



Physical Education

Second and Fifth Grade

Student Growth Portfolio Model

Assessment and Scoring Guidance Document for Teachers

Tennessee Department of Education | July 2024

Using Portfolio Scoring Rubrics

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 eight performance levels:

- Levels 1, and 2 indicate that the student work is well-below to below grade-level expectations. At these levels, the student work demonstrates little to no evidence of mastery of the standard.
- Level 3 describes student work that is approaching mastery of the grade-level expectations. Student work at this level shows some mastery (e.g., approximately 50%).
- Level 4 describes student work that consistently meets grade-level expectations. Student work at this level shows mastery of the standard (e.g., more than 75% accurate).
- Level 5 indicates the student work shows some progress above grade-level expectations. Student work at this level shows 100% mastery of the standard and evidence of going beyond the standard.
- Levels 6 and 7 indicate student work shows consistent performance above grade-level expectations. Student work at Levels 6 and 7 are aligned to the rubric expectations at Levels 3 and 4 of the next grade level.

Scoring Student Work

Teachers:

Teachers score student work at Level 1 when a student is unable to complete the aligned task with any accuracy.

Peer Reviewers:

When scoring student work samples Peer Reviewers may need to mark student samples as "unable to be scored" at both point A and point B. If student work is unable to be scored at either point A or point B, both samples will be marked as "unable to be scored." The differentiated sample will show 0 growth from point A and point B.

Reasons student work cannot be scored:

1. No video of student assessment
2. Does not follow assessment guidelines.
3. The student is not the same at both Point A and Point B.
4. The student is the same in more than one differentiated level (emerging, proficient, advanced)
5. The student work is blank (e.g., there is nothing on the paper or video)

Portfolio Scoring Process

Scoring of Collections

After the submission deadline, collections are scored by certified peer reviewers who determine the performance level of each student work artifact. Both teachers and peer reviewers use the same scoring rubric at points A and B.

- If a discrepancy of more than one performance level exists between the teacher's score and peer reviewer's score for the average of a collection, a second peer reviewer scores the collection.
- If the second peer reviewer's score is in consensus with either the teacher or the peer reviewer, the score in consensus stands.
- If there is no consensus of scores between the teacher, the first peer reviewer, or the second peer reviewer, then an expert reviewer conducts the final scoring.

A growth score for each collection is calculated by finding the difference between point A and point B scores for each student work sample in the collection (e.g., emerging, proficient, and advanced differentiated groups) and determining an average level of student growth for that collection. The average level of student growth for the evidence collection is then applied to the scaled Student Growth Indicator values to determine the evidence collection score.

Student Growth Indicator Chart	
Level 5 Significantly Above Expectations	Students demonstrate, on average, three or more levels of student growth (= or >3 levels of growth).
Level 4 Above Expectations	Students demonstrate, on average, two levels of student growth, but less than three levels of student growth (=2 levels of growth, but < 3 levels of growth).
Level 3 At Expectations	Students demonstrate, on average, one, but less than two levels of student growth (=1 level of growth but <2 levels of growth).
Level 2 Below Expectations	Students demonstrate, on average, less than one level of student growth (>0 levels of growth but <1 level of growth).
Level 1 Significantly Below Expectations	Students demonstrated, on average, no growth or negative growth.

Calculating the Final Portfolio Score

The teacher effectiveness indicator, or the overall portfolio score, is calculated by averaging the four evidence collection growth scores (as described above), and then applying the average to the scaled value of levels 1-5 as outlined below. This becomes the educator’s growth score that serves as 35 percent of the Level of Overall Effectiveness (LOE) score.

About the Assessments

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 TEAM Portfolio Resource Guide](#) 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.

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 (jersey) number. This is for your records only. No student names will be reported.
- The exact same groups are to be used for both point A (pre-test) and 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 point A assessment, teachers should only instruct the students about exactly how the assessment is conducted. A practice round may be conducted to check students' understanding of protocols.
- After point A assessment and before point B assessment, teachers should **teach** their curriculum, assuring they are teaching the assessed content. Whenever possible, practice tasks should be similar to the assessment protocol.
- Prior to point B assessment, 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 point B assessment, 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 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 the 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 rubrics 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.

Second Grade Assessment Tasks

Motor Skills: Locomotor

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

Assessment Task: Student performs the four locomotor skills (hop, gallop, skip, and slide) for approximately 15 seconds each.

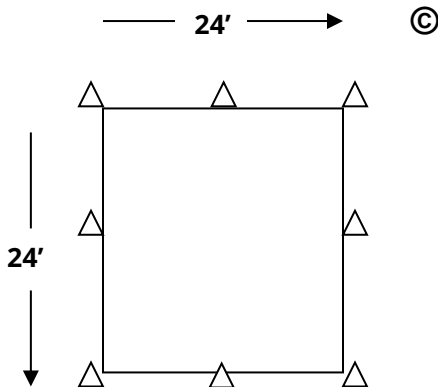
- The assessment measures mature locomotor patterns and is required for grade 2.

Set-up of the Assessment Task Option 1:

- Set up 24' X 24' locomotion area so no other students can enter the area.
- Be sure that students understand the boundaries of the locomotion area and know to avoid moving in the pathway of the other students in their group.
- When setting up the assessment area outside, use a smooth, hard surface free from obstructions or debris.
- All skills should be performed inside the testing area, ensuring students can be seen in the frame of the video at all times.

△ = Cone

Ⓒ = Camera



Administration of the Assessment Task Option 1:

- The students will perform the locomotor patterns of hop, gallop, skip, and slide sideways.
- In groups of three or four, students will be expected to perform all four locomotor skills while traveling in general space.
- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- The teacher will call out the first skill of hop. After approximately 15 seconds, the teacher is to provide a **stop** signal (e.g., voice, drum, or clap) and ask the students to find personal space before beginning the next skill.
- Allow a few seconds to rest.
- The protocol is repeated for all skills in the following order: hop, gallop, skip, and slide sideways.

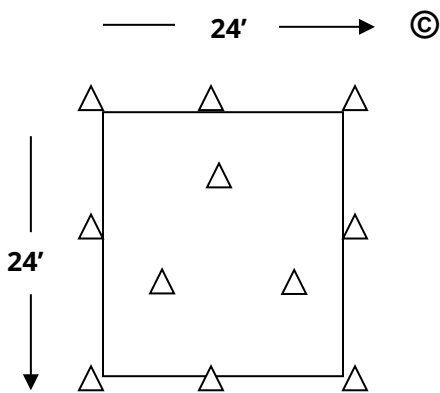
- The next group of three or four within that assessment group then takes their turn. Make sure each student turns toward the camera and have the teacher state his or her group letter and number.

Set-up of the Assessment Task Option 2:

- Set up 24' X 24' locomotion area so no other students can enter the area.
- Create a triangle of cones or poly spots 15' apart within the 24' X 24' area.
- Be sure that students understand that they are to remain spaced throughout the assessment and are not to attempt to pass or catch up to the person in front of them.
- When setting up the assessment area outside, use smooth hard surface free from obstructions or debris.
- Ensure students can be seen in the frame of the video at all times.

