

South Carolina Physical Education Assessment Program

Elementary School



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South Carolina Physical Education Assessment Program

Elementary School

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South Carolina Physical Education Assessment Program

Chapter 1

Introduction

What is the Purpose of the South Carolina Physical Education Assessment Program?

The purpose of the South Carolina Physical Education Assessment Program (SCPEAP) is to assess a physical education school program on the extent to which students at a school are meeting the state standards. The purpose of physical education programs is to give students the skills, dispositions and knowledge for a physically active lifestyle.

Lack of physical activity is a major health problem. It is responsible for the level of increased obesity and a host of chronic diseases of children, youth, and adults. The state physical education content standards were developed with the overarching goal of developing a physically active lifestyle. Standards and the assessment of standards can:

- Create a shared vision of what students should know and be able to do
- Create policy that ensures that needed resources are provided to a program area
- Develop accountability for program quality
- Provide feedback to teachers, administrators, parents and policy makers on the status of a program and how to improve programs.

What Assumptions Does the Program Make About the Best Way to Assess Programs?

The physical education assessment program was designed to maintain the advantages of state wide assessment while trying to reduce the disadvantages. In designing the program several assumptions were made:

- Program effectiveness is best assessed on the extent to which students

achieve the standards (outcomes) while allowing programs to make the decision on how to best accomplish those outcomes.

- Standards and assessment should define minimum expectations for achievement. Most students should accomplish more.
- Assessment should be part of an ongoing process of planning, teaching and assessment. Both summative as well as formative assessment should be an integral part of the program.
- Every grade level does not have to be assessed. The program selected 2nd, 5th, 8th and 9th grade as the targets of assessment based on the developmental nature of these age groups. Two assessment points were established for the six year elementary program based on the idea that it is at the 2nd grade when mature fundamental skills that form the basis for a lifetime of physical activity should be established and assessed.
- Every student does not have to be assessed. Student outcomes can be sampled. If the program is good based upon a high percentage of students meeting the standards individual students will achieve.
- Every grade level objective identified by the state standards does not have to be assessed. Performance indicators were selected from the standards to be few in number and critical outcomes of the standards regardless of the curriculum selected by a school. Performance indicators should form the basis of the assessment.
- Programs do not have to be assessed every year. Schools should have time to improve their programs before subsequent assessments. A more comprehensive assessment of a program done less frequently is a better indication of program effectiveness than surface evaluations done more frequently. Teachers should be free to collect data anytime during the year their program is assessed.
- Teachers are encouraged to score their student's performance. Those who choose to do so have a source of immediate feedback and do not have to wait until scores are received from the state in a following year.

What Is The Law?

The assessment program is mandated by state law. In 2005 the legislature passed the Student Health and Fitness Act identifying assessment in physical education in the following sections:

Student Health and Fitness Act

Section 59-10-50. (A) Each public school in this State shall administer the South Carolina Physical Education Assessment. Assessment of students in second grade, fifth grade, eighth grade, and high school must be used to assess the effectiveness of the school's physical education program and its adherence to the South Carolina Physical Education Curriculum Standards. The State Department of Education shall develop a procedure for calculating a district and school physical education program effectiveness score. The district and school physical education effectiveness score must be reported to the education community through the district and school report card.

SC Act (A102, R129, H3499), 2005

How Were the Assessment Materials Developed?

The assessment materials were developed and revised over a long period of time with groups of teachers at each school level. The process began with identifying performance indicators of the standards for each grade level that could reasonably be developed in a two day a week program (60 minutes) with the expectation that programs that have more time will be able to accomplish more than the minimum expectations. All important program outcomes could not be realistically assessed. Teacher committees were asked to select those that were most critical to a particular age level. This selection process was based on a review of the literature and research available defining best practice. From the performance indicators teachers were asked to develop assessment tasks for those indicators and a way to evaluate that assessment task. The materials took several years to develop for each school level. They were continuously piloted and revised before their inclusion in the program and continuously revised with teacher experience using them over more than a ten year period.

How Does The Program Work?

All school districts in the state were randomly selected to be in one of three cycles which determines the assessment year of the district (see page 8). That means that each district formally assesses their school physical education programs once every three years. (Some districts may wish to engage in continuous assessment of their programs.)

Year before assessment: The year before an assessment year for a district, teachers are provided with data collection training by SCPEAP through the South Carolina Department of Education. Teachers who attend the training tend to do better on the administration of the assessment. The training prepares teachers with all the information they need on how to submit an assessment plan, how to collect data and how to submit it.

Beginning of the school year: A school submits an assessment plan to the grade level office of SCPEAP at the beginning of a school year identifying the classes and activities they would like to use for their assessment based on the policies established for sampling students. An assessment plan committee reviews the plans and approves them (See Chapter 3, p. 39).

During the school year: Teachers may collect data on student performance at any time during the school year using the protocols designated for each performance indicator.

Submitting data: All student data and original records of student performance (video, written tests, contracts) must be submitted to the SCPEAP office sometime between May 1st and the last day of school for a school.

Monitoring data: A monitoring committee of physical education teachers and college and university faculty meets during June to check the accuracy of teacher data submitted and/or score student performance if needed.

Reporting: Teachers, school principals, district superintendents and the SCDE receive a report in early fall on the results of the assessment for a school. The report includes state level, school level and teacher level total score data and

scores for each performance indicator.

What Kind of Administrative Support Does the Program Require?

Since the assessment program was designed to be a part of the normal process of instruction, a minimum of administrative support is necessary to conduct a SCPEAP assessment. Motor skills are an essential part of the physical education standards and are assessed with video and scoring rubrics of performance. Media centers for all schools should have the video equipment necessary for conducting the Standard 1 assessments (motor skills).

Administrative Support: At the middle school and high school level, teachers should be able to manage the environment to provide students not being assessed with alternative activities but may need help setting up the video equipment and testing protocols. It is also possible for another teacher who is teaching at the same time to take the students not being assessed. At the elementary level most assessments can be conducted with good management skills on the part of the teacher without additional support. The teacher may need support for some assessments. That support can be provided by the classroom teacher, an older student or a volunteer parent.

Brief History of the Program

The South Carolina Physical Education Assessment Program (SCPEAP) began as a standing committee of the South Carolina Alliance for Health, Physical Education, Recreation and Dance and was originally fully supported by the SCDE to develop and conduct state assessment in physical education in 1999. Committees of teachers at each grade level were formed to identify the performance indicators of the state standards (the national standards) and to develop assessment tasks and assessment materials for those tasks. Over 100 professionals in the state were involved in this process.

In 1999 the decision was made by the Education Oversight Committee to put physical education assessment on the school report card. At that point the South Carolina State Department of Education (SCDE) made the decision to contract with the SCAHPERD to conduct the state assessment. A standing committee of SCAHPERD was formed (SCPEAP) to develop and conduct the program.

The established structure of SCPEAP has included an Advisory Board of teachers at each school level and an Executive Board including the directors of the program, school level directors, the SCDE physical education consultant, and representatives from SCAHPERD. A Policy Board of teachers, school administrators and college and university faculty was also formed to recommend formal policy for the conduct of the program to be approved by the SCDE. This board met several times a year to determine policy and make revisions to the program.

The program has had a sporadic implementation depending on the resources available and support for implementation. High school data have been collected in 1999-2000, 2003-2004, and 2006-2007. Middle school and elementary data have been collected only in 2006-2007. A major revision of the program occurred in 2007-2010 and is reflected in these materials.

South Carolina Physical Education Assessment Program
Physical Education Assessment District Cycle
(Random drawing May 5, 2000)

Sample selection: This drawing was determined by dividing all districts in this state into three equal groups by school population and then randomly determining which of the three groups would be in which cycle.

CYCLE 1

**Elementary 2011-2012
 Middle School 2014-2015
 High School 2017-2018**

CYCLE 2

**Elementary 2012-2013
 Middle School 2015-2016
 High School 2018-2019**

CYCLE 3

**Elementary 2010-2011
 Middle School 2013-2014
 High School 2016-2017**

Abbeville
 Anderson 1
 Anderson 5
 Bamberg 2
 Barnwell 29
 Beaufort
 Charleston
 Chesterfield
 Clarendon 1
 Clarendon 3
 Dorchester 4
 Edgefield
 Florence 3
 Hampton 1
 Hampton 2
 Laurens 56
 Lexington/Richland 5
 Marion 7
 Oconee
 Richland 1
 Richland 2
 Saluda
 Spartanburg 3
 Spartanburg 4
 Spartanburg 6
 Sumter 17
 Union
 Williamsburg

Allendale
 Anderson 2
 Anderson 3
 Anderson 4
 Calhoun
 Cherokee
 Chester
 Colleton
 Darlington
 Dillon 1
 Dillon 3
 Dorchester 2
 Fairfield
 Florence 2
 Florence 4
 Florence 5
 Georgetown
 Greenville
 Greenwood 50
 Lee
 Lexington 1
 Lexington 4
 Orangeburg 3
 Orangeburg 4
 Spartanburg 1
 Spartanburg 5
 Spartanburg 7
 York 3, York 4

Aiken
 Bamberg 1
 Barnwell 19
 Barnwell 45
 Berkeley
 Clarendon 2
 Dillon 2
 Florence 1
 Greenwood 51
 Greenwood 52
 Horry
 Jasper
 Kershaw
 Lancaster
 Laurens 55
 Lexington 2
 Lexington 3
 Marion 1
 Marion 2
 Marlboro
 McCormick
 Newberry
 Orangeburg 5
 Pickens
 Spartanburg 2
 Sumter 2
 York 1
 York 2

South Carolina Physical Education Assessment Program

Chapter Two

K-12 Standards, Indicators and Performance Indicators of the Standards

This chapter identifies the state assessment Performance Indicators by grade level. The state academic standards and indicators are based on the National Physical Education Content Standards (NASPE, 2004) and are also provided in this chapter for your reference. Because it is not appropriate to assess every standard and every indicator of the standards, only particular grade levels and performance indicators deemed most critical for a grade level were selected to be assessed.

This chapter provides you with:

- A list of the SCPEAP Performance Indicators for each school level
- A list of the state standards and a description of each
- Grade level indicators for each of the standards

Materials are organized by grade level and provided K-12 so that teachers at each level can understand how the contributions of one school level contribute to the overall standards. Teachers are encouraged to read these materials and to use them in planning their curriculums.

I. SCPEAP Assessment Performance Indicators of the State Standards

Second Grade

Performance Indicator One:

Perform a dance.

Performance Indicator Two:

Combine educational gymnastics movements into a smooth sequence.

Performance Indicator Three:

Combine locomotor patterns into a continuous sequence.

Performance Indicator Four:

Toss and catch a hand-sized object.

Fifth Grade

Performance Indicator One:

Perform dance(s).

Performance Indicator Two:

Create and perform an educational gymnastics routine.

Performance Indicator Three:

Demonstrate an overhand throwing pattern.

Performance Indicator Four:

Demonstrate basic skills in different game categories.

Performance Indicator Five:

Meet the gender and age group health related physical fitness standards as published by the National Association of Sport and Physical Education.

Middle School Performance Indicators

Performance Indicator One:

Demonstrate competency in modified versions of activities in two movement forms.

Performance Indicator Two:

Demonstrate knowledge of the five components of fitness and the F.I.T.T. principle on a written test.

Performance Indicator Three:

Participate regularly in health enhancing physical activity outside of the physical education class.

Performance Indicator Four:

Meet the gender and age group health related physical fitness standard as described by the National Association for Sport and Physical Education.

High School Performance Indicators

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Performance Indicator Two:

Design and develop an appropriate physical fitness program to achieve a desired level of personal fitness.

Performance Indicator Three:

Participate regularly in health enhancing physical activity outside the physical education class.

Performance Indicator Four:

Meet the gender and age group health related physical fitness standard as published by the National Association for Sport and Physical Education.

II. The South Carolina Physical Education Academic Standards

South Carolina's six content standards for physical education are based on the current national physical education standards, which are set forth in the 2004 NASPE publication *Moving Into The Future: National Standards For Physical Education*. The descriptive paragraph that follows each of the standards statements is taken directly from that publication.

Standard 1

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities.

The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis. In the primary years, students develop maturity and versatility in the use of fundamental motor skills (e.g., running, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor skills, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove, or the use of a specific tactic), are used in increasingly complex movement environments through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the skills to participate in a wide variety of leisure and work-related physical activities. (NASPE, 2004, p. 15)

Standard 2

The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities.

The intent of this standard is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. It includes, for example, increasing force production through the summation of forces, knowing the effects of anxiety on performance, and understanding the principle of specificity of training. Knowledge of these concepts and principles and of how to apply them enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. In the lower elementary grades, emphasis is placed on establishing a movement vocabulary and applying introductory concepts. Through the upper elementary and

middle school years, an emphasis is placed on applying and generalizing these concepts to real-life physical activity situations. In high school, emphasis is placed on students' independently and routinely using a wide variety of increasingly complex concepts. By graduation, the student has developed sufficient knowledge and ability to independently use his/her knowledge to acquire new skills while continuing to refine existing ones. (NASPE, 2004, p. 21)

Standard 3

The student will participate regularly in physical activity.

The intent of this standard is establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside of the classroom. Although participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle that has the potential to help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis. Voluntary participation often develops from the initial enjoyment that is derived from the activity coupled with the requisite skills needed for participation. As students develop an awareness of the relationships between activity and its immediate and identifiable effects on the body, regular participation in physical activity enhances the physical and psychological health of the body, social opportunities and relationships, and quality of life. Students are more likely to participate if they have opportunities to develop interests that are personally meaningful to them. Young children learn to enjoy physical activity yet also learn that a certain level of personal commitment and earnest work is required to reap the benefits from their participation. They partake in developmentally appropriate activities that help them develop movement competence and should be encouraged to participate in moderate to vigorous physical activity and unstructured play. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to support and sustain good health. (NASPE, 2004, p. 27)

Standard 4

The student will achieve and maintain a health-enhancing level of physical fitness.

