)
- The diagram below shows assessment of one group. A ball feeder (BF) should be next to a container of balls or birdies to provide the server (A<sup>1</sup>). The remaining students retrieve balls to reset the assessment. *All other students in the class should be involved in another station or activity.*
- For this task, a student may be pre-assessed in one game and post-assessed in another (e.g., underhand serve in volleyball in the fall and badminton in the spring).



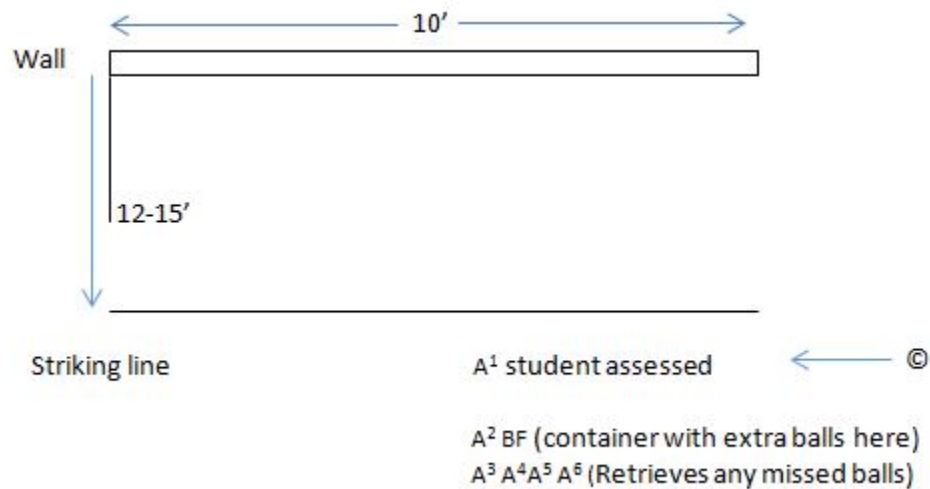
### Administration of the Assessment Task:

- Begin the assessment by having all students in the group line up in assessment order facing the camera. The teacher states the student's group letter and number. The student then takes his or her place as shown for group "A" above. Prior to an individual's serve, have the student face the camera to "show" pinnie number.
- Inform the students that they will stand on or behind the line and attempts one underhand serve. There is no need for the student to be concerned with stepping over the line.
- Use only the following choices of equipment:
  - For paddle/pickle ball: wooden or plastic paddles and pickleballs/high bounce whiffle balls or high-density/high bouncing foam balls. If paddle/pickleball is used for both pre- and post-test, the same type of equipment must be used.
  - For volleyball: volleyballs or volleyball trainers. Note: while a volleyball trainer is appropriate for volleyball skills, students are typically more successful serving a regulation volleyball due to the weight. If volleyball is used for both pre- and post-test, the same type of ball must be used.

- For badminton: a badminton racket and same size birdies. If badminton is used for both pre- and post-test, the same type of equipment must be used.

### Set-up of Option 2: Serving to Wall

- A smooth surfaced wall with a minimum of 10' testing width is needed.
- A line should be taped on the wall 3', 5' or 7' (based on game selected) from the ground.
- A line should be taped on the floor 12-15 feet from the wall (marked striking line).
- The sample below shows assessment of one group. A ball feeder (BF) should be next to a container of balls or birdies to provide the server (A<sup>1</sup>). The remaining students retrieve balls to reset the assessment. *All other students in the class should be involved in another station or activity.*



### Administration of Option 2: see option 1 above

#### Equipment/Facilities/Materials: (based on activity choice)

- Numbered pinnies (6-8 minimum)
- Tape measure and tape
- Poles/standards and nets (volleyball, badminton, or pickle ball) or wall space
- Striking objects (regulation volleyball, volleyball trainer, high density/high bounce foam ball, pickleball/high bounce whiffle ball, birdies/shuttlecocks)
- Racket or paddle (badminton, paddle/pickleball)

#### Camera Location and Operation:

- The camera angle should be at **a 90 degree angle to the server (a side view)**. Position the camera on the striking side so the camera will be focused on the entire body of the student. Have the student face the camera to “show” pinnie number before the first serve. For all left-handed students the camera will need to be repositioned. For assessment efficiency, all left handed players may be in the same group. The court space or wall does not need to be in the camera view, as distance/accuracy is not measured. The line on the wall and the net serve as an environmental design to help illicit the mature serving pattern. Stop the recording at the completion of each letter group and restart when the next group is ready.

**Critical Elements (common to all three games):**

- 1) Preparation: shoulders square, striking object across body and aligned with dominate foot.
- 2) Coordinated serving motion: back and forward hand/racket swing where opposite foot step occurs *simultaneous* to the forward swing motion or student starts with opposite foot forward and demonstrates an obvious weight transfer/extended step forward.
- 3) Contact flat service of the striking object or hand (base of palm).
- 4) Contact with object is made below chest height.
- 5) Follow through at or near shoulder height.

**SCORING:**

- 1 = Student does not underhand serve OR demonstrates 1 or less of the 5 critical elements.
- 2 = Student underhand serves and demonstrates 2 of the 5 critical elements.
- 3 = Student underhand serves and demonstrates 3 of the 5 critical elements.
- 4 = Student underhand serves and demonstrates 4 of the 5 critical elements.
- 5 = Student underhand serves and demonstrates 5 of the 5 critical elements.
- 6 = Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.
- 7 = Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.

**EVIDENCE OF CRITICAL THINKING**

Teachers may submit evidence of critical thinking for students who exhibit level 3 growth or better. It is most appropriate to collect evidence of critical thinking at the end of the unit of instruction. The evidence should be in the students' handwriting. The options and criteria for sixth grade are:

**Sixth Grade Self-Critique**

Student is shown a recording of his/her own performance and provides a critique of his/her own performance that addresses at least four of the five criteria\* listed. This performance must exhibit flaws and should come from the pre-test (point A) assessment.

**Sixth Grade Critique**

The teacher generates a video of himself/herself performing a skill or activity. Student is shown that recording of the teacher's performance and provides a critique of the teacher's performance that addresses at least four of the five criteria\* listed. This performance must exhibit obvious flaws and the video must be uploaded along with other artifacts from the collection.

