



# Physical Education Sixth and Seventh/Eighth Grade Student Growth Portfolio Model

Tennessee Department of Education | August 2024



# 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 \(6-8\)](#), 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.

### *Perform*

The rubrics in this resource guide are designed specifically for grades six and seven/eight 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 2<sup>nd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7/8<sup>th</sup> collections depending on the grades they teach, to complete four collections of their portfolio. Please refer to the [2<sup>nd</sup> and 5<sup>th</sup> grade guidebook](#) for those collections. If a teacher does not teach any of the available portfolio grades (2<sup>nd</sup>, 5<sup>th</sup>, 6<sup>th</sup> or 7/8<sup>th</sup>), 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 2<sup>nd</sup> grade collections (at least one collection should assess the standard **MS.1.2**) and two 5<sup>th</sup> grade collections (at least one collection should assess the standard **MS.10.5**).
- If you teach 6-8- submit two 6<sup>th</sup> grade collections and two 7<sup>th</sup>/8<sup>th</sup> grade collections.

- If you teach K-8 submit one 2<sup>nd</sup> grade collection (it should assess the standard **MS.1.2**), one 5<sup>th</sup> grade collection (it should assess the standard **MS.10.5**), one 6<sup>th</sup> grade collection and one 7<sup>th</sup>/8<sup>th</sup> grade collection.

Sixth grade collections will be from Movement Performance standards.

- Striking and Fielding
- Net & Wall Games
- Invasion Games

Seventh/Eighth grade collections will be from Movement Performance standards.

- Net & Wall Games
- Invasion Games

### Grade 6: Perform Collection Options

Learning Domain	Game Classification	Standards
Movement Performance	Net & Wall Games	A. <b>MP.5.6</b> Manipulates an object using a short or long handled implement in small-sided net/wall modified games. B. <b>MP.6.6</b> Serves (underhand/overhand) for distance control in small-sided modified games.
	Invasion Games	C. <b>MP.9.6</b> Dribbles with dominant and non-dominant hand or foot and changes directions in small-sided modified games.
	Striking and Fielding	D. <b>MP.4.6</b> Catches (fields) an object in small-sided modified games.

### Grade 7/8: Perform Collection Options

Learning Domain	Game Classification	Standards
Movement Performance	Net & Wall Games	A. <b>MP.5.7.8</b> Successfully rallies (forehand & backhand) using either a short or long handled implement in small-sided modified cooperative games. B. <b>MP.6.7.8</b> Serves (underhand/overhand) for distance control and accuracy in small-sided modified games.
	Invasion Games	C. <b>MP.9.7.8</b> Dribbles with dominant and non-dominant hand or foot while changing directions and speed in small-sided modifies games against defenders. D. <b>MP.10.7.8a</b> Passes and receives (hands/feet/implement) against defenders in small-sided modified games.

# Portfolio Scoring Rubrics

Scoring rubrics are a critical part of planning for and measuring student learning. Teachers can 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 eight 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 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 for student 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.

# Sixth Grade: Perform Collection Rubrics

## Learning Domain: Movement Performance

### (MP; psychomotor/skill domain)

Game Classification: Net & Wall Games

**Standard Code: MP.5** Net & Wall Games: Manipulates

**Standard: MP.5.6** Manipulates an object using a short or long handled implement in small-sided net/wall modified games.

**For Levels 1 and 2** the teacher is assessing 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-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

**For Levels 3-4** the teacher is assessing 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.

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

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

**Level 5** the teacher is assessing the student's ability to identify critical elements for manipulating objects in net/wall games (i.e., forehand/backhand/underhand) through a written assessment. This is aligned to the sixth grade standard CC.5.6.

**For Level 6** The teacher is assessing 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.

**For Level 7** The teacher is assessing the student's ability to identify the proper strokes to return ball and/or maintain rally through a written assessment. This is aligned to the 7-8 standard CC.5.7.8.

