

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

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Introduction

The Physical Education (P.E.) student growth portfolio model was designed through a collaborative partnership of teachers, district leaders, retired teachers, and university employees in 2013 and implemented in 2014. To align to the <u>Revised November 2023 TN Physical Education Standards (6-8)</u>, 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 2nd, 5th, 6th, and 7/8th collections depending on the grades they teach, to complete four collections of their portfolio. Please refer to the 2nd and 5th grade guidebook for those collections. If a teacher does not teach any of the available portfolio grades (2nd, 5th, 6th or 7/8th), the teacher is exempt from implementing the PE portfolio and will be a non-tested educator.

Best practice:

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

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

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
	Net & Wall Games	 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.
Movement Performance	Invasion Games	C. MP.9.6 Dribbles with dominant and non-dominant hand or foot and changes directions in small-sided modified games.
	Striking and Fielding	D. MP.4.6 Catches (fields) an object in small-sided modified games.

Grade 7/8: Perform Collection Options

Learning Domain	Game Classification	Standards
	Net & Wall Games	A. MP.5.7.8 Successfully rallies (forehand & backhand) using either a short or long handled implement in small-sided modified cooperative games.
Movement Performance		B. MP.6.7.8 Serves (underhand/overhand) for distance control and accuracy in small-sided modified games.
	Invasion Games	C. MP.9.7.8 Dribbles with dominant and non-dominant hand or foot while changing directions and speed in small-sided modifies games against defenders.
		D. MP.10.7.8a 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 <u>not</u> 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 <u>P.E. Student Growth Portfolio</u> <u>Model Assessment and Scoring Guidance Documents for teachers</u>.

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):

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

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

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.

The student is unable to dribble a ball and pass the player at least 3 different times.The student is able to dribble a ball and to dribble with their dominant hand or foot and change directions while maintaining possession for at least 3 of 4 trialsThe student is able to dribble with their dribble	In addition to Level 6, the student is able to describe in writing when and why to change direction and speed
a ball and pass the ball to another player at least 3pass the ball to another player at least 3 different times.dominant hand or foot and change directions while maintaining possession for at least 3 of 4 trialsdominant hand or foot and change directions while maintaining box of 4 trialsdescribe through writing, when and why to dribble with 	is able to describe in writing when and why to change
ball to another player at least 3another player at least 3 different times.foot and change directions while maintaining possession for at 	in writing when and why to change
player at least 3least 3 differentdirections whilewhile maintainingto dribble withdirections and speeddifferent times.times.maintainingpossession for at leastdominant or non-while maintainingwhile maintainingof 4 trialspossession for atand when to changeand when to changedefender for at least 3ororThe student is able todirection in a 1 v 14 trials	and why to change
different times.times.maintaining possession for at a of 4 trialspossession for at least a of 4 trialsdominant or non- 	,
possession for at least 3 of 4 trials3 of 4 trialsdominant hand or foot and when to changepossession against a defender for at least 3OrThe student is able to direction in a 1 v 14 trials	direction and speed
least 3 of 4 trials And and when to change defender for at least 3 Or The student is able to direction in a 1 v 1 4 trials	
Or The student is able to direction in a 1 v 1 4 trials	based on defender
	of positioning.
The student is able dribble with their non- practice task. And	
to dribble with their dominant hand or foot The student is able to	
dominant hand or and change directions dribble with their non-	
foot and change while maintaining dominant hand or foot	,
directions while possession for at least and change directions	
maintaining B of 4 trials. and speed while	
possession for at maintaining possession	
least 3 of 4 trials against a defender fo	rat
least 3 of 4 trials.	

Game Classification: Striking and Fielding

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

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

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.

- 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
unable to underhand serve to a designated targeted area for at least 2 out of 4 attempts And the student is able to overhand serve to a designated	to underhand serve to a designated targeted area for at least 3 out of 4 attempts And the student is able to overhand serve to a designated targeted area for at least 2 out of 4	are arranged at different distances	serve a ball over the net to at least three other players who are arranged at different distances for 6 out of 8 attempts.	In addition to Level 4, the student is able to describes in writing 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 written critique of their own Or 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 all five of the critique criteria.	The student is able to develop a strategy in writing based on their own performance of how to serve to various locations that addresses all four strategy criteria.
Standard Code: M Standard: M	lefenders.	th dominant & non-do				modified games against
		to the sixth grade star	-	inant and non-dominan	t hand or foot and chang	ges directions in small-
in small-sided mod Critical Elements 1. Crossover 2. Uses body 3. Lowers bo 4. Head facin 5. Increases s For Level 5 The te	dified games agains with continuous dri to shield the ball fr dy during cuts g forward between speed after cut acher is assessing t	t defenders. This is alig bble om defender cuts	gned to the grade 7-8 st describe when and why	andard MP.9.7.8.	and or foot while changi	

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.

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

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 smallsided 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.

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