**\*Critique Criteria:**

- 1) Identifies the skills and strategies involved
- 2) Highlights positive aspects of the performance
- 3) Identifies errors in the performance
- 4) Provides corrective feedback
- 5) Uses content-specific vocabulary

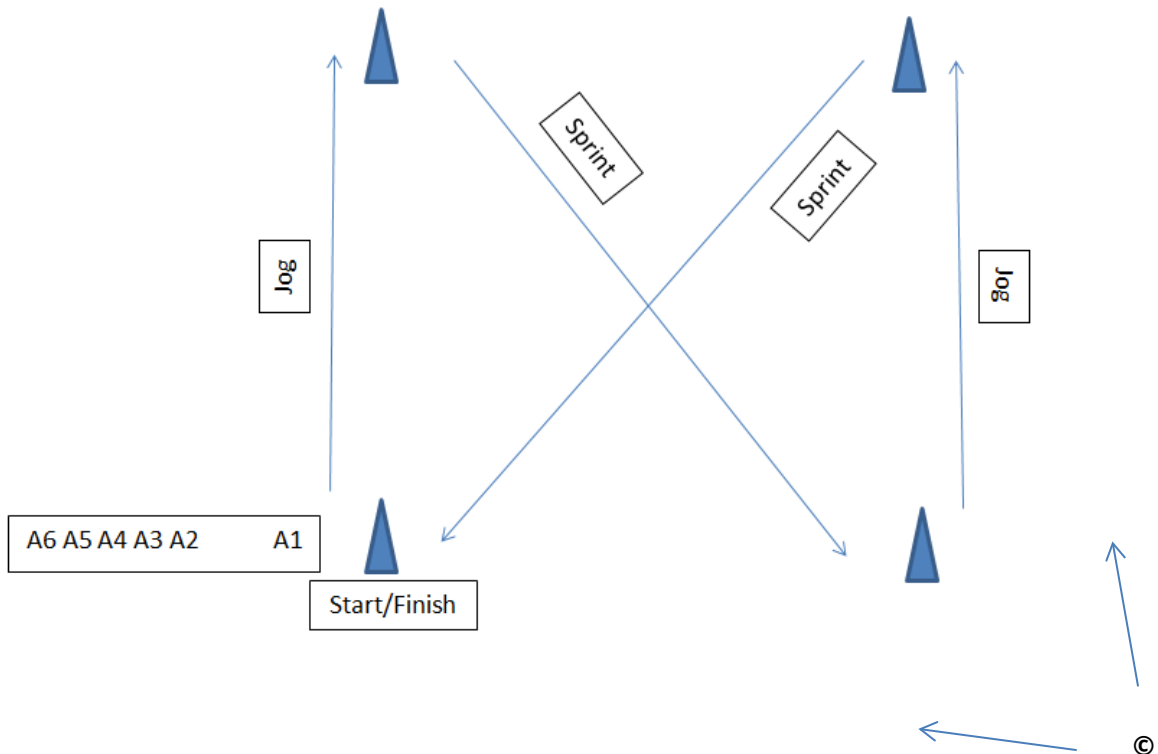
# Sixth Grade: Advanced Dribbling in Basketball, Hockey or Soccer (PERFORM: Applied Skill)

**Assessment Task:** Student dribbles through a designed course while increasing and decreasing speed.

- This assessment measures the ability to control a dribble while increasing and decreasing speed.

## Set-up of the Assessment Task:

- Set up a testing area 24' X 24' with a cone on each corner (see diagram below).
- One student can be assessed at a time with five other students waiting in line (see diagram below).
- If assessing soccer dribble, the assessment *must* be conducted outdoors using a grass area free from obstructions or debris.



## Administration of the Assessment Task:

- Begin the assessment by having all students in the group line up in assessment order facing the camera. The teacher states the student's group letter and number. The student then takes his or her place as shown for group "A" above.
- The students will each have a properly inflated manipulative (i.e., intermediate size basketball or soccer ball).
- The four-point dribble pattern consists of jog, sprint, jog, sprint. On the signal go, the student dribbles traveling the designated locomotor travel to and around the cones. The specified locomotor skill should be clearly stated and/or marked on the cones. Another option would

be to use different color cones to denote the change of speed. Demonstrate the pattern prior to testing.

**Equipment/Facilities/Materials:**

- Numbered pinnies (6-8 minimum)
- Tape measure
- An appropriate sized piece of equipment (basketball, soccer, hockey stick and puck/ball) for each student. *The same type of equipment should be used for each student and for both the pre- and post-test.*
- Tape measure and tape to mark assessment area and cones (or other noticeable equipment, such as poly spots).
- 5 Cones

**Camera Location and Operation:**

Position the camera to view the full body of the student and the entire testing area. Do a trial run on camera position before starting the assessment. Stop the recording at the completion of each letter group and restart when the next group is ready.

**Critical Elements:**

- 1) Demonstrates obvious contrast in speeds (jog & sprint)
- 2) Relationship of body and object (basketball is at or below chest level; hockey ball/puck or soccer ball is in front and leads stick or body by at least one step).
- 3) Head facing forward most of the time (only occasional glances at ball/puck)
- 4) Body is lowered during cuts around markers

**SCORING:**

- 1 = Student loses possession of the object before completing the course OR maintains possession and demonstrates 1 of the 4 critical elements.
- 2 = Student maintains possession AND demonstrates 2 of the 4 critical elements.
- 3 = Student maintains possession AND demonstrates 3 of the 4 critical elements.
- 4 = Student maintains possession AND demonstrates 4 of the 4 critical elements.
- 5 = Student maintains possession AND demonstrates 4 of the 4 critical elements AND keeps the ball on the outside of the cone (body between ball and cone)
- 6 = Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.
- 7 = Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.

**EVIDENCE OF CRITICAL THINKING**

Teachers may submit evidence of critical thinking for students who exhibit level 3 growth or better. It is most appropriate to collect evidence of critical thinking at the end of the unit of instruction. The evidence should be in the students' handwriting. The options and criteria for sixth grade are:

**Sixth Grade Self-Critique**

Student is shown a recording of his/her own performance and provides a critique of his/her own performance that addresses at least four of the five criteria\* listed. This performance must exhibit flaws and should come from the pre-test (point A) assessment.

**Sixth Grade Critique**

The teacher generates a video of himself/herself performing a skill or activity. Student is shown that recording of the teacher's performance and provides a critique of the teacher's performance that addresses at least four of the five criteria\* listed. This performance must exhibit obvious flaws and the video must be uploaded along with other artifacts from the collection.

**\*Critique Criteria:**

- 1) Identifies the skills and strategies involved
- 2) Highlights positive aspects of the performance
- 3) Identifies errors in the performance
- 4) Provides corrective feedback
- 5) Uses content-specific vocabulary



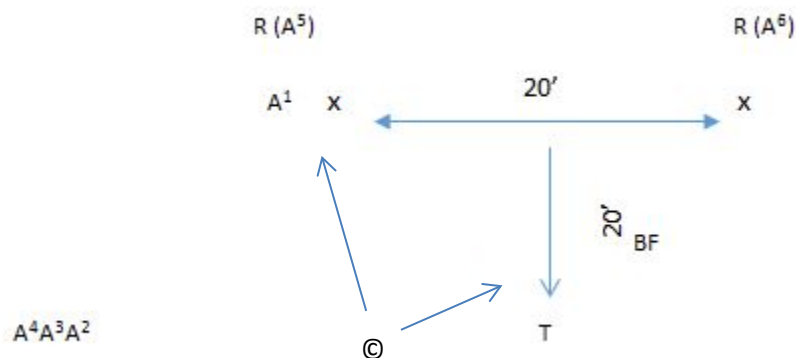
## Sixth Grade: Catching on the Move (PERFORM: Applied Skill)

**Assessment Task:** Student, while on the move, attempts to catch four well-thrown balls.

- This assessment measures the ability to catch a lead pass without losing stride.

