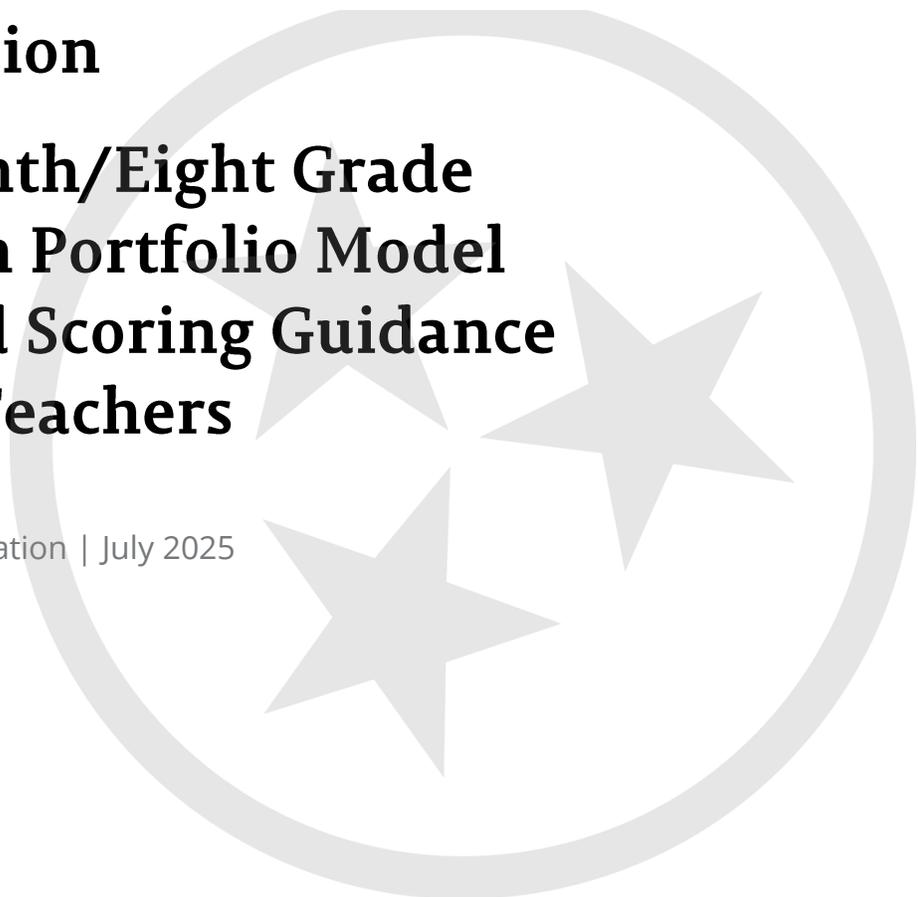




# Physical Education

## Sixth and Seventh/Eight Grade Student Growth Portfolio Model Assessment and Scoring Guidance Document for Teachers

Tennessee Department of Education | July 2025



## 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 determine the performance level (1-7) of student work artifacts at both point A and point B using the rubrics provided in the [Sixth and Seventh/Eighth Grade TEAM Portfolio Resource Guide](#). Teachers score student work at Level 1 when a student is unable to complete the aligned task with any accuracy.

### Peer Reviewers:

Peer Reviewers determine the performance level (1-7) of student work artifacts at both point A and point B using the same rubrics as teachers that are provided in the [Sixth and Seventh/Eighth Grade TEAM Portfolio Resource Guide](#). When scoring student work samples Peer Reviewers may need to mark student samples as "not scorable". If student work is unable to be scored at either point A or point B, both samples will be marked as "not scorable." The differentiated sample will show 0 growth from point A and point B.

Reasons student work may be marked not scorable:

1. There is no evidence that the assessment is aligned to the standard
2. No video of oral assessment
3. Required answer key is missing
  - The teacher submits an answer key which does not follow the answer key guidelines in the [portfolio resource guide](#).
4. The student is not the same at both Point A and Point B.
  - The student is not visible in the video to determine if it is the same student at point A and B

5. The student is used in multiple Samples within the Collection
  - o The same student was used in multiple differentiated samples (emerging, proficient, advanced)
6. The student work is blank (e.g., there is nothing on the paper or video)
  - o Poor video or sound quality hindered the ability to score student work
  - o Uploaded a file type that is not supported
  - o Student work is the same evidence at point A and point B
7. Does not follow [assessment guidelines](#)

## 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	
<b>Level 5</b> Significantly Above Expectations	Students demonstrate, on average, <b>three or more levels of student growth (= or &gt;3 levels of growth).</b>
<b>Level 4</b> Above Expectations	Students demonstrate, on average, <b>two levels of student growth, but less than three levels of student growth (=2 levels of growth, but &lt; 3 levels of growth).</b>
<b>Level 3</b> At Expectations	Students demonstrate, on average, <b>one, but less than two levels of student growth (=1 level of growth but &lt;2 levels of growth).</b>
<b>Level 2</b> Below Expectations	Students demonstrate, on average, <b>less than one level of student growth (&gt;0 levels of growth but &lt;1 level of growth).</b>
<b>Level 1</b> Significantly Below Expectations	Students demonstrated, on average, <b>no growth or negative growth.</b>

## 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.

Teacher Effectiveness Indicator	Student Growth Indicator Scores
Level 1	1.00 – 1.79
Level 2	1.80 – 2.59
Level 3	2.60 – 3.39
Level 4	3.40 – 4.19
Level 5	4.20 – 5.00

A portfolio will be assigned an *Incomplete (I)* and the teacher’s LOE score will **NOT** generate for the school year if **any** of the four collections are not completed **and** submitted by the deadline.