The intent of this standard is development of students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as

needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance [i.e., aerobic capacity], muscular strength and endurance, flexibility, and body composition. Expectations for improvement of students' fitness levels should be established on a personal basis, taking into account variation in entry levels and the long-term goal of achieving health-related levels of fitness based on criterion-referenced standards. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, the ways each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve health-related levels of fitness. (NASPE, 2004, p. 33)

Standard 5

The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules, procedures, and safety. In the upper elementary levels, children learn to work independently, with a partner, and in small groups. Throughout elementary school, students begin to recognize individual similarities and differences and participate cooperatively in physical activity. In middle school, adolescents identify the purpose of rules and procedures and become involved in decision-making processes to establish the rules and procedures that guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They participate with all people, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult work and family roles and responsibilities affect their decisions about physical activity and how physical activity, preferences, and opportunities change over time. (NASPE, 2004, p. 39)

Standard 6

The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote a positive self-image, thereby enticing people to continue participation in activity throughout the life span. Elementary children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs. (NASPE, 2004, p. 45)

Standards Learning Domains

Standard 1	Psychomotor
Standard 2	Cognitive
Standard 3	Psychomotor
Standard 4	Psychomotor
Standard 5	Affective
Standard 6	Affective

III. Grade Level Indicators of the South Carolina Academic Physical Education Standards

KINDERGARTEN

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should develop fundamental movement patterns (for example, throwing, receiving, jumping, striking) to a level of mature form in simple conditions and gain control of the varied use of these patterns.

Indicators

- K-1.1 Travel with control forward and sideways using a variety of locomotor skills (including run, jump, hop, gallop, and slide) and change directions in response to a signal or obstacle.
- K-1.2 Move in general space in a controlled manner to avoid contact with people and objects and be able to stop in control on command.
- K-1.3 Demonstrate beat awareness by moving to even and uneven rhythms (for example, galloping or sliding to the uneven rhythm of a drum beat or music).
- K-1.4 Support body weight on a variety of body parts while maintaining stillness (for example, balancing on two hands and a foot).
- K-1.5 Demonstrate controlled traveling, rolling, and balancing actions with or without equipment.
- K-1.6 Throw, catch, kick, and strike objects under simple conditions (for example, tossing and catching in personal space, kicking and striking a stationary ball).

KINDERGARTEN

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should develop an awareness of basic cognitive concepts associated with movement and learn how to use them to guide his or her performance in game skills, body management, dance, and locomotion. The student should begin to recognize and apply some characteristics of mature fundamental motor patterns.

Indicators

- K-2.1 Identify fundamental movement skills (for example, hop, jump, gallop, slide, catch, throw, strike).
- K-2.2 Identify basic body and space awareness movement concepts (for example, body parts, body shapes, nonlocomotor movements such as bend and twist, personal and general space, high and low levels, directions, and pathways).
- K-2.3 Identify a variety of spatial relationships with objects (for example, over, under, behind, beside, through).
- K-2.4 Identify the physiological effects of moderate physical activity (for example, fast heart rate, rapid breathing).

KINDERGARTEN

Standard 3: The student will participate regularly in physical activity. (Psychomotor Domain)

The student should develop a positive attitude toward participating in physical activity and act on the general awareness that physical activity is both fun and good for him or her.

Indicator

- K-3.1 Engage in a variety of physical activities during leisure time (for example, t-ball, riding a bicycle, tag, hide-and-seek).

KINDERGARTEN

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should develop the ability to sustain physical activity intermittently for short periods of time, to enjoy being physically active, and to recognize the physiological signs associated with engagement in vigorous physical activity.

Indicators

- K-4.1 Sustain moderate-to-vigorous physical activity for short periods of time.
- K-4.2 Engage in sustained physical activity that causes an increased heart rate and rapid breathing.
- K-4.3 Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands (for example, maintaining a push-up position).

KINDERGARTEN

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn acceptable physical-activity behaviors and safe practices and develop the ability to apply them in a variety of settings. The student should begin to learn the concept of cooperation by participating in physical activities that require him or her to share space and equipment with others.

Indicators

- K-5.1 Share physical-activity space and equipment willingly with others.
- K-5.2 Interact positively with others in physical-activity settings (for example, treating others with respect during physical activity regardless of personal differences, including gender, skill level, or ethnicity).
- K-5.3 Work independently and with others on physical-activity tasks.
- K-5.4 Participate appropriately as a member of the class by following directions and classroom rules and using safe physical-activity practices.

KINDERGARTEN

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should learn to enjoy the challenge of experiencing new movements and learning new skills. The student should come to associate positive feelings with participation in physical activity and should acquire a growing sense of confidence in his or her movement abilities.

Indicators

- K-6.1 Participate willingly in individual and group physical activities.
- K-6.2 Identify feelings resulting from participation in physical activities (for example, sense of excitement after running a 25 meter dash or completing the fun run).
- K-6.3 Demonstrate a willingness to learn new fundamental movement skills and try new games.
- K-6.4 Continue to participate in physical activities after being unsuccessful in initial attempts.
- K-6.5 Identify his or her likes and dislikes with regard to participating in physical activities.

GRADES 1–2

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should learn to vary the ways in which he or she applies motor skills and begin to develop the ability to use motor skills in combination with one another. The student should gain the ability to adapt and adjust movement skills to uncomplicated yet changing environmental conditions and expectations and should learn to use mature forms of basic locomotor patterns. The student should begin to acquire abilities that demonstrate aesthetic performance in weight-bearing, balance, and dance activities.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

- 2-1.1 Demonstrate mature form in locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping).
- 2-1.2 Use smooth transitions between combinations of locomotor skills and combinations of manipulative patterns (for example, from walking to running, galloping to skipping, catching to throwing).
- 2-1.3 Jump and land in various combinations (for example, one-foot takeoff to two-feet landing, two-feet takeoff to two-feet landing).
- 2-1.4 Perform simple dances and/or movement sequences to music.
- 2-1.5 Combine balance, weight transfer, and rolling movements into a sequence with a clear beginning and ending (for example, stork-stand balance, to a forward roll, to a donkey kick, to a knee scale balance finish).
- 2-1.6 Adapt kicking and striking to simple, changing environments (for example, kicking a moving ball, striking a friendly toss).
- 2-1.7 Toss a ball underhand using mature form (including places feet together and shoulders square to target, swings throwing arm straight back, shifts weight forward by stepping forward onto opposite foot, ball rolls off fingers, and finishes with throwing arm outstretched toward target).
- 2-1.8 Throw a hand-sized ball overhand with force to hit a wall 30 feet away.
- 2-1.9 Catch a self-tossed and partner-tossed object.
- 2-1.10 Use movement concepts to move in expressive ways (for example, traveling in a curved or zigzag pathway, moving body parts from one level to another, contrasting the speed or force of movement).

GRADES 1–2

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should develop the ability to identify and use critical elements/learning cues in applying fundamental movement skills. The student should gain the ability to identify and perform the movement concepts of space, effort, and relationships.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

- 2-2.1 Identify the critical elements/learning cues of fundamental locomotor and manipulative skills (for example, bend knees when landing, steps with opposition when throwing, reach and give when catching).
- 2-2.2 Identify movement concepts and principles of movement to a variety of fundamental movement skills (for example, catching at different levels, skipping in different pathways, “giving” to receive force).
- 2-2.3 Use feedback to improve performance (for example, changing the hand position after recognizing an error).
- 2-2.4 Identify dominant hand and lead foot for performing fundamental movement skills.
- 2-2.5 Attribute differences in improved physical performance to appropriate practice and experience (for example, student recognizes that he or she is improving in the skill of throwing and catching a ball as a result of practicing in physical education class and playing on a t-ball team).
- 2-2.6 Identify physiological responses as a result of moderate-to-vigorous physical activity (for example, breathing rate, heart rate, amount of perspiration).

GRADES 1–2

Standard 3: The student will participate regularly in physical activity. (Psychomotor Domain)

The student should develop a positive attitude toward regular physical activity and its effect on health. The student should acquire the ability to identify the social and psychological benefits of physical activity.

The indicator that supports this standard is intended to be taught in a

developmentally appropriate manner from the beginning of the first grade through the end of the second grade. This indicator specifies what students should know and be able to do by the end of grade two.

Indicator

- 2-3.1 Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).

GRADES 1–2

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should learn to perform a variety of activities that promote cardiovascular, musculoskeletal, and body-composition fitness. The student should develop the ability to sustain moderate-to-vigorous physical activity for progressively longer periods of time and should learn to recognize the physiological effects of physical activity.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

- 2-4.1 Engage in warm-up to prepare the body for physical activity.
- 2-4.2 Participate in physical activity to increase aerobic capacity (for example, engages in a series of timed segments of locomotor activities without tiring easily or plays in a variety of games that increase breathing and heart rate).
- 2-4.3 Participate in physical activity to increase muscular strength and endurance (for example, moves transversely along a rock wall with little teacher assistance or travels hand-over-hand along horizontal ladder as in the monkey bars).
- 2-4.4 Participate in physical activity to improve and/or maintain flexibility.

GRADES 1–2

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn safe physical-activity practices and physical education class rules and procedures and should learn to apply them with little or no reinforcement. Students should gain the ability not only to identify concepts such as cooperating, sharing, and being considerate of others but also to apply these concepts successfully in physical activity environments.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

- 2-5.1 Support and work cooperatively with another to complete an assigned physical education task (for example, tossing easily caught passes to a partner).
- 2-5.2 Treat others with respect during physical activities.
- 2-5.3 Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity (for example, demonstrate a willingness to share equipment with everyone in the group as opposed to a select few).
- 2-5.4 Apply rules, procedures, and safe practices during physical education class with few or no reminders.

GRADES 1-2

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should learn that new activities provide challenge and that an individual can express his or her feelings through activity. The student should acquire the ability to work cooperatively with others in physical-activity settings and the ability to identify the particular physical activities that he or she likes and dislikes.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

- 2-6.1 Identify several physical activities that are personally enjoyable.

- 2-6.2 Try new physical activities alone or with peers.
- 2-6.3 Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer.
- 2-6.4 Express personal feelings on progress made while learning a new movement skill (for example, communicating to the teacher his or her excitement when making the Wall-of-Fame during the physical education class).
- 2-6.5 Use physical activity as a means of self-expression.

GRADES 3–5

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should gain the ability to demonstrate refined fundamental patterns, to perform variations and combinations of motor skills, and to apply basic offensive and defensive strategies in increasingly dynamic and complex environments. The student should learn to apply some specialized skills that are basic to particular movement forms (for example, basketball chest pass, soccer dribble) and learn to use those skills with a partner.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

- 5-1.1 Demonstrate mature form for all fundamental manipulative skills (for example, catching, striking, kicking).
- 5-1.2 Demonstrate mature form for combinations of fundamental locomotor skills (for example, running, walking, skipping, galloping).
- 5-1.3 Use basic motor skills during invasion games, net/wall activities, striking/fielding activities, and target activities in increasingly complex situations (for example, dodging and evading an opponent, traveling at different levels, speeds or directions).
- 5-1.4 Execute basic offensive and defensive strategies for an invasion game or net/wall activity (for example, travel and maintain control of an object in a two-on-one situation, receive and pass an object with a partner against a defender, place the ball away from an opponent in 4-square).
- 5-1.5 Demonstrate extension and control by supporting body weight on the hands (for example, cartwheels, handstands).
- 5-1.6 Apply movement concepts to sequenced gymnastics actions with smooth transitions both alone and with others (for example, perform a routine that includes balance-roll-balance with a change in direction).

- 5-1.7 Perform age-appropriate dances with given steps and sequences in rhythm to music.
- 5-1.8 Jump rope continuously, without error, for 30 seconds.

GRADES 3–5

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should learn to use critical elements/learning cues to refine his or her application of fundamental and selected specialized motor skills in increasingly complex environments as well as to provide feedback to others. The student should become aware of basic offensive and defensive strategies.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

- 5-2.1 Identify critical elements/learning cues of a skill to improve personal performance and provide feedback to others in fundamental movement skills and specialized game skills (for example, making a triangle to set the volleyball).
- 5-2.2 Identify basic offensive and defensive strategies in modified game situations (for example, moving to open space while in a three-on-two situation).
- 5-2.3 Recognize movement concepts that have an effect on the quality of complex movement performance (for example, the absorption and production of force, the transfer of weight, the relationship between practice and improvement of performance, the importance of warm-up and cool-down).
- 5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.
- 5-2.5 Design goals based upon personal strengths and weaknesses as determined by fitness test results.
- 5-2.6 Describe how heart rate is used to monitor exercise intensity.

GRADES 3–5

Standard 3: The student will participate regularly in physical activity. (Psychomotor Domain)

The student should begin to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. The student should acquire the ability to reflect this knowledge in his or her personal decisions regarding physical activities outside of physical education class.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

- 5-3.1 Monitor his or her own participation in physical activity (for example, using a pedometer to count number of steps taken/distance traveled, using a heart rate monitor to check his or hers exercising heart rate, maintaining a physical activity log).
- 5-3.2 Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or school wide walks, youth sports, county recreation programs, church leagues).