△ = Cone

⊙ = Camera



Administration of the Assessment Task Option 2:

- The student will perform the locomotor patterns of hop, gallop, skip, and slide sideways.
- In groups of three, students will be expected to perform all four locomotor skills while traveling around the perimeter of three cones.
- Make sure each student turns toward the camera and the teacher states his or her group letter and number. Assign each student a starting cone and have them face the direction of travel.
- The teacher will call out the first skill of hop. On a "go" signal, the student is to hop around the perimeter of the triangle. When s/he returns to the starting cone, the student may stop. Estimated time is 5 seconds from one cone to next and 15 seconds to return to starting point.
- The protocol is repeated for all skills in the following order: hop, gallop, skip, and slide sideways.
- The next group of three within that assessment group then takes their turn. Make sure each student turns toward the camera and have the teacher state his or her group letter and number.

Equipment/Facilities/Materials:

- Numbered pinnies for all students
- Tape measure to measure for placement of cones (or other noticeable equipment, such as poly spots) for the locomotor assessment area (24' X 24') and the triangle.

Camera Location and Operation:

Set up camera © at an angle in the corner of the assessment area. The camera must be far enough away to capture the entire area and at a height to see the entire body, including the students' feet. Do a camera position check with children traveling in the assessment area before starting. Make sure you can clearly see pinnie numbers on each student. Stop the recording at the completion of each letter group and restart when the next group is ready.

Critical Elements for Locomotor Patterns:

Mature Pattern for 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

Mature Pattern for 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)

Mature Pattern for 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)

Mature Pattern for 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

Helpful hints for student growth:

- Pre-assessment in August or September and post-assessment late March
- Practice locomotor skills daily.
 - Allow students to use skills in a warm-up.
 - Allow students to use the skills as they enter class.
 - Allow students to use the skills as they exit class.
 - Use music to help with rhythmical movements.
- Hop: Explain the difference between hopping (one foot to one foot) and jumping
- Gallop: Emphasize not dragging or sliding foot and hips facing forward
- Slide: Emphasize not dragging or sliding feet; hips facing forward while side clearly faces direction of travel
- Skip: You could teach students to "step, hop, step, hop." Have a proficient or advanced student hold hands and skip with an emerging student.

When students have successfully mastered the standard and are performing consistently at Level 5 on the rubric, the teacher can assess at Level 6 and 7.

For Level 6

Connect the locomotor patterns into a sequence where the student transitions from hop to skip to gallop, and to slide without stopping. The sequence should last about 40 seconds with smooth transitions between skills.

For Level 7

Choose one of the following:

1. Hop and skip backwards (15 seconds)
2. Gallop and slide changing lead foot without stopping.
3. Perform locomotor patterns to the beat of music.

Motor Skills: Nonlocomotor or educational gymnastics

B. Standard: MS.6 Balance

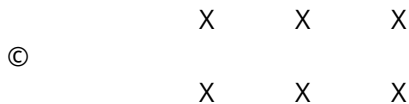
MS.6.2 Maintains stillness on various bases of support at different levels.

Assessment Task: *Student performs four teacher or student created balances on four different bases of support.*

- This assessment measures the student’s ability to demonstrate stillness for at least three seconds. Each balance should be on a different base of support and there should be a change of level (low and medium).

Set-up of the Assessment Task:

- Set up an assessment area approximately 24' X 24' so no other students can enter the area.
- The assessment can be performed on the floor, a mat, or a grassy area outdoors.
- Two students can be assessed at one time with four other students practicing behind them. Allow ample space between the students for safety. See diagram below.



Administration of the Assessment Task:

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- Two students may be assessed at one time.
- On the signal start, the first two students perform 4 previously designed balances. The student determines when three seconds are completed before performing the next balance in the sequence.
- The protocol is repeated for the next two groups of two students.

Equipment/Facilities/Materials:

- Numbered pinnies for all students
- Mats (optional)
- Tape measure and tape to mark assessment area and cones (or other noticeable equipment, such as poly spots)

Camera Location and Operation:

Position the camera to view the full body of the two students in their self-space. The students' entire bodies must be in camera view and close enough to assess the base of support. Do a trial run on the camera position before starting the assessment. Stop the recording at the completion of each letter group and restart when the next group is ready.

Criteria for Balances:

- 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)
- There is at least one change of level (medium and low)
- Stillness: balance is held completely still for at least three consecutive seconds

Helpful Hints for Student Growth:

- Teach stillness (tight muscles help you to be still)
 - At least three (3) seconds (practice counting full seconds such as 1 Hippopotamus, 2 Hippopotamus, 3 Hippopotamus); need tight muscles to help hold.
- Safe body parts or bases of support to balance on
 - E.g., no head only balances
- Base of support: part of the body touching the floor
 - Number of body parts, opposition, encourage variety of what you can do with free body parts and give example of variety of ways to balance on one foot.
- Practice balances by calling out various body part combinations for base of support.
 - E.g., 2 elbows and 2 feet; 2 hands and 1 foot; bottom; bottom and 2 hands
- Practice balances by calling out number of bases of support.
 - E.g., 3 bases of support; 1 base of support; 5 bases of support
- Let students choose bases of support and teacher guess the number of body parts used for base of support.
- Let students select four (4) favorite balances using different bases of support.
- Teach about changing levels (medium and low)
- Safety: no head/hand stands in grade 2; good spacing; no spotting; mats are not necessary

When students have successfully mastered the standard and are performing consistently at Level 5 on the rubric, the teacher can assess at Level 6 and 7.

For Level 6

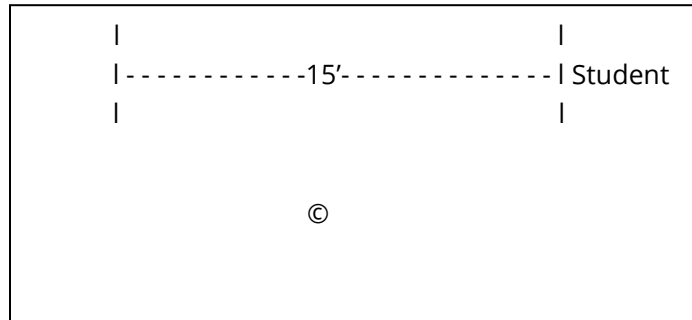
Perform a student- or teacher-created sequence with four balances demonstrating muscular tension and extensions of free body parts.

For Level 7

Perform a student- or teacher-created sequence with four balances with a partner demonstrating counterbalance, muscular tension, and extension of free body parts.

Camera Location and Operation:

Set up camera © where both the throwing and target lines are in view. The student's entire body, including the feet, must be in camera view and close enough to assess throwing form. Position camera so the target line can be seen to evaluate distance. Do a trial run on the 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 for a Mature Pattern- Underhand Throw:

- 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) Follows through to target

Helpful hints for student growth:

- Teach preparation movement into execution by having students face target and concentrate on hand swings behind leg when preparing to throw. This can be done without and with a ball.
- Teach timing and weight transfer by making sure students step with opposite foot as arm moves forward for release. This will help with distance.
- Have students practice throwing underhand to each other, to a wall, or to objects.
- Make sure practice opportunities include a distance of 15 feet or further to encourage the mature throwing pattern.

When students have successfully mastered the standard and are performing consistently at Level 5 on the rubric, the teacher can assess at Level 6 and 7.

For Level 6

Throw four beanbags the 15^{-foot} distance with at least three landing in a hoop. Allow two attempts at success.

For Level 7

Place targets on a wall and have students hit target with 75 percent success rate.