### Set-up of the Assessment Task:

- Use a container of several of the same size and kind of ball (5.5-7 inch round balls or intermediate footballs). Have a student serve as ball feeder (BF in diagram below) to the skilled thrower and a student placed on both sides of identified catching location to retrieve missed balls or accept the ball after the catch (R in diagram below). The same object must be used for all students and for pre- and post-test.
- All other students ( $A^2$ ,  $A^3$  &  $A^4$  in diagram below) should be clearly out of the pathway of the student being tested.
- Skilled thrower will stand in the center of the activity area and 20 feet away from identified travel pathway (see T in diagram below). He/she will provide four well-thrown overhand leading passes to the tested student.
- Place clearly visible makers (poly spots or tape) down 20' apart to identify catching area/target for skilled thrower (see diagram below).



### Administration of the Assessment Task:

- Begin the assessment by having all students in the group line up in assessment order facing the camera. The teacher states the student's group letter and number. The student then takes his or her place as shown for group "A" above.
- The thrower gives the student a cue to "break" toward the marker. After the student catches he/she tosses the ball to the retriever (R in diagram above). If missed, the retriever collects the ball. The student then stands on the marker awaiting the signal to break for the second throw. Repeat for two more throws.
- A skilled thrower should throw a pass with an arch at about chest height approximately two feet in the front of the student thus allowing the student to catch in stride. If throw does not meet these criteria, it should be repeated and the thrower should announce "throwing error" (to the camera) and repeat the throw. It is important to clarify to the student that he/she does not have to stop at the markers; they are only starting points.

**Equipment/Facilities/Materials:**

- Numbered pinnies (6-8 minimum)
- Tape measure
- 2 flat markers (poly spots) or tape
- 4-6 balls (round 5.5 to 7 inches in diameter or intermediate size footballs)

**Camera Location and Operation:**

Set up camera © opposite of the student being assessed (see diagram). Camera view should capture both identified markers and a minimum two-step stride of student after catch is made. Student being tested should be visible on the camera for the entire assessment task. Keep the camera stationary and recording once play has started. Stop the recording at the completion of each letter group and restart when the next group is ready.

**\*Critical Elements:**

- 1) Student shows target of "lead hand" while moving.
- 2) Extend arms/hands out to ball
- 3) Catch with hands only
- 4) Student catches in stride (takes one or more steps after catch)

**SCORING**

- 1 = Student catches two or less balls OR usually\* demonstrates less than two critical elements.  
2 = Student catches 3 or 4 balls AND usually\* demonstrates 2 of the 4 critical elements.  
3 = Student catches 3 or 4 balls AND usually\* demonstrates 3 of the 4 critical elements.  
4 = Student catches 3 or 4 balls AND usually\* demonstrates 4 of the 4 critical elements.  
5 = Student catches all 4 balls AND always demonstrates 4 of the 4 critical elements.  
6 = Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.  
7 = Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.

*\*Usually is defined as 3 of the 4 tries.*

**EVIDENCE OF CRITICAL THINKING**

Teachers may submit evidence of critical thinking for students who exhibit level 3 growth or better. It is most appropriate to collect evidence of critical thinking at the end of the unit of instruction. The evidence should be in the students' handwriting. The options and criteria for sixth grade are:

**Sixth Grade Self-Critique**

Student is shown a recording of his/her own performance and provides a critique of his/her own performance that addresses at least four of the five criteria\* listed. This performance must exhibit flaws and should come from the pre-test (point A) assessment.

**Sixth Grade Critique**

The teacher generates a video of himself/herself performing a skill or activity. Student is shown that recording of the teacher's performance and provides a critique of the teacher's performance that addresses at least four of the five criteria\* listed. This performance must exhibit obvious flaws and the video must be uploaded along with other artifacts from the collection.

**\*Critique Criteria:**

- 1) Identifies the skills and strategies involved
- 2) Highlights positive aspects of the performance
- 3) Identifies errors in the performance
- 4) Provides corrective feedback
- 5) Uses content-specific vocabulary

# Seventh/Eighth Grade Assessment Tasks

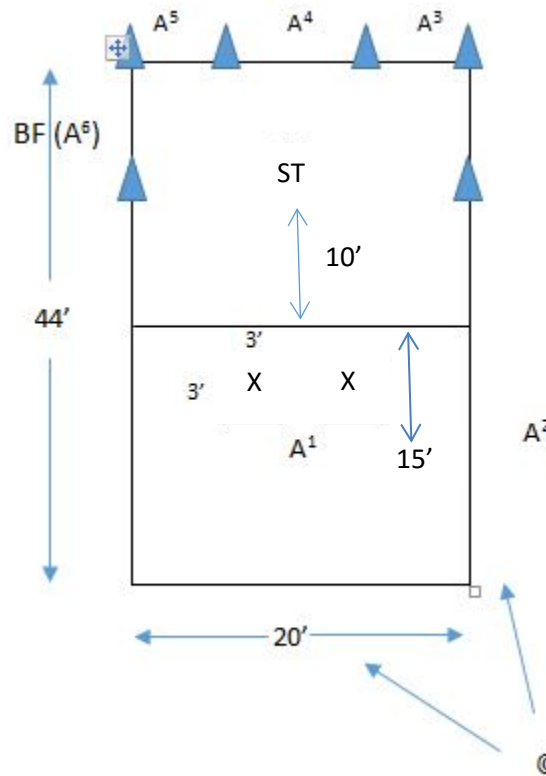
## Seventh/Eighth Grade: Paddle/Pickleball Forehand and Backhand Striking (PERFORM: Applied Skill)

**Assessment Task:** Alternating between a forehand and backhand-striking pattern, the student uses a paddle to strike a ball for four hits.

- This assessment measures the student's ability to alternate between the forehand and backhand strikes and return to ready position between each shot.