GRADES 3–5

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should develop the ability to match different types of physical activities with their underlying physical fitness components and to participate in moderate-to-vigorous physical activity in a variety of settings. The student should begin to acquire the ability to interpret the information provided by formal measures of physical fitness and to use this information to increase his or her current level of fitness.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

- 5-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (including FitnessGram).

- 5-4.2 Implement strategies to achieve health-related physical fitness goals (for example, maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity).
- 5-4.3 Select and participate in physical activities that develop and appropriately maintain each of the five components of health-related physical fitness (for example, jogging to increase aerobic capacity).

GRADES 3–5

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn to identify the purpose for activity-specific rules, safe practices, procedures, and etiquette, and—with few reminders—should acquire the ability to follow these principles. The student should continue to develop cooperation skills to achieve a common goal while working with a partner or a small group. The student should continue to develop a respect for the strength as well as the limitations of others.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

- 5-5.1 Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities.
- 5-5.2 Identify and demonstrate the characteristics of good sportsmanship (for example, accept the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others).
- 5-5.3 Recognize the positive attributes that individuals of varying gender, race, ethnicity, and/or skill levels bring to physical activity in a group setting.
- 5-5.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.
- 5-5.5 Take responsibility for his or her own actions without blaming others.
- 5-5.6 Participate willingly in physical activities with others who may be different in gender, race, ethnicity, and/or skill level.

GRADES 3–5

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should develop the ability to choose an appropriate level of challenge for him- or herself in physical activities and to realize that improvement in skills is achieved by effort and practice. The student should learn to enjoy participating in physical activities with peers whose skill levels are both different from and similar to his or her own and thereby to recognize that physical activity is an important avenue to many personal rewards.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

- 5-6.1 Seek to engage in physical activities that are personally enjoyable.
- 5-6.2 Recognize that effort and practice contribute to improvement and success.
- 5-6.3 Seek to engage in physical activities that are personally challenging.
- 5-6.4 Celebrate personal physical-activity successes and achievements along with those of others.
- 5-6.5 Recognize that physical activity is an opportunity for positive social interaction.
- 5-6.6 Explain why individuals are attracted to certain physical activities.
- 5-6.7 Recognize that skill competency leads to enjoyment of movement and physical activity.

GRADES 6–8

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should develop mature form for all basic manipulative, locomotor, and nonlocomotor skills and should gain an increased ability to use these skills in varying and complex situations. The student should demonstrate basic skills in modified versions of aquatics, dance, individual activities, dual activities, team sports, and outdoor pursuits.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

- 8-1.1 Demonstrate basic skills and tactics during a three-on-two modified team sport (for example, passing to open space during a three-on-two soccer game).
- 8-1.2 Use good technique in performing two different types of dances (for example, demonstrating correct steps with balance and control when performing a line dance and a folk dance).
- 8-1.3 Demonstrate in a modified situation the basic skills and tactics used for an individual activity and a dual activity (for example, demonstrate the four-step delivery skill without the bowling ball, demonstrate the tennis forehand from a tossed ball).
- 8-1.4 Demonstrate the basic skills that one uses in an outdoor pursuit (for example, reading a compass for orienteering, adjusting the seat height for biking, launching a canoe).
- 8-1.5 Demonstrate basic skills in aquatics (if access to facilities permits) (for example, bobbing, treading water, extension rescues).

GRADES 6–8

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should come to understand and be able to apply more advanced movement and game strategies, to understand the critical elements/learning cues of advanced movement skills, and to identify characteristics representative of highly skilled performance. The student should develop the ability to identify and use basic offensive and defensive strategies.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

- 8-2.1 Identify critical elements/learning cues of movement forms that characterize a skilled performance in a particular physical activity or sport (for example, recognize “balance, eyes, elbows and follow through” as learning cues for performing a free throw).
- 8-2.2 Design a sequence of progressive rhythmic movement patterns (for example, create a repeatable aerobic sequence of four, eight count steps, with coordinated arm movements).
- 8-2.3 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body

- composition) and, with limited teacher assistance, use them to design a personal health-related physical fitness plan based on F.I.T.T. (**frequency, intensity, type, and time**) training principles.
- 8-2.4 Integrate prior knowledge of movement concepts into new learning experiences in the physical-activity setting (for example, state the similarities between the overhand throwing pattern and the overhand volleyball serve).
- 8-2.5 Identify selected physical-activity experiences for social, emotional, and health benefits (for example, jogging to reduce stress, walking with a friend for social interaction).
- 8-2.6 Identify tactics within movement forms and explain how to use them effectively in modified situations (for example, explain why hitting the ball away from the opponent when playing tennis is an offensive strategy).

GRADES 6–8

Standard 3: The student will participate regularly in physical activity. (Psychomotor Domain)

The student should develop an interest in a broad range of physical-activity experiences and increase his or her ability to find opportunities for participating in these activities. The student should learn to set and pursue physical-activity goals for him or herself, understanding and appreciating the long-term health benefits.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

- 8-3.1 Monitor his or her own participation in physical activity (for example, maintains an activity log for a seven-day period, documenting progress toward achievement of personal goals).
- 8-3.2 Identify community resources to support varied opportunities for participation in physical activity outside of physical education class (for example, YMCA programs, city recreation programs, biking paths, walking trails).

GRADES 6–8

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should begin to develop knowledge of physical fitness training principles and the ways these principles can be utilized to improve health. The student should develop the ability to interpret the results of physical fitness assessments and, with little assistance from the teacher, to use this information to pursue his or her individual fitness goals.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

- 8-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (for example, scoring within the healthy fitness zone on Fitnessgram).
- 8-4.2 Implement a plan, with limited teacher assistance, to improve or maintain desired levels of health-related physical fitness (for example, when flexibility criteria is not achieved, select and perform appropriate exercises until the goal is achieved).
- 8-4.3 Participate in health-related physical fitness activities outside of the physical education class (for example, rollerblading after school, taking swim lessons, playing in a softball league).

GRADES 6–8

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should practice appropriate problem-solving techniques to resolve conflicts. The student should cooperate with others to accomplish group goals in both cooperative and competitive settings. The student should respect the contributions of others, in physical activity settings made by those whose skill levels are dissimilar to their own. The student should understand the concept of physical activity as a microcosm of modern culture and society and should recognize the role of physical activity in understanding the diversity in modern culture.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

- 8-5.1 Work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical-activity settings (for example, consider ideas from all group members when creating an aerobic dance routine).
- 8-5.2 Recognize and resolve potential conflicts in physical-activity settings (for example, shows self-control by accepting a controversial decision of an official).
- 8-5.3 Accept differences among people and make an effort to include a diversity of participants in physical-activity events (for example, seeks out, participates with, and shows respect for peers with different ability levels).
- 8-5.4 Accept responsibility for behaving in a safe and productive manner in physical-activity settings (for example, without teacher prompting, use equipment as intended).

GRADES 6–8

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should learn that risk-taking, adventure, and competitive physical activities provide the opportunity for challenge, enjoyment, and positive social interaction. The student should gain a greater awareness of the aesthetic values, feelings, and avenues for self-expression that dance, gymnastics, and various sports activities can offer an individual.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

- 8-6.1 Seek and explore physical-activity opportunities that provide personal meaning and enjoyment (for example, participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails).
- 8-6.2 Seek and explore health-enhancing physical activities that provide challenge and offer opportunities for problem solving, decision making, and appropriate risk-taking (for example, participate in physically challenging team building games).
- 8-6.3 Use movement to express personal feelings (for example, use appropriate movement qualities to express emotion such as demonstrating anger through forceful and strong bodily movements).

HIGH SCHOOL

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should develop competence in at least two different movement forms. The student should come to recognize the movement form competencies as establishing a foundation for continued motor skill acquisition and maintaining a physically active lifestyle.

Indicator

HS-1.1 Use basic and advanced skills and tactics to participate competently in two of the following movement forms: aquatics, dance, individual activities, dual activities, team sports, and outdoor pursuits.

HIGH SCHOOL

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should learn to analyze motor performance and to use that information to improve his or her own performance. The student should use cognitive information to understand and enhance his or her motor skill acquisition and performance and to design a personal fitness program.

Indicators

- HS-2.1 Analyze and evaluate his or her movement skills as well as those of others in selected activities (for example, using video analysis, personal inventory, survey data).
- HS-2.2 Design a long-term plan for self-improvement in a movement form to achieve a desired level of skill (for example, develops an appropriate conditioning program for a self-selected movement form to engage in for life).
- HS-2.3 Collect, analyze, and assess his or her own health-related physical fitness data as well as those of others (for example, collects data using Fitnessgram, explains the impact of participation in tennis on various components of fitness).
- HS-2.4 Design a long-term personal fitness plan based on F.I.T.T. (**frequency, intensity, type, and time**) training principles to improve or maintain

health-related physical fitness. For example, plans a summer personal conditioning program.

HIGH SCHOOL

Standard 3: The student will participate regularly in physical activity.
(Psychomotor Domain)

The student should come to recognize and understand the significance of physical activity with regard to the quality of life and should develop skills, interests, and desires to maintain an active, healthy lifestyle. The student should develop the ability to connect what is done in the physical education class with his or her life outside of that class. The student should come to feel empowered to assume an active role in managing his or her participation in physical activity now and throughout the future years.

Indicators

- HS-3.1 Monitor his or her own participation in physical activity (for example, measures through the use of a pedometer, heart-rate monitor, and physical activity log).
- HS-3.2 Identify community resources to support varied opportunities for participating in physical activity outside of physical education class (for example, researching community resources and presenting the information to class).

HIGH SCHOOL

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should learn to choose—and, on a regular basis, to participate in—physical activities that enable him or her to achieve and maintain a health-enhancing level of physical fitness.

Indicators

- HS-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (including Fitnessgram).
- HS-4.2 Implement a long-term personal fitness plan to improve or maintain health-related physical fitness based on F.I.T.T. (**frequency, intensity, type, and time**) training principles.

HIGH SCHOOL

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn to demonstrate leadership by holding him or herself as well as others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. The student should gain the ability to synthesize and evaluate his or her knowledge regarding the role of physical activity in a culturally diverse society.

Indicators

- HS-5.1 Apply leadership skills by holding him or herself as well as others responsible for resolving conflicts in a positive way; modeling proper etiquette; and following safe practices, rules, and procedures in all physical-activity settings (for example, shows leadership by diffusing conflict during competition).
- HS-5.2 Evaluate his or her own ability to work cooperatively within a group to establish and achieve group goals in competitive and cooperative settings (for example, a student rates themselves according to Hellison's model of Teaching Responsibility through Physical Activity levels).
- HS-5.3 Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings (for example, invites less-skilled students to participate in a warm-up activity prior to class).

HIGH SCHOOL

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should acquire the ability to experience satisfaction and enjoyment while pursuing personal physical activity goals and to recognize that physical activity can provide a positive environment for social interaction.

Indicators

- HS-6.1 Identify the potential benefits of various physical activities (for example, creates a pamphlet on the health benefits of pickleball).
- HS-6.2 Identify physical activities that provide personal meaning and explain why they provide such meaning (for example, class presentations on working with others in a sport to achieve a common goal).

HS-6.3 Extrapolate how personal meanings derived from various physical activities may change and influence an individual's choices across the life span (for example, reflects on possible reasons for choosing to participate in a lifetime sport after high school).

Works Cited

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- Satcher, D. (2000, March 15). "Getting physical: Exercising our demons: Sedentary lifestyles and fatty foods leave Americans overweight and unhealthy." *Atlanta Journal Constitution*.
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South Carolina Physical Education Assessment Program

Chapter Three

Elementary School Physical Education Program Assessment Plan

All full time teachers at a school are required to assess one class at the second grade and one class at the fifth grade in each of the performance indicators for that grade (unless they do not teach a grade). This chapter will help you fill out and submit the required assessment plan for your school.

Schools must submit an electronic copy of an assessment plan to the SCPEAP office by a designated date posted on the SCPEAP website in fall semester of each school year. The assessment plan will identify:

- The classes that are going to be assessed for each performance indicator.
- How all performance indicators and all teachers will be sampled for the program year that a school is to be assessed

Forms and samples for developing an assessment plan are included at the end of this chapter as well as in the Appendix (Forms ES-1 and ES-2).

The assessment plan will follow the guidelines listed below:

1. The assessment plan will include a description of how the program facilitates student performance in both second and fifth grade performance indicators.
2. The assessment plan will demonstrate how each teacher will collect data on each of the second grade and fifth grade performance indicators in at least one class. The class is the teacher's choice. It is suggested that the same physical education class be used to assess each performance indicator.

Second Grade Performance Indicators: PI-1: Perform Dance; PI-2: Combine Body Management Movements into a Smooth Sequence; PI-3: Combine Locomotor Patterns into a Continuous Sequence; and, PI-4: Toss and Catch a Hand Sized-Ball.

Fifth Grade Performance Indicators: PI-1: Perform Dance; PI-2: Combine Gymnastics Movements into a Smooth Sequence; PI-3: Demonstrate an Overhand Throwing Pattern; PI-4: Demonstrate Basic Offensive Skills to Maintain Control of an Object; and, PI-5: Meet the Gender and Age Group Health-Related Physical Fitness Standards as published by NASPE.

3. All fulltime physical education teachers of second and fifth grades must be represented in the assessment plan. All elementary physical education teachers will assess only one second grade and one fifth grade.
4. Teachers who do not teach one of those grades would assess two classes in second or fifth grades.

