



**TEAM**  
**Student Growth Portfolio**  
**Rubric**  
**Third – Fifth Grade**  
**Physical Education**

**Physical Education Elementary 3-5 (Perform)**

The recommended method of viewing scoring rubrics is within the TEAM Portfolio online system.

**\*\*Levels 6 and 7 should only be used for student work that is rated at an advanced level at point A as developmentally appropriate.**

**A. Overhand Throw**

*Student faces the direction of throw, tosses a ball above their head, and catches it. Following the catch, the student moves right into an overhead throw for distance without pause. One attempt is all that is required. A teacher may request a second attempt. If used, the second attempt is scored.*

Critical Elements:

Overhand:

- 1) Hip and spine rotate as throwing action is executed (front of body faces camera) resulting in side to target
- 2) Arm back and extended with elbow at shoulder height or slightly below
- 3) Steps with opposition as throwing arm moves forward
- 4) Elbow leads forward progression of throw
- 5) Follows through toward and across body

1	2	3	4	5	6**	7**
Student does not use an overhand throw pattern (for distance or force).	Student catches a self-tossed ball and uses an overhand throw pattern (for distance or force).  AND  Demonstrates one or two of the five critical elements* of a mature pattern.	Student catches a self-tossed ball and uses an overhand throw pattern (for distance or force).  AND  Demonstrates three of the five critical elements* of a mature pattern.	Student catches a self-tossed ball and uses an overhand throw pattern (for distance or force).  AND  Demonstrates four of the five critical elements* of a mature pattern.	Student catches a self-tossed ball and uses an overhand throw pattern (for distance or force).  AND  Demonstrates all five of the critical elements* of a mature pattern.	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.

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**B. Overhand Volley**

*Student uses a two-handed overhead volley to strike/volley the ball over the net and to the target thrower in four attempts. The attempts begin from a toss made from a skilled thrower on the opposite side of the net.*

Critical Elements:

Overhead Volley:

- 1) Body aligned and positioned under the ball
- 2) Knees and elbows bent in preparation for the volley
- 3) Hands rounded; thumbs and pointer finger make triangle (without touching)
- 4) Ball contacts only the finger pads
- 5) Extends arms upward on contact, follow through up and toward target resulting in an upward arc pathway over the net/rope

1	2	3	4	5	6**	7**
<p>Student does not use the two-hand overhead pattern on at least three of the four attempts.</p> <p>OR</p> <p>Three or four of the four strikes/volleys do not cross the net.</p> <p>OR</p> <p>Three or four of the four strikes/volleys are not within one step of the thrower.</p>	<p>The two-hand overhead pattern is used to strike/volley the ball, and at least three attempts cross the net/rope and are within one step of the target.</p> <p>AND</p> <p>Demonstrates one or two of the five critical elements* of a mature pattern on three of the four attempts.</p>	<p>The two-hand overhead pattern is used to strike/volley the ball, and at least three attempts cross the net/rope and are within one step of the target.</p> <p>AND</p> <p>Demonstrates three or four of the five critical elements* of a mature pattern on three of the four attempts.</p>	<p>The two-hand overhead pattern is used to strike/volley the ball, and all four attempts cross the net/rope and are within one step of the target.</p> <p>AND</p> <p>Demonstrates all five critical elements* of a mature pattern on three of the four attempts.</p>	<p>Student catches a self-tossed ball and uses an overhand throw pattern (for distance or force).</p> <p>AND</p> <p>Demonstrates all five of the critical elements* of a mature pattern.</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>

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**C. Forehand Striking**

*Using a forehand striking pattern, the student uses a paddle or appropriately sized tennis racket to strike a hand-sized ball against a wall for four consecutive hits.*

**Critical Elements**

- 1) Racket back and side to target in preparation for striking
- 2) Ball is contacted at or just below waist level
- 3) Maintains adequate swing distance between body and ball (elbow away from body)
- 4) Steps into the swing OR shifts weight onto opposite foot
- 5) Swings low to high

1	2	3	4	5	6**	7**
<p>Student is unable to rally for four consecutive hits.</p> <p>OR</p> <p>Does not use the forehand striking pattern on three or more of the attempts.</p>	<p>Student is able to use a forehand stroke and rally for four consecutive hits.</p> <p>AND</p> <p>Demonstrates one or two of the five critical elements* of a mature pattern on three of the four attempts.</p>	<p>Student is able to use a forehand stroke and rally for four consecutive hits.</p> <p>AND</p> <p>Demonstrates three or four of the five critical elements* of a mature pattern on three of the four attempts.</p>	<p>Student is able to use a forehand stroke and rally for four consecutive hits.</p> <p>AND</p> <p>Demonstrates all five critical elements* of a mature pattern on three of the four attempts.</p>	<p>Student is able to use a forehand stroke and rally for four consecutive hits.</p> <p>AND</p> <p>Demonstrates all five critical elements* of a mature pattern on all four attempts.</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>

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**D. Invasion Game Task**

*Student demonstrates basic offensive skills (sending and receiving) with a partner against a passive defender (2 vs. 1). Assessment includes four attempts.*

Critical Elements:

- 1) Sends a receivable pass
- 2) Leads the receiver
- 3) Moves to successfully create an open space for receiving the pass
- 4) Maintains adequate spacing in relation to teammate
- 5) Receives the pass and maintains control of the object and body

1	2	3	4	5	6**	7**
Student remains stationary during three or four of the four receiving attempts.	Demonstrates one or two of the five critical elements* on three of the four passing and receiving attempts.	Demonstrates three or four of the five critical elements* on three of the four passing and receiving attempts.	Demonstrates all five critical elements* on three of the four passing and receiving attempts.	Demonstrates all five critical elements* on all four passing and receiving attempts.	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.

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**E. Gymnastics Routine**

*Student performs a teacher or student created educational gymnastics floor routine one time.*

Critical Elements:

- 1) Includes a total of 4 different balances inclusive of a beginning and ending balance
- 2) All balances must demonstrate stillness for 3 seconds
- 3) All balances must be on a different base of support
- 4) Includes two different weight transfer skills

1	2	3	4	5	6**	7**
Zero or one of the five criteria are met.	Two of the five criteria are met.	Three of the five criteria are met.	Four of the five criteria are met.	All five of the five criteria are met.	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.