## About the Assessments

The rubrics in this resource guide are designed specifically for [grades six, seven and eight](#) and may be developmentally and instructionally inappropriate for other grades. Teachers should not administer the sixth-grade assessment to seventh or eighth grade students; teachers should not administer the seventh/eighth grade assessments to sixth grade students. 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 TEAM Portfolio Resource Guide](#) 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.

**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 instructing 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 assessed 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.

### Grade 6: Perform Collection Options

- A. [MP.5.6](#) Manipulates an object using a short or long handled implement in small-sided net/wall modified games.
- B. [MP.6.6](#) Serves (underhand/overhand) for distance control in small-sided modified games.
- C. [MP.9.6](#) Dribbles with dominant and non-dominant hand or foot and changes directions in small-sided modified games.
- D. [MP.4.6](#) Catches (fields) an object in small-sided modified games.

### Grade 7/8: Perform Collection Options

- A. [MP.5.7.8](#) Successfully rallies (forehand & backhand) using either a short or long handled implement in small-sided modified cooperative games.
- B. [MP.6.7.8](#) Serves (underhand/overhand) for distance control and accuracy in small-sided modified games.
- C. [MP.9.7.8](#) Dribbles with dominant and non-dominant hand or foot while changing directions and speed in small-sided modified games against defenders.
- D. [MP.10.7.8a](#) Passes and receives (hands/feet/implement) against defenders in small-sided modified games.

## Sixth Grade Assessment Tasks

### Movement Performance: Net and Wall Games

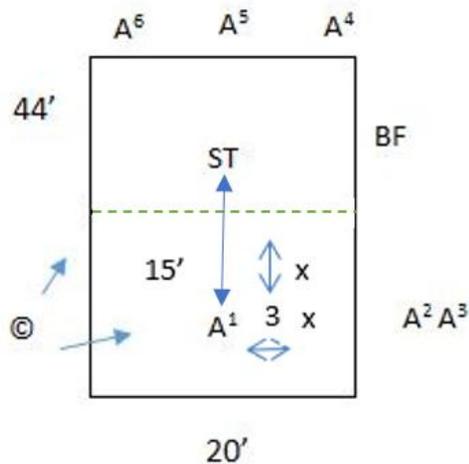
**A. Standard: MP.5 Net & Wall Games: Manipulates  
MP.5.6: Manipulates an object using a short or long handled  
implement in small-sided net/wall modified games.**

**Assessment Task:** *The student uses a paddle or racket to forehand or backhand strike back and forth over a net with another skilled player for at least six strikes. Allow eight attempts.*

- This assessment measures the student's ability to use the critical elements for manipulating objects.

**Set-up of the Assessment Task:**

- A 44' long x 20' wide court area is needed.
- A 3' net should be placed in the middle of the assessment area.
- A taped X on the floor 15' from the net and in the center of the court will denote where the student is to stand. *All other students in the class should be involved in another station or activity.*



#### 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 strike, have the student face the camera to "show" pinnie number.
- The student may begin the assessment in a backhand position (dominant side to net).
- The student assessed is thrown four underhand tosses to the backhand side. The ball must bounce once before the student strikes it. If the throw is ineffective, it should be repeated, and the thrower should announce "throwing error" (to the camera) and repeat the throw. The toss should be approximately 3' in front and 3' to the side of the student. Placing a large, taped X on the floor will provide a target for the thrower. Another X on the floor will show the tested student where to stand in preparation for the toss.
- It is suggested that a high bouncing whiffle ball (e.g., pickle ball), a high-density/high bounce foam ball or a tennis ball (only for use with tennis rackets) be used.
- **For assessment validity, the same type of ball and striking implement (paddle or racket) is to be used for both the pre- and post-tests.**

#### Equipment/Facilities/Materials:

- Numbered pinnies (6-8 minimum)
- Tape measure and floor tape
- Net (3' high and 20' wide)
- 8 (minimum) balls of the same size and kind.
- One paddle (solid wooden or plastic) or one tennis racket.

#### Camera Location and Operation:

- Position the camera on the striking side and at an angle where the student's entire body and the net are clearly in view. Adjust for left-handed students. For testing efficiency, all left-handed students may be in the same group. 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 for Manipulating Objects:** *Student may choose to use one or two hand strokes 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.

**If the student is not able to master the skill at grade level, then the teacher can assess the standard below grade level.**

**Level 2** assesses the fifth grade standard MS.18.5. [See page 31-32 for the fifth-grade assessment task.](#)

**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.

**Level 5 the teacher assesses the student's ability to use critical thinking. This assessment is aligned to sixth grade standard CC.5.6**

In addition to submitting video evidence of the student performing at Level 4, the student writes on paper to identify the four critical elements for manipulating objects.

**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**

Assess the grade 7-8 standard MP.5.7.8. See page 15-17 for grade 7-8 assessment task.

**For Level 7** the teacher assesses the student's ability to use critical thinking. This assessment is aligned to seventh/eight grade standard CC.5.7.8. In addition to submitting video evidence of the student performing at Level 6, the student writes on paper to identify the proper strokes to return a ball and maintain rally.