5. Itinerant teachers will assess the school program in which they instruct more days per week.
6. A designated fall deadline date will be posted on the SCPEAP website. All plans should be submitted to the appropriate SCPEAP office by this date.
7. Assessment plans will be judged by the Assessment Plan Review Committee in terms of the following decisions:
 - Plan is acceptable: school may proceed according to plan
 - Plan is unacceptable in its present form - needs revisions
8. If an acceptable assessment plan is not received by the due date, the following procedures will be followed in order at the discretion of the chairperson of the Assessment Plan Review Committee:
 - A. Call/FAX the teacher
 - B. Call/FAX the principal
 - C. Call/FAX the designated physical education assessment director.
9. Each school will receive a decision and an analysis of its assessment plan within two weeks of the due date of the plan.
10. If a school does not submit an assessment plan, a score of "0" will be recorded for that school.

What must be included in all plans?

- A. A title page with accurate information, signed by the principal, physical education district designated test coordinator and lead Physical Education teacher. (ES-1)
 - B. A completed Program Description Form (ES-1)
 - C. Grade Level Performance Indicators Assessment Plan (ES-1)
 - D. The Physical Education Program's Master Teaching Schedule (ES-1)
11. If any changes in the assessment plan are made they need to be approved before data are submitted.

**South Carolina Physical Education Assessment Program
Elementary School Physical Education Program
Assessment Plan
Form ES-1**

The SCPEAP office must receive the Assessment Plan no later than two weeks after the start of school in the fall. Completely provide ALL requested information.

Please Print

_____ **School** _____ **District**

_____ **Principal** _____ **Phone** _____ **FAX** _____ **E-Mail**

_____ **District/School Designated PE Coordinator** _____ **Phone** _____ **FAX** _____ **E-Mail**

_____ **Lead Physical Education Teacher** _____ **Phone** _____ **FAX** _____ **E-Mail**

*****TOTAL NUMBER OF 2ND GRADE CLASSES IN SCHOOL:** _____

*****TOTAL NUMBER OF 5TH GRADE CLASSES IN SCHOOL:** _____

Physical Education Teacher(s) *(Full and part time. Designate all the schools where they teach and if teachers are not PE certified.)*

1 - Name _____ **School(s)** _____ **E-mail** _____ **Phone** _____

Number of 2nd Grade Classes Taught: _____

Number of 5th Grade Classes Taught: _____

2 - Name _____ **School(s)** _____ **E-mail** _____ **Phone** _____

Number of 2nd Grade Classes Taught: _____

Number of 5th Grade Classes Taught: _____

3 - Name _____ **School(s)** _____ **E-mail** _____ **Phone** _____

Number of 2nd Grade Classes Taught: _____

Number of 5th Grade Classes Taught: _____

4 - Name _____ **School(s)** _____ **E-mail** _____ **Phone** _____

Number of 2nd Grade Classes Taught: _____

Number of 5th Grade Classes Taught: _____

Signature

We are aware of the fact that the physical education program in this school will be assessed during this academic year. We are also aware of the assessment plan that our school is required to submit.

Principal _____ **Date** _____

District/School Designated PE Test Coordinator or _____ **Date** _____
Lead Physical Education Teacher (if no Coordinator)

South Carolina Physical Education Assessment Program
Elementary School Physical Education Assessment Plan

Program Description

Program Description for School

School _____

District _____

Grades Taught: _____ Number of Days PE Per Week: _____

Length of Classes: _____

Number of Part-time Teachers: _____ How Many Days Part-time Per Week: _____

TOTAL NUMBER OF 2ND GRADE CLASSES IN SCHOOL: _____

TOTAL NUMBER OF 5TH GRADE CLASSES IN SCHOOL: _____

Is there anything unique about your schedule or facilities that would affect the assessment program?

Itinerant/Part-time Teachers Only

1. Name

Name of school for which assessment data is being submitted:

Name(s) of any other school(s) at which you teach:

2. Name

Name of school for which assessment data is being submitted:

Name(s) of any other school(s) at which you teach:

Second Grade Performance Indicators Assessment Plan

Physical Education Teacher Class to be assessed Dance to be assessed

Physical Education Teacher Class to be assessed Dance to be assessed

Physical Education Teacher Class to be assessed Dance to be assessed

Fifth Grade Performance Indicators Assessment Plan

Physical Education Teacher Class to be assessed (classroom teacher's name)

Dance to be assessed _____

Game to be assessed _____

FITNESSGRAM version used _____

Physical Education Teacher Class to be assessed (classroom teacher's name)

Dance to be assessed _____

Game to be assessed _____

FITNESSGRAM version used _____

Physical Education Teacher Class to be assessed (classroom teacher's name)

Dance to be assessed _____

Game to be assessed _____

FITNESSGRAM version used _____

Master Teaching Schedule

Name of School _____

Physical Education Teacher(s) _____

Date _____

Time Grade Teachers	Monday	Tuesday	Wednesday	Thursday	Friday

*Teacher can submit teaching schedule as designed by school. This specific template is not required to be used.

**South Carolina Physical Education Assessment Program
Elementary School Physical Education Program
Assessment Plan
Form ES-1**

The SCPEAP office must receive the Assessment Plan no later than two weeks after the start of school in the fall. Completely provide ALL requested information.

Please Print

<u>Andrews Elementary</u>	<u>Georgetown</u>		
School	District		
<u>I.M. Incharge, Ph.D.</u>	<u>(843) 777-3815</u>	<u>(843) 777-6250</u>	<u>incharge@hotmail.com</u>
Principal	Phone	FAX	E-Mail
<u>Buck Stopshere</u>	<u>(843) 776-3814</u>	<u>(843) 777-6251</u>	<u>stopshere@hotmail.com</u>
District/School	Phone	FAX	E-Mail
Designated PE Coordinator			
<u>Hoppin Branyon</u>	<u>(843) 777-3813</u>	<u>(843) 777-6250</u>	<u>hbranyon@hotmail.com</u>
Lead Physical Education Teacher	Phone	FAX	E-Mail

TOTAL NUMBER OF 2ND GRADE CLASSES IN SCHOOL: 12

TOTAL NUMBER OF 5TH GRADE CLASSES IN SCHOOL: 12

Physical Education Teacher(s) (Full and part time. Designate all the schools where they teach and if teachers are not PE certified.)

1 - Name	School(s)	E-mail	Phone
<u>Hoppin Branyon</u>	<u>Andrews Elementary</u>	<u>hbranyon@hotmail.com</u>	<u>843-777-3813</u>

Number of 2nd Grade Classes Taught: 5

Number of 5th Grade Classes Taught: 5

2 - Name	School(s)	E-mail	Phone
<u>Jumpin Moore</u>	<u>Andrews Elementary</u>	<u>jmoore@hotmail.com</u>	<u>843-777-3812</u>

Number of 2nd Grade Classes Taught: 5

Number of 5th Grade Classes Taught: 5

3 - Name	School(s)	E-mail	Phone
<u>John Itinerant</u>	<u>Andrews Elementary</u>	<u>jitinerant@hotmail.com</u>	<u>843-777-3811</u>

Number of 2nd Grade Classes Taught: 2

Number of 5th Grade Classes Taught: 2

South Carolina Physical Education Assessment Program
Elementary School Physical Education Assessment Plan
Program Description

Program Description for a School

School District: Georgetown County

School: Andrews Elementary

Grades Taught: K-5 **Number of Days PE Per Week:** 1

Length of Classes: 60 minutes

Number of Part-time Teachers 1 **How Many Days Part-time Per Week** 2

TOTAL NUMBER OF 2ND GRADE CLASSES IN SCHOOL:

12

TOTAL NUMBER OF 5TH GRADE CLASSES IN SCHOOL:

12

Is there anything unique about your schedule or facilities that would affect the assessment program?

Andrews Elementary School has an enrollment of approximately 1200 students in grades preK-5th. The P. E teachers instruct grades K-5. The students are taught for 60 minutes 1 day per week. Mr. Moore and Mrs. Branyon team teach 2-3 classes in a 3800 square foot multi-purpose room. There is poor sound acoustics in the room. There is a 1 part-time teacher that teaches 2nd and 5th grades 2 days per week. He is only at the school on Wednesday and Friday. His teaching station is outside under a covered shed and an indoor classroom. He can use the auditorium when available.

Itinerant/Part-time Teachers Only

1. Name: John Itinerant

Name of school for which assessment data is being submitted: Barefoot Elementary School (3 days a week)

Name(s) of any other school(s) at which you teach: 0

Second Grade Performance Indicators Assessment Plan

Physical Education Teacher Hoppin Branyon	Class to be assessed Rhue	Dance to be assessed Chimes of Dunkirk
Physical Education Teacher Jumpin Moore	Class to be assessed Crow	Dance to be assessed Kinderpolka
Physical Education Teacher John Itinerant	Number of Classes to be sampled 0 (at other school)	Dance to be assessed n/a

Fifth Grade Performance Indicators Assessment Plan

Physical Education Teacher Hoppin Branyon	Class to be assessed (classroom teacher's name) Evans
Dance to be assessed	<u>Virginia Reel</u>
Game to be assessed	<u>Basketball</u>
FITNESSGRAM version used	<u>8.0</u>
Physical Education Teacher Jumpin Moore	Class to be assessed (classroom teacher's name) Ivey
Dance to be assessed	<u>Virginia Reel</u>
Game to be assessed	<u>Soccer</u>
FITNESSGRAM version used	<u>8.0</u>

Physical Education Teacher
Joe Itinerant

Class to be assessed (classroom teacher's
name)

n/a

Dance to be assessed n/a

Game to be assessed n/a

FITNESSGRAM version used n/a

Master Teaching Schedule

Sample

Name of School Andrews Elementary School

**Physical Education
Teacher(s)**

Hoppin Branyon – PE A Fulltime - Team Teach

Jumpin Moore – PE B Fulltime – Team Teach

John Itinerant – W/F

Date 2010-2011

Time Grade Teachers	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00 5th Branyon – PE A Moore – PE B Itinerant – PE C	A - Gaskins B - East	A - Evans B - Fayad	A - Gadek B - Casselman C - Barton	A - Carmichael B - Ivey	A – Wicker B – Stevens C – Kirby
9:00-10:00 4th Branyon – PE A Moore – PE B Itinerant – PE C	A - Connolly B - Berry	A – Cooper B – Planning	A – Davis B – Plexico C - Templeton	A - Altman B - Gamble	A – Smith B – Bull C – Josey
10:00-11:00 3rd Branyon – PE A Moore – PE B Itinerant – PE C	A - Caulk B - Lambert	A - McCants D – Poston	A - Morris F – Casselman C - Bowling	A - Berry I - Gowdy	A – Moskow K – Dukes C – Anderson
11:00-12:00 2nd Branyon – PE A Moore – PE B Itinerant – PE C	A - Stewart B - Goude	A - Rhue B – Wilson	A - Morris B – Hywroski C – Bailey	A - Planning B – Crow	A – Langley B – Bradley C - O’Conner
12:30-1:30 1st Branyon – PE A Moore – PE B Itinerant – PE C	A - Abrams B - Brett	A - Dunn B – Port	A - Camp B – Cannon C – Hemingway	A - Nesmith B - Owns	A - Newton B – Blakeley C – Jones
1:30-2:30 K Branyon – PE A Moore – PE B	A - Jordan B - Spivack	A - Keegan B - Barrineau	A - Brown B - Tanner	A - Thomson B - Smith	A – Dozier B – Jenkins

*Teacher can submit teaching schedule as designed by school. This specific template is not required to be used.

South Carolina Physical Education Assessment Program
Elementary School Physical Education Assessment Plan Evaluation
Criteria
Form ES-2

Date: _____ School: _____

Contact Person: _____

- _____ 1. Title page with accurate information, signed by the principal and department chair
- _____ 2. The program description is sufficient to explain how this program is delivered.
- _____ 3. It is clear who teaches each class on which data is being submitted
- _____ 4. All physical education teachers are listed (including itinerate teachers if appropriate)
- _____ 5. Program Description is complete and clear
- _____ 6. Name of dance that will be assessed for PI-1 for second and fifth grades are included for each teacher.
 - A. Dances are grade level appropriate and meet dance assessment criteria
 - B. A different dance is submitted for each grade level
- _____ 7. Name of game that will be assessed for PI-4 for fifth grade is identified
 - A. Game is selected from game categories listed in PI-4
 - B. Game is clearly identified for each teacher
- _____ 8. Fitnessgram version is indicated for each teacher
- _____ 9. A Master Teaching Schedule is included for the school that clearly identifies all physical education teachers (including itinerate teachers if appropriate)

South Carolina Physical Education Assessment Program

Chapter Four

2nd Grade

PI-1 Elementary School Dance

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One (PI-1):

Perform dance.

Description of the Performance Indicator:

Best practices in elementary school physical education emphasize that dance should be one of the three content areas (with gymnastics and games) of instruction. The intent of this performance indicator is to assess the students' abilities to combine basic dance movements into patterns and sequences and to perform them to the beat of music. Competence in age-appropriate dance skills establishes a foundation to facilitate continued motor skill acquisition which can lead to the enjoyment of and participation in lifelong physical activity. In addition, dance competence provides opportunities for self-expression, divergent thinking, and creativity. The basic dance steps/figures or patterns assessed are specific to the dance selected and taught by the teacher.

Assessment Task:

Perform to music a grade-level appropriate individual or partner dance that utilizes 3 different patterns of steps/figures

Criteria for Competence (Level 3):

1. Usually performs designated steps/figures of the dance
2. Usually performs steps/figures of the dance with good technique
3. Usually performs transitions smoothly
4. Usually moves to the beat of the music

Critical Aspects of Performance:

1. Steps/figures of the dance
The steps/figures (movements such as locomotor skills, dance steps, gestures, turns, partner or group positions/formations, etc.) performed are those listed in the directions for the selected dance.

