



Physical Education Second and Fifth Grade Student Growth Portfolio Model

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Introduction

The Physical Education (P.E.) student growth portfolio model was designed through a collaborative partnership of teachers, district leaders, retired teachers, and university employees in 2013 and implemented in 2014. To align to the [Revised November 2023 TN Physical Education Standards \(K-5\)](#), several updates have been made to the Physical Education Portfolio Model.

Beginning with the 2024-25 school year, districts implementing the PE portfolio will see:

- a clear alignment between grade-level standards and student expectations.
- a streamlined approach to standards selection focused on skills-based mastery.
- an updated format to help teachers and peer reviewers clearly align student work to performance levels.

Standards drive the P.E. TEAM student growth portfolio. As teachers, leaders, instructional coaches, principals, and district personnel explore and implement the contents of this resource guide, it is recommended that they do so within a professional learning community (PLC) or other collaborative group that focuses on long-term and short-term planning, ongoing formative assessment, standards-based instruction, differentiated and targeted instructional practices, and student work. The art of analyzing student work when grounded in collaborative thinking, self-reflection, and differentiated instruction can have a profound impact on student growth. Teachers should consider which standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Portfolio Collection

A complete P.E. portfolio contains four perform collections. Each collection must contain evidence from two points in time from a purposeful sampling of student work. **ALL** students should be assessed at point A (before instruction) and point B (after instruction) on selected skills. Teachers choose a purposeful sampling of students to represent their class. Sampling within each perform collection should include **two emerging**, **two proficient**, and **two advanced** student evidence samples. The following rubrics are created to assess second and fifth grade standards. It is highly recommended to choose two second grade collections and two fifth grade collections. However, if a teacher only has one of the two grades, then all four collections will be from the same grade.

Individual districts may have additional guidelines or set expectations for the number of grade levels represented in a P.E. portfolio. Teachers should reach out to the district portfolio lead for additional guidance.

Perform

The rubrics in this resource guide are designed specifically for grades two and five and may be developmentally and instructionally inappropriate for other grades. If a teacher only teaches one of the available portfolio grades, they will be required to submit four evidence collections for that one grade. An educator is allowed to choose any mixture of 2nd, 5th, 6th, and 7/8th collections depending on the grades they teach, to complete four collections of their portfolio. Please refer to the 6th and 7th/8th guidebook for those collections. If a teacher does not teach any of the available portfolio grades (2nd, 5th, 6th or 7/8th), the teacher is exempt from implementing the PE portfolio and will be a non-tested educator.

Best practice:

- If you teach grades K-5 – submit two 2nd grade collections (at least one collection should assess the standard **MS.1.2**) and two 5th grade collections (at least one collection should assess the standard **MS.10.5**).
- If you teach 6-8- submit two 6th grade collections and two 7th/8th grade collections.
- If you teach K-8 submit one 2nd grade collection (it should assess the standard **MS.1.2**), one 5th grade collection (it should assess the standard **MS.10.5**), one 6th grade collection and one 7th/8th grade collection.

Second grade collections will be from Motor Skills standards.

- Locomotor
- Nonlocomotor or educational gymnastics
- Manipulative Skills

Fifth grade collections will be from Motor Skills standards.

- Nonlocomotor or educational gymnastics
- Manipulative Skills

Teachers may choose to submit student work artifacts for any of the standards listed below.

Grade 2: Perform Collection Options

Component	Subcomponent	Standards
<p>Motor Skills</p>	<p>Locomotor</p>	<p>A. MS.1.2 Skips using a mature pattern.</p>
	<p>Nonlocomotor or educational gymnastics</p>	<p>B. MS.6.2 Maintains stillness on various bases of support at different levels.</p>
	<p>Manipulative Skills</p>	<p>C. MS.9.2a Throws underhand with a mature pattern. D. MS.11.2 Catches underhand (at or below the chest) using a mature pattern (from partner). E. MS. 13.2a Dribbles in self-space using a mature pattern. F. MS.15.2 Kicks a ball with a running approach using a mature pattern. G. MS.20.2a Continuously jumps a self-turned rope with a mature pattern and MS.20.2b Performs basic jump rope skills.</p>