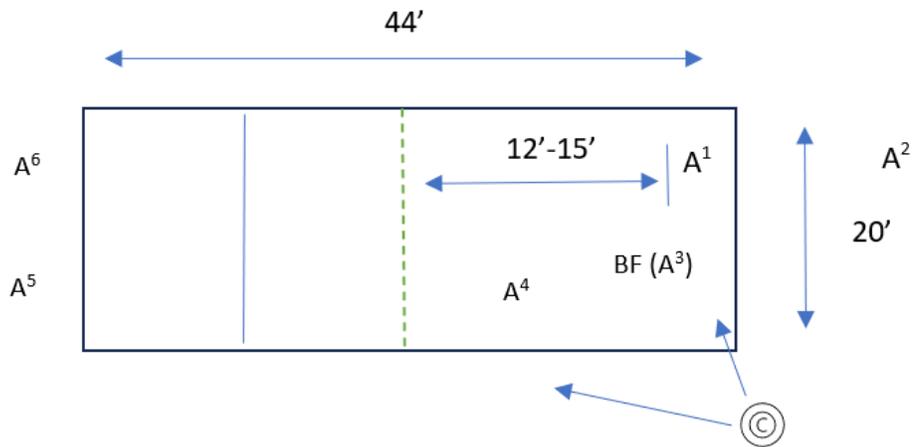
**B. Standard: MP.6 Net & Wall Games: Manipulates**  
**MP.6.6: Serves (underhand/overhand for distance control in small-sided modified games).**

**Assessment Task:** Student performs an underhand or overhand serve to a designated targeted area using a volleyball, paddle/pickle ball or badminton. Allow 4 attempts.

- The assessment measures the student’s ability to serve underhand or overhand for distance control in a small-sided modified game.

**Set-up of the Assessment Task (Option 1): Attempting to serve over the net**

- A 44’ long x 20’ wide space is needed.
- Attach a net between two poles at a height of 3’ (paddle or pickleball), 5’ (badminton) or 7’ (volleyball).
- Place a taped line on the floor for the student being assessed 12-15 feet from the net.
- Place a second taped line across the floor on the opposite side of the net to create a “target zone” in the back half.
- The diagram below shows an assessment of one group. A ball feeder (BF) should be next to a container of balls or birdies to provide the server (A<sup>1</sup>). The remaining students retrieve balls to reset the assessment. *All other students in the class should be involved in another station or activity.*
- For this task, a student may be pre-assessed in one game and post-assessed in another (e.g., underhand serve in volleyball in the fall and badminton in the spring).

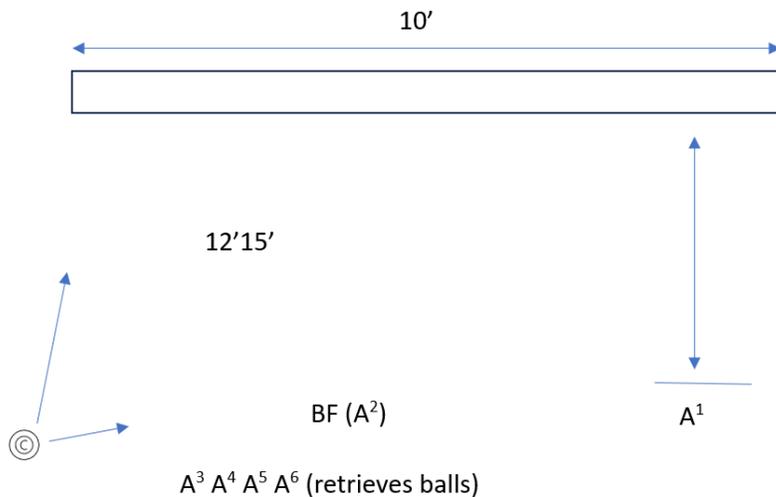


**Administration of the Assessment Task:**

- 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 serve, have the student face the camera to “show” pinnie number.
- Inform the students that they will stand on or behind the line and attempt four serves. The student must stay behind the serving line.
- Use only the following choices of equipment:
  - For paddle/pickle ball: wooden or plastic paddles and pickleballs/high bounce whiffle balls or high-density/high bouncing foam balls. If paddle/pickleball is used for both pre- and post-test, the same type of equipment must be used.
  - For volleyball: volleyballs or volleyball trainers. Note: while a volleyball trainer is appropriate for volleyball skills, students are typically more successful serving a regulation volleyball due to the weight. If volleyball is used for both pre- and post-tests, the same type of ball must be used.
  - For badminton: a badminton racket and same size birdies. If badminton is used for both pre- and post-test, the same type of equipment must be used.

**Set-up of Option 2: Serving to Wall**

- A smooth surfaced wall with a minimum of 10’ testing width is needed.
- A line should be taped horizontally on the wall 3’ (paddle or pickleball), 5’ (badminton) or 7’ (volleyball) from the ground.
- A line should be taped on the floor 12-15 feet from the wall (marked striking line).
- The sample below shows assessment of one group. A ball feeder (BF) should be next to a container of balls or birdies to provide the server (A<sup>1</sup>). The remaining students retrieve balls to reset the assessment. *All other students in the class should be involved in another station or activity.*



**Administration of Option 2: see option 1 above**

**Equipment/Facilities/Materials: (based on activity choice)**

- Numbered pinnies (6-8 minimum)
- Tape measure and tape
- Poles/standards and nets (volleyball, badminton, or pickle ball) or wall space
- Striking objects (regulation volleyball, volleyball trainer, high density/high bounce foam ball, pickleball/high bounce whiffle ball, birdies/shuttlecocks)
- Racket or paddle (badminton, paddle/pickleball)

**Camera Location and Operation:**

- The camera angle should be approximately **a 45-degree angle to the server**. Position the camera to show both the student and the target zone, as this task measures serving for distance control. Have the student face the camera to “show” pinnie number before the first serve. Left-handedness does not affect the assessment protocol or camera placement. The court space or wall needs to be in the camera view. Stop the recording at the completion of each letter group and restart when the next group is ready.

**Critical Elements for Serving:**

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

**If the student is not able to master the skill at grade level, then the teacher can assess the standard below grade level.**

**Level 2** assesses the fifth grade standard MS.17.5. [See page 29-30 for the fifth-grade assessment task.](#)

**Critical Elements for a Mature Pattern:**

- 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.