2. Good Technique

All three required movement patterns of the dance are performed clearly and precisely

Locomotor Skills—performance with mature form of walk, run, jump, hop, slide, and/or skip

Dance Steps—performance of foot stamp, tap, point, grapevine, two-step, sashay, bleking, or other required steps are with extended legs and/or toes and sharp movements that are clearly identifiable and done in balance and with control

Gestures—performance of clap, snap, or finger shakes with sharp and crisp movements that are clearly identifiable and performed exactly with a partner and/or group

Turns—performance of 90°, 180°, or 360° turns that are the exact degree required, in balance/control, and with the turn in the appropriate direction to maintain the flow of the dance

Dance Figures—performance of honor your partner, elbow swing, two-hand swing, do si do, corner swing, cast off, or other required figure that is performed in balance/control and in the manner and direction to maintain the flow of the dance

Partner Formations—performance of arches and other required partner formations with balance/control and in the manner and direction to maintain the flow of the dance

Group Formations (alignment)—performance of lines, circles, squares, partners, or trios with appropriate spacing and in the manner and direction to maintain the flow of the dance

3. Smooth transitions

Each transition from locomotor movements, steps, or gestures to figures or turns is performed without any hesitation or any break in the flow of the dance

4. Beat of the music

Each movement is coordinated with the exact designated beat of the music

**South Carolina Physical Education Assessment Program
Elementary School Dance - 2nd Grade
Assessment Task Scoring Rubric**

Level	Steps	Technique	Sequences	Beat of the Music
4	Consistently performs designated steps/figures (movements, spacing, positions) of the dance	Consistently performs steps/figures (movements, spacing, positions) of the dance with good technique	Consistently performs transitions smoothly	Consistently moves to the beat of the music
3	Usually performs designated steps/figures of the dance	Usually performs steps/figures of the dance with good technique	Usually performs transitions smoothly	Usually moves to the beat of the music
2	Sometimes performs designated steps/figures of the dance	Sometimes performs steps/figures of the dance with good technique	Sometimes performs transitions smoothly	Sometimes moves to the beat of the music
1	Seldom or never performs designated steps/figures of the dance	Seldom or never performs steps/figures of the dance with good technique	Seldom or never performs transitions smoothly	Seldom or never moves to the beat of the music
0	Violates safety procedures and/or does not complete the assessment task			

Consistently = above 90%

Usually = 75% - 89%

Sometimes = 50% - 74%

Seldom = below 50%

Assessment Protocols:

Directions to Students (Read aloud verbatim)

You will be asked to perform a dance that you have learned and practiced in class. You will be assessed on your ability to perform the steps, figures and sequences of the dance correctly and with good technique while moving to the beat of the music. Remember to continue dancing until the music stops.

Directions to Teacher

- See General Assessment Protocols at the end of this chapter.
- Select an age-appropriate dance from those that students have been taught and have practiced.
- ***Acceptable grade-level appropriate dances for this performance indicator are in this section. The assessment dance should be selected from this list.****
- Folk and line dances should be performed from memory without use of external cues or directions.
- Students should be spaced so that each can be clearly seen in the viewfinder for all steps and figures in the dance; it is recommended that no more than 6 students be filmed at once.
- The dance should be repeated as many times as necessary to assess all children on the complete dance.

Safety and Class Management:

- Dance area must be dry and clean, free from obstruction with clear perimeter around the dance area.
- If assessment is done outside, use a smooth hard surface that is free of obstructions or holes.
- It is strongly recommended that students wear safe shoes (no sandals, slides, boots, bare feet, etc.).
- It is highly encouraged that remaining students in the class not be permitted to be an audience for the performance of the students being assessed.

- Teachers should make arrangements for students not being tested to be engaged in other activities that will not distract testing. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment.

Equipment/Facilities/Materials:

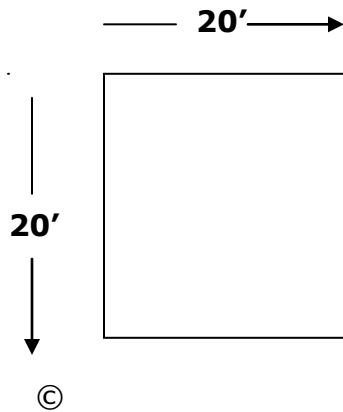
You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, clipboard, pen or pencil and all necessary equipment (music, player, speaker, etc.) for performing the selected dance. You will also need a tape or 6-8 cones to form a 20' x 20' area.

Camera Location and Operation:

The number of students that can be filmed at one time depends on the nature of the organization of the dance. Only those students who can be clearly viewed by the camera for the entire dance should be assessed at one time. It is recommended that no more than 6 students be filmed at once. The camera should be zoomed in so that the entire bodies of the students just fit in the vertical space of the viewfinder.

Diagram of Space/Distances:

© = Camera



General Assessment Protocols:

1. The entire class should be assessed on one dance; all students are assessed on the same dance.
2. All video recordings must clearly show student numbers. All students on camera should wear pinnies/jerseys with large white numbers that are at least 8 - 10 inches tall and 1 1/2 to 2 inches wide on each side. Use dark colored pinnies (i.e., black, navy blue, kelly green). You will need enough pinnies and enough numbers for the number of students in each class. Do not put two students with the same number and color on the same video recording for an activity. If you video record on two different days you still need to make sure two students do not have the same number and color.
3. Before students begin the assessment you should read the directions to all students on camera. If assessment must continue on another day, or if all students did not hear the directions, directions must be read again on camera. You may clarify the directions but they should get no further coaching from you on how to do the activity during the actual testing.
4. Immediately before a student performs, each student should state his/her FIRST/LAST NAME and NUMBER (include color with number if you have duplicated numbers on different colored pinnies) loudly into the camera. Students should stand approximately five feet from the camera. The teacher should restate the name and number into the camera after each student.
5. If a video recording does not "come out clearly", the test should be redone at another time. Teachers may redo video recordings as many times as is necessary to get the technical quality of the recording needed for good judgments to be made about student performance.
6. On occasion a teacher may request that a student(s) redo a performance on the recording if that performance does not represent what the student(s) is/are capable of doing. Students who redo their performance should be seen at the end of the class recording and must be clearly indicated on the summary score sheet.
7. Students should appear on the summary score sheet in the exact order they appear on the video recording.

References and Resources:

- Bennett, J. B., & Riemer, P. C. (2006). *Rhythmic activities and dance* (2nd ed.). Champaign, IL: Human Kinetics.
- Cone, T. P., & Cone, S. L. (2005). *Assessing dance in elementary physical education*. Reston, VA: AAHPERD.
- Cone, T. P., & Cone, S. L. (2005). *Teaching children dance* (2nd ed.). Champaign, IL: Human Kinetics.
- Graham, G., Holt/Hale, S. A., & Parker, M. (2010). *Children moving: A reflective approach to teaching physical education* (8th ed.). Boston: McGraw-Hill.
- Harris, J. A., Pittman, A. M., Waller, M. S., & Dark, C. A. (2005). *Social dance* (2nd ed.). San Francisco: Pearson.
- Hipps, R. H., & Chappell, W. E. (1970). *World of fun*. Oklahoma City: Melody House.
- Kassing, G., & Jay, D. M. (2003). *Dance teaching methods and curriculum design: Comprehensive K-12 dance education*. Champaign, IL: Human Kinetics.
- Lane, C., & Langhout, S. (1998). *Multicultural folk dance guide* (Vol. 1). Champaign, IL: Human Kinetics.
- Laufman, D., & Laufman, J. (2009). *Traditional barn dances with calls & fiddling*. Champaign, IL: Human Kinetics.
- NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Boston: McGraw-Hill.
- NASPE. (2010). *PE metrics: Assessing national standards 1-6 in elementary school*. Reston, VA: AAHPERD.
- National Dance Association. (2002). *Dance education—What is it? Why is it important?* Reston, VA: AAHPERD.
- Oliver, W. (Ed.). (2009). *Dance and culture: An introductory reader*. Reston, VA: NDA.
- Pittman, A. M., Waller, M. S., & Dark, C. A. (2005). *Dance a while: A handbook of folk, square, contra, and social dance* (9th ed.). San Francisco: Pearson.
- South Carolina Department of Education. (2008). *South Carolina academic standards for physical education*. Columbia, SC: SC SDE.

Dances that meet the criteria for the second grade performance indicator*:

Three forms of dance are generally recommended for the dance portion of the lower elementary physical education curriculum. These forms are cultural, social, and creative. The dances listed here represent cultural (folk) and social (line) dance forms. If the school has a physical educator or dance educator who would prefer using a creative dance or different type of social dance for the assessment, this should be indicated on the assessment plan and the teacher may work with the assessment agency to develop an alternative assessment dance.

Line Dance

Line Dances must be done for sufficient time to complete at least four $\frac{1}{4}$ turns.

Electric Slide—*Dance A While*, (2005), p. 464; original music “Electric Boogie” but may use any popular instrumental music with appropriate rhythm and beat
Cool Line—PE Central. Submitted by Lucy Lorenz who teaches at Ladd Elementary in Fairbanks, AK. Posted on PEC: 11/29/2001.

Folk Dance

Bear Went Over the Mountain (American)—*Traditional Barn Dances*, (2009), pp. 74-75; (book has CD, may use the CD with calls); music (tune) “Bear Went Over the Mountain”
Chimes of Dunkirk (French-Belgian)—*Rhythmic Activities and Dance*, (2006), p. 152; (book has CD); music (tune) “Chimes of Dunkirk”
Chimes of Dunkirk (French-Belgian)—*World of Fun*, (1970), p. 94; (may purchase separate CD); music (tune) “Chimes of Dunkirk”
Circassian Circle (English)—*World of Fun*, (1970), p. 105; (may purchase separate CD); music (tune) “Good Humor”
Circassian Circle (English)—*Rhythmic Activities and Dance*, (2006), pp. 165-166; (book has CD); music (tune) “Circassian Circle”
Gustaf’s Skoal (Sweden)—*Rhythmic Activities and Dance*, (2006), p. 158; (book has CD); music (tune) “Gustaf’s Skoal”
Gustav’s Skol (Sweden)—*World of Fun*, (1970), p. 139; (may purchase separate CD); music (tune) “Gustav’s Skol”
Kinderpolka (German)—*Rhythmic Activities and Dance*, (2006), p. 153; (book has CD); music (tune) “Kinderpolka”
La Raspa (Mexico)—*World of Fun*, (1970), p. 129; (may purchase separate CD); music (tune) “La Raspa”
Patty Cake Polka (American)—*Rhythmic Activities and Dance*, (2006), p. 176; (book has CD); music (tune) “Patty Cake Polka”; dance does not need to be a “mixer” for second grade
Patty Cake Polka (American)—*World of Fun*, (1970), p. 42; (may purchase separate CD); music (tune) “Little Brown Jug”
Paul Jones (American)—*Traditional Barn Dances*, (2009), pp. 43-45; (book has CD with calls); music (tune) “Granny”
Seven Jumps (Denmark)—*Rhythmic Activities and Dance*, (2006), p. 156-157; (book has CD); music (tune) “Seven Jumps”;
Seven Jumps (Denmark)— *World of Fun*, (1970), p. 188; (may purchase separate CD); music (tune) “Seven Jumps”

Additional Resources Recommended for Teaching by South Carolina Teachers*

All Time Favorite Dances (Kimbo)
Around the World with Me (The Hop Till You Drop Series-Hal Leonard Corporation) (CD)
Beginning Folk Dance Series (Phyllis Weikart) (CD's and videos)
Children of the World (Kimbo) (CD)
Children's Folk Dance (Georgina Stewart-Kimbo) (CD)
Contemporary Tinikling (Kimbo)
Don Puckett Line Dancing Video Dances: Irish Jig, Italian Tarantella, German Clap Dance, Bele Kawe, Simplified Virginia Reel, The New Jersey Wave, The Three Kick Continental
Everybody Dance (Kimbo)
Folk Dance Fun (Kimbo) (CD)
Perceptual Motor Rhythm Games (Jack Capun, Rosemary Hallum)
Rhythmically Moving (High Scope Press)
Teaching Movement and Dance: A Sequential Approach to Rhythmic Movement-4th edition (Phyllis Weikart)

- * All dances in these resources have not been checked to see if the version included meets the criteria required for Second Grade PI-1, Elementary School Dance.

South Carolina Physical Education Assessment Program

Chapter Five

2nd Grade

PI-2 Elementary School Gymnastics

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator Two (PI-2):

Combine educational gymnastics movements into a smooth sequence.

Description of the Performance Indicator:

Best practices in elementary school physical education emphasize that gymnastics should be one of the three content areas (with dance and games) of instruction. The intent of this performance indicator is to assess the students' abilities to demonstrate competence in educational gymnastics through body management, balance, and control. In lower elementary individual skills are combined into sequences to provide students with the foundation for other movements and skills which can be combined into routines. Competence in body management, balance, and control establishes a foundation to facilitate a capacity for effective and efficient movement which can lead to the enjoyment of and participation in lifelong physical activity. In addition, developmentally appropriate gymnastics provides opportunities to improve students' body awareness, muscular control, strength, and agility. Gymnastics skills assessed in 2nd grade should include balances and weight transfer (roll) in a controlled and repeatable sequence.