1	2	3	4	5	6	7
Using a forehand striking pattern, the student is <b>unable</b> to use a paddle or racket to strike a ball against a wall for <b>3 out of 4 attempts</b> using at <b>least four</b> of the five of the critical elements for a mature pattern.	Using a forehand striking pattern, the student is able to use a paddle or racket to strike a ball against a wall for <b>3 out of 4 attempts</b> using at <b>least four</b> of the five of the critical elements for a mature pattern.	The student is able to strike a ball (forehand <b>or</b> backhand), using a paddle or racket, back and forth over a net with another skilled player for <b>4 out of 8 attempts</b> using <b>three of the four</b> of the critical elements.	The student is able to strike a ball (forehand <b>or</b> backhand), using a paddle or racket, back and forth over a net with another skilled player for <b>6 out of 8 attempts</b> using all <b>four</b> of the critical elements.	<b>In addition to Level 4</b> , the student is able to identify the four critical elements for manipulating objects in net/wall games implement <b>through writing</b> .	The student successfully <b>rallies for at least four consecutive hits</b> with both forehand <b>and</b> 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 <b>2 out of 3 attempts</b> .	<b>In addition to Level 6</b> , the student is able to identify <b>through writing</b> , the proper strokes to return ball and maintain rally.

**Game Classification: Net & Wall Games**

**Standard Code: MP.6** Net & Wall Games: Manipulates

**Standard: MP.6.6** Serves (underhand/overhand) for distance control in small-sided modified games.

**For Levels 1 and 2** the teacher is assessing 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 Levels 3-4** the teacher is assessing the student's ability to serve underhand and overhand for distance control in small-sided modified games. This is aligned to the sixth grade standard MP.6.6.

**For Level 5** The teacher is assessing the student's ability to recall critical elements for serving underhand/overhand for distance control in small-sided modified games (list, illustrate, identify, analyze self or others) through a written assessment. This is aligned to the sixth grade standard CC.6.6.

**Critical Elements for serving:**

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

**For Level 6** The teacher is assessing the student's ability to serves (underhand/overhand) for distance control and accuracy in small-sided modified games. This is aligned to the grade 7-8 standard MP.6.7.8

**For Level 7** The teacher is assessing the student's ability to describe, through a written assessment, how to alter the body/racket/paddle (preparation, execution, and/or follow-through) to serve to various locations. This is aligned to the 7-8 standard CC.6.7.8a

1	2	3	4	5	6	7
The student is <b>unable</b> to overhead volley a ball using <b>all five</b> of the critical elements for a mature pattern on <b>all 4</b> attempts.	The student is able to overhead volley a ball using <b>all five</b> of the critical elements for a mature pattern on <b>all 4</b> attempts.	The student is able to <b>underhand/overhand</b> serve to a designated targeted area for at least <b>4 of 8</b> attempts.	The student is able to <b>underhand/overhand</b> serve to a designated targeted area for at least <b>6 of 8</b> attempts.	<b>In addition to Level 4</b> , the student is able to recall the critical elements for serving underhand/overhand <b>through writing</b> .	The student is able to serve a ball over the net to <b>at least three</b> other players who are arranged at different distances for <b>6 out of 8</b> attempts.	<b>In addition to Level 6</b> , the student is able to describes <b>in writing</b> how to alter the body and the racket/paddle to prepare, execute, and/or follow-through to serve to various locations.

Game Classification: Invasion Games

**Standard Code: MP.9** Invasion Games: Dribbles

**Standard: MP.9.6** Dribbles with dominant and non-dominant hand or foot and changes directions in small-sided modified games.

**For Levels 1 and 2** the teacher is assessing the student's ability to combine dribbling and passing skills. This is aligned to the fifth-grade standard MS.13.5.

**For Levels 3-4** the teacher is assessing the student's ability to dribble with dominant and non-dominant hand or foot and changes directions in small-sided modified games. This is aligned to the sixth grade standard MP.9.6.

**Level 5** the teacher is assessing the student's ability to describe when and why to dribble with dominant or non-dominant hand or foot and when to change direction in a 1 v 1 practice task through a written assessment. This is aligned to the sixth grade standard CC.9.6.

**For Level 6** The teacher is assessing the student's ability to dribble with dominant and non-dominant hand or foot while changing directions and speed in small-sided modified games against defenders. This is aligned to the grade 7-8 standard MP.9.7.8.

Critical Elements:

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

**For Level 7** The teacher is assessing the student's ability to describe when and why to change direction and speed based on defender positioning, through a written assessment. This is aligned to the 7-8 standard CC.9.7.8.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