### Set-up of the Assessment Task:

- A 44" length and 20" width testing area is needed.
- A 3' net should be placed across the middle of assessment area/court.
- 6-9 large cones should be used to show the boundaries. (This is necessary as the camera may not clearly denote the lines).
- A taped X on the floor 15' from the net and in the center of the court will denote where the student is to stand (A<sup>1</sup>). The skilled thrower (ST) will stand 10' from the net on the opposite side. Place an additional taped X on the floor approximately 3' in front and 3' to the side of the student on both the forehand and backhand sides. This will provide targets for the skilled thrower.
- The diagram on the next page shows assessment of one group (Group A, students 1-6). A ball feeder (BF) should be next to a container of balls to provide the ST. The remaining students retrieve balls to reset the assessment. *All other students in the class should be involved in another station or activity.*



### Administration of the Assessment Task:

- Begin the assessment by having all students in the group line up in assessment order facing the camera. The teacher states the student's group letter and number. The student then takes his or her place as shown for group "A" above. Prior to an individual's first strike, have the student face the camera to "show" pinnie number.
- Inform the students that they will stand on the large X marked 15' from the net. They will use an alternating forehand and backhand strike and face the net after each shot is completed.
- The student assessed is thrown four underhand tosses alternating backhand and forehand sides. The ball must bounce once before the student strikes it. If the throw is ineffective, it should be repeated and the thrower should announce "throwing error" (to the camera) and repeat the throw. The toss should be approximately 3' in front and 3' to the side of the student. Placing two large taped X's on the floor will provide a target for the thrower. Rapid throws should be used by the skilled thrower, meaning that as soon as the shot is completed (i.e., passes the thrower, hits the net, is missed) the next throw is made.
- It is suggested that a high bouncing whiffle ball (e.g., pickle ball) or a high-density/high bounce foam ball be used.
- For assessment validity, the same type of ball is to be used for both the pre- and post-tests.

### Equipment/Facilities/Materials:

- Numbered pinnies (6-8 minimum)
- Tape measure and floor tape
- 8 high density/high bounce foam balls, pickle balls, or whiffle balls (all of same size).
- One paddle (solid wooden or plastic)
- Net (3' high and 20' wide)
- 6 to 9 medium to large cones

### Camera Location and Operation:

Position the camera at an angle where the student's entire body and the opposite court are clearly in view. Make sure the pinnie number is visible to the camera before the assessment begins. Stop the recording at the completion of each letter group and restart when the next group is ready.

**Note:** This assessment measure the number of shots returned over the net and in bounds rather than the quality of the movement. Both forehand and backhand skills should be mastered in previous grades. Therefore, critical elements will not be evaluated.

### SCORING

- 1 = Student hits 0 or 1 of 4 balls over the net.
- 2 = Student hits 2 of 4 balls over the net and 1 of 4 in the boundaries.
- 3 = Student hits 3 of 4 balls over the net and 2 of 4 in the boundaries.
- 4 = Student hits 4 of 4 balls over the net and 3 of 4 in the boundaries.
- 5 = Student hits 4 of 4 balls over the net and 4 of 4 in the boundaries.
- 6 = Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.
- 7 = Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.

## **EVIDENCE OF CRITICAL THINKING**

Teachers may submit evidence of critical thinking for students who exhibit level 3 growth or better. It is most appropriate to collect evidence of critical thinking at the end of the unit of instruction. The evidence should be in the students' handwriting. The options and criteria for Seventh/Eighth grade are:

### **Seventh/Eighth Grade Self-Critique**

Student is shown a recording of his/her own performance and provides a critique of his/her own performance that addresses all five criteria\* listed. This performance must exhibit flaws and should come from the pre-test (point A) assessment.

### **Seventh/Eighth Grade Critique**

The teacher generates a video of himself/herself performing a skill or activity. Student is shown that recording of the teacher's performance and provides a critique of the teacher's performance that addresses at least four of the five criteria\* listed. This performance must exhibit obvious flaws and the video must be uploaded along with other artifacts from the collection.

#### **\*Critique Criteria:**

- 1) Identifies the skills and strategies involved
- 2) Highlights positive aspects of the performance
- 3) Identifies errors in the performance
- 4) Provides corrective feedback
- 5) Uses content-specific vocabulary

### **Seventh/Eighth Grade Game Strategy**

Student is shown a recording of his/her own performance in a small group activity. The student is to develop a strategy based on his/her own performance that addresses all four criteria\*\* listed.

#### **\*\*Strategy Criteria**

- 1) Uses content specific vocabulary
- 2) Strategy references the student's skill level and physical attributes
- 3) Strategy references the opponent's skill level and physical attributes
- 4) Strategy references the use of space

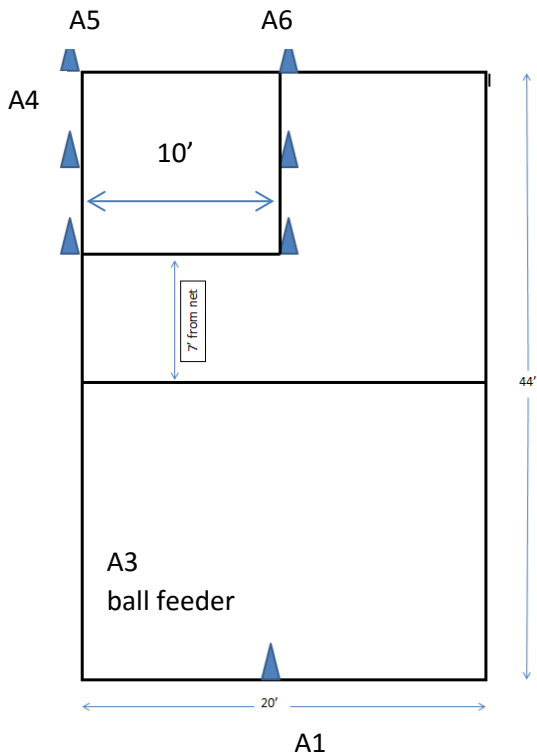
# Seventh/Eighth: Accuracy Serve (PERFORM: Applied Skill)

**Assessment Task:** Student makes four attempts to “legally” serve with accuracy.

- The assessment measures the student’s ability to execute a legal serve in volleyball, badminton or paddle/pickleball with force and accuracy.

## Set-up of the Assessment Task:

- A 44’ long X 20’ wide space is needed.
- Attach a net between two poles at a height of 3’ (paddle/pickleball); 5’ (badminton) and 7’ to 7’4” (volleyball).
- Mark the target serving area as 15’ long x 10’ wide court on the opposite side of the server. Begin the target area 7’ from the net. Cones are necessary to clearly mark the serving area for camera viewing.
- Using an existing line, tape or markers clearly denoting the back serving line (the line the student must stand behind to serve).



A1

A2

©

## Administration of the Assessment Task:

- Begin the assessment by having all students in the group line up in assessment order facing the camera. The teacher states the student’s group letter and number. The student then takes his or her place as shown for group “A” above. Prior to an individual’s first serve, have the student face the camera to “show” pinnie number.