Assessment Task:

Demonstrate body management skills in a sequence with a balance, a roll, and a different balance

Criteria for competency (Level 3):

1. Show a clear beginning and ending (by holding at least 3 of the 4 balances* for at least 3 seconds)
2. Balances show good technique
3. Balances show at least 2 changes: base of support, level, shape
4. Performs rolls** smoothly with good technique and control
5. Usually (75%-89% of the time) shows smooth transitions
6. Repeats the same sequence in the second trial

Critical Aspects of Performance:

1. Beginning and ending balances
Balances must be held still for 3 seconds to show clear beginning and ending
2. Good Technique
Balance should show full extension of free body parts, proper alignment over base of support, and tight muscles on balances
3. Changes
Changes should be shown in the body part(s) used as the base of support, the level of the balances (low, middle, high), and/or the shape of the balance
4. Rolls
Forward, Backward, Side or Shoulder roll—trunk should be round, (tight ball, round body) with legs together
Log/Pencil roll— body tight and extended with legs straight and together
Rolling action should be smooth.
5. Transitions
Components must flow smoothly from one to the other without hesitations or breaks between them
6. Repetition
Sequence must be immediately repeated in the same way

***A student using a standing upright position on 2 feet is NOT an acceptable balance.**

****The trunk should make contact with the mat during the rolls.**

**South Carolina Physical Education Assessment Program
Elementary School Educational Gymnastics - 2nd Grade
Assessment Task Scoring Rubric**

Level	Balances Held	Balances Show Changes	Technique of Balances	Technique of Rolls	Smooth Transitions	Repeats Sequence
4	Holds all 4 balances still for at least 3 seconds	Balances show at least 2 changes: base of support, level, shape	All balances show good technique	Performs rolls** smoothly with good technique and control	Consistently shows smooth transitions	Repeats the same sequence in the second trial
3	Holds at least 3 balances still for 3 seconds and one balance for at least 2 seconds	Balances show at least 2 changes: base of support, level, shape	All balances show good technique	Performs rolls** with good technique and control	Usually shows smooth transitions	Repeats the same sequence in the second trial
2	All four balances held still for at least 2 seconds	Balances show at least 1 change: base of support, level, shape	At least 2 balances show good technique	Performs rolls** with some technique and control	Sometimes shows smooth transitions	Repeats some of the same sequence in the second trial
1	Two balances held still for at least 2 seconds	No changes: base of support, level, shape	At least 2 balances show some technique	Performs rolls** with poor technique	Seldom shows smooth transitions	Does not repeat the same sequence in the second trial
0	Violates safety procedures and/or does not complete the assessment task					

Consistently = above 90%

Usually = 75% - 89%

Sometimes = 50% - 74%

Seldom = below 50%

Assessment Protocols:

Directions to Students (Read aloud verbatim)

You will be asked to perform your sequence of a balance (a shape held still), a roll, and a different balance. Balances must show at least 2 of the following changes: base of support, level, shape. You will be assessed on the clear shapes at the beginning and the end of the sequence and your ability to hold these shapes still for 3 seconds each. You will also be assessed on how you perform the roll and the transitions (smoothness) getting into and out of the roll. You will perform the same sequence twice in front of the camcorder. (Suggestion: student should return to the "start" position to perform the sequence the second time.)

Directions to Teacher

- See General Assessment Protocols at the end of this chapter.
- Students should design a sequence of developmentally appropriate skills during previous lessons.
- Students should have memorized and practiced the sequence they will perform until it is repeatable.

Safety and Class Management:

- The teacher must monitor the class carefully regarding his/her students' personal safety; the choice of a roll is critical when a child is overweight or unskillful.
- Each student will perform his/her sequence on a surface that is clean and free from obstructions; appropriate mats are preferred.
- The student will perform movements that match his/her ability level regarding safety and knowledge of gymnastics.
- Be sure each student understands where to perform his/her sequence.
- The trunk should make contact with the mats during the rolls.
- Each student will be given two successive opportunities to perform his/her sequence in front of the camera.
- It is strongly recommended that students wear safe shoes (no sandals, slides, boots, bare feet, etc.).
- Student must wear clothing that neither restricts nor hinders movement.
- All jewelry that could potentially injure the students as well as objects in pockets are to be removed.
- It is highly encouraged that remaining students in the class not be permitted to be an audience for the performance of the students being assessed.

- Teachers should make arrangements for students not being tested to be engaged in other activities that will not distract testing. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment or to give students not being tested a task they have performed before and can practice independently and safely.
- Set up enough stations to accommodate the students in the class. No more than 4 students at a station. A station should include at least one mat. The

stations should be arranged so that the students can work safely at each of the locations.

Equipment/Facilities/Materials:

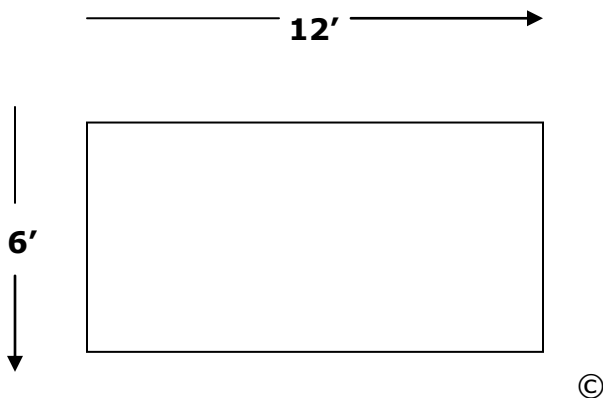
You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, clipboard, pen or pencil and all necessary equipment (mats) for performing the sequence and for any stations that might be established. Mats should be 6' x 12' or large enough to accommodate the entire body of the student throughout the performance of the sequence.

Camera Location and Operation:

The camcorder will be set up to view the performance area. This location should place the camera so that the students in the class who are practicing are not in view. The camcorder should be set at wide angle to show the complete mat without the camera having to be adjusted. The camera should be set to view the side of the performer. Each student should repeat the sequence in front of the camcorder.

Diagram of Space/Distances:

© = Camera



General Assessment Protocols:

1. Each student is assessed on a developmentally appropriate sequence that he/she has designed and learned.
2. All video recordings must clearly show student numbers. All students on camera should wear pinnies/jerseys with large white numbers that are at least 8 - 10 inches tall and 1 1/2 to 2 inches wide on each side. Use dark colored pinnies (i.e., black, navy blue, kelly green). You will need enough pinnies and enough numbers for the number of students in each class. Do not put two students with the same number and color on the same video recording for an activity. If you video record on two different days you still need to make sure two students do not have the same number and color.
3. Before students begin the assessment you should read the directions to all students on camera. If assessment must continue on another day, or if all students did not hear the directions, directions must be read again on camera. You may clarify the directions but they should get no further coaching from you on how to do the activity during the actual testing.
4. Immediately before a student performs, each student should state his/her FIRST/LAST NAME and NUMBER (include color with number if you have duplicated numbers on different colored pinnies) loudly into the camera. Students should stand approximately five feet from the camera. The teacher should restate the name and number into the camera after each student.
5. If a video recording does not "come out clearly", the test should be redone at another time. Teachers may redo video recordings as many times as is necessary to get the technical quality of the recording needed for good judgments to be made about student performance.
6. On occasion a teacher may request that a student(s) redo a performance on the recording if that performance does not represent what the student(s) is/are capable of doing. Students who redo their performance should be seen at the end of the class recording and must be clearly indicated on the summary score sheet.
7. Students should appear on the summary score sheet in the exact order they appear on the video recording.

References and Resources:

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South Carolina Physical Education Assessment Program

Chapter Six

2nd Grade

PI-3 Elementary School Locomotion

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator Three (PI-3):

Combine locomotor patterns into a continuous sequence.

Description of Performance Indicator:

Fundamental motor skills are commonly considered as building blocks to more advanced movement skills and specialized sport skills. Competency in fundamental movement patterns is essential and critical for the development of lifetime activity patterns for children and adults and need to be established at an early age. Achieving mature form in basic locomotor skills and the ability to vary the conditions in which these skills are performed is expected for students by the completion of the second grade. Combining locomotor patterns together and transitioning between skills are critical to meeting this performance indicator.

Assessment Task:

Combine the locomotor patterns gallop, slide, skip, jog to jump and land showing smooth transitions between each locomotor movement.

Criteria for competency (Level 3):

1. Performs gallop using good technique (mature form)
2. Performs slide using good technique (mature form)
3. Performs skip using good technique (mature form)
4. Performs jump and land using good technique (mature form)
5. Performs sequence with 2 of the 3 transitions completed smoothly.

**Critical Aspects of Performance:
Good Technique (Mature Form)**

Gallop

1. Smooth, rhythmical forward action on the balls of the feet
2. Demonstrates lead leg step-close action without crossover
3. Hips (torso) facing forward

Slide

1. Smooth, rhythmical sideways action on the balls of the feet
2. Demonstrates lead leg without crossover
3. Hips (torso) facing forward

Skip

1. Body erect with head up
2. Stride taken followed by a short hop with a knee lift
3. Arms swing rhythmically in opposition to the legs and provide momentum

Jump and Land

1. One foot take-off to two foot landing
2. Uses flexion of hips, knees, and ankles with soft landing (for force absorption)
3. Lands from balls of feet to heels (no flat foot landing)
4. Show controlled landing (no steps taken)

Smooth Transitions

The movement flows from one pattern to another without a break in the flow of the movement.

**South Carolina Physical Education Assessment Program
Elementary School Locomotor Skills - 2nd Grade
Assessment Task Scoring Rubric**

Level	Gallop	Slide	Skip	Jump and Land	Transitions
4	Performs gallop using good technique (mature form) and with fluid motion	Performs slide using good technique (mature form) and with fluid motion	Performs skip using good technique (mature form) and with fluid motion	Performs jump and land with good technique (mature form) and with fluid motion	Performs sequence with all 3 transitions completed smoothly landing with control
3	Performs gallop using good technique (mature form)	Performs slide using good technique (mature form)	Performs skip using good technique (mature form)	Performs jump and land using good technique (mature form)	Performs sequence with 2 of the 3 transitions completed smoothly
2	Performs gallop using some elements of good technique	Performs slide using some elements of good technique	Performs skip using some elements of good technique	Performs jump and land using some elements of good technique	Performs sequence with 1 of the 3 transitions completed smoothly
1	Shows poor technique in performing the gallop	Shows poor technique in performing the slide	Shows poor technique in performing the skip	Shows poor technique in performing the jump and land	Performs sequence with no smooth transitions
0	Violates safety procedures and/or does not complete the assessment task				

Good technique = all elements of mature form observed

Some technique = 2 of 3 elements of mature form observed

Poor technique = less than 2 elements of mature form observed

Assessment Protocols:

Directions to Students (Read aloud verbatim)

In groups of 4 or 5 students, you will be asked to perform four locomotor skills in a sequence within the area I've marked with cones. The sequence of locomotor skills includes the following order: gallop, slide, skip, jog to a jump and land. I will tell you when to change locomotor skills but you want to focus on good transitions between each locomotor skill. You will start by galloping and end with a jump and land. Remember to hold your landing for 3 seconds to show control.

Directions to Teachers

- See General Assessment Protocols at the end of this chapter.
- Clearly indicate the 20' X 20' area where students will perform locomotor skills.
- Put students in groups of 4 to 5 students; have groups practice sequence prior to assessment.
- Students are placed in general space within the 20' X 20' area. Teacher calls out "**gallop**" (students gallop for 7-10 seconds); teacher calls out "**slide**" (students slide for 7-10 seconds); teacher calls out "**skip**" (students skip for 7-10 seconds); teacher calls out "**jog**" (students jog in preparation for jump/land combination); teacher calls out "**jump and land**" for students to end the sequence.
- Encourage students to stay within the assessment area including when they jump/land. It is suggested to use the term "hold your landing" rather than "stick" your landing so that students will absorb force when landing softly and controlled.

Safety and Classroom Management:

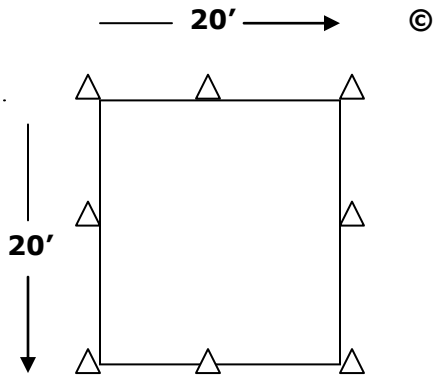
- Set up 20' X 20' locomotion area so that no other students can enter the area.
- Be sure that students understand the boundaries of the locomotion area and to avoid moving in the pathway of the other students in their group.
- Allow only students with safe footwear to be assessed (no sandals, boots, bare feet, etc.)
- If setting up the assessment area outside, use smooth hard surface free from obstructions or debris.
- Teachers need to make arrangements for students not being tested to be engaged in other activities that will not interfere with testing area. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment.

Equipment/Facilities/Materials:

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure and tape to mark lines on floor to indicate camera location and cones (or poly spots) for the locomotor

assessment area (20' X 20'), clipboard, pen or pencil and any other necessary equipment for performing the task.

△ = Cone
◎ = Camera



General Assessment Protocols:

1. Groups of four to five students are assessed at one time on the locomotor performance indicator; all students are assessed on the locomotor performance indicator.
2. All video recordings must clearly show student numbers. All students on camera should wear pinnies/jerseys with large white numbers that are at least 8 - 10 inches tall and 1 1/2 to 2 inches wide on each side. Use dark colored pinnies (i.e., black, navy blue, kelly green). You will need enough pinnies and enough numbers for the number of students in each class. Do not put two students with the same number and color on the same video recording for an activity. If you video record on two different days you still need to make sure two students do not have the same number and color.
3. Before students begin the assessment you should read the directions to all students on camera. If assessment must continue on another day, or if all students did not hear the directions, directions must be read again on camera. You may clarify the directions but they should get no further coaching from you on how to do the activity during the actual testing.
4. Immediately before a student performs, each student should state his/her FIRST/LAST NAME and NUMBER (include color with number if you have duplicated numbers on different colored pinnies) loudly into the camera. Students should stand approximately five feet from the camera. The teacher should restate the name and number into the camera after each student.
5. If a video recording does not "come out clearly", the test should be redone at another time. Teachers may redo video recordings as many times as is necessary to get the technical quality of the recording needed for good judgments to be made about student performance.
6. On occasion a teacher may request that a student(s) redo a performance on the recording if that performance does not represent what the student(s) is/are capable of doing. Students who redo their performance should be seen at the end of the class recording and must be clearly indicated on the summary score sheet.
7. Students should appear on the summary score sheet in the exact order they appear on the video recording.