D. Standard: MS.11 Catching

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

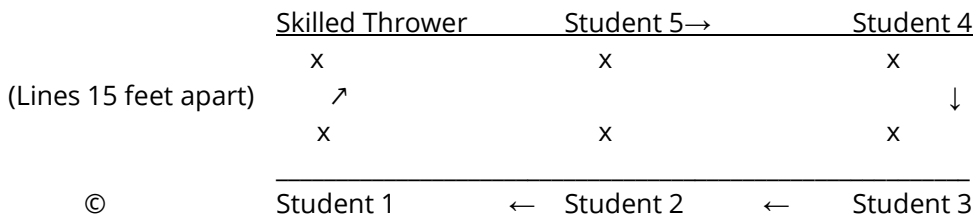
Assessment Task: *Student catches four well thrown balls from a skilled thrower. A well thrown ball from a skilled thrower must fall a couple of feet in front of the student and with enough arc to “fall” at or below waist level.*

- The assessment measures mature underhand catching pattern.

If the student is not able to meet Level 3 expectations at Point A, the teacher can assess the student’s ability to catch a self-tossed ball at least four times.

Set-up of the Assessment Task Option 1:

- Set up a catching/throwing area so that no other students can enter the area.
- Use a container of several of the same hand-sized objects (use *either* fleece balls, tennis balls, or whiffle balls) set up on a desk to the side of the teacher (or competent thrower) to make the assessment process more efficient. Be sure to use the same object for all students and for pre- and post-assessment. Beanbags are not allowed for this assessment as they do not create the challenge required for grade two.
- If you use a ball that rolls, it is suggested to establish a system where an additional student(s) retrieve missed catches without interfering with the performer and out of the camera view.
- Place a poly spot (x in the diagram below) two feet in front of each student for a throwing target.
- For efficiency, other students in the assessment station can be throwing and catching with a partner and rotate turns being positioned in front of the camera (in diagram below, while student #1 is being recorded, others will practice). Make sure spacing of practicing students ensures no interruption. In the diagram below, notice the camera © is positioned to see the student assessed.



Administration of the Assessment Task:

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- The student assessed is thrown four balls to attempt to catch by the skilled thrower. The student may be asked to return the ball to the thrower or drop it behind him/her.
- A skilled thrower (teacher or older student helper) should toss the ball with an arc so as to land at waist height or lower approximately two feet in front of the student. The thrower’s target is approximately two feet in front of the student. Place a poly spot or piece of tape about two feet from the student to help the thrower. If the throw does not meet these criteria, it should be repeated, and the thrower should turn to the camera, state the throwing error, and repeat the throw.

Set-up of the Assessment Task Option 2:

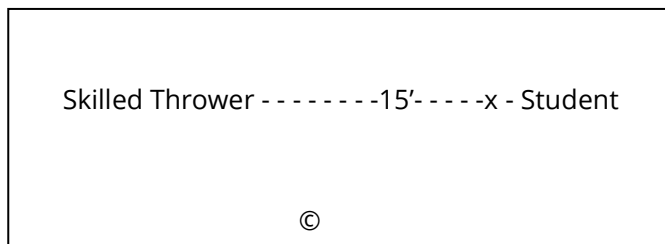
- A teacher may choose to have the entire class practicing while one student is assessed. Those practicing can just toss and catch together while the assessed student catches the four balls thrown by the teacher or skilled thrower. On the teacher's signal, all students rotate to the next position. The administration and set-up above will be the same.

Equipment/Facilities/Materials:

- Numbered pinnies for all students
- Tape measure and tape to mark lines on floor for camera location and starting points.
 - It is recommended that you use tape to show the area for both the student and the skilled thrower to stand.
 - Poly spots or tape marks to serve as targets for the throwers.
- Suggested hand-sized objects for catching include heavy fleece, tennis, or whiffle balls (*beanbags are not an acceptable challenge for grade 2 and therefore are not allowed*)

Camera Location and Operation:

Set up camera © where the student is in full view. The student's entire body, including the feet, must be in camera view and close enough to assess catching form. The x in the diagram below denotes the poly spot for the thrower's target. Do a trial run on the 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 for a Mature Pattern- Catching:

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

Helpful Hints for Student Growth

- The teacher could emphasize palms up by telling students to almost touch their pinkies and turn thumbs out.
- Look, reach, pull are cues you can use to teach catching.
- Have students practice throwing and catching underhand to self and to others.
- Have students practice catching a ball rebounding off a wall with an underhand catch pattern. Emphasize moving the feet thereby allowing the ball to come to waist height or lower.

When students have successfully mastered the standard and are performing consistently at Level 5 on the rubric, the teacher can assess at Level 6 and 7.

For Level 6

The assessment measures mature overhand catching pattern.

For Level 7

The assessment measures mature for both underhand and overhand catching pattern.

- 1) Throw eight (8) balls mixing up tossing to the right or left where student has to move or stretch to catch with 75% success rate.
- 2) Throw eight (8) balls mixing up the height. Ask the student to demonstrate how to catch the ball if it is high and how to catch the ball if it is low (75% success rate).

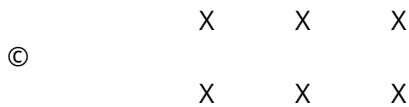
E. Standard: MS.13 Dribbling with hands
MS.13.2a Dribbles in self-space using a mature pattern.

Assessment Task: *Student dribbles in self-space with preferred hand for 20 consecutive seconds.*

- This assessment measures the mature pattern of dribbling with hand while remaining in self-space.

Set-up of the Assessment Task:

- Set up an assessment area approximately 24' X 24' so no other students can enter the area.
- Two students can be assessed at one time with four other students practicing behind them. See diagram below.
- When setting up the assessment area outside, use smooth hard surface free from obstructions or debris.



Administration of the Assessment Task:

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- Two students may be assessed at one time.
- On the signal go, the teacher starts the timer, and the students are to dribble a properly inflated playground ball or junior size basketball with their dominant hand in self-space for 20 seconds.
- The protocol is repeated for the next two groups of two students.

Equipment/Facilities/Materials:

- Numbered pinnies for all students
- A playground ball or junior size basketball for each student (the same type of ball should be used for each student and for both the pre- and post-assessment)
- Tape measure and tape to mark assessment area and cones (or other noticeable equipment, such as poly spots)
- A stopwatch, watch, or phone for timing

Camera Location and Operation:

Position the camera © to view the full body of the two students in their self-space. The students' entire bodies, including the feet, must be in camera view and close enough to assess dribbling form. Do a trial run on the 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 for a Mature Pattern- Dribbling

- 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.

Helpful Hints for Student Growth:

- Remember to emphasize the starting position of the opposite foot forward with knees bent.
- Contact with finger pads only.
 - Explain finger pads, not fingertips.
 - Push the ball.
- Height of bounce maintained at or near waist level.
 - Stay over the ball.
 - Push hard enough for the ball to meet your hand.
 - Rhythm activity
- Eyes are looking forward and not at the ball.
 - Staring contest with your partner

When students have successfully mastered the standard and are performing consistently at Level 5 on the rubric, the teacher can assess at Level 6 and 7.

For Level 6

Lightly jog in general space dribble with dominant hand for 30 seconds with control of the ball and the body.

For Level 7

Jog in general space dribbling with dominant hand for 30 seconds demonstrating at least 4 of the 5 critical elements of a mature pattern. Assess three (3) students at one time to allow for adequate challenge of watching out for others.