<p>The student is <b>unable</b> to dribble a ball and pass the ball to another player at least 3 different times.</p>	<p>The student is able to dribble a ball and pass the ball to another player at least 3 different times.</p>	<p>The student is able to dribble with their dominant hand or foot <b>and</b> change directions while maintaining possession for at least 3 of 4 trials <b>Or</b> The student is able to dribble with their non-dominant hand or foot <b>and</b> change directions while maintaining possession for at least 3 of 4 trials</p>	<p>The student is able to dribble with their dominant hand or foot <b>and</b> change directions while maintaining possession for at least 3 of 4 trials <b>And</b> The student is able to dribble with their non-dominant hand or foot <b>and</b> change directions while maintaining possession for at least 3 of 4 trials.</p>	<p><b>In addition to Level 4,</b> the student is able to describe <b>through writing</b>, when and why to dribble with dominant or non-dominant hand or foot and when to change direction in a 1 v 1 practice task.</p>	<p>The student is able to dribble with their dominant hand or foot, <b>and</b> change directions and <b>speed</b> while maintaining possession <b>against a defender</b> for at least 3 of 4 trials <b>And</b> The student is able to dribble with their non-dominant hand or foot, <b>and</b> change directions and <b>speed</b> while maintaining possession <b>against a defender</b> for at least 3 of 4 trials.</p>	<p><b>In addition to Level 6,</b> the student is able to describe <b>in writing</b> when and why to change direction and speed based on defender positioning.</p>
---	--	--	--	---	--	---

**Standard Code: MP.4** Striking & Fielding Games: Fields

**Standard: MP.4.6** Catches (fields) an object in small-sided modified games.

**For Levels 1 and 2** the teacher is assessing the student's ability to apply catching on the move to a variety of partner or small-sided games/practice tasks. This is aligned to the fifth grade standard MS.11.5.

**For Levels 3-4** the teacher is assessing the student's ability to catch (fields) an object in small-sided modified games. This is aligned to the sixth-grade standard MP.4.6.

**Critical Elements:**

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

**Level 5** the teacher is assessing the student's ability to distinguish the critical elements for catching or fielding a ball at low, medium, and high levels (compare, identify, analyze similarities and differences) through a written task. This is aligned to the sixth grade standard CC.4.6.

**For Level 6** The teacher is assessing the student's ability to catch (field) an object from different trajectories, locations, and speeds in small-sided modified games preparing to throw quickly. This is aligned to the grade 7-8 standard MP.4.7.8.

**For Level 7** The teacher is assessing the student's ability to describe their body position for catching in various situations through a written assessment. This is aligned to the 7-8 standard CC.4.7.8a.

1	2	3	4	5	6	7
The student is unable to catch on the move <b>4 out of 5</b> objects from a skilled partner	The student is able to catch on the move <b>4 out of 5</b> objects from a skilled partner	The student is able to catch(fields) in stride <b>4 of 8</b> objects during a small-sided modified game demonstrating <b>two of the four</b> critical elements.	The student is able to catch(fields) in stride <b>6 of 8</b> objects during a small-sided modified game demonstrating <b>four of the four</b> critical elements.	<b>In addition to Level 4,</b> the student is able to distinguish the critical elements for catching or fielding a ball at low, medium, and high levels <b>through writing.</b>	The student is able to catch(fields) in stride from different trajectories, locations, and speeds then throw to a designated area during a game-like task for at least <b>6 of 8</b> objects	<b>In addition to Level 6,</b> the student is able to describe <b>in writing</b> their body position for catching the four balls from the level 6 task.

# Seventh/Eighth Grade: Perform Collection

## Rubrics

### Learning Domain: Movement Performance (MP; psychomotor/skill domain)

Game Classification: Net & Wall Games

**Standard Code: MP.5** Net & Wall Games: Manipulates

**Standard: MP.5.7.8** Successfully rallies (forehand & backhand) using either a short or long handled implement in small-sided modified cooperative games.

**For Levels 1 and 2** the teacher is assessing 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 Levels 3-4** The teacher is assessing 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.

**For Level 5-** The teacher is assessing the student's ability to identify the proper strokes to return ball and/or maintain rally through a written assessment. This is aligned to the 7-8 standard CC.5.7.8.

**For Level 6** The teacher is assessing the student's ability to either self-critique or critique the teacher, performing the proper strokes to return ball and/or maintain rally. This is a written assessment.

Critique Criteria:

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

**For Level 7** The student is able to develop a strategy based on their own performance of the proper strokes to return ball and/or maintain rally in a small-sided modified cooperative games.