- Instruct the students that they will have 4 attempts to serve the ball over the net and into the marked area. The student must be behind the service line and to the right of the center mark. The student must execute a *legal* serve which includes staying behind the line and using the following form: 1) for volleyball either an underhand, sidearm or overhead pattern; 2) for badminton, the birdie/shuttlecock must be contacted below the waist; and 3) for pickleball contact must be below the waist and the ball must be struck before it bounces.
- Use only the following choices of equipment:
  - For paddle/pickle ball: wooden or plastic paddles and pickleballs/high bounce whiffle balls or high-density/high bouncing foam balls.
  - For volleyball: volleyballs or volleyball trainers. Note: while a volleyball trainer is appropriate for volleyball skills, students are typically more successful serving a regulation volleyball due to the weight.
  - For badminton: a badminton racket and same size birdies.
- Use the same type of equipment on both the pre- and post-test.

**Equipment/Facilities/Materials: (based on activity choice)**

- Numbered pinnies (6-8 minimum)
- Tape measure and tape or markers; 12-14 medium to large size cones
- Poles/standards and nets (volleyball, badminton, or paddle/pickleball)
- Striking objects (regulation volleyball, volleyball trainer, high density/high bounce foam ball, pickleball/high bounce whiffle ball, birdies/shuttlecocks)
- Racket or paddle (badminton, paddle/pickleball)

**Camera Location and Operation:**

It is critical that the © camera is placed in position to view both the student assessed, the service line and the target. Stop the recording at the completion of each letter group and restart when the next group is ready.

**Note:** This assessment measures a student’s ability to use a legal serve with adequate force and accuracy. Fundamental serving skills should be mastered in grade six. Therefore, critical elements will not be evaluated.

**SCORING:**

- 1 = Student does not execute a legal serve on 3 or more of the 4 attempts.
- 2 = Student executes a legal serve on 3 or more attempts AND 2 of 4 are within the target zone.
- 3 = Student executes a legal serve on all 4 attempts AND 2 of 4 are within the target zone.
- 4 = Student executes a legal serve on all 4 attempts AND 3 of 4 are within the target zone.
- 5 = Student executes a legal serve on all 4 attempts AND 4 of 4 are within the target zone.
- 6 = Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.
- 7 = Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.

*\* A legal serve requires the student to stay behind the line and execute with the following form: 1) for volleyball either an underhand, sidearm or overhead pattern; 2) for badminton, the birdie/shuttlecock must be contacted below the waist; and 3) for paddle/pickleball contact must be below the waist and the ball must be struck before it bounces.*



## **EVIDENCE OF CRITICAL THINKING**

Teachers may submit evidence of critical thinking for students who exhibit level 3 growth or better. It is most appropriate to collect evidence of critical thinking at the end of the unit of instruction. The evidence should be in the students' handwriting. The options and criteria for Seventh/Eighth grade are:

### **Seventh/Eighth Grade Self-Critique**

Student is shown a recording of his/her own performance and provides a critique of his/her own performance that addresses all five criteria\* listed. This performance must exhibit flaws and should come from the pre-test (point A) assessment.

### **Seventh/Eighth Grade Critique**

The teacher generates a video of himself/herself performing a skill or activity. Student is shown that recording of the teacher's performance and provides a critique of the teacher's performance that addresses at least four of the five criteria\* listed. This performance must exhibit obvious flaws and the video must be uploaded along with other artifacts from the collection.

#### **\*Critique Criteria:**

- 1) Identifies the skills and strategies involved
- 2) Highlights positive aspects of the performance
- 3) Identifies errors in the performance
- 4) Provides corrective feedback
- 5) Uses content-specific vocabulary

### **Seventh/Eighth Grade Game Strategy**

Student is shown a recording of his/her own performance in a small group activity. The student is to develop a strategy based on his/her own performance that addresses all four criteria\*\* listed.

#### **\*\*Strategy Criteria**

- 1) Uses content specific vocabulary
- 2) Strategy references the student's skill level and physical attributes
- 3) Strategy references the opponent's skill level and physical attributes
- 4) Strategy references the use of space

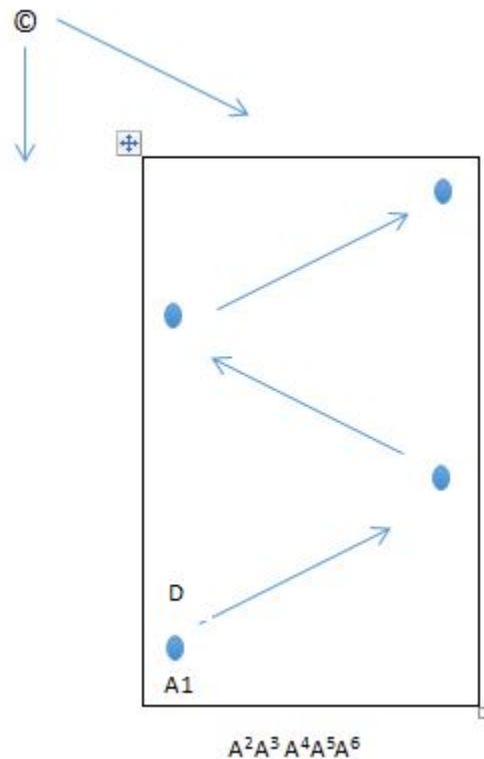
## Seventh/Eighth Grade: Advanced Dribbling Against a Passive Defensive Player (PERFORM: Applied Skill)

**Assessment Task:** *Student attempts to dribble at a jogging speed against a passive defender using both dominant and non-dominant sides, while keeping control of the object and changing directions.*

- This assessment measures the ability to dribble using both the dominant and non-dominant side (hand, foot, hockey stick) as directed by the course and defender while keeping control of the object and changing directions.

### Set-up of the Assessment Task:

- A 44' (length) x 20' (width) space is needed for testing.
- Four poly spots/markers are placed diagonally across the space allowing for 60° cuts.
- One student can be assessed at a time with five other students waiting in line (see diagram below). Two skilled students are selected to serve as alternating passive defensive players (D in diagram below).
- *If assessing soccer dribble, the assessment must be conducted outdoors using a grass area free from obstructions or debris.*



### Administration of the Assessment Task:

- Begin the assessment by having all students in the group line up in assessment order facing the camera. The teacher states the student's group letter and number. The student then takes his or her place as shown for group "A" above.

- The students will each have a properly inflated manipulative (i.e., Intermediate size basketball or soccer ball).
- On the signal go, the student dribbles at a jogging speed to the first marker, mirrored by a passive defender. (Suggestion: Use two skilled students who will alternate the passive defender role.) The student will continue dribbling to each successive marker along the determined route and finish with an optional shot on goal. **\*The shot will not be assessed.**
- The protocol is repeated for the next student until all are finished. Stop the recording at the completion of each letter group and restart when the next group is ready.