F. Standard: MS.15 Kicking (force or distance)

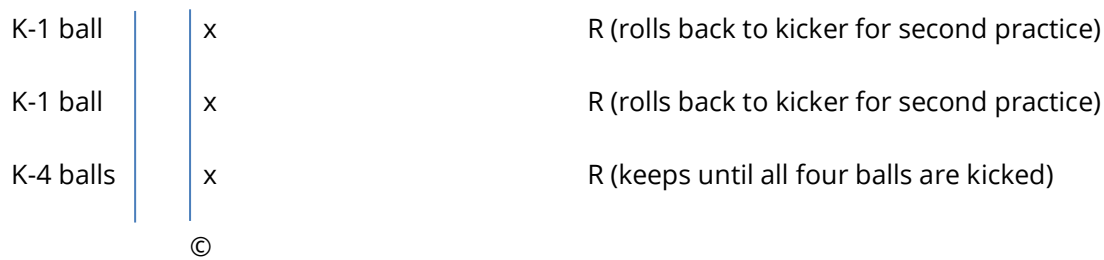
MS.15.2 Kicks a ball with a running approach using a mature pattern.

Assessment Task: *Student kicks four stationary (8 to 8.5 inch) balls into the air from a three step or more running approach.*

- The assessment measures the mature kicking pattern used to kick a ball airborne from a running approach. Airborne means ball is to leave the ground on contact.

Set-up of the Assessment Task Option 1:

- Set up a kicking area so that no other students can enter the area. *This assessment is best conducted outdoors.*
- Use a container of at least four of the same type of balls (rubber playground ball or high-density foam ball) next to the kicker or set all four on the ground side by side with adequate spacing. Be sure to use the same balls for all students and for pre- and post-assessment.
- For efficiency, one student is kicking, two are practicing and all others are retrieving. For the two practicing, the balls can be rolled back for the kicker to practice again. For the student being assessed, the retriever should collect the balls until all four (4) are kicked.
- Make sure there is adequate spacing for safety.
- In the diagram below, the ball being kicked should be placed far enough in front of the kicker to allow for at least a three-step approach. The “x” denotes the ball placement; “R” denotes the retriever; © is camera.



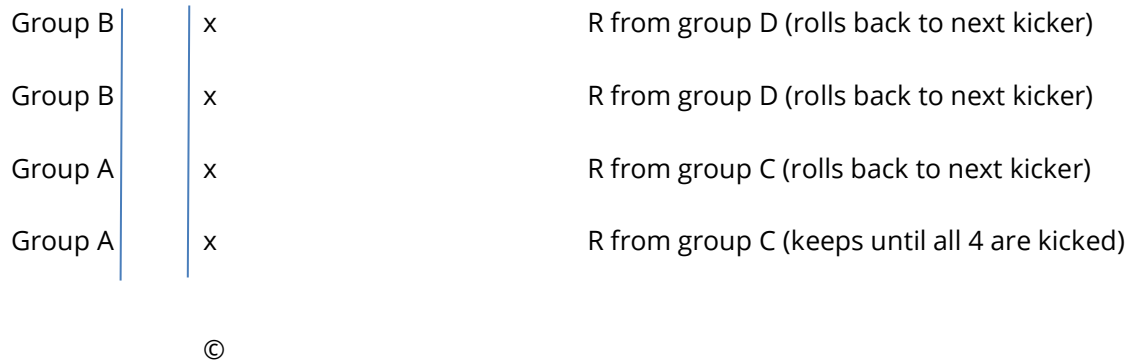
Administration of the Assessment Task Option 1:

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- The student kicks four balls (one at a time) placed on a line. The kicker should attempt to kick the ball high (airborne) toward the “fielders” or retrievers positioned a good distance from the kicker. However, accuracy is not assessed.
- After each kick, the student places another ball on the kicking line and repeats until all four (4) kicks are completed.
- On the teacher signal, the students rotate positions.

Set-up for Assessment Task Option 2:

- Some teachers may elect to assess all students as one task. For this option, relay format is the most efficient.
- Set up a kicking area so there is plenty of spacing between groups. *This assessment is best conducted outdoors.*
- Use a container or hoop of four of the same type of balls (rubber playground ball or high-density foam ball) next to the assessed student or set all four on the group side by side with adequate spacing. Be sure to use the same balls for all students and for pre- and post-assessment.

- For efficiency, half of the students are retrievers (groups C & D below). In the practice groups, each student kicks a ball and then goes to the end of the line. The retrievers collect the ball and roll it to the next kicker who collects it and places it on the line to kick. For the student being assessed, the retrievers should collect the balls until all four (4) are kicked.
- Make sure there is adequate spacing for safety.
- In the diagram below, the ball being kicked should be placed far enough in front of the kicker to allow for at least a three-step approach. The “x” denotes the ball placement; “R” denotes the retrievers; © is camera.



Administration of the Assessment Task Option 2:

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- The student kicks four balls (one at a time) placed on a line. The kicker should attempt to kick the ball high (airborne) toward the “fielders” or retrievers positioned a good distance from the kicker. However, accuracy is not assessed.
- After each kick, the student places another ball on the kicking line and repeats until all 4 kicks are completed.
- After the first half of group A students have been assessed, the teacher signals and the kicking students rotate positions. After all students in group A have completed their turns, stop the recording. Start again when group B is ready to state group letter and number.
- Be sure and move the camera to the opposite side for all left-handed kickers.

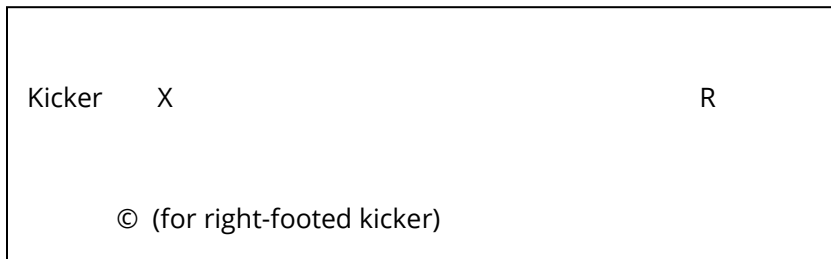
Equipment/Facilities/Materials:

- Numbered pinnies for all students
- Tape or poly spots to mark running line and kicking line.
- At least seven balls (playground balls or high-density foam balls 8 to 8.5 inches in diameter)

Camera Location and Operation:

Set up camera © on the same side as the student’s kicking foot and where the student is in full view when kicking. The student’s entire body, including the feet, must be in camera view and close enough to assess kicking form. The x in the diagram below denotes the ball. Do a trial run on the camera position before starting the assessment. Stop the recording at the completion of each letter group and restart when the next group is ready.

**Suggestion: Place all left-footed kickers in the same group to save time on moving camera.



Critical Elements for a Mature Pattern- Kicking

- 1) Arms extend forward in preparation for kicking action
- 2) Contact with 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.

Helpful Hints for Student Growth:

- Contact ball with top of foot.
 - Kick with shoelaces.
 - Toe down
 - Contact with the ball is made directly below the center of ball.
- Toe down with shoelaces
 - Follow through toward target and extended upward.
- Foot follows the ball.
 - Slight backward lean of trunk on follow through.
- Full follow through
 - Kick to the sky.
- Practice hop step to make sure plant foot lands beside ball (do not kick ball)
- Kick to wall with force stationary.
- Kick to wall with strong force with running approach.
- Kick to wall with strong force, running approach, intent to kick high.
- Kick to partner positioned far away.

When students have successfully mastered the standard and are performing consistently at Level 5 on the rubric, the teacher can assess at Level 6 and 7.

For Level 6

Create a 24 X 24-foot area for a target and repeat the required task requiring accuracy at a 75% success rate.

For Level 7

Roll the four (4) balls to the students requiring them to kick a rolled ball at the target with 75% success rate.