Grade 5: Perform Collection Options

Component	Subcomponent	Standards
<p>Motor Skills</p>	<p>Manipulative Skills</p>	<p>A. MS.10.5 Throws overhand using a mature pattern. B. MS.12.5 Passing and receiving with a partner while on the move. C. MS.17.5 Overhead volleys a ball using a mature pattern. D. MS.18.5 Consecutively strikes a ball with a short-handled implement against a wall using a mature forehand pattern.</p>
	<p>Nonlocomotor or educational gymnastics</p>	<p>E. MS.8.5 Combines traveling, balance, weight transfers/rolls, and movement concepts to create and perform an individual or partner educational gymnastics sequence.</p>

Portfolio Scoring Rubrics

Scoring rubrics are a critical part of planning for and measuring student learning. Teachers use the rubrics:

- to understand the types of performance documented through student work at varying levels,
- to categorize student work into performance levels, and
- to gain valuable feedback on student progress to guide instructional planning.

Scoring rubrics are used to identify the performance level of student work artifacts at point A and point B.

Rubrics used to score student work artifacts contain seven performance levels:

- Levels **1 and 2** indicate the student's work is **well below to below** grade-level expectations.
- Level **3** describes student work that is **beginning to meet** the grade-level expectations.
- Level **4** describes student work that **consistently meets** grade-level expectations.
- Level **5** indicates the student's work shows **some progress above** grade-level expectations.
- Performance levels **6 and 7** indicate student work shows **consistent performance above** grade-level expectations. These levels are included to allow for students who enter the grade at or above grade-level expectations to demonstrate growth over time.
 - **It is not an expectation that students reach performance levels 6 or 7 because these levels surpass appropriate developmental expectations.** As such, these columns are shaded gray to indicate they should only be used in unique situations.

Performance Level 1

Level 1 represents student work that does not demonstrate any competencies of the standard. Incorporating this level allows the portfolio growth scores to reflect student growth more accurately. Students who progress from level 1 (well below expectations) to level 3 (beginning to meet expectations) have shown tremendous growth, and this methodology captures that growth.

Performance Levels 6 and 7

Performance levels 6 and 7 are utilized for student work that is at or above expectations for point A throughout the work sample. These two performance levels should be utilized only for students that enter the school year consistently above the end of year grade-level expectations and, through the course of the year, continue to achieve above grade-level expectations. Students will rarely perform consistently at these levels.

It is not an expectation that students reach performance levels 6 or 7 because these levels surpass appropriate developmental expectations.

General Assessment Protocols

Teachers must follow all assessment protocols. While modifications in instruction are critical to student success, modifications in assessment protocol will create invalid data. Teachers must follow **ALL** protocols exactly as written. Standard specific assessment protocols can be found in the [P.E. Student Growth Portfolio Model Assessment and Scoring Guidance Documents for teachers](#).

Prior to Assessment

- Organize each class used for assessment into four perform assessment groups and label each as group A, B, C, or D.
- The assessment score sheets should be completed with student name, letter group, and pinnie (jersey) number. This is for teacher records only. No student names will be reported.
- The same groups should be used for both point A (pre-test) to point B (post-test). The only exception is if a student is absent, moved, or a new student is added to a class after point A.

Teach Before, Direct During, and Evaluate After

- Prior to the point A assessment, teachers should instruct the students only on how the **assessment** is conducted. A practice round may be conducted to check students' understanding of protocols.
- After the point A assessment and before the point B assessment, teachers should teach the curriculum, assuring they are teaching the assessed content. Whenever possible, practice tasks should be similar to the assessment protocol.
- Prior to the point B assessment, teachers should review and practice the assessment protocols. The teacher may inform students of their pre-assessment scores as a means to motivate improvement.
- On the day of the point B assessment, the teacher takes on the role of director of the assessment. **No skill/performance instruction or hints are allowed.** Once the assessment 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.

Recording student assessments:

Quality recording is **critical** for the 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 with large white numbers (**8–10 inches high and 1½ to 2 inches wide**) placed on both the front and back of the pinnie. If possible, use dark colored pinnies (e.g., black, navy blue, kelly green). This will allow the light numbers to show up better on the camera.
 - Locate enough different numbered pinnies for each student in the assessment group (4–8 depending on class size).
- **Identification of students:**
 - Student names must 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 (e.g., 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 Groups 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 assessment 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 rubric as soon as possible following the pre-assessment. 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 so that teachers are effectively able to differentiate for all students.