**Level 5** the teacher assesses the student’s ability to use critical thinking. This assessment is aligned to sixth grade standard CC.5.6. In addition to submitting video evidence of the student performing at Level 4, the student writes on paper to recall the critical elements for serving underhand/overhand.

**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**

Assess the grade 7-8 standard MP.6.7.8. See pages 17-20 for grade 7-8 assessment task.

**For Level 7** the teacher assesses the student’s ability to use critical thinking. This assessment is aligned to seventh/eighth grade standard CC.6.7.8. In addition to submitting video evidence of the student performing at Level 6, the student writes on paper to describe how to alter the body and the racket/paddle to prepare, execute, and/or follow through to serve to various locations.

## Movement Performance: Invasion Games

### C. Standard: MP.9 Invasion Games: Dribbles

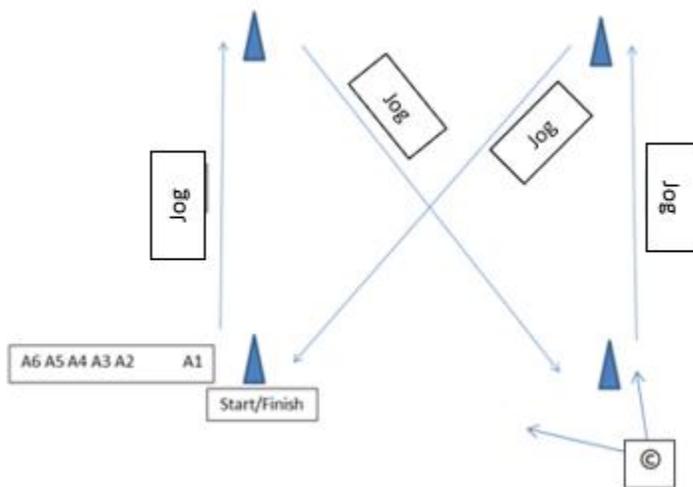
#### **MP.9.6: Dribbles with dominant and non-dominant hand or foot and changes directions in small-sided modified games.**

**Assessment Task:** *Student dribbles with dominant and non-dominant hand or foot through a designed course while changing directions in a small-sided modified game.*

- This assessment measures the ability to control a dribble with dominant and non-dominant hand/foot while changing directions.

**Set-up of the Assessment Task:**

- Set up a testing area 24' X 24' **with a cone on each corner (see diagram below).**
- One student can be assessed at a time with five other students waiting in line (see diagram below).
- When assessing soccer dribbles, the assessment *must* be conducted outdoors using 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.
- The students will each have a properly inflated manipulative (i.e., intermediate size basketball or soccer ball).
- The four-point dribble pattern emphasizes changing direction to travel to and around the cones. The student should maintain control while on the move throughout the pattern. Demonstrate the pattern prior to testing.

**Equipment/Facilities/Materials:**

- Numbered pinnies (6-8 minimum)
- Tape measure
- An appropriately sized piece of equipment (basketball, soccer, hockey stick and puck/ball) for each student. *The same type of equipment should be used for each student and for both the pre- and post-test.*
- Tape measure and tape to mark assessment area and cones (or other noticeable equipment, such as poly spots).
- 5 Cones

**Camera Location and Operation:**

Position the camera to view the full body of the student and the entire testing area. 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.

**If the student is not able to master the skill at grade level, then the teacher can assess the standard below grade level.**

**Level 2** assesses the fifth grade standard MS.13.5. Assess the students' ability to combine dribbling and passing skills. The student dribbles a ball and passes the ball to another player at least 3 different times.

**Level 5** the teacher assesses the student's ability to use critical thinking. This assessment is aligned to sixth grade standard CC.9.6. In addition to submitting video evidence of the student performing at Level 4, the student writes on paper to describe when and why to dribble with dominant or non-dominant hand/foot and when to change direction in a 1 v 1 practice task.

**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**

Assess the grade 7-8 standard MP.6.7.8. See page 22-24 for grade 7-8 assessment task.

**For Level 7** the teacher assesses the student's ability to use critical thinking. This assessment is aligned to seventh/eighth grade standard CC.6.7.8. In addition to submitting video evidence of the student performing at Level 6, the student writes on paper to describe when and why to change direction and speed based on defender positioning.

## Movement Performance: Striking and Fielding

### D. Standard: MP.4 Striking and Fielding Games: Fields

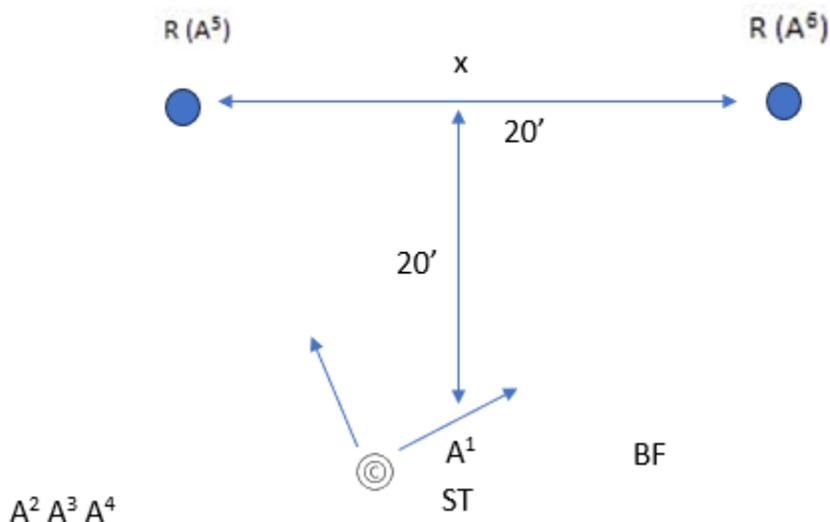
#### MP.4.6: Catches (fields) an object in small sided modified games.