G. Standard: MS.20 Jumping Rope

MS.20.2 Continuously jumps a self-turned rope with a mature pattern and

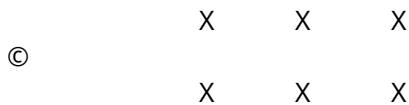
MS.20.2b Performs basic jump rope skills.

Assessment Task: *Student performs four different individual (self-turned) jump rope skills for eight (8) consecutive jumps each in two attempts. The student is to stop or pause between each skill.*

- This assessment measures the mature pattern of jumping and the student’s ability to demonstrate four different skills for eight (8) consecutive jumps each.

Set-up of the Assessment Task:

- Set up an assessment area approximately 24' X 24' so no other students can enter the area.
- The assessment can be performed on the floor or outdoors on a flat, paved area.
- Two students can be assessed at one time with four other students practicing behind them. Allow ample space between the students for safety. See diagram below.



Administration of the Assessment Task:

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- Two students may be assessed at one time.
- The student is to perform four previously selected jump rope skills that meet the assessment criteria.
- On signal go, the first two students attempt their first jumps for 8 counts and then stop. The teacher then instructs them to try their second, third, and last jump skill following the same protocol of an attempt of eight (8) jumps and then stop. If a student was not able to complete one or more jumps for eight (8) counts, he or she may attempt a second trial of the four (4) skills. If a second attempt is performed, the second attempt will be the one scored.
- The protocol is repeated for the next two groups of two students.

Equipment/Facilities/Materials:

- Numbered pinnies that will not deter the performance of the students.
- A jump rope that is sized correctly for the student; individual rope lengths 7' or 8' making sure they fit the student appropriately (stand on rope and raise handles up under the arms)
- Cones or poly spots to mark assessment area.

Camera Location and Operation:

Position the camera to view the full body of the two students in their self-space. The students’ entire bodies must be in camera view. Do a trial run on the camera position before starting the assessment. Stop the recording at the completion of each letter group and restart when the next group is ready.

Criteria:

- Eight (8) consecutive jumps
- Four (4) different jump skills (skills must include a jump)
- Self-turned rope.

Suggested basic skill options: 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

Critical Elements for a Mature Pattern- Jump Rope Single Rope (Basic)

- 1) Feet together, Body Straight, Eyes looking forward.
- 2) Elbows bent and close to the 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.

Helpful Hints for Student Growth:

- Teach long rope, jumping with low consecutive bounces on balls of the feet.
- Teach individual rope jumping.
 - Start by practicing jumping without ropes or over lines.
- Continuous small jumps in place, erect body, and eyes looking forward.
- Teach soft low quick jumps.
- Watch and wait for the rope to come in front of the body and then jump as it goes under the feet.
- Let rope slide quietly on the floor.
- Arms at waist height, elbows bent, and hands draw circle.
- Elbows in close to the waist and thumbs out
- Turn two ropes, holding handles of one rope in each hand and jump when the ropes touch the floor (ropes are to the side of the jump and do not go under the jumper's feet)
- Practice four (4) consecutive jumps and work up to 8 consecutive jumps without a miss.
- Practice jump rope skills as a warmup.
- Teacher determines order of jumps or allow students to design.
- Individual rope lengths 7' or 8' making sure they fit the student appropriately (stand on rope and raise handles up under the arms)

When students have successfully mastered the standard and are performing consistently at Level 5 on the rubric, the teacher can assess at Level 6 and 7.

For Level 6

Perform 2 different intermediate jump rope skills using a short rope and 2 different intermediate jump rope skills using a long rope. The student is able to turn the long rope correctly.

For Level 7

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. Do not allow stops or pauses between jumps.

Fifth Grade Assessment Tasks

Motor Skills: Manipulative Skills

A. Standard: MS.10 Overhand Throw

MS.10.5 Throws overhand using a mature pattern.

Assessment Task: *Student faces the direction of throw, tosses a ball above his/her head, and catches it. Following the catch, the student moves right into an overhand throw for distance or force without pause.* This assessment measures a student’s ability to demonstrate a mature overhand throwing pattern for distance or force and is required for grade 5.

Set-up of the Assessment Task Option 1: Throwing to an open field (outdoors)-recommended.

- A marked throwing line
- Cones marked at 50', 70', 90', 110', and 130' for incentives to throw the ball far.
- Students rotate in number order. Students in the other five rows will take turns practicing one throw each. Suggestion: run a practice round for warm-up before starting the recording

Order of Students (S)

50' 70' 90' 110' 130'
    

S: B-6	S: B-5
S: B-4	S: B-3
S: B-2	S: B-1
S: A-6	S: A-5
S: A-4	S: A-3
S: A-2	S: A-1

Students from group C & D can be scattered in the field and collect thrown balls. Groups A & B will then change places with groups C & D.

↑Camera © (for right-handed thrower)

**Suggestion: Place all left-hand throwers in the same group to save time on moving camera.

Set-up of the Assessment Task Option 2: Throwing for distance and force the length of the gym.

- A marked throwing line
- Students are in relay formation taking turns practicing or assessing. Suggestion: run a practice round for warm-up before starting the recording.

Group C practice

Group B practice

Group A assessed

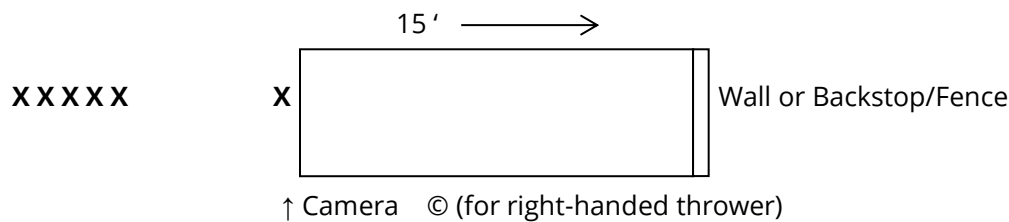
Group D students can be scattered to retrieve balls. The balls should be rolled back to practice students. For efficiency, they should keep balls thrown by those assessed. After a group is assessed, they come to the field to retrieve.

(All members of group A need a ball) ↑ Camera © (for right-handed thrower)

** Suggestion: Place all left-hand throwers in the same group to save time on moving camera.

Set-up of the Assessment Task Option 3: Throwing for force against a gym wall or outdoor backstop

- Set up a marked throwing line.
- In this option, only one group is assessed while others are participating in another station or another class activity.
- Students must be instructed to throw as hard as they can, or they will not use mature pattern.



**Suggestion: Place all left-hand throwers in the same group to save time on moving camera.

Administration of the Assessment Task:

- Before throwing, make sure each student turns toward the camera and the teacher states his or her group letter and number.
- Next, have the student face the direction he or she will be throwing. *This is an important step for success.*
- Students should be instructed to toss a hand-sized ball above their head high enough to reach, catch, and go directly into an overhand throw. They should be told to catch the ball in a position where they are ready to go right into a throw. If they miss or make a bad toss, they can repeat the toss.
- Clearly indicate to students that they are throwing as far as they can or as hard as they can if in the gym (students should not attempt to throw to a specific target to avoid eliciting poor throwing technique).
- Students are allowed to take preparatory/approach steps (e.g., crow hop, shuffle steps) to throw the ball. It is okay if they step on or over the line when throwing as distance is not a measurement of this assessment.
- Students should warm up before this task to avoid arm soreness.
- Position the camera location to capture the throwing arm side. Placing all left-handed throwers at one end of the throwing order or in one group should expedite the assessment since the camera has to be moved.
- Set up a throwing area so that no other students can enter the throwing area.
- To guarantee an environment to elicit the mature pattern, a throwing distance of at least 50' is required for distance or 15' for force (throwing as hard as possible against a wall).
- Use a container of the same kind of balls set up behind and to the side of the throwing line or area. The next student should be ready to follow the first thrower without having to take time to collect balls. When the entire group has completed the assessment, the balls can be returned.
- In option one and two, allow the others to practice and the retrievers can roll the ball to them. For safety reasons do not allow the balls to be thrown back.
 - Be sure and move the camera to the opposite side for all left-handed throwers.