Second Grade: Perform Collection Rubrics

Component 1: Motor Skills (MS)

Subcomponent: Locomotor

Standard: MS.1 Hop (one foot), gallop, slide, skip
MS.1.2 Skips using a mature pattern.

For Levels 1 and 2 the teacher assesses the student's ability to hop, gallop, and slide using a mature pattern. This is aligned to the first grade standard MS.1.1.

For Levels 3-5 the teacher assesses the student's ability to skip using a mature pattern. This is aligned to the second grade standard MS.1.2.

Critical Elements for a Mature Pattern:

Hop: 1) Travels in a forward direction 2) Takes off on one foot and land on the same foot 3) Knee of non-landing leg is bent 4) Momentarily airborne

Gallop: 1) Travels in a forward direction with smooth, rhythmical action on the balls of the feet 2) Demonstrates lead leg step-close action without crossover 3) Hips (torso) facing forward in direction of travel 4) Momentarily airborne (no foot drag)

Slide: 1) Travels in a sideways direction with a smooth, rhythmical action on the balls of the feet
2) Demonstrates lead leg step-close action without crossover 3) Hips (torso) facing forward while side clearly faces direction of travel 4) Momentarily airborne (no foot drag)

Skip: 1) Travels in a forward direction with a smooth, rhythmical action 2) Step taken followed by a short hop with a knee lift 3) Alternates feet 4) Momentarily airborne

For Level 6 the teacher assesses the student's ability to combine at least two locomotor skills with a smooth transition. This is aligned to the third grade standard MS.1.3.

For Level 7 the teacher assesses the student's ability to use various locomotor skills in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences. This is aligned to the fourth grade standard MS.1.4.

1	2	3	4	5	6	7
The student demonstrates a mature pattern of one or fewer skills (hop, gallop, or slide) for 10 of the 15 seconds.	The student demonstrates a mature pattern of two skills (hop, gallop, and/or slide) for 10 of the 15 seconds.	The student demonstrates a mature pattern of three skills (hop, gallop, and slide) for 10 of the 15 seconds.	The student demonstrates a mature pattern when skipping in addition to hop, gallop, and side for 10 of the 15 seconds.	The student demonstrates a mature pattern for all four skills for 15 seconds with fluid motion (graceful and flowing).	The student is able to transition from hop to skip to gallop, and to slide without stopping . The sequence should last about 40 seconds with smooth transitions between skills.	The student is able to successfully complete one of the following skills: 1.) hop and skip backwards (15 seconds). 2.) to gallop and slide changing lead foot without stopping; or 3.) perform locomotor patterns to the beat of music.

Subcomponent: Nonlocomotor or Educational Gymnastics

Standard: MS.6 Balance

MS.6.2 Maintains stillness on various bases of support at different levels.

For Levels 1 and 2 the teacher assesses the student's ability to maintain stillness on various bases of support using different body shapes. This is aligned to the first grade standard MS.6.1.

For Levels 3-5 the teacher assesses the student's ability to maintain stillness on various bases of support at different levels. This is aligned to the second grade standard MS.6.2.

Criteria for Balances:

1. Each balance is on a different base of support (e.g., 1 hand, 2 feet; 1 foot; 2 hands, 2 feet; 2 hands, head, and one foot)
2. There is at least one change of level (medium and low)
3. Stillness: balance is held completely still for at least three consecutive seconds

For Level 6 the teacher assesses the student's ability to maintain stillness on various bases of support demonstrating muscular tension and extensions of free body parts. This is aligned to the third grade standard MS.6.3.

For Level 7 the teacher assesses the student's ability to balance with a partner demonstrating counterbalance, muscular tension, and extension of free body parts. This is aligned to the fourth grade standard MS.6.4.

1	2	3	4	5	6	7
The student is not able to perform any of the four different balances on four different bases of support.	The student is able to balance on all four bases of support at the same level (either medium or low) OR the student is able to hold the balance completely still for at least three consecutive seconds for only one of the bases of support.	The student is able to balance on all four bases of support with at least one change of level (medium and low) AND the student is able to hold the balance completely still for at least three consecutive seconds for two of the bases of support.	The student is able to balance on all four bases of support with at least one change of level (medium and low) AND the student is able to hold the balance completely still for at least three consecutive seconds for three of the bases of support.	The student is able to balance on all four bases of support with at least one change of level (medium and low) AND the student is able to hold the balance completely still for at least three consecutive seconds for all four of the bases of support.	The student is able to perform a four-balance sequence demonstrating muscular tension and extensions of free body parts .	The student is able to perform a four-balance sequence with a partner demonstrating counterbalance, muscular tension, and extension of free body parts.