Strategy Criteria:

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

1	2	3	4	5	6	7
<p>The student is <b>unable</b> to strike a ball (forehand <b>or</b> backhand), using a paddle or racket, back and forth over a net with another skilled player for 6 out of 8 attempts using three of the four of the critical elements.</p>	<p>The student is able to strike a ball (forehand <b>or</b> backhand), using a paddle or racket, back and forth over a net with another skilled player for <b>6 out of 8 attempts</b> using <b>three of the four</b> of the critical elements.</p>	<p>The student successfully <b>rallies for at least two consecutive hits</b> with both forehand <b>and</b> 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 <b>2 out of 3 attempts</b>.</p>	<p>The student successfully <b>rallies for at least four consecutive hits</b> with both forehand <b>and</b> 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 <b>2 out of 3 attempts</b>.</p>	<p><b>In addition to Level 4,</b> the student is able to identify <b>through writing</b>, the proper strokes to return ball and maintain rally.</p>	<p>The student is able to provide a <b>written</b> critique of their own <b>OR</b> the teacher's performance of the proper strokes to return the ball and/or maintain rally that addresses <b>all five</b> of the critique criteria.</p>	<p>The student is able to develop a strategy <b>in writing</b> based on their own performance of the proper strokes to return the ball and/or maintain rally that addresses <b>all four</b> strategy criteria.</p>

**Game Classification: Net & Wall Games**

**Standard Code: MP.6** Net & Wall Games: Manipulates

**Standard: MP.6.7.8** Serves (underhand/overhand) for distance control and accuracy in small-sided modified games.

**For Levels 1 and 2** the teacher is assessing the student's ability to serve underhand and overhand for distance control in small-sided modified games. This is aligned to the sixth grade standard MP.6.6.

**For Levels 3-4** The teacher is assessing the student's ability to serve (underhand/overhand) with distance control and accuracy in a small-sided modified game. This is aligned to the grade 7-8 standard MP.6.7.8.

**For Level 5** The teacher is assessing the student's ability to describe, through a written assessment, how to alter the body/racket/paddle (preparation, execution, and/or follow-through) to serve to various locations. This is aligned to the 7-8 standard CC.6.7.8a

**For Level 6** The teacher is assessing the student's ability to either self-critique Or critique the teacher, altering their body/racket/paddle (preparation, execution, and/or follow-through) to serve to various locations.

**Critique Criteria:**

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

**For Level 7** The student is able to develop a strategy based on their own performance of how to serve to various locations in a small-sided modified cooperative game.

**Strategy Criteria:**

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

1	2	3	4	5	6	7
The student is <b>unable</b> to underhand/overhand serve to a designated targeted area for at least 6 out of 8 attempts	The student is able to underhand/overhand serve to a designated targeted area for <b>at least 6 out of 8</b> attempts.	The student is able to serve a ball over the net to <b>at least three</b> other players who are arranged at different distances for <b>4 out of 8</b> attempts.	The student is able to serve a ball over the net to <b>at least three</b> other players who are arranged at different distances for <b>6 out of 8</b> attempts.	<b>In addition to Level 4,</b> the student is able to describes <b>in writing</b> how to alter the body/racket/paddle to prepare, execute, and/or follow-through to serve to various locations.	The student is able to provide a <b>written critique</b> of their own <b>Or</b> the teacher's performance addressing how they alter the body/ racket/paddle to prepare, execute, and/or follow-through to serve to various locations that addresses <b>all five</b> of the critique criteria.	The student is able to develop a strategy <b>in writing</b> based on their own performance of how to serve to various locations that addresses <b>all four</b> strategy criteria.

**Game Classification: Invasion Games**

**Standard Code: MP.9** Invasion Games: Dribbles

**Standard: MP.9.7.8** Dribbles with dominant & non-dominant hand or foot while changing directions and speed in small-sided modified games against defenders.

**For Levels 1 and 2** the teacher is assessing the student's ability to dribble with dominant and non-dominant hand or foot and changes directions in small-sided modified games. This is aligned to the sixth grade standard MP.9.6.

**For Levels 3-4** The teacher is assessing the student's ability to dribbles with dominant and non-dominant hand or foot while changing directions and speed in small-sided modified games against defenders. This is aligned to the grade 7-8 standard MP.9.7.8.

**Critical Elements:**

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



**For Level 5** The teacher is assessing the student's ability to describe when and why to change direction and speed based on defender positioning, through a written assessment. This is aligned to the 7-8 standard CC.9.7.8.

**For Level 6** The teacher is assessing the student's ability to either self-critique Or critique the teacher dribbling with dominant and non-dominant hand or foot while changing directions and speed in small-sided modified games against defenders.

**Critique criteria:**

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

**For Level 7** The student is able to develop a strategy based on their own performance dribbling with dominant and non-dominant hand or foot while changing directions and speed in small-sided modified games against defenders.