Equipment/Facilities/Materials:

You will need:

1. Numbered pinnies for all students
2. Tape measure and items (tape, rope, cones, poly spots, spray paint, lime, etc.) to mark lines on floor/ground to indicate camera location and the 50-foot throwing lines.
3. At least six to eight hand-sized balls for throwing (Incrediballs®, rag balls, softballs, or baseballs); lightweight balls such as whiffle, yarn, fleece, or tennis balls should not be used as they often affect the release point.

*This assessment is best conducted outdoors in an open field space. However, depending upon availability of adequate outdoor space, two additional assessment conditions have been described above.

Camera Location and Operation:

The camera angle should be at **a 90-degree angle to the thrower (a side view)**. Position the camera on the throwing-arm side so the camera will be focused on the entire body of the student. You should be able to clearly see the student's entire body, including the feet, in the viewfinder. Make sure the pinnie number is visible to the camera. The wall or field space does not need to be in the camera view as distance is not measured. Keep the camera stationary and focused on the thrower. Stop the recording at the completion of each letter group and restart when the next group is ready.

Critical Elements for a Mature Pattern-Throwing (Overhand)

- 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.

Helpful Hints for Student Growth: Make sure practice is for distance and/or force as often accuracy does not require a mature pattern. Make sure the student is facing the direction of the throw to catch; thus, allowing the student to go into the throwing action.

Hip and spine rotate as throwing action is executed (front of body faces camera) resulting in side to target.

- The toss and catch move immediately into the throw will help begin the rotation.
- Early practice of starting in T position shows where rotation should go to
- Have students pretend to catch and then rotate into T position.

Arm back and extended with elbow at shoulder height or slightly below.

- Palm away (as if showing the ball to someone behind you)

Steps with opposition as throwing arm moves forward.

- The opposite foot steps forward (non-throwing side foot)
- Emphasize throw and step at same time to produce transfer of weight.

Elbow leads forward progression of throw.

- It is not a punch!
- Dart throw (lead with elbow close to trunk using big muscles)

Follows through toward target and across body.

- Do not need to freeze in the follow through pose.

When students have successfully mastered the standard and are performing consistently at Level 5 on the rubric, the teacher can assess at Level 6 and 7.

For Level 6

Perform overhand throws to four different specific distances in a small-sided modified game.

For Level 7

Perform overhand throws to a specific catcher/target from different distances with 4 accurate throws in a small-sided modified game.

B. Standard: MS.12 Passing and receiving with implements
MS.12.5 Passing and receiving with a partner while on the move.

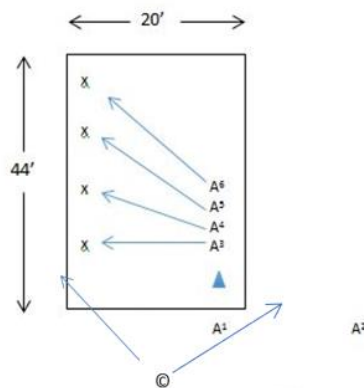
Assessment Task: Student will attempt to receive and quickly make lead passes to another student on the move (football, team handball, basketball, hockey, flying disc , soccer, or any type of ball).

- 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.

If the student is not able to meet Level 3 expectations at Point A, the teacher can assess the student’s ability to accurately pass and receive with a partner while stationary.

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 an assessment of one group (Group A, students 1-6). Receivers will line up in a stack formation on the right side of the rectangle with a ball (stick and puck if hockey) in his/her possession.
- *If using a 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:

The 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

When students have successfully mastered the standard and are performing consistently at Level 5 on the rubric, the teacher can assess at Level 6 and 7.

For Level 6

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

This assessment measures the student's ability to use basic offensive skills to send and receive an object against a passive defensive player in a 2 vs. 1 non scoring game (basketball, soccer, hockey, lacrosse, flying disc, or any type of ball). It is acceptable and advised to use one object (or sport) for pre-assessment and another later in the year for post-assessment.

Set-up of the Assessment Task:

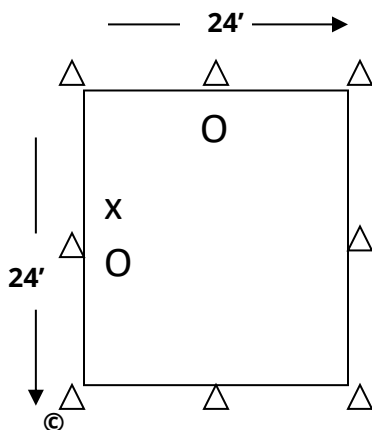
- Mark off a 24' X 24' area with cones or poly spots.
- Be sure that students understand the boundaries of the assessment area.
- When setting up the assessment area outside, use a surface free from obstructions, holes, or debris.

△ = Cones or poly spots

© = Camera

O = offense

X = defense



Administration of the Assessment Task:

- Before starting, the student being assessed should face the camera and the teacher should state the group letter and number.
- With object in hand, the student takes the offensive position closest to the camera.
- Students should be placed with an offensive partner with a similar skill set.
- The offensive player that starts with the ball is the individual being assessed. A suggested rotation is assessing only one offensive player at a time. This allows the teacher to focus on one offensive player and clearly count four passing and receiving attempts before stopping play. Should the teacher choose to assess both players, it is recommended that a light and a dark colored pinnie are used, and that clarity is provided to the camera before starting.
- Instruct the two offensive players that they are to use the available space and are not expected to stay stationary.
- Instruct the defensive player to start two steps away from the player that is being assessed (or the one who starts with the ball) and then move toward the other offensive player after the pass, stopping two steps short of the player. The defensive player is to use arms as a distractor but is not allowed to touch the offensive players or the game object. This is referred to as *passive defensive*.

- The play begins by the offensive player with the ball “slapping” the ball or stating “go” cuing the offensive player without the ball to move and get “open.”
- After the offensive player being assessed has had four passing attempts and has had an opportunity to receive four *quality* passes, the game will be stopped. If the object passed is within one step of the receiver, it is considered *quality*. If one pass was deemed not receivable by the teacher, an additional pass should be requested. If at the end of the four passes if the teacher wants to allow the student assessed to shoot for the “goal” that is acceptable but not evaluated.
- It is suggested to have extra equipment readily available to expedite completion of the assessment. If possible, have extra students with object in hand on each sideline. If the object gets away, the sideline helper can throw or roll in a new one and retrieve the loose one. A group of 6–8 students of similar skill would work best for the assessment station. During each rotation, two individuals are on offense, one on defense, and three or four on the sidelines. Rotate students where all individuals are assessed on offense.

Equipment/Facilities/Materials:

- Numbered pinnies for all students
- Tape measure and items (floor tape, cones, poly spots, etc.) to mark lines on floor/ground to indicate camera location and the playing area.
- Four or five of the same objects for passing plus properly sized implements if lacrosse or hockey is chosen.