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

- This assessment measures the ability to catch in stride 6-8 objects demonstrating the critical elements.

#### Set-up of the Assessment Task:

- Use a container of several of the same size and kind of ball (5.5-7-inch round balls or intermediate footballs). Have a student serve as ball feeder (BF in diagram below) to the skilled thrower and a student placed on both sides of identified catching location to retrieve missed balls or accept the ball after the catch (R in diagram below). The same object must be used for all students and for pre- and post-test.
- All other students ( $A^2$ ,  $A^3$  &  $A^4$  in diagram below) should be clearly out of the pathway of the student being assessed.
- Skilled thrower will stand in the center of the activity area and 20 feet away from identified travel pathway (see ST in diagram below). He/she will provide four well-thrown overhand leading passes to the tested student.
- Place clearly visible makers (poly spots or tape) down 20' apart to identify catching area/target for skilled thrower (see diagram below).



**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.
- The thrower gives the student a cue to run straight to the first cone and break to one of the sides by indicating "right" or "left". After the student catches, he/she tosses the ball to the retriever (R in diagram above). If missed, the retriever collects the ball. The student then returns to the original starting point awaiting the signal for the second throw. Repeat for two more throws.
- A skilled thrower should throw a pass with an arch at about chest height approximately two feet in front of the student thus allowing the student to catch in stride. If the throw does not meet these criteria, it should be repeated, and the thrower should announce "throwing error" (to the camera) and repeat the throw. It is important to clarify to the student that he/she does not have to stop at the markers; they are only points for reference of direction.

**Equipment/Facilities/Materials:**

- Numbered pinnies (6-8 minimum)
- Tape measure
- 2 flat markers (poly spots) or tape
- 4-6 balls (round 5.5 to 7 inches in diameter or intermediate size footballs)

**Camera Location and Operation:**

Set up camera © opposite of the student being assessed (see diagram). Camera view should capture both identified markers and a minimum two-step stride of student after catch is made. The student being assessed should be visible on the camera for the entire assessment task. Keep the camera stationary and recording 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) 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)

**If the student is not able to master the skill at grade level, then the teacher can assess the standard below grade level.**

**Level 2** assesses the fifth grade standard MS.11.5. Assess the students' ability to catch on the move for at least 4 out of 5 objects from a skilled partner.

**Level 5** the teacher assesses the student's ability to use critical thinking. This assessment is aligned to sixth grade standard CC.4.6. In addition to submitting video evidence of the student performing at Level 4, the student writes on paper to distinguish the critical elements for catching or fielding a ball at low, medium, and high levels.

**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**

Assess the grade 7-8 standard MP.4.7.8. Assess the students' ability to catch (field) in stride from different trajectories, locations, and speeds then throw to a designated area during a game-like task for at least 6-8 objects.

**For Level 7** the teacher assesses the student's ability to use critical thinking. This assessment is aligned to seventh/eighth grade standard CC.6.7.8. In addition to submitting video evidence of the student performing at Level 6, the student writes on paper to describe their body position for catching the four balls from the level 6 task.

## Seventh/Eighth Grade Assessment Tasks

### Movement Performance: Net and Wall Games

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

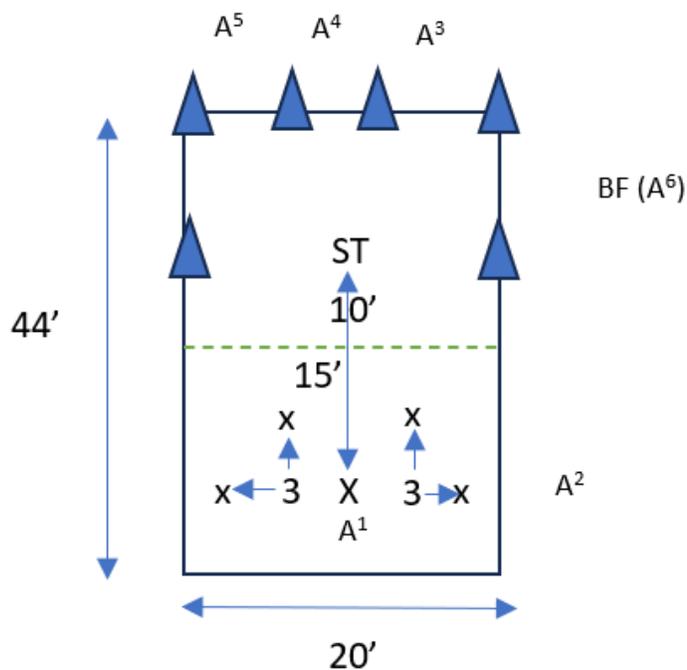
**MP.5.7.8: Successfully rallies (forehand & backhand) using either a short or long handled implement in small-sided modified cooperative games.**

**Assessment Task:** *Alternating between a forehand and backhand-striking pattern, the student uses a paddle or racket to strike a ball back and forth over a net with another skilled partner for four hits. Allow 3 attempts.*

- This assessment measures the student's ability to rally (forehand and backhand) in a small-sided modified cooperative game.