References and Resources

- Goodway, J. (2009). What's skill got to do with it? A developmental approach to promoting physical activity in urban youths. *The Journal of Physical Education, Recreation, and Dance*, 80(8), 38-40.
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South Carolina Physical Education Assessment Program
Chapter Seven
2nd Grade
PI-4 Elementary School Toss and Catch

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator Four (PI-4):

Toss and catch a hand-sized object.

Description of Performance Indicator:

Fundamental movement skills are foundational to a child's physical development. In particular, manipulative patterns are critical to the participation of youth activities and are germane to our culture. Developing competency in manipulative activities, specifically underhand throwing and catching, helps to promote children's pursuit of lifelong physical activity. Research findings continue to support the strong relationship between complex physical activity and cognitive function. The purpose of this indicator is to assess the manipulative patterns of underhand catching and underhand throwing.

Assessment Task:

Catch a tossed ball using an underhand catching pattern and use an underhand throw to send the ball back to a receiver.

Criteria for competency (Level 3):

1. Uses good underhand tossing technique to send a ball to a receiver
2. Accurately tosses ball to receiver
3. Uses good underhand catching technique to receive a ball at or below the waist level
4. Usually catches ball from a toss maintaining control of the ball

Critical Aspects of Performance:

Good technique

Underhand tossing

- a. Arm back in preparation
- b. Opposite foot forward
- c. Release (between knee and waist level) of ball in forward direction
- d. Tossing accuracy is defined by the receiver not having to move more than 1 step in any direction when catching the returned toss

Underhand Catching

- a. Two hand catch with palms up and little fingers in
- b. Hands reach for object and give with the catch (soft hands)
- c. Does not turn head away from ball
- d. Successful catching is defined by maintaining control of the tossed ball without dropping the ball.

**South Carolina Physical Education Assessment Program
Elementary School Toss and Catch - 2nd Grade
Assessment Task Scoring Rubric**

Level	Underhand Tossing Form	Underhand Tossing Accuracy	Catching Form	Catching Success
4	Tosses with selected essential elements with <u>fluid motion</u>	Consistently tosses catchable tosses directly back to tosser	Catches with selected essential elements with <u>fluid motion</u>	Consistently catches the ball with no bobbles
3	Tosses with selected essential elements: a. Arm back in preparation b. Opposite foot forward c. Release of ball in forward direction	Usually tosses catchable tosses back to tosser (tosses does not have to move more than 1 step in any direction)	Catches with selected essential elements: a. Two hand catch with palms up and little fingers in b. Reaches for object and gives with the catch (soft hands) c. Does not turn head away from ball	Usually catches the ball maintaining control of the ball
2	Tosses with 2 of 3 essential elements present	Sometimes tosses in direction of tosser but tosser has to move more than 1 step to catch toss	Catches with 1 of 2 essential elements present	Sometimes catches the ball but then fumbles and recovers it
1	Tosses with only 1 essential element present	Lacks control of tossing accuracy	Catches with only 1 essential element present	Catches the ball then drops it or fails to catch the ball
0	Violates safety procedures and/or does not complete the assessment task			

Consistently = above 90%

Sometimes = 50% - 74%

Usually = 75% - 89%

Seldom = below 50%

Assessment Protocols:

Directions to Students (Read aloud verbatim)

You will be asked to toss and catch a ball with me. I will toss you a ball 4 times. You need to catch each toss with two hands showing me your best form (palms up, pinkies together, reaching for the ball). You don't have to stay in your starting spot. You may need to move to catch the ball. After you catch each toss, you are to toss the ball back to me using an underhand tossing pattern. Remember to underhand toss each ball using good form (arm back, step with your opposite foot forward, and release the ball between your knee and waist level) back to me.

Directions to Teachers

- See General Assessment Protocols at the end of this section.
- Clearly indicate where the student should stand (10-15 feet from teacher).
- Either the teacher or a competent thrower (underhand) should toss the ball gently using an underhand action so the ball drops toward student's waist.
- If it is a poor toss, you may repeat the toss. Clearly and verbally indicate to the video you are repeating the toss.
- Remind student he/she may move from starting position to catch the ball.

Safety and Classroom Management:

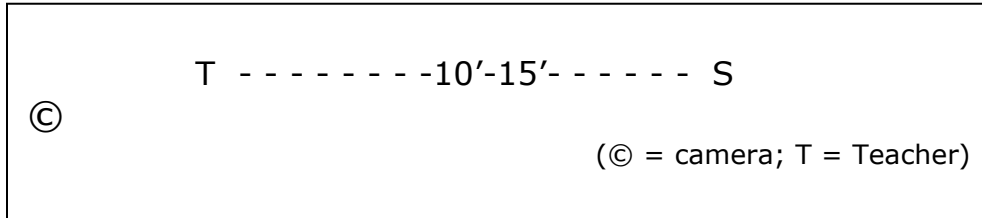
- Set up catching/tossing area so that no other students can enter the area.
- Use a container of the same hand-sized objects (i.e., tennis balls) set up behind and to the side of the teacher (or competent thrower) to make the assessment process more efficient.
- It is suggested to establish a system where an additional student(s) retrieve missed/fumbled catches without interfering with the performer and out of the camera view.
- Teachers need to make arrangements for students not being tested to be engaged in other activities that will not interfere with testing area. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment.

Equipment/Facilities/Materials:

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure and tape to mark lines on floor to indicate camera location and other needed lines, clipboard, pen or pencil and all necessary equipment (poly spots, tennis balls, etc.) for performing the task. Floor markers for students to stand on may be tape, carpet squares, poly spots etc. Hand-sized objects for tossing and catching may be tennis balls, bean bags, yarn balls, etc.

Camera Location and Operation:

Set up camera beside the teacher so that it points directly toward the student. The student's entire body, including the feet, must be in the camera view and close enough to assess throwing and catching form. Position the camera so that the teacher does not block the view of the student performer.



General Assessment Protocols:

1. One student at a time should be assessed performing the underhand toss and catch assessment. The entire class should complete the underhand toss and catch assessment. Students waiting to be assessed should be participating in other activities and not sitting/watching the individual being assessed/video recorded.
2. If the teacher tosses an uncatchable toss, he/she should repeat the toss and clearly, as well as verbally, indicate to the video the toss will be repeated.
3. All video recordings must clearly show student numbers. All students on camera should wear pinnies/jerseys with large white numbers that are at least 8 - 10 inches tall and 1 1/2 to 2 inches wide on each side. Use dark colored pinnies (i.e., black, navy blue, kelly green). You will need enough pinnies and enough numbers for the number of students in each class. Do not put two students with the same number and color on the same video recording for an activity. If you video record on two different days you still need to make sure two students do not have the same number and color.
4. Before students begin the assessment you should read the directions to all students on camera. If assessment must continue on another day, or if all students did not hear the directions, directions must be read again on camera. You may clarify the directions but they should get no further coaching from you on how to do the activity during the actual testing.
5. Immediately before a student performs, each student should state his/her FIRST/LAST NAME and NUMBER (include color with number if you have duplicated numbers on different colored pinnies) loudly into the camera. Students should stand approximately five feet from the camera. The teacher should restate the name and number into the camera after each student.
6. If a video recording does not "come out clearly", the test should be redone at another time. Teachers may redo video recordings as many times as is necessary to get the technical quality of the recording needed for good judgments to be made about student performance.
7. On occasion a teacher may request that a student(s) redo a performance on the recording if that performance does not represent what the student(s) is/are capable of doing. Students who redo their performance should be seen at the end of the class recording and must be clearly indicated on the summary score sheet.
8. Students should appear on the summary score sheet in the exact order they appear on the video recording.

References and Resources

- Goodway, J. (2009). What's skill got to do with it? A developmental approach to promoting physical activity in urban youths. *The Journal of Physical Education, Recreation, and Dance*, 80(8), 38-40.
- Graham, G., Holt/Hale, S., & Parker, M. (2010). *Children moving: A reflective approach to teaching physical education* (8th ed.). Boston: McGraw-Hill.
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South Carolina Physical Education Assessment Program Chapter Eight

5th Grade PI-1 Elementary School Dance

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One (PI-1):

Perform dance.

Description of the Performance Indicator:

Best practices in elementary school physical education emphasize that dance should be one of the three content areas (with gymnastics and games) of instruction. The intent of this performance indicator is to assess the students' abilities to combine basic dance movements into patterns and sequences and to perform them to the beat of music. Competence in age-appropriate dance skills establishes a foundation to facilitate continued motor skill acquisition which can lead to the enjoyment of and participation in lifelong physical activity. In addition, dance competence provides opportunities for self-expression, divergent thinking, and creativity. Dance skills assessed are specific to the dance selected and taught by the teacher.

Assessment Task:

Perform the given steps and sequences to the beat of the music for an age appropriate dance (e.g. line, folk, square, contra)

Criteria for competency (Level 3):

1. Consistently performs designated steps/figures of the dance
2. Consistently performs steps/figures of the dance with good technique
3. Consistently performs sequences of the dance correctly
4. Consistently moves to the beat of the music

Critical Aspects of Performance:

1. Performs the steps/figures of the dance
The steps/figures (movements such as locomotor skills, dance steps, gestures, turns, partner or group positions/formations, etc.) performed are those listed in the directions for the selected dance

2. Technique

Good technique – All required movements of the dance are performed clearly and precisely

Locomotor Skills – performance with mature form of walk, run, jump, hop, slide, and/or skip

Dance Steps – performance of foot stamp, tap, point, grapevine, two-step, sashay, bleking, polka, or other required steps are with extended legs and/or toes and sharp movements that are clearly identifiable and done in balance and with control.

Turns – performance of 90°, 180°, or 360° turns that are the degree required, in balance/control, and with the turn in the appropriate direction to maintain the flow of the dance

Dance Figures – performance of honor your partner, elbow swing, two-handed do si do, corner swing, cast off, allemande left, grand right and left, star, or other required figure that is performed in balance/control and in the manner and direction to maintain the flow of the dance

Partner Formation – performance of arches clapping sequences, stars, courtesy turns, and/or other required partner figures/formations with balance/control and in the manner and direction to maintain the flow of the dance

Group Formations (alignment) – performance of lines, circles, squares, partners, or trios with appropriate spacing and in the manner and direction to maintain the flow of the dance

3. Dance sequences

Each sequence follows the directions and the rhythm of the dance and flows smoothly to the next sequence with no hesitation or break in the flow of the dance

4. Beat of the music

Each movement is performed on the exact designated beat of the music

**South Carolina Physical Education Assessment Program
Elementary School Dance - 5th Grade
Assessment Task Scoring Rubric**

Level	Steps	Technique	Sequences	Beat of the Music
4	Always performs designated steps/figures (movements, spacing, positions) of the dance	Always performs steps/figures (movements, spacing, positions) of the dance with good technique	Always performs sequences (movement sequences, order) of the dance correctly	Always moves to the beat of the music
3	Consistently performs designated steps/figures of the dance	Consistently performs steps/figures of the dance with good technique	Consistently performs sequences of the dance correctly	Consistently moves to the beat of the music
2	Usually performs designated steps/figures of the dance	Usually performs steps/figures of the dance with good technique	Usually performs sequences of the dance correctly	Usually moves to the beat of the music
1	Sometimes or never performs designated steps/figures of the dance	Sometimes performs steps/figures of the dance with good technique	Sometimes or never performs sequences of the dance correctly	Sometimes or never moves to the beat of the music
0	Violates safety procedures and/or does not complete the assessment task			

Consistently = above 90%

Usually = 75% - 89%

Sometimes = 50% - 74%

Seldom = below 50%

Assessment Protocols:

Directions to Student (Read aloud verbatim)

You will be asked to perform a dance that you have learned and practiced in class. You will be assessed on your ability to perform the steps, figures and sequences of the dance correctly and with good technique while moving to the beat of the music. Remember to continue dancing until the music stops.

Directions to Teacher

- See General Assessment Protocols on p. 93.
- Select an age-appropriate dance from those that students have been taught and have practiced.
- ***Acceptable grade-level appropriate dances for this performance indicator are listed in this chapter. The assessment dance should be selected from this list of appropriate kinds of dances at the end of the chapter.****
- **Instrumental music is required unless performing a square or contra dance with traditional recorded singing or patter calls (not teaching cues) are on the recording. Square and contra dances may be performed from memory and without calls.**
- Folk and line dances should be performed from memory without use of external cues or directions.
- Students should be spaced so that each can be clearly seen in the viewfinder for all steps and figures in the dance; it is recommended that no more than 6-8 students be filmed at once.
- The dance should be repeated as many times as necessary to assess all children on the complete dance

Safety and Class Management:

- Dance area must be dry and clean, free from obstruction with clear perimeter around the dance area.
- If assessment is done outside, use a smooth hard surface that is free of obstructions or holes.
- It is strongly recommended that students wear safe shoes (no sandals, slides, boots, bare feet, etc.).
- It is highly encouraged that remaining students in the class not be permitted to be an audience for the performance of the students being assessed.