**Strategy Criteria:**

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

1	2	3	4	5	6	7
<p>The student is <b>unable</b> to dribble with their dominant hand or foot <b>and</b> change directions while maintaining possession for at least 3 of 4 trials <b>and</b></p> <p>The student is able to dribble with their non-dominant hand or foot <b>and</b> change directions while maintaining</p>	<p>The student is able to dribble with their dominant hand or foot <b>and</b> change directions while maintaining possession for at least 3 of 4 trials <b>and</b></p> <p>The student is able to dribble with their non-dominant hand or foot <b>and</b> change directions while maintaining</p>	<p>The student is able to dribble with their dominant hand or foot, <b>and</b> change directions and speed while maintaining possession against a defender for at least 3 of 4 trials <b>or</b></p> <p>The student is able to dribble with their non-dominant hand or foot, <b>and</b> change</p>	<p>The student is able to dribble with their dominant hand or foot, <b>and</b> change directions and speed while maintaining possession against a defender for at least 3 of 4 trials <b>and</b></p> <p>The student is able to dribble with their non-dominant hand or foot, <b>and</b> change directions and</p>	<p>In addition to Level 4, the student is able to describe in writing when and why to change direction and speed based on defender positioning.</p>	<p>The student is able to provide a written critique of their own performance OR the teacher's performance of how they dribble with dominant and non-dominant hand or foot while changing directions and speed in small-sided modified games against defenders,</p>	<p>The student is able to develop a strategy in writing based on their own performance dribbling with dominant and non-dominant hand or foot while changing directions and speed in small-sided modified games against defenders that addresses all four strategy criteria.</p>

possession for at least 3 of 4 trials.	possession for at least 3 of 4 trials.	directions and speed while maintaining possession against a defender for at least 3 of 4 trials.	speed while maintaining possession against a defender for at least 3 of 4 trials.	addressing all five of the critique criteria.	
--	--	--	---	---	--

**Game Classification: Invasion Games**

**Standard Code: MP.10** Invasion Games: Passes & Receives

**Standard: MP.10.7.8a** Passes & receives (hands/feet/implement) against defenders in small-sided modified games.

**For Levels 1 and 2** the teacher is assessing the student’s ability to pass and receive (hands/feet/implement) with control against a passive defense in small-sided modified 2 v 1 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 Levels 3-4** The teacher is assessing the student’s ability to pass and receive (hands/feet/implement) against defenders in small-sided modified games. This is aligned to the grade 7-8 standard MP.10.7.8a.

**For Level 5** The teacher is assessing the student’s ability to describe or demonstrate proper position based on defender location for receiving pass with (hands/feet/implement) through a writing assessment. This is aligned to the 7-8 standard CC.10.7.8a.

**For Level 6** The teacher is assessing the student’s ability to either self-critique Or critique the teacher passing and receiving (hands/feet/implement) against defenders in small-sided modified games against defenders.

**Critique criteria:**

1. Identifies the skills and strategies involved
2. Highlights positive aspects of the performance
3. Identifies errors in the performance
4. Provides corrective feedback

5. Uses content specific vocabulary

**For Level 7** The student is able to develop a strategy based on their own performance passing and receiving (hands/feet/implement) against defenders in small-sided modified games against defenders.

**Strategy Criteria:**

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

1	2	3	4	5	6	7
The student is <b>unable</b> to demonstrate all 5 critical elements on all 4 passing and receiving attempts with a partner against a passive defender in a 2v1 game.	The student demonstrates <b>all 5</b> critical elements on <b>all 4</b> passing and receiving attempts with a partner against a <b>passive defender</b> in a 2v1 game.	The student successfully completes at least <b>3 out of 4 passing</b> attempts with a partner against defenders in a small sided modified game. <b>Or</b> The student successfully completes at <b>least 3 out of 4 receiving</b> attempts with a partner against defenders in a small sided modified game.	The student successfully completes at least <b>3 out of 4 passing</b> attempts with a partner against defenders in a small sided modified game. <b>And</b> The student successfully completes at least <b>3 out of 4 receiving</b> attempts with a partner against defenders in a small sided modified game.	<b>In addition to Level 4,</b> the student is able to describe <b>in writing</b> the proper position (hands/feet/implement) for receiving the four passes from the Level 4 task based on defender location.	The student is able to provide a <b>written critique</b> of their own performance of how they pass and receive (hands/feet/implement) in small-sided modified games against defenders addressing <b>all five</b> of the critique criteria.	The student is able to develop a strategy <b>in writing</b> based on their own performance passing and receiving (hands/feet/implement) against defenders in small-sided modified games that addresses <b>all four</b> strategy criteria.