**Set-up of the Assessment Task:**

- A 44" length and 20" width testing area is needed.
- A 3' net should be placed across the middle of assessment area/court.
- 6-9 large cones should be used to show the boundaries. (This is necessary as the camera may not clearly denote the lines).
- A taped X on the floor 15' from the net and in the center of the court will denote where the student is to stand (A<sup>1</sup>). The skilled thrower (ST) will stand 10' from the net on the opposite side. Place an additional taped X on the floor approximately 3' in front and 3' to the side of the student on both the forehand and backhand sides. This will provide targets for the skilled thrower.
- The diagram on the next page shows the assessment of one group (Group A, students 1-6). A ball feeder (BF) should be next to a container of balls to provide the ST. The remaining students retrieve balls to reset the assessment. *All other students in the class should be involved in another station or activity.*



#### 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 strike, have the student face the camera to "show" pinnie number.
- Inform the students that they will stand on the large X marked 15' from the net. They will use an alternating forehand, backhand strike, and face the net after each shot is completed.
- The student assessed is thrown four underhand tosses alternating backhand and forehand sides. The ball must bounce once before the student strikes it. If the throw is ineffective, it should be repeated, and the thrower should announce "throwing error" (to the camera) and repeat the throw. The toss should be approximately 3' in front and 3' to the side of the student. Placing two large, taped Xs on the floor on either side of the student will provide a target for the thrower. Rapid throws should be used by the skilled thrower, meaning that as soon as the shot is completed (i.e., passes the thrower, hits the net, is missed) the next throw is made. This will facilitate a controlled "rally". Allow three complete attempts at this four-toss rally.
- It is suggested that a high bouncing whiffle ball (e.g., pickle ball) or a high-density/high bounce foam ball be used.
- For assessment validity, the same type of ball is to be used for both the pre- and post-tests.

#### Equipment/Facilities/Materials:

- Numbered pinnies (6-8 minimum)
- Tape measure and floor tape
- 8 high density/high bounce foam balls, pickle balls, or whiffle balls (all of same size).
- One paddle (solid wooden or plastic)
- Net (3' high and 20' wide)
- 6 to 9 medium to large cones

**Camera Location and Operation:**

Position the camera at an angle where the student's entire body and the opposite court are clearly in view. 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.

**Note:** This assessment measures the number of shots returned over the net and in bounds rather than the quality of the movement. Both forehand and backhand skills should be mastered in previous grades. Therefore, critical elements will not be evaluated.

**If the student is not able to master the skill at grade level, then the teacher can assess the standard below grade level.**

**Level 2** assesses the sixth grade standard MS.5.6. See page 6-7 for the task.

**Level 5** the teacher assesses the student's ability to use critical thinking. This assessment is aligned to seventh/eighth grade standard CC.5.7.8. In addition to submitting video evidence of the student performing at Level 4, the student writes on paper to identify the proper strokes to return a ball and maintain rally.

**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**

Assess the students' ability **self-critique** or **critique the teacher's performance** of video evidence at Level 4: proper strokes to return the ball and/or maintain rally.

**Seventh/Eighth Grade Self-Critique**

The student is shown a recording of his/her own performance and provides a critique of his/her own performance that addresses all five critique criteria listed below.

**Seventh/Eighth Grade Critique of Teacher's Performance**

The teacher generates a video of himself/herself performing a skill or activity. The student is shown that recording of the teacher's performance and provides a critique of the teacher's performance that addresses all five critique criteria listed below.

**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**

Assess the student's ability to develop a strategy in writing based on their own performance at Level 4: proper strokes to return the ball and/or maintain rally.

### **Seventh/Eighth Grade Game Strategy**

Student is shown a recording of his/her own performance in a small group activity. The student is to develop a strategy based on his/her own performance that addresses all four strategy criteria listed below.

#### **Strategy Criteria**

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

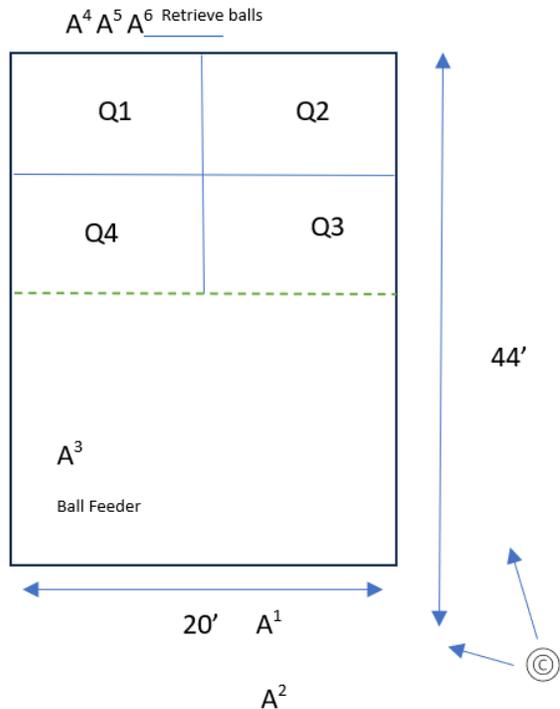
## **B. Standard: MP.6 Net & Wall Games: Manipulates MP.6.7.8: Serves (underhand/overhand) for distance control and accuracy in small-sided modified games.**

**Assessment Task:** Student makes eight attempts to serve a ball over the net to at least three other players who are arranged at different distances. with accuracy.

- The assessment measures the student's ability to execute a serve (underhand/overhand) in volleyball, badminton or paddle/pickleball with distance control and accuracy.

#### **Set-up of the Assessment Task:**

- A 44' long X 20' wide space is needed.
- Attach a net between two poles at a height of 3' (paddle/pickleball); 5' (badminton) and 7' to 7'4" (volleyball).
- Mark the target side of the court into four equal quadrants with floor tape.
- Using an existing line, tape or markers clearly denoting the back serving line (the line the student must stand behind to serve).



