



**TEAM**  
**Student Growth Portfolio**  
**Rubric**  
**Sixth – Eighth Grade**  
**Physical Education**

**Physical Education 6-8 (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. Backhand Striking**

*Student performs four backhand strokes from 15 feet.*

Critical Elements:

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

1	2	3	4	5	6**	7**
<p><u>Two or fewer</u> balls are hit over the net.</p> <p><b>OR</b></p> <p>One of the four critical elements are usually* demonstrated.</p>	<p><u>Three or four</u> balls are hit over the net.</p> <p><b>AND</b></p> <p>Two of the four critical elements are usually* demonstrated.</p>	<p><u>Three or four</u> balls are hit over the net.</p> <p><b>AND</b></p> <p>Three of the four critical elements are usually* demonstrated.</p>	<p><u>Three or four</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>

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**B. Underhand Serve**

*Student performs one underhand serve.*

Critical Elements:

- 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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6**</b>	<b>7**</b>
Student does not underhand serve or demonstrates one or fewer of the 5 critical elements.	Student demonstrates two of the five critical elements.	Student demonstrates three of the five critical element.	Student demonstrates four of the five critical elements.	Student demonstrates ALL five 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.

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**C. Advanced Dribbling**

*Student demonstrates advanced dribbling techniques on a course.*

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

1	2	3	4	5	6**	7**
<p>Student loses possession of the ball/puck before completing the course.</p> <p><b>OR</b></p> <p>Maintains possession.</p> <p><b>AND</b></p> <p>Demonstrates one or fewer of the critical elements.</p>	<p>Student maintains possession.</p> <p><b>AND</b></p> <p>Demonstrates two of the four critical elements.</p>	<p>Student maintains possession.</p> <p><b>AND</b></p> <p>Demonstrates three of the four critical elements.</p>	<p>Student maintains possession.</p> <p><b>AND</b></p> <p>Demonstrates four of the four critical elements.</p>	<p>Student maintains possession.</p> <p><b>AND</b></p> <p>Demonstrates four of the four critical elements.</p> <p><b>AND</b></p> <p>Keeps the ball/puck on the outside of the cone (body between ball/puck and cone).</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. Catching on the Move**

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

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.

1	2	3	4	5	6**	7**
Student catches two or fewer balls.  <b>OR</b>  Usually* demonstrates fewer than two critical elements.	Student catches three or four balls.  <b>AND</b>  Usually* demonstrates two of the four critical elements.	Student catches three or four balls.  <b>AND</b>  Usually* demonstrates three of the four critical elements.	Student catches three or four balls.  <b>AND</b>  Usually* demonstrates four of the four critical elements.	Student catches all four balls.  <b>AND</b>  Always demonstrates four of the four 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.

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**E. Forehand and Backhand Striking**

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

1	2	3	4	5	6**	7**
Student hits zero or one balls over the net.	Student hits two of four balls over the net.  <b>AND</b>  One in four in the boundaries.	Student hits three of four balls over the net.  <b>AND</b>  Two of four in the boundaries.	Student hits four of four balls over the net.  <b>AND</b>  Three of four in the boundaries.	Student hits four of four balls over the net.  <b>AND</b>  Four of four 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.

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**F. Underhand Serve for Accuracy**

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6**</b>	<b>7**</b>
Student executes a legal serve on fewer than three attempts.	Student executes a legal serve on three or more attempts.  AND  Two of four are within the target zone.	Student executes a legal serve with three or more balls over the net.  AND  Three of four are within the target zone.	Student executes a legal serve with four of four balls over the net.  AND  Three of four are within the target zone.	Student executes a legal serve with four of four balls over the net.  AND  Four of four are within the target zone.	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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**G. Advanced Dribbling Against a Passive Defender**

*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.*

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

1	2	3	4	5	6**	7**
<p>Student loses possession of the object before completing the course.</p> <p><b>OR</b></p> <p>Maintains possession and demonstrates two or fewer of the critical elements.</p>	<p>Student maintains possession.</p> <p><b>AND</b></p> <p>Demonstrates three of the five critical elements.</p>	<p>Student maintains possession.</p> <p><b>AND</b></p> <p>Demonstrates four of the five critical elements.</p>	<p>Student maintains possession.</p> <p><b>AND</b></p> <p>Demonstrates five of the five critical elements.</p>	<p>Student maintains possession.</p> <p><b>AND</b></p> <p>Demonstrates five of the five critical elements.</p> <p><b>AND</b></p> <p>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.</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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**H. Passing**

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

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.*

1	2	3	4	5	6**	7**
Student executes a receivable lead pass on one or fewer of four routes.  <b>AND</b>  Usually* demonstrates one of the four critical elements.	Student executes a receivable lead pass on two of four routes.  <b>AND</b>  Usually* demonstrates two of the four critical elements.	Student executes a receivable lead pass on three of four routes.  <b>AND</b>  Usually* demonstrates three of the four critical elements.	Student executes a receivable lead pass on three of four routes.  <b>AND</b>  Usually* demonstrates four of the four critical elements.	Student executes a receivable lead pass on four of four routes.  <b>AND</b>  Always demonstrates four of the four 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.