Subcomponent: Manipulative Skills

Standard: MS.9 Underhand Throw

MS.9.2a Throws underhand with a mature pattern.

For Levels 1 and 2 the teacher assesses the student's ability to throw underhand while facing a target and using foot opposition. This is aligned to the first grade standard MS.9.1a.

For Levels 3-5 the teacher assesses the student's ability to throw underhand with a mature pattern. This is aligned to the second grade standard MS.9.2a.

Critical Elements for a Mature Pattern:

1. Face target in preparation for the throwing action
2. Arm back in preparation for action.
3. Steps with opposite foot as throwing arm moves forward.
4. Release ball between knee and waist level.
5. Follow through to target.

For Level 6 the teacher assesses the student's ability to throw underhand to a partner or target with appropriate force. This is aligned to the third grade standard MS.9.3a.

For Level 7 the teacher assesses the student's ability to throw underhand or roll a ball to a partner or target with accuracy. This is aligned to the fourth grade standard MS.9.4

1	2	3	4	5	6	7
The student is unable to perform at least three underhand throws while facing a target and using foot opposition.	The student is able to perform at least 3 underhand throws while facing a target and using foot opposition.	The student is able to perform 4 underhand throws with at least 3 of the 4 underhand throws demonstrating at least three of the five critical elements of a mature pattern.	The student is able to perform 4 underhand throws with all 4 of the underhand throws demonstrating at least four of the five critical elements of a mature pattern.	The student is able to perform 4 underhand throws with all 4 of the underhand throws demonstrating all five of the five critical elements of a mature pattern.	The student is able to perform 4 underhand throws with the appropriate force to land the 15-foot distance with 75% accuracy.	The student is able to perform 4 underhand throws to hit a target with 75% accuracy.

Subcomponent: Manipulative Skills

Standard: MS.11 Catching

MS.11.2 Catches underhand (at or below the chest) using a mature pattern (from partner).

For Levels 1 and 2 the teacher assesses the student's ability to catch a self-tossed object. This is aligned to the first grade standard MS.11.1.

For Levels 3-5 the teacher is assessing the student's ability to catch underhand at or below the chest using a mature pattern from a partner. This is aligned to the second grade standard MS.11.2.

Critical Elements for a Mature Pattern:

1. Extend arms outward to reach for ball.
 - Thumbs in for catch above the waist.
 - Thumbs out for catch at or below waist.
2. Watch the ball all the way into the hands.
3. Catch with hands only, no cradling against the body.
4. Pull the ball into the body as the catch is made.

Criteria for a well thrown ball: A well thrown ball from a skilled thrower must fall a couple of feet in front of the student and with enough arc to “fall” at or below waist level.

For Level 6 the teacher assesses the student’s ability to catch overhand at or above chest using a mature pattern from a partner. This is aligned to the third grade standard MS.11.3.

For Level 7 the teacher assesses the student’s ability to catch an object at various levels and locations around the body from a partner. This is aligned to the fourth grade standard MS.11.4.

1	2	3	4	5	6	7
The student is unable to catch a self-tossed ball at least four times.	The student is able to catch a self-tossed ball at least four times.	The student is able to catch underhand at least 3 of the 4 well thrown balls at or below the chest demonstrating three of the four critical elements of a mature pattern.	The student is able to catch underhand all 4 well thrown balls at or below the chest demonstrating three of the four critical elements of a mature pattern.	The student is able to catch underhand all 4 well thrown balls at or below the chest demonstrating all four of the critical elements of a mature pattern.	The student is able to catch overhand 3 out of 4 well thrown balls at or above the waist demonstrating all four critical elements of a mature pattern.	The student is able to catch both underhand and overhand 6 out of 8 well thrown balls below and above the waist demonstrating all four critical elements of a mature pattern.

Subcomponent: Manipulative Skills

Standard: MS.13 Dribbling with hands

MS.13.2a Dribbles in self-space using a mature pattern.