- Teachers should make arrangements for students not being tested to be engaged in other activities that will not distract testing. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment.

Equipment/Facilities/Materials:

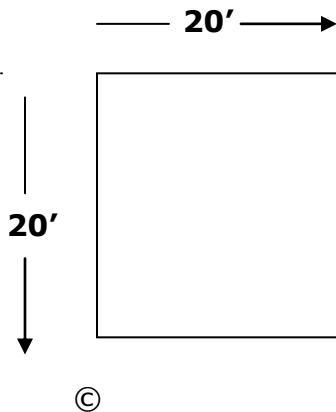
You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, clipboard, pen or pencil and all necessary equipment (music, player, speaker, etc.) for playing and performing the selected dance.

Camera Location and Operation:

The number of students that can be filmed at one time depends on the nature of the organization of the dance. Only those students who can be clearly viewed by the camera for the entire dance should be assessed at one time. A maximum of 8 students is recommended. The camera will be zoomed in so that the entire bodies of the students just fit in the vertical space of the viewfinder.

Diagram of Space/Distances:

© = Camera



General Assessment Protocols:

1. The entire class should be assessed on one dance; all students are assessed on the same dance.
2. All video recordings must clearly show student numbers. All students on camera should wear pinnies/jerseys with large white numbers that are at least 8 – 10 inches tall and 1 ½ to 2 inches wide on each side. Use dark colored pinnies (i.e., black, navy blue, kelly green). You will need enough pinnies and enough numbers for the number of students in each class. Do not put two students with the same number and color on the same video recording for an activity. If you video record on two different days you still need to make sure two students do not have the same number and color.
3. Before students begin the assessment you should read the directions to all students on camera. If assessment must continue on another day, or if all students did not hear the directions, directions must be read again on camera. You may clarify the directions but they should get no further coaching from you on how to do the activity during the actual testing.
4. Immediately before a student performs, each student should state his/her FIRST/LAST NAME and NUMBER (include color with number if you have duplicated numbers on different colored pinnies) loudly into the camera. Students should stand approximately five feet from the camera. The teacher should restate the name and number into the camera after each student.
5. If a video recording does not “come out clearly”, the test should be redone at another time. Teachers may redo video recordings as many times as is necessary to get the technical quality of the recording needed for good judgments to be made about student performance.
6. On occasion a teacher may request that a student(s) redo a performance on the recording if that performance does not represent what the student(s) is/are capable of doing. Students who redo their performance should be seen at the end of the class recording and must be clearly indicated on the summary score sheet.
7. Students should appear on the summary score sheet in the exact order they appear on the video recording.

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- Pittman, A. M., Waller, M. S., & Dark, C. A. (2005). *Dance a while: A handbook of folk, square, contra, and social dance* (9th ed.). San Francisco: Pearson.
- South Carolina Department of Education. (2008). *South Carolina academic standards for physical education*. Columbia, SC: SC SDE.

Dances that meet the criteria for the fifth grade performance indicator*:

Three forms of dance are generally recommended for the dance portion of the upper elementary physical education curriculum. These forms are cultural, social, and creative. The dances listed here represent cultural (folk, square and contra) and social (line) dance forms. If the school has a physical educator or dance educator who would prefer using a creative dance or different type of social dance for the assessment, this should be indicated on the assessment plan and the teacher may work with the assessment agency to develop an alternative assessment dance.

Line Dance

Need to look up and reference all dances except La Contredanse

Folk Dance

D'hammerschmieds g'selln-- Christy Lane's Multicultural Folk Dance series
El Jarabe Tapatio (the real Mexican Hat Dance) - Christy Lane's Multicultural Folk Dance series
Highlife—Christy Lane's Multicultural Folk Dance series
Kalvelis—World of Fun
Korobushka-- Christy Lane's Multicultural Folk Dance series
La Contredanse (American adaptation of French dance)—*Traditional Barn Dances*, (2009), p. 109; (CD has no calls but teacher may use calls in the book); music (tune) "Old Man and Woman"
Norwegian Mountain March-- Kirchner, PE for Elementary School Children
Oh, Suzanna--Kirchner, PE for Elementary School Children
Siege of Ennis—Christy Lane's Multicultural Folk Dance series
Tarantella-- Christy Lane's Multicultural Folk Dance series
Teeton Mountain Stomp—Dynamic PE ed. 13
Troika (w/partner change) and without variations in WOF
Yanko-- Christy Lane's Multicultural Folk Dance series

Square

Comin' Round the Mountain (American)—*Traditional Barn Dances*, (2009), pp. 132-133; (book has CD with calls); music (tune) "Comin' Round the Mountain"
Red River Valley Square—WOF need to look up
Star the Ring (American)—*Traditional Barn Dances*, (2009), pp. 146-147; (CD has no calls but teacher may call using calls in the book); music (tune) "Nelly Bly"

Contra

Virginia Reel (American), Strip the Willow (Scotland), Brandy (Canada)—*Traditional Barn Dances*, (2009), pp. 82-85; (book has CD with calls); music (tune) "Opera Reel"
Virginia Reel with variation #1 in WOF (must include reel the set & cast off and all students must perform as the head couple) need to look up

Additional Resources Recommended for Teaching by South Carolina Teachers

All Time Favorite Dances (Kimbo)
Around the World with Me (The Hop Till You Drop Series-Hal Leonard Corporation) (CD)
Beginning Folk Dance Series (Phyllis Weikart) (CD's and videos)
Children of the World (Kimbo) (CD)
Children's Folk Dance (Georgina Stewart-Kimbo) (CD)
Contemporary Tinikling (Kimbo)
Don Puckett Line Dancing Video Dances: Irish Jig, Italian Tarantella, German Clap Dance, Bele Kawe, Simplified Virginia Reel, The New Jersey Wave, The Three Kick Continental
Everybody Dance (Kimbo)
Folk Dance Fun (Kimbo) (CD)
Perceptual Motor Rhythm Games (Jack Capun, Rosemary Hallum)
Rhythmically Moving (High Scope Press)
Teaching Movement and Dance: A Sequential Approach to Rhythmic Movement-4th edition (Phyllis Weikart)

South Carolina Physical Education Assessment Program

Chapter Nine

5th Grade

PI-2 Elementary School Educational Gymnastics

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator Two (PI-2):

Combine educational gymnastics movements into a smooth sequence.

Description of the Performance Indicator:

Best practices in elementary school physical education emphasize that gymnastics should be one of the three content areas (with dance and games) of instruction. The intent of this performance indicator is to assess the students' abilities to demonstrate competence in educational gymnastics through body management, balance, weight transfer, hand support, and control. In upper elementary individual skills are combined into sequences and routines. Competence in body management, balance, and control establishes a foundation to facilitate a capacity for effective and efficient movement which can lead to the enjoyment of and participation in lifelong physical activity. In addition, educational gymnastics can contribute to physical literacy through selecting themes, problem solving, critical thinking, and learning safety. Gymnastics movements assessed in 5th grade include balances, rolls, weight transfers, turns, and movements in flight.

Assessment Task:

Perform a self-designed gymnastics/movement sequence on mats and/or on apparatus with the following 7 different movement actions:

1. Starting shape or mounting apparatus
2. Turn
3. Upright or inverted balance
4. Shape in flight or aerial movement
5. Transfer of weight from feet to hands
6. Roll (linking action)
7. Ending shape or dismounting apparatus

Criteria for competency (Level 3):

1. Sequence includes at least 6 of the required components
2. Usually demonstrates a clear and controlled starting shape or mount and ending shape or dismount with good technique

3. At least 3 of 5 internal components of the sequence are performed with good technique
4. Sequence includes smooth transitions between components with no more than 2 breaks in continuity

Critical Aspects of Performance:

1. Required components
Of the seven required components listed as part of the assessment task, the student must include six.
2. Technique of Starting and Ending
Sequence should begin with a clear and controlled starting shape or mount and end in a clear shape. Starting shape or mount:
If balance* is used – held for 3 seconds and shows full extension of free body parts
If mount is used – shows control with balance, appropriate alignment and extension or tight muscles whichever is applicable)
3. Technique on Internal Components
At least three of the five internal components are performed with good technique.

Good technique:
Turns – minimum of two 180⁰ turns or one 360⁰ turn performed at any level without loss of balance
Upright or inverted balance* – held for 3 seconds and shows full extension of free body parts
Shape in flight (demonstrates extended body parts) or aerial movement (includes leaps, jumps, hops)
Transfer of weight from feet to hands – (cartwheel, round-off, walk-overs, etc) performed with extended body parts
Roll (linking action) - tight or extended body parts and legs together (depending on roll selected)
Ending shape or mount:
If a balance* is used – held for 3 seconds and shows full extension of free body parts
If a dismount is used – shows control with balance, appropriate alignment and extension (if applicable), ending in a stationary position
4. Smooth Transitions
Components must flow smoothly from one to the other without hesitations or breaks between them

***A student using a standing upright position on 2 feet is NOT an acceptable balance.**

****The trunk should make contact with the mat/apparatus during a roll.**

**South Carolina Physical Education Assessment Program
Elementary School Educational Gymnastics - 5th Grade
Assessment Task Scoring Rubric**

Level	Composition	Technique of Starting & Ending Components	Technique of Internal Components	Transitions
4	Sequence includes all the required components	Consistently demonstrates a clear and controlled starting shape or mount and ending shape or dismount with good technique	At least 4 of 5 internal components of the sequence are performed with good technique: still balances with clear extensions, controlled rolls, smooth weight transfers, strong turns, clear shape in flight or controlled aerial movement	Sequence includes smooth transitions between components with no more than 1 break in continuity
3	Sequence includes at least 6 of the required components	Usually demonstrates a clear and controlled starting shape or mount and ending shape or dismount with good technique	At least 3 of 5 internal components of the sequence are performed with good technique	Sequence includes smooth transitions between components with no more than 2 breaks in continuity
2	Sequence includes 5 of the required components	Sometimes demonstrates a clear starting shape or mount and ending shape or dismount with good technique	At least 2 of 5 internal components of the sequence are performed with good technique	Sequence includes smooth transitions between components with no more than 3 breaks in continuity
1	Sequence includes 4 of the required components	Seldom or never demonstrates a starting shape or mount and ending shape or dismount with good technique	At least 1 of the 5 internal components of the sequence is performed with good technique	Sequence includes 4 or more breaks in continuity
0	Violates safety procedures and/or does not complete the assessment task			

Consistently = above 90%

Sometimes = 50% - 74%

Usually = 75% - 89%

Seldom = below 50%

Assessment Protocols:

Directions to Students (Read aloud verbatim)

You will be asked to perform a gymnastics/body management sequence in front of a camcorder. This sequence will be an individual sequence that you have created and can perform. The sequence will include at least 6 of the following 7 different movement actions: starting shape or a mount onto an apparatus, turn, upright or inverted balance, shape in flight or aerial movement, transfer of weight from feet to hands, roll, ending shape or dismount from an apparatus). You may use only mats or mats and a piece of apparatus (elevated platform, box, block, bench, or beam).

You will be assessed on how you perform the sequence you created and practiced in class. You will only perform the sequence one time.

Directions to Teacher

- See General Assessment Protocols at the end of this chapter.
- Students should design a sequence of developmentally appropriate skills during previous lessons
- It is recommended that written sequences/routines be submitted, reviewed and approved by the teacher prior to the assessment
- Each student will perform his/her gymnastics sequence using equipment as needed.
- Each student will be given one opportunity to perform his/her routine in front of the camera; it is not repeated as in second grade
- Students should have memorized and practiced the sequence they will perform

Safety and Class Management:

- The teacher must monitor the class carefully regarding his/her students' personal safety; the choice of skills is critical when a child is overweight or unskillful.
- Each student will perform his/her sequence on a surface that is clean and free from obstructions; appropriate mats are preferred.
- The student will perform movements that match his/her ability level regarding safety and knowledge of gymnastics.
- Be sure each student understands where to perform his/her sequence.
- The trunk should make contact with the mat or apparatus during the rolls.
- Student must wear clothing that neither restricts nor hinders movement.
- All jewelry that could potentially injure the students, as well as objects in pockets, is to be removed.
- It is highly encouraged that remaining students in the class not be permitted to be an audience for the performance of the students being assessed.
- Teachers should make arrangements for students not being tested to be engaged in other activities that will not distract testing. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment.

- Set up enough stations to accommodate the students in the class. No more than 4 students at a station. A station should include at least one mat. The stations should be arranged so that the students can work safely at each of the locations.

Equipment/Facilities/Materials:

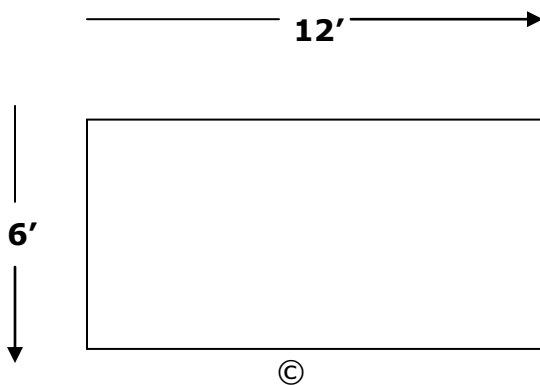
You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, clipboard, pen or pencil and all necessary equipment (mats, etc.) for performing the sequence. Mats should be 6' x 12' or large enough to accommodate the entire body of the student throughout the performance of the sequence. They may be placed in the shape needed to accommodate the routine, facility, or available mats.

Camera Location and Operation:

The camcorder will be set up