Camera Location and Operation:

Camera view should encompass the entire assessment area. Students being assessed should be visible on camera for the entire assessment task. Keep the camera stationary and record 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) 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

Helpful Hints for Student Growth:

- Pre- and post-assessment can be different invasion sports/equipment allowing for practice all year.
- Instruct the students that they will be assessed on their ability to move to create open space and passing lanes; make receivable passes to their teammate; and control both the object and their body when receivable passes are made to them from their teammate. Motivate them to be a successful team member.
- The idea is for the person with the ball to make a lead pass to the receiver and then moves to get open for a pass. The students should be instructed to throw to the receiver while he or she is on the move. The receiver should be instructed to continue to move until reception of the pass.
- Teach passing and receiving in all sports and help students to see transfer of skills.
- Teach triple threat position.
- Teach passing to where teammate is moving, where they will be.

- Teach creating an open space: change directions, change speeds, fake, read the defense.
- Use poly spots to create designated places to move to get open.
- Teach balance when receiving objects. Start with watching object all the way to you (look it in).

For Level 7

- 1) Allow the defensive player to be semi-passive. Use arms and feet for defense but allow no contact.
- 2) Place up to 5 advanced students in a 2 v 1 or 3 v 2 situation where they are to progress down the full length of the court without losing possession of the ball. No dribble is allowed and there must be at least three (3) passes. Require four (4) attempts and a 75% success rate.

C. Standard: MS.17 Striking with hands

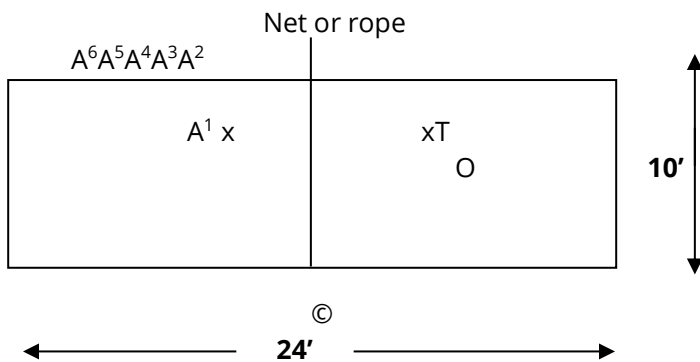
MS.17.5 Overhead volleys a ball using a mature pattern.

Assessment Task: Student uses a **two-hand overhead volley** to strike/volley the ball over the net and to the target thrower in four attempts. The attempts begin with a toss made by a skilled thrower on the opposite side of the net.

- This assessment measures the student’s ability to execute the overhead volley pattern (overhead pass or volleyball set) with accuracy.

Set-up of the Assessment Task:

- A 24 x 10-foot space is needed for assessment.
- Attach a net or rope between two poles at a height of 7 feet.
- Place a hoop with two (2) identical trainer volleyballs beside the teacher.
- Place an X on the floor on both sides of the net. The X should be 6 feet from the net.
- The picture below demonstrates one group being assessed. Other students should be participating in another activity or station.



Administration of the Assessment Task:

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- Instruct the students that they will have four attempts to overhead volley a ball over the net (or rope) to the thrower. The ball will be underhand tossed by a skilled thrower. If the toss is not a good toss (high arc and within two steps of the student), the student may elect to catch it and ask for another toss.
-
- Clearly indicate with an X on the floor where the student and thrower should stand (marked 6 feet from the net).

- Either the teacher or a competent thrower should gently toss the ball, so it travels in an arch pathway up and over the net within 1–2 steps of student. If it is a poor toss (no height or beyond 2 steps of the student), repeat the throw. If the toss is repeated, the thrower should turn to the camera and state that the last attempt is being repeated due to a poor toss.
- Remind the student that he/she does not have to stay on the starting mark but must return there after each attempt.
- The use of trainer volleyballs is recommended. Use the same type of ball for all assessed on both the pre- and post-assessment.

Equipment/Facilities/Materials:

- Numbered pinnies for all students
- Tape measure and tape to mark location thrower and student should stand (6 feet from net)
- 2 volleyball trainers (both the same size)
- A 7' net or suspended rope between two poles

Camera Location and Operation:

It is critical that the camera is placed in position to view both the thrower (T) and the student assessed (S). Accuracy of volley is determined by return volley to thrower. Keep the camera stationary and record once the play has started. Stop the recording at the completion of each letter group and restart when the next group is ready.

Critical Elements:

- 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) in preparation.
- 4) Ball contacts only the finger pads; wrists stay firm.
- 5) Arms extended upward on contact; follow through up and toward target.

Helpful Hints for Student Growth:

- Toss and catch with hands in volley position and nose directly under ball.
- Repeat above but volley to self.
- Partner tossing and setting (practice the toss)
- Volley against the wall
- Teacher toss to students in a station
- Have volley competitions.
- Set-up volley stations after the above has been taught.
- Review the overhead volley throughout your volley (or volleyball) unit.

When students have successfully mastered the standard and are performing consistently at Level 5 on the rubric, the teacher can assess at Level 6 and 7.

For Level 6

Allow the student 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.

For Level 7

Allow students to volley the ball back and forth over the net to at least three other players who are arranged at different distances for 8 consecutive volleys (including those of the skilled player or teacher). Allow ten volley attempts.

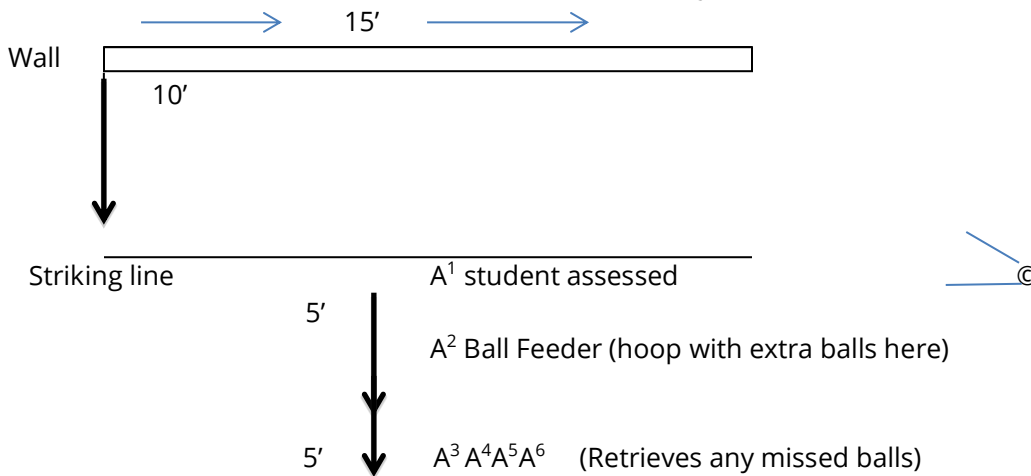
D. Standard: MS.18 Striking short implement
MS.18.5 Consecutively strikes a ball with a short-handled implement against a wall using a mature forehand pattern.

Assessment Task: *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.*

- This assessment measures the student’s ability to use the mature pattern of the forehand stroke.

Set-up of the Assessment Task:

- A smooth surfaced wall with a minimum of 15’ playing width is needed.
- A line should be taped on the wall 3’ from the ground.
- A line should be taped on the floor 10 feet from the wall (marked striking line).
- The sample below shows an assessment of one group. The second person in line should be next to a hoop or box of balls to give to the student in the event the ball is missed. The remaining students in the group who are waiting their turn retrieve any lose balls placing them in the hoop or box. All other students in the class should be involved in another station or activity.