For Levels 1 and 2 the teacher assesses the student’s ability to dribble continuously in self-space using finger pads and appropriate force. This is aligned to the first grade standard MS.13.1.

For Levels 3-5 the teacher assesses the student’s ability to dribble in self-space using a mature pattern. This is aligned to the second grade standard MS.13.2a.

Critical Elements for a Mature Pattern:

1. Knees slightly bent.
2. Opposite foot forward when dribbling in self-space.
3. Contact ball with finger pads.
4. Firm contact with top of ball
 - Contact slightly behind ball for travel.
 - Ball to side and in front of body for travel
5. Eyes looking forward, not down at the ball.

For Level 6 the teacher assesses the student's ability to dribble with preferred hand while jogging with control of the ball and body. This is aligned to the third grade standard MS.13.3.

For Level 7 the teacher assesses the student's ability to dribble with preferred hand using mature pattern while jogging. This is aligned to the fourth grade standard MS.13.4a

1	2	3	4	5	6	7
The student is unable to dribble continuously in self-space using finger pads and appropriate force for 20 consecutive seconds.	The student is able to dribble continuously in self-space using finger pads and appropriate force for 20 consecutive seconds.	The student is able to dribble continuously in self-space for 20 consecutive seconds using 3 of the five critical elements of a mature pattern.	The student is able to dribble continuously in self-space for 20 consecutive seconds using 4 of the five critical elements of a mature pattern.	The student is able to dribble continuously in self-space for 20 consecutive seconds using all five critical elements of a mature pattern.	The student is able to lightly jog in general space dribbling with dominant hand for 30 consecutive seconds with control of the ball and body.	The student is able to jog in general space dribbling with dominant hand for 30 consecutive seconds using at least 4 of the 5 critical elements of a mature pattern.

Subcomponent: Manipulative Skills

Standard: MS.15 Kicking (force or distance)

MS.15.2 Kicks a ball with a running approach using a mature pattern.

For Levels 1 and 2 the teacher assesses the student's ability to approach a stationary ball with non-kicking foot beside the ball and making contact with shoelaces. This is aligned to the first grade standard MS.15.1.

For Levels 3-5 the teacher assesses the student's ability to kick a ball with a running approach using a mature pattern. This is aligned to the second grade standard MS.15.2.

Critical Elements for a Mature Pattern:

1. Arms extend forward in preparation for kicking action.
2. Contact with the ball is made directly below center of ball (travel in the air); contact with the ball is made directly.
3. Contact the ball with shoelaces or top of foot for kicking action.
4. Trunk leans back slightly in preparation for kicking action.
5. Follow through with kicking leg extending forward and upward toward target.

For Level 6 the teacher assesses the student's ability to kick a ball at the intended level with a running approach. This is aligned to the third grade standard MS.15.3.

For Level 7 the teacher assesses the student's ability to kick a ball with a running approach for accuracy. This is aligned to the fourth grade standard MS.15.4a.

1	2	3	4	5	6	7
The student is unable to kick a stationary ball making contact with shoelaces.	The student is able to kick a stationary ball making contact with shoelaces at least 3 times.	The student is able to kick a stationary ball with a running approach using at least three of the five critical elements for a mature pattern.	The student is able to kick a stationary ball with a running approach using at least four of the five critical elements for a mature pattern.	The student is able to kick a stationary ball with a running approach using all five critical elements for a mature pattern.	The student is able to kick a stationary ball with a running approach to a target at least 4 times with 75% accuracy.	The student is able to kick a rolled ball with a running approach accurately at a target at least 4 times with 75% accuracy.

Subcomponent: Manipulative Skills

Standard: MS.20 Jumping Rope

MS.20.2a Continuously jumps a self-turned rope with a mature pattern **and MS.20.2b** Performs basic jump rope skills.

For Levels 1 and 2 the teacher assesses the student's ability to complete a forward OR backward jump using a self-turned rope. This is aligned to the first grade standard MS.20.1a.

The teacher is also assessing the student's ability to continuously jump a long rope with teacher- assisted turning. This is aligned to the first grade standard MS.20.1b

For Levels 3-5 the teacher is assessing the student's ability to continuously jump a self-turned rope with a mature pattern. This is aligned to the second grade standard MS.20.2a.

The teacher is also assessing the student's ability to perform basic jump rope skills. This is aligned to the second grade standard MS.20.2b.