**Equipment/Facilities/Materials:**

- Numbered pinnies (6-8 minimum)
- Tape measure
- Age and size appropriate equipment (basketball, soccer ball, 8" rubber playground ball, hockey stick, puck, field hockey stick, field hockey ball) for each student. The same type of equipment should be used for each student for both the pre- and post-test.
- 4 Cones

**Camera Location and Operation:**

Position the camera to view the full body of the student, in the direction of travel and the entire testing area. Do a trial run on camera position before starting the assessment. Stop the recording at the completion of each letter group and restart when the next group is ready.

**Critical Elements:**

- 1) Crossover at each cone with continuous dribble
- 2) Uses body to shield the ball from defender
- 3) Lowers body during cuts
- 4) Head facing forward between cuts
- 5) Increases speed after cut

**SCORING**

- 1 = Student loses possession of the object before completing the course OR maintains possession and demonstrates 2 or less of the 5 critical elements.
- 2 = Student maintains possession AND demonstrates 3 of the 5 critical elements.
- 3 = Student maintains possession AND demonstrates 4 of the 5 critical elements.
- 4 = Student maintains possession AND demonstrates 5 of the 5 critical elements.
- 5 = Student maintains possession AND demonstrates 5 of the 5 critical elements AND includes at least two incidences of higher level dribbling techniques (i.e., reverse moves, spin moves, between the legs, behind the back). The same technique can be duplicated.
- 6 = Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.
- 7 = Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.

## **EVIDENCE OF CRITICAL THINKING**

Teachers may submit evidence of critical thinking for students who exhibit level 3 growth or better. It is most appropriate to collect evidence of critical thinking at the end of the unit of instruction. The evidence should be in the students' handwriting. The options and criteria for Seventh/Eighth grade are:

### **Seventh/Eighth Grade Self-Critique**

Student is shown a recording of his/her own performance and provides a critique of his/her own performance that addresses all five criteria\* listed. This performance must exhibit flaws and should come from the pre-test (point A) assessment.

### **Seventh/Eighth Grade Critique**

The teacher generates a video of himself/herself performing a skill or activity. Student is shown that recording of the teacher's performance and provides a critique of the teacher's performance that addresses at least four of the five criteria\* listed. This performance must exhibit obvious flaws and the video must be uploaded along with other artifacts from the collection.

#### **\*Critique Criteria:**

- 1) Identifies the skills and strategies involved
- 2) Highlights positive aspects of the performance
- 3) Identifies errors in the performance
- 4) Provides corrective feedback
- 5) Uses content-specific vocabulary

### **Seventh/Eighth Grade Game Strategy**

Student is shown a recording of his/her own performance in a small group activity. The student is to develop a strategy based on his/her own performance that addresses all four criteria\*\* listed.

#### **\*\*Strategy Criteria**

- 1) Uses content specific vocabulary
- 2) Strategy references the student's skill level and physical attributes
- 3) Strategy references the opponent's skill level and physical attributes
- 4) Strategy references the use of space

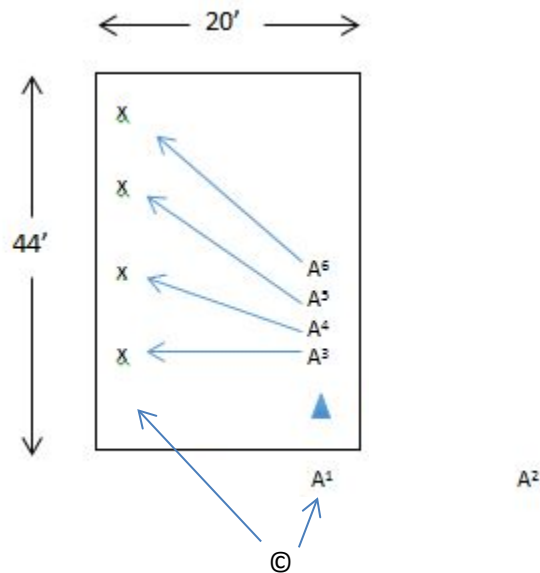
# Seventh/Eighth Grade: Passing (PERFORM: Applied Skill)

**Assessment Task:** Student will attempt to receive and quickly make lead passes to another student on the move (football, team handball, basketball, hockey, flying disc or soccer).

- This assessment measures the student's ability to transition from receiving to passing. It also assesses the ability to accurately pass to a moving receiver at various distances.

## Set-up of the Assessment Task:

- A 44' long x 20' wide area is needed.
- Poly spots or markers are placed 10 feet apart (with the first one placed 10 feet from the end line) depicting 4 receiving routes along the left sideline.
- One cone is placed 10 feet from the end line on the right sideline marking the start point for the receivers. The starting cone and the first route marker should be 20' apart.
- A line or poly spot/ marker for the person being assessed is behind the end line and aligned with the row of receivers. This line should be 10' from the cone and row of receivers.
- The diagram below shows assessment of one group (Group A, students 1-6). Receivers will line up in a stack formation in the right side of the rectangle with a ball (stick and puck if hockey) in his/her possession.
- *If using soccer pass, the assessment must be conducted outdoors on a grass area, free from obstructions or debris.*



## Administration of the Assessment Task:

- Begin the assessment by having all students in the group line up in assessment order facing the camera. The teacher states the student's group letter and number. The student then takes his or her place as shown for group "A" above. Prior to an individual's first pass, have the student face the camera to "show" pinnie number.
- Instruct the students that they will have four attempts to receive a pass and quickly make a pass to a moving receiver as the receiver approaches the route marker.
- The first student in line (A3) passes the ball/puck to the student being assessed (A1). If it is a poor pass, have him/her repeat the throw. After passing, A3 breaks for the first route marker to receive the pass returned by A1. After the reception or attempted reception, the receiver moves out of the testing area. This process is repeated until all 4 pass/reception attempts

are completed. After the first receiver passes the ball to the student being tested the next receiver should step up to the starting cone. The distance of the route increases with each pass. All students can serve as receivers as shown in the diagram. The teacher may choose to select four students from the class to serve in this role until it is their turn to be assessed. For left handed students, the layout of the testing area should be reversed. It is suggested that you place all left handed students in the same group for testing efficiency.

#### **Equipment/Facilities/Materials:**

- Numbered pinnies (6-8 minimum)
- A youth football, soccer ball (size 5), youth basketball, team handball, flying disc, or hockey sticks (both passer and receivers) and pucks. The same type of ball should be used for each student and for both the pre- and post-test if the same sport is assessed. A different sport from pre- to post-test is allowed.
- 4 Poly spots or floor markers and 1 cone
- Taped line or floor marker to denote where passer stands

#### **Camera Location and Operation:**

Camera is placed behind the student being assessed about 5' outside the 44'x 20' rectangle area. The camera will need to be able to capture the student assessed, the receiver, and route marker at all times. Make sure the pinnie number is visible to the camera before the assessment begins. Stop the recording at the completion of each letter group and restart when the next group is ready.