Administration of the Assessment Task:

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.

- Inform the students that they will stand behind the 10-foot line and using a forehand striking pattern attempt to strike the ball above the three-foot line on the wall four consecutive times.
- The ball must bounce one time before each strike. If an error is committed (the ball bounces twice, the ball is hit before it bounces, the student misses the ball, the ball hits below the 3-foot line on the wall, or if the student completely crosses the 10-foot line) then that rally attempt ends.
- The rally is initiated with a bounce-strike pattern and counts as the first hit of the rally. Try to continue the rally with a “bounce, strike, wall, bounce, strike” pattern.
- Allow the student three attempts to achieve the four-hit rally. The student is to be instructed to stop once he or she has reached four consecutive strikes. Some students may only need one attempt. Evaluate only the best attempt (highest number of consecutive strikes or four (4) strikes) or the final attempt if all were the same number of strikes.
- Clearly indicate to the student that the ball must hit above the 3-foot line on the wall and at least one foot must stay behind the 10-foot line. If either of these errors occurs, it ends the rally.
- To expedite the assessment process, use students to “feed” and retrieve balls to the person being assessed. See the set-up above.
- It is suggested that a high bouncing whiffle ball (e.g., pickleball) or a high-density foam ball be used. It is important to use the same type of ball and striking implement (paddle or junior size racquet) for both pre- and post-assessment.
- Be sure and move the camera to the opposite side for all left-handed hitters.

Equipment/Facilities/Materials:

- Numbered pinnies for all students
- Tape measure and tape to mark areas on floor for camera position, three-foot line on wall, and 10-foot distance line.
- Three (3) high-bounce foam balls or whiffle balls (all of same size); tennis balls are acceptable if using racquets. Make sure they bounce a reasonable height for success.
- One paddle (solid wooden or plastic) or a junior size racquet

Camera Location and Operation:

The camera © should be placed on the forehand side of the student and slightly behind the striking line so that the striking line, wall, and student can be seen at the side edge of the viewing screen. The camera should be far enough away to be able to view the entire playing area. Keep the camera stationary and record once the play has started. Place all left-handed students at the end of the group rotation to allow for moving the camera. Stop the recording at the completion of each letter group and restart when the next group is ready.

Critical Elements for a Mature Pattern- Striking with Short Handled Implement:

- 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.

Helpful Hints for Student Growth:

- Equipment plays into distance: Foam balls need to have quality bounce (high density), pickle balls (high density small whiffle balls). Practice and see where your kids need to stand. 10 feet is good for high density

foam and pickle balls. Some soft foam balls or tennis balls may need to be farther back. Adjust the camera to your equipment.

- Teach proper grip and firm wrist to help with control of paddle or racket.
- Drop of ball instead of toss is very important and needs to be practiced.
- Practice the swing without a ball to help with low to high and step into swing.
- Practice basic racket skills first such as ups and downs.
- Practice drop, hit, bounce, and catch off of wall before continuous hits.
- Use taped large square shapes on the wall for targets to help with direction.

When students have successfully mastered the standard and are performing consistently at Level 5 on the rubric, the teacher can assess at Level 6 and 7.

For Level 6

Allow student to strike a ball (forehand OR backhand), using a paddle or racket, back and forth over a net with another skilled player for at least six strikes. Allow eight attempts.

For Level 7

Allow student to rally for at least four consecutive hits with both forehand and backhand strikes using a paddle or racket to strike the ball back and forth over a net with another skilled player in a small sided modified cooperative game. Allow three attempts.

Motor Skills: Nonlocomotor or educational gymnastics

E. 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.

Assessment Task: *Student performs a student created educational gymnastics floor routine one time.*

- This assessment measures a student's ability to perform basic educational gymnastics skills in a simple routine. The routine is student created and on the floor or a mat. The routine must start with a clear beginning balance and end with a clear ending balance. The routine must include at least 3 of the 5 critical elements and movement concepts should be met. The routine can be performed individually or with a partner.

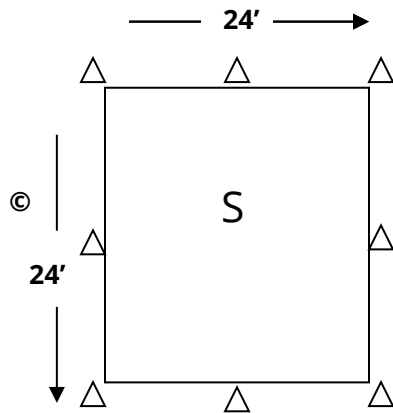
Set-up of the Assessment Task:

- Mark off an area approximately 24' X 24' with cones or poly spots.
- The assessment can be performed on a mat, on the floor, or a grassy outdoor area.

- When setting up the assessment area outside, use a grassy surface free from obstructions, holes, or debris.
- Be sure that students understand the boundaries of the performance area and others know not to enter the assessment area.

△ = Cones or poly spots

© = Camera



Administration of the Assessment Task:

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- Only one student is assessed at a time (approximately one minute each). The next student should be standing ready to go. All others in a group may be practicing if space allows.
- The student designs the routine. The student is to perform the routine as designed one time.

Equipment/Facilities/Materials:

- Numbered pinnies that will not deter the performance of the students.
- Mats (optional)
- Cones or poly spots to mark assessment area keeping other students from entering during the assessment.

Camera Location and Operation:

Position the camera close enough to clearly view the student throughout the routine and the space required. Do a camera position check before starting. Make sure you can clearly see pinnie numbers before the routine starts. Stop the recording at the completion of each letter group and restart when the next group is ready.

Critical Elements:

- 1) Includes a total of four (4) different balances inclusive of a beginning and ending balance.
- 2) All balances must demonstrate stillness for three (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.

Suggested Skill Options:

Locomotor – skip, gallop, jump, leap, hop, slide, jog
Balances – various bases of support

Weight transfer – log roll (pencil roll); side roll; quarter, half, and full jump turns; mule (donkey) kick; round off; cartwheel.

Helpful Hints for Student Growth:

- Prior teaching of locomotor skills, balances, rolls, jump turns, mule (donkey kick), round off, and cartwheels before the educational gymnastics floor routine is introduced.
- Practice various locomotor skills during lesson transitions and warm-ups.
- Practice holding balances on different body parts and number of bases of support with tight muscles showing stillness.
- Practice jump turns landing on two feet with a balanced and still landing and combine with a balance or move into a locomotor skill. Start combining skills together teacher directed, or student created.
- Pencil rolls and side rolls can be done safely with or without mats for limited rolling time and distance.
- Mule (donkey) kick, round off, and cartwheel should only be taught if students have adequate upper body strength to hold their own body weight. These can be taught with or without mats. For safety reasons, students should land from all skills in this section on their feet.
- Teachers can include other rolls or weight transfer skills based on teaching ability, students' abilities, and safe environment.
- Teachers can create the sequence for all students to perform or let students design their own sequence as long as all requirements are met.
- For proficient students, practice fluid motion between skills by trying to do elements of the routine without extra body movements, loss of balance or stopping during the routine.

When students have successfully mastered the standard and are performing consistently at Level 5 on the rubric, the teacher can assess at Level 6 and 7.

For Level 6

The student performs the proper sequence of a teacher created dance routine with at least 32 counts.

For Level 7

The student performs the proper sequence of their student created dance routine with at least 32 counts.