#### 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 serve, have the student face the camera to "show" pinnie number.
- Instruct the students that they will have 8 attempts to serve the ball over the net and into the designated quadrant, in number order, starting with Q1. For each subsequent attempt, the target zone will be the next quadrant (Q1, Q2, Q3, Q4, Q1, Q2, Q3, Q4, for a total of eight attempts).
- The student must be behind the service line and to the right of the center mark. The student must execute a *legal* serve which includes staying behind the line and using the following form: 1) for volleyball either an underhand, sidearm or overhead pattern; 2) for badminton, the birdie/shuttlecock must be contacted below the waist; and 3) for pickleball contact must be below the waist and the ball must be struck before it bounces.
- Use only the following choices of equipment:
  - For paddle/pickle ball: wooden or plastic paddles and pickleballs/high bounce whiffle balls or high-density/high bouncing foam balls.
  - For volleyball: volleyballs or volleyball trainers. Note: while a volleyball trainer is appropriate for volleyball skills, students are typically more successful serving a regulation volleyball due to the weight.
  - For badminton: a badminton racket and same size birdies.
- Use the same type of equipment on both the pre- and post-test.

**Equipment/Facilities/Materials: (based on activity choice)**

- Numbered pinnies (6-8 minimum)
- Tape measure and tape or markers; 12-14 medium to large size cones
- Poles/standards and nets (volleyball, badminton, or paddle/pickleball)
- Striking objects (regulation volleyball, volleyball trainer, high density/high bounce foam ball, pickleball/high bounce whiffle ball, birdies/shuttlecocks)
- Racket or paddle (badminton, paddle/pickleball)

**Camera Location and Operation:**

It is critical that the © camera is placed in position to view both the student assessed, the service line and the target. Stop the recording at the completion of each letter group and restart when the next group is ready.

**Note:** This assessment measures a student's ability to use a legal serve with adequate force and accuracy. Fundamental serving skills should be mastered in grade six. Therefore, critical elements will not be evaluated.

**If the student is not able to master the skill at grade level, then the teacher can assess the standard below grade level.**

**Level 2** assesses the sixth grade standard MS.6.6. See pages 8-10 for the task.

**Level 5** the teacher assesses the student's ability to use critical thinking. This assessment is aligned to seventh/eighth grade standard CC.5.7.8. In addition to submitting video evidence of the student performing at Level 4, the student writes on paper to describe how to alter the body/racket/paddle to prepare, execute, and/or follow-through to serve to various locations.

**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**

Assess the students' ability **self-critique** or **critique the teacher's performance** of video evidence at Level 4: addressing how they altered their body/racket/paddle to prepare, execute, and/or follow-through to serve to various locations.

**Seventh/Eighth Grade Self-Critique**

The student is shown a recording of his/her own performance and provides a critique of his/her own performance that addresses all five critique criteria listed below.

**Seventh/Eighth Grade Critique of Teacher's Performance**

The teacher generates a video of himself/herself performing a skill or activity. The student is shown that recording of the teacher's performance and provides a critique of the teacher's performance that addresses all five critique criteria listed below.

**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**

Assess the student's ability to develop a strategy in writing based on their own performance at Level 4: how to serve to various locations.

**Seventh/Eighth Grade Game Strategy**

Student is shown a recording of his/her own performance in a small group activity. The student is to develop a strategy based on his/her own performance that addresses all four strategy criteria listed below.

**Strategy Criteria**

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

## **Movement Performance: Invasion Games**

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

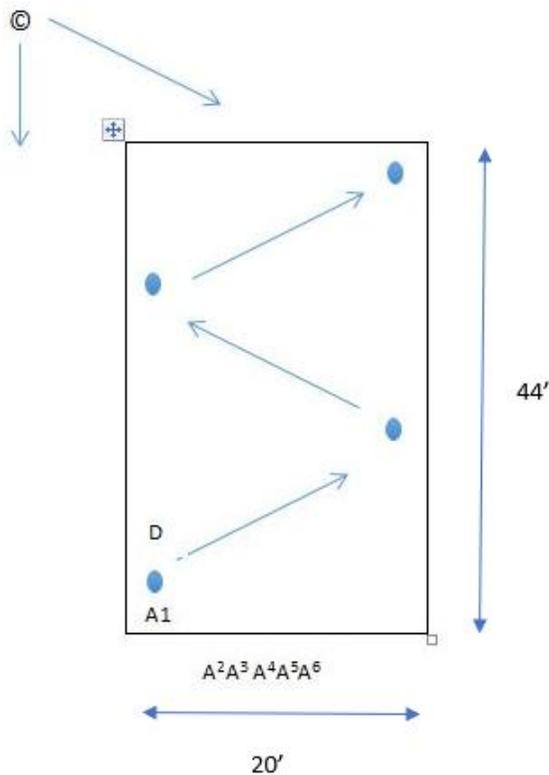
**MP.9.7.8: Dribbles with dominant and non-dominant hand or foot while changing directions and speed in small-sided modified games against defenders.**

**Assessment Task:** *Student attempts to dribble at a jogging speed against a passive defender using both dominant and non-dominant sides, while keeping control of the object and changing directions/speed.*

- This assessment measures the ability to dribble using both the dominant and non-dominant side (hand, foot, hockey stick) as directed by the course and defender while keeping control of the object and changing directions/speed.