#### **Critical Elements:**

- 1) Receives initial throw and progresses into pass motion without obvious hesitation
- 2) Times the pass to be received on or within one step of the route marker
- 3) Places pass at or near chest height of receiver
- 4) Lead placement of pass allows the receiver to gain possession in stride or receive the ball/puck and move into a dribble

#### **SCORING**

- 1 = Student executes a receivable lead pass on one or less routes OR usually\* demonstrates 1 of the 4 critical elements.
- 2 = Student executes a receivable lead pass on 2 of the 4 routes AND usually\* demonstrates 2 of the 4 critical elements.
- 3 = Student executes a receivable lead pass on 3 of the 4 routes AND usually\* demonstrates 3 of the 4 critical elements.
- 4 = Student executes a receivable lead pass on 3 of the 4 routes AND usually\* demonstrates 4 of the 4 critical elements.
- 5 = Student executes a receivable lead pass on all 4 routes AND always demonstrates 4 of the 4 critical elements.
- 6 = Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.
- 7 = Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.

*\*Usually is defined as 3 of the 4 tries.*

## **EVIDENCE OF CRITICAL THINKING**

Teachers may submit evidence of critical thinking for students who exhibit level 3 growth or better. It is most appropriate to collect evidence of critical thinking at the end of the unit of instruction. The evidence should be in the students' handwriting. The options and criteria for Seventh/Eighth grade are:

### **Seventh/Eighth Grade Self-Critique**

Student is shown a recording of his/her own performance and provides a critique of his/her own performance that addresses all five criteria\* listed. This performance must exhibit flaws and should come from the pre-test (point A) assessment.

### **Seventh/Eighth Grade Critique**

The teacher generates a video of himself/herself performing a skill or activity. Student is shown that recording of the teacher's performance and provides a critique of the teacher's performance that addresses at least four of the five criteria\* listed. This performance must exhibit obvious flaws and the video must be uploaded along with other artifacts from the collection.

#### **\*Critique Criteria:**

- 1) Identifies the skills and strategies involved
- 2) Highlights positive aspects of the performance
- 3) Identifies errors in the performance
- 4) Provides corrective feedback
- 5) Uses content-specific vocabulary

### **Seventh/Eighth Grade Game Strategy**

Student is shown a recording of his/her own performance in a small group activity. The student is to develop a strategy based on his/her own performance that addresses all four criteria\*\* listed.

#### **\*\*Strategy Criteria**

- 1) Uses content specific vocabulary
- 2) Strategy references the student's skill level and physical attributes
- 3) Strategy references the opponent's skill level and physical attributes
- 4) Strategy references the use of space

# Appendix A

## Physical Education Planning Guide

	Domain	Grade Level	Skill Assessed	Date of Pre	Date of Post
<b>Evidence Collection 1</b>	Perform	<u><b>Circle One</b></u> Sixth Seventh/Eighth			
<b>Evidence Collection 2</b>	Perform	<u><b>Circle One</b></u> Sixth Seventh/Eighth			
<b>Evidence Collection 3</b>	Perform	<u><b>Circle One</b></u> Sixth Seventh/Eighth			
<b>Evidence Collection 4</b>	Perform	<u><b>Circle One</b></u> Sixth Seventh/Eighth			



# Appendix B

## Sample Score Sheet: Sixth Grade Backhand Striking

Pre-Test								Post-Test							
Student Name	Group	Number	3 or more hits go over the net using a backhand stroke	Ball is contacted at or just below waist level on the backhand side	Steps into the swing OR shifts weight from back foot to dominant foot	Student maintains closed position (side to target) throughout stroke	Follow through at or beyond shoulder height	Overall	3 or more hits go over the net using a backhand stroke	Ball is contacted at or just below waist level on the backhand side	Steps into the swing OR shifts weight from back foot to dominant foot	Student maintains closed position (side to target) throughout stroke	Follow through at or beyond shoulder height	Overall	Growth

<b>1:</b> 2 or fewer hits over the net OR usually* demonstrates 1 of the 4 critical elements.	<b>2:</b> 3 or 4 hits over the net AND usually* demonstrates 2 of the 4 critical elements.	<b>3:</b> <u>3 or 4</u> hits over the net AND usually* demonstrates 3 of the 4 critical elements.	<b>4:</b> <u>3 or 4</u> hits over the net AND usually* demonstrates ALL 4 critical elements.	<b>5:</b> <u>ALL 4</u> hits over the net AND always demonstrates <u>ALL 4</u> critical elements.	<b>6.</b> Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.	<b>7.</b> Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.
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\*Usually is defined as 3 of the 4 tries.

**Sample Score Sheet: Eighth Grade Passing**

Student Name	Pre-Test							Post-Test							
	Group	Number	# of receivable passes	Receives initial throw and progresses into pass motion without obvious hesitation	Times the pass to be received on or within one step of the route marker	Places pass at or near chest height of receiver	Lead placement of pass allows the receiver to gain possession in stride or receive the ball/puck and move into a dribble	Overall	# of receivable passes	Receives initial throw and progresses into pass motion without obvious hesitation	Times the pass to be received on or within one step of the route marker	Places pass at or near chest height of receiver	Lead placement of pass allows the receiver to gain possession in stride or receive the ball/puck and move into a dribble	Overall	Growth

<b>1:</b> <u>1 or fewer</u> passes are receivable OR usually* demonstrates <u>1 of the 4</u> critical elements	<b>2:</b> <u>2 of the 4</u> passes are receivable AND usually* demonstrates <u>2 of the 4</u> critical elements	<b>3:</b> <u>3 or 4</u> passes are receivable AND usually* demonstrates <u>3 of the 4</u> critical elements	<b>4:</b> <u>3 or 4</u> passes are receivable AND usually* demonstrates <u>ALL 4</u> critical elements	<b>5:</b> <u>ALL 4</u> passes are receivable AND always demonstrates <u>ALL 4</u> critical elements	<b>6.</b> Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.	<b>7.</b> Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.
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\*Usually is defined as 3 of the 4 tries.