Critical Elements for a Mature Pattern:

1. Feet together, Body straight, Eyes looking forward.
2. Elbows bent and close to waist.
3. Thumbs pointing out.
4. Wrists make a circle motion.
5. Rope comes over in front of body, then jumper jumps as it goes under the feet.

Basic Jump rope skills:

- Basic Jump forward, basic jump backward, skier, bell, straddle, scissors, double side swing with jump, single side swing with jump, or other comparable skills as identified by the American Heart Association

For Level 6 the teacher assesses the student's ability to perform intermediate jump rope skills for both short and long ropes. This is aligned to the third grade standard MS.20.3a.

The teacher is also assessing the student's ability to turn a long rope correctly. This is aligned to the third grade standard MS 20.3b.

Intermediate jump rope skills:

- Non-exhaustive list: crisscross, double under, skip, straddle cross, side cross swing.

For Level 7 the teacher assesses the student's ability to perform a simple jump rope routine with a short or long rope. This is aligned to the fourth grade standard MS.20.4.

1	2	3	4	5	6	7
<p>The student is unable to perform a forward or backward jump using a self-turned rope AND is unable to perform 8 consecutive jumps with the teacher turning a long rope.</p>	<p>The student is able to perform a forward or backward jump using a self-turned rope AND performs 8 consecutive jumps with the teacher turning a long rope.</p>	<p>The student is able to perform at least three of the five critical elements of a mature pattern with a self-turned rope AND at least 3 different basic jump rope skills for 6 consecutive jumps.</p>	<p>The student is able to perform at least four of the five critical elements of a mature pattern with a self-turned rope. AND at least 4 different basic jump rope skills for 8 consecutive jumps.</p>	<p>The student is able to perform all five critical elements of a mature pattern with a self-turned rope. AND at least 4 different basic jump rope skills for 8 consecutive jumps.</p>	<p>The student is able to perform 2 different intermediate jump rope skills using a short rope and 2 different intermediate jump rope skills using a long rope. AND the student is also able to turn the long rope correctly.</p>	<p>The student is able to perform a student or teacher created sequence with a basic jump and three additional skills meeting all the following criteria: 8 consecutive jumps, 4 different jump skills and a self-turned rope. The transitions are smooth from one jump to the next.</p>

Fifth Grade: Perform Collection Rubrics

Component 1: Motor Skills (MS)

Subcomponent: Manipulative Skills						
Standard: MS.10 Overhand Throw						
MS.10.5 Throws overhand using a mature pattern						
<p>For Levels 1 and 2 the teacher assesses the student's ability to throw overhand to a partner or target with accuracy. This is aligned to the fourth grade standard MS.10.4.</p> <p>For Levels 3-5 the teacher assesses the student's ability to throw overhand using a mature pattern. This is aligned to the fifth grade standard MS.10.5.</p> <p>Critical Elements for a Mature Pattern:</p> <ol style="list-style-type: none"> 1. Side to target in preparation for throwing action. 2. Arm back and extended, and elbow at shoulder height or slightly above in preparation for action, elbow leads. 3. Step with opposite foot as throwing arm moves forward. 4. Hip and spine rotate as throwing action is executed. 5. Follow through toward target and across body. <p>For Level 6 the teacher is assessing the student's ability to throw objects for distance control in small-sided modified games. This is aligned to the sixth grade standard MP.1.6.</p> <p>For Level 7 the teacher assesses the student's ability to throw objects for distance control and accuracy in small-sided modified games. This is aligned to the grade 7-8 standard MP.1.7.8.</p>						
1	2	3	4	5	6	7
The student is unable to perform 4 overhand throws to hit a target with accuracy.	The student is able to perform 4 overhand throws to hit a target with accuracy.	The student is able to perform 4 overhand throws using at least three of the five critical elements for a mature pattern.	The student is able to perform 4 overhand throws using at least four of the five critical elements for a mature pattern.	The student is able to perform 4 overhand throws using all five of the five critical elements for a mature pattern.	The student is able to perform overhand throws with enough distance control to four different specific distances in a small-sided modified game.	The student is able to perform overhand throws to a specific catcher/target from different distances with four accurate throws in a small-sided modified game.

Subcomponent: Manipulative Skills

Standard: MS.12 Passing and receiving with implements

MS.12.5 Passing and receiving with a partner while on the move.