**Set-up of the Assessment Task:**

- A 44' (length) x 20' (width) space is needed for testing.
- Four poly spots/markers are placed diagonally across the space allowing for 60° cuts.
- One student can be assessed at a time with five other students waiting in line (see diagram below). Two skilled students are selected to serve as alternating passive defensive players (D in diagram below).
- *When assessing soccer dribbles, the assessment must be conducted outdoors using a grass area free from obstruction 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.
- The students will each have a properly inflated manipulative (i.e., Intermediate size basketball or soccer ball).
- On signal go, the student dribbles at a jogging speed to the first marker, mirrored by a passive defender. (Suggestion: Use two skilled students who will alternate the passive defender role.) The student will continue dribbling to each successive marker along the determined route and finish with an optional shot on goal. **\*The shot will not be assessed.**
- The protocol is repeated for the next student until all are finished. Stop the recording at the completion of each letter group and restart when the next group is ready.

#### Equipment/Facilities/Materials:

- Numbered pinnies (6-8 minimum)
- Tape measure
- Age and size appropriate equipment (basketball, soccer ball, 8" rubber playground ball, hockey stick, puck, field hockey stick, field hockey ball) for each student. The same type of equipment should be used for each student for both the pre- and post-test.
- 4 Cones

**Camera Location and Operation:**

Position the camera to view the full body of the student, in the direction of travel and the entire testing area. 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:**

- 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

**If the student is not able to master the skill at grade level, then the teacher can assess the standard below grade level.**

**Level 2** assesses the sixth grade standard MS.9.6. See pages 11-12 for the task.

**Level 5** the teacher assesses the student's ability to use critical thinking. This assessment is aligned to seventh/eighth grade standard CC.5.7.8. In addition to submitting video evidence of the student performing at Level 4, the student writes on paper to describe when and why to change direction and speed based on defender positioning.

**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**

Assess the students' ability **self-critique** or **critique the teacher's performance** of video evidence at Level 4: how they dribble with dominant and non-dominant hand or foot while changing directions and speed in small-sided modified games against defenders.

**Seventh/Eighth Grade Self-Critique**

The student is shown a recording of his/her own performance and provides a critique of his/her own performance that addresses all five critique criteria listed below.

**Seventh/Eighth Grade Critique of Teacher's Performance**

The teacher generates a video of himself/herself performing a skill or activity. The student is shown that recording of the teacher's performance and provides a critique of the teacher's performance that addresses all five critique criteria listed below.

**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**

Assess the student's ability to develop a strategy in writing based on their own performance at Level 4: dribbling with dominant and non-dominant hand or foot while changing directions and speed in small-sided modified games against defenders.

### **Seventh/Eighth Grade Game Strategy**

Student is shown a recording of his/her own performance in a small group activity. The student is to develop a strategy based on his/her own performance that addresses all four strategy criteria listed below.

### **Strategy Criteria**

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

## **D. Standard: MP.10 Invasion Games: Passes & Receives**

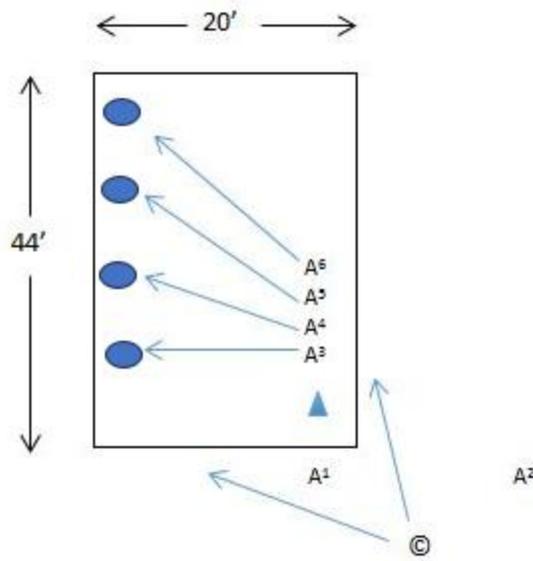
### **MP.10.7.8: Passes and receives (hands/feet/implement) against defenders in small-sided modified games.**

**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 or soccer).

- 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.

### **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 (A<sup>3</sup>) passes the ball/puck to the student being assessed (A<sup>1</sup>). If it is a poor pass, have him/her repeat the throw. After passing, A<sup>3</sup> breaks for the first route marker to receive the pass returned by A<sup>1</sup>. 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 assessed 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

### **If the student is not able to master the skill at grade level, then the teacher can assess the standard below grade level.**

**Level 2** assesses the sixth grade standard MS.10.6. The student demonstrates the critical elements of passing and receiving attempts with a partner against a passive defender in a 2v1 game.

### **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.

**Level 5** the teacher assesses the student's ability to use critical thinking. This assessment is aligned to seventh/eighth grade standard CC.10.7.8. In addition to submitting video evidence of the student performing at Level 4, the student writes on paper the proper position (hands/feet/implement) for receiving the four passes from the Level 4 task based on defender location.

### **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**

Assess the students' ability **self-critique** or **critique the teacher's performance** of video evidence at Level 4: how they pass and receive (hands/feet/implement) in small-sided modified games against defenders.

### **Seventh/Eighth Grade Self-Critique**

The student is shown a recording of his/her own performance and provides a critique of his/her own performance that addresses all five critique criteria listed below.

### **Seventh/Eighth Grade Critique of Teacher's Performance**

The teacher generates a video of himself/herself performing a skill or activity. The student is shown that recording of the teacher's performance and provides a critique of the teacher's performance that addresses all five critique criteria listed below.

#### **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**

Assess the student's ability to develop a strategy in writing based on their own performance at Level 4: passing and receiving (hands/feet/implement) against defenders in small-sided modified games.

### **Seventh/Eighth Grade Game Strategy**

Student is shown a recording of his/her own performance in a small group activity. The student is to develop a strategy based on his/her own performance that addresses all four strategy criteria listed below.

#### **Strategy Criteria**

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