# Appendix C

## Physical Education Scoring Guide: Sixth Grade

<b>A. Backhand Striking</b>						
<i>Student performs four backhand strokes from 15 feet.</i>						
1	2	3	4	5	6	7
<p><u>2 or fewer</u> balls are hit over the net</p> <p><b>OR</b></p> <p>1 of the 4 critical elements are usually* demonstrated.</p>	<p><u>3 or 4</u> balls are hit over the net</p> <p><b>AND</b></p> <p>2 of the 4 critical elements are usually* demonstrated.</p>	<p><u>3 or 4</u> balls are hit over the net</p> <p><b>AND</b></p> <p>3 of the 4 critical elements are usually* demonstrated.</p>	<p><u>3 or 4</u> balls are hit over the net</p> <p><b>AND</b></p> <p>All four critical elements are usually* demonstrated.</p>	<p><u>All four</u> strikes go over the net</p> <p><b>AND</b></p> <p><u>All four</u> attempts demonstrated <u>all four</u> critical elements.</p>	<p>Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.</p>	<p>Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.</p>
<p><b>Critical Elements</b></p> <p>1) Ball is contacted at or just below waist level on the backhand side (non-dominant)</p> <p>2) Steps into the swing OR shifts weight from back foot to dominant foot</p> <p>3) Student maintains closed position (side to target) throughout stroke</p> <p>4) Follow through at or beyond shoulder height</p>						
<b>B. Underhand Serve</b>						
<i>Student performs one underhand serve.</i>						
1	2	3	4	5	6	7
<p>Student does not underhand serve or demonstrates 1 or less of the critical elements.</p>	<p>Student demonstrates 2 of the 5 critical elements.</p>	<p>Student demonstrates 3 of the 5 critical elements.</p>	<p>Student demonstrates 4 of the 5 critical elements.</p>	<p>Student demonstrates ALL five critical elements.</p>	<p>Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.</p>	<p>Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.</p>
<p><b>Critical Elements</b></p> <p>1) Preparation (Shoulders square, striking object across body and aligned with dominate foot)</p> <p>2) Coordinated serving motion: back and forward hand/racket swing where opposite foot step occurs <i>simultaneous</i> to the forward swing motion or student starts with opposite foot forward and demonstrates an obvious weight transfer/extended step forward</p> <p>3) Contact flat service of the striking object or hand (base of palm)</p> <p>4) Contact with object is made below chest height</p> <p>5) Follow through at or near shoulder height</p>						

\*Usually is defined as 3 of the 4 tries.

### C. Advanced Dribbling

*Student demonstrates advanced dribbling techniques on a course.*

1	2	3	4	5	6	7
Student loses possession of the ball/puck before completing the course OR maintains possession AND demonstrates 1 or fewer of the critical elements.	Student maintains possession AND demonstrates 2 of the 4 critical elements.	Student maintains possession AND demonstrates 3 of the 4 critical elements.	Student maintains possession AND demonstrates 4 of the 4 critical elements.	Student maintains possession AND demonstrates 4 of the 4 critical elements AND keeps the ball/puck on the outside of the cone (body between ball/puck and cone).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.

#### Critical Elements

- 1) Demonstrates obvious contrast in speeds (Jog & Sprint)
- 2) Relationship of body and object (basketball is at or below chest level; hockey ball/puck or soccer ball is in front and leads stick or body by at least one step).
- 3) Head facing forward most of the time (only occasional glances at ball/puck)
- 4) Body is lowered during cuts around markers

### D. Catching on the Move

*Student, while on the move, attempts to catch four well-thrown balls.*

1	2	3	4	5	6	7
Student catches 2 or fewer balls OR usually* demonstrates fewer than two critical elements.	Student catches 3 or 4 balls AND usually* demonstrates 2 of the 4 critical elements.	Student catches 3 or 4 balls AND usually* demonstrates 3 of the 4 critical elements.	Student catches 3 or 4 balls AND usually* demonstrates 4 of the 4 critical elements.	Student catches all 4 balls AND always demonstrates 4 of the 4 critical elements.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.

#### \*Critical Elements

- 1) Student shows target of "lead hand" while moving
- 2) Extend arms/hands out to ball
- 3) Catch with hands only
- 4) Student catches in stride (takes one or more steps after catch)

*\*Usually is defined as 3 of the 4 tries.*

# Physical Education Scoring Guide: Seventh & Eighth Grade

<b>E. Forehand and Backhand Striking</b>						
<i>Alternating between a forehand and backhand striking pattern, the student uses a paddle to strike a ball for four hits.</i>						
1	2	3	4	5	6	7
Student hits 0 or 1 balls over the net.	Student hits 2 of 4 balls over the net AND 1 of 4 in the boundaries.	Student hits 3 of 4 balls over the net AND 2 of 4 in the boundaries.	Student hits 4 of 4 balls over the net AND 3 of 4 in the boundaries.	Student hits 4 of 4 balls over the net AND 4 of 4 in the boundaries.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.
<b>F. Underhand Serve for Accuracy</b>						
<i>Student makes four attempts to "legally" serve with accuracy.</i>						
1	2	3	4	5	6	7
Student executes a legal serve on fewer than 3 attempts.	Student executes a legal serve on 3 or more attempts AND 2 of 4 are within the target zone.	Student hits 3 of 4 balls over the net AND 2 of 4 in the boundaries.	Student hits 4 of 4 balls over the net AND 3 of 4 in the boundaries.	Student hits 4 of 4 balls over the net AND 4 of 4 in the boundaries.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.
<b>G. Advanced Dribbling Against a Passive Defender</b>						
<i>Student attempts to dribble at a jogging speed against a passive defender using both dominant and non-dominant sides, while keeping control of the object and changing directions.</i>						
1	2	3	4	5	6	7
Student loses possession of the object before completing the course OR maintains possession and demonstrates 2 or fewer of the critical elements.	Student maintains possession AND demonstrates 3 of the 5 critical elements.	Student maintains possession AND demonstrates 4 of the 5 critical elements.	Student maintains possession AND demonstrates 5 of the 5 critical elements.	Student maintains possession AND demonstrates 5 of the 5 critical elements AND includes at least two incidences of higher level dribbling techniques (i.e., reverse moves, spin moves, between the legs, behind the back). The same technique can be duplicated.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.

**Critical Elements**

- 1) Crossover at each cone with continuous dribble
- 2) Uses body to shield the ball from defender
- 3) Lowers body during cuts
- 4) Head facing forward between cuts
- 5) Increases speed after cut

**H. Passing**

*Student will attempt to receive and quickly make lead passes to other students on the move.*

1	2	3	4	5	6	7
Student executes a receivable lead pass on 1 or fewer of 4 routes AND usually* demonstrates 1 of the 4 critical elements.	Student executes a receivable lead pass on 2 of 4 routes AND usually* demonstrates 2 of the 4 critical elements.	Student executes a receivable lead pass on 3 of 4 routes AND usually* demonstrates 3 of the 4 critical elements.	Student executes a receivable lead pass on 3 of 4 routes AND usually* demonstrates 4 of the 4 critical elements.	Student executes a receivable lead pass on 4 of 4 routes AND always demonstrates 4 of the 4 critical elements.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade or course level expectation.

**Critical Elements**

- 1) Receives initial throw and progresses into pass motion without obvious hesitation
- 2) Times the pass to be received on or within one step of the route marker
- 3) Places pass at or near chest height of receiver
- 4) Lead placement of pass allows the receiver to gain possession in stride or receive the ball/puck and move into a dribble

*\*Usually is defined as 3 of the 4 tries.*