For Levels 1 and 2 the teacher assesses the student's ability to pass and receive with a partner while **stationary** with accuracy. This is aligned to the fourth grade standard MS.12.4.

For Levels 3-5 the teacher is assessing the student's ability to pass and receive with a partner while **on the move**. This is aligned to the fifth grade standard MS.12.5.

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.
3. Places pass at or near the 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.

For Level 6 the teacher assesses the student's ability to pass and receive (using hands/feet/implement) with control against a passive defense in small-sided modified 2v1 game. This is aligned to the sixth grade standard MP.10.6.

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.

For Level 7 the teacher assesses the student's ability to pass and receive (using hands/feet/implement) against defenders in small-sided modified games. This is aligned to the grade 7-8 standard MP.10.7.8a.

1	2	3	4	5	6	7
The student is unable to complete 4 passing and receiving attempts with a partner while stationary.	The student successfully completes all 4 passing and receiving attempts with a partner while stationary.	The student demonstrates 2 of the 4 critical elements while receiving and passing with a partner while on the move AND the student will successfully complete 2 out of 4 receiving and passing attempts.	The student demonstrates 3 of the 4 critical elements while receiving and passing with a partner while on the move AND the student will successfully complete 3 out of 4 receiving and passing attempts.	The student demonstrates all 4 of the critical elements while receiving and passing with a partner while on the move AND the student will successfully complete all 4 receiving and passing attempts.	The student demonstrates all 5 critical elements on all 4 passing and receiving attempts with a partner against a passive defender in a 2v1 game.	The student successfully completes at least 3 out of 4 passing attempts with a partner against defenders in a small sided modified game. And The student successfully completes at least 3 out of 4 receiving attempts with a partner against defenders in a small sided modified game.

Subcomponent: Manipulative Skills

Standard: MS.17 Striking with hands

MS.17.5 Overhead volleys a ball using a mature pattern.

For Levels 1 and 2 the teacher assesses the student's ability to overhead volley a ball with two hands, body positioned under the ball, and contact made with finer pads sending it upward. This is aligned to the fourth grade standard MS.17.4b.

For Levels 3-5 the teacher assesses the student's ability to overhead volley a ball using a mature pattern. This is aligned to the fifth-grade standard MS.17.5.

Critical Elements for a Mature Pattern:

1. Body aligned and positioned under the ball.
2. Knees, arms, and ankles bent in preparation for the volley.
3. Hands rounded; thumbs and first fingers make triangle (without touching) in preparation.
4. Ball contacts only the finer pads; wrists stay firm.
5. Arms extended upward on contact; follow through slightly toward target.

For Level 6 the teacher is assessing the student’s ability to volley overhead pass under control in small-sided modified games. This is aligned to the sixth grade standard MP.8.6.

For Level 7 the teacher assesses the student’s ability to volley overhead for distance control and accuracy in small-sided modified games. This is aligned to the grade 7-8 standard MP.8.7.8.

1	2	3	4	5	6	7
<p>The student is unable to overhead volley a ball upward using:</p> <ul style="list-style-type: none"> • Two hands • Body positioned under the ball. • Contact made with finger pads on 3 of 4 attempts. 	<p>The student is able to overhead volley a ball upward using:</p> <ul style="list-style-type: none"> • Two hands • Body positioned under the ball. • Contact made with finger pads on 3 of 4 attempts. 	<p>The student is able to overhead volley a ball using at least four of the five critical elements for a mature pattern on 2 of 4 attempts.</p>	<p>The student is able to overhead volley a ball using at least four of the five critical elements for a mature pattern on 3 of 4 attempts.</p>	<p>The student is able to overhead volley a ball using all five of the critical elements for a mature pattern on all 4 attempts.</p>	<p>The student is able to volley the ball with enough control for the ball to travel back and forth over the net with another skilled player for 6 out of 8 volley attempts.</p>	<p>The student is able to volley the ball back and forth over the net to at least three other players who are arranged at different distances for 8 out of 10 volley attempts.</p>

Subcomponent: Manipulative Skills

Standard: MS.18 Striking short implement

MS.18.5 Consecutively strikes a ball with a short-handled implement against a wall using a mature forehand pattern.

For Levels 1 and 2 the teacher assesses the student’s ability to strike an object with a short-handled implement sending it forward using a forehand pattern with side to target and implement back in preparation. This is aligned to the fourth grade standard MS.18.4.

For Levels 3-5 the teacher assesses the student’s ability to consecutively strike a ball with a short-handled implement against a wall using a mature forehand pattern. This is aligned to the fifth grade standard MS.18.5.

Critical Elements for a Mature Pattern:

1. Racket/Paddle back in preparation for striking.
2. Step on opposite foot as contact is made.
3. Swing racket/paddle low to high.
4. Coil and uncoil the trunk for preparation and execution of the striking action.
5. Follow through for completion of the striking action.

For Level 6 the teacher assesses the student's ability to manipulate an object using a short or long handled implement in small-sided net/wall modified games. This is aligned to the sixth grade standard MP.5.6.

For Level 7 the teacher assesses the student's ability to successfully rally (forehand and backhand) using either a short or long handled implement in small-sided modified cooperative games. This is aligned to the grade 7-8 standard MP.5.7.8.

Rally is more than one consecutive successful strike over the net.

1	2	3	4	5	6	7
<p>Using a forehand pattern with side to target, the student is unable to use a paddle or racket to strike a ball forward for 3 out of 4 attempts using the first critical element for a mature pattern (implement back in preparation).</p>	<p>Using a forehand pattern with side to target, the student is able to use a paddle or racket to strike a ball forward for 3 out of 4 attempts using the first critical element for a mature pattern (implement back in preparation).</p>	<p>Using a forehand striking pattern, the student is able to use a paddle or racket to strike a ball against a wall for 3 out of 5 attempts using at least three of the five of the critical elements for a mature pattern.</p>	<p>Using a forehand striking pattern, the student is able to use a paddle or racket to strike a ball against a wall for 4 out of 5 attempts using at least four of the five of the critical elements for a mature pattern.</p>	<p>Using a forehand striking pattern, the student is able to use a paddle or racket to strike a ball against a wall for all 5 attempts using all five of the five of the critical elements for a mature pattern.</p>	<p>The student is able to strike a ball (forehand or backhand), using a paddle or racket, back and forth over a net with another skilled player for 6 out of 8 attempts.</p>	<p>The student successfully rallies for at least four consecutive hits with both forehand and backhand strikes using a paddle or racket to strike a ball back and forth over a net with another skilled player in a small sided modified cooperative game for 2 out of 3 attempts .</p>

Subcomponent: Nonlocomotor or Educational Gymnastics

Standard: MS.8 Combinations

MS.8.5 Combines traveling, balance, weight transfers/rolls, and movement concepts to create and perform an individual or partner educational gymnastics sequence.

For Levels 1 and 2 the teacher assesses the student's ability to combine traveling, balance, and weight transfers/rolls to create and perform an educational gymnastics sequence. This is aligned to the fourth grade standard MS.8.4.

For Levels 3-5 the teacher assesses the student's ability to combine traveling, balance, weight transfers/rolls, and movement concepts to create and perform an individual or partner educational gymnastics sequence. This is aligned to the fifth grade standard MS.8.5.

Movement Concepts: body awareness, space, qualities of movement and relationships inherent to all movement

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 locomotor skills.
5. Includes two different weight transfer skills.

For Level 6 the teacher assesses the student's ability to perform a proper sequence of a dance with at least 32 counts. This is aligned to the sixth grade standard MP.17.6.

For Level 7 the teacher assesses the student's ability to perform a student created dance with at least 32 counts. This is aligned to the grade 7-8 standard MP.17.7.8.

1	2	3	4	5	6	7
The student is unable to create and perform an educational gymnastics floor routine where 3 of the five critical elements are met.	The student is able to create and perform an educational gymnastics floor routine where 3 of the five critical elements are met.	The student is able to create and perform an individual or partner educational gymnastics floor routine where at least 3 of the five critical elements and movement concepts are met.	The student is able to create and perform an individual or partner educational gymnastics floor routine where at least 4 of the five critical elements and movement concepts are met.	The student is able to create and perform an individual or partner educational gymnastics floor routine where all 5 of the five critical elements and movement concepts are met.	The student is able to perform the proper sequence of a teacher created dance routine with at least 32 counts.	The student is able to perform the proper sequence of their student created dance routine with at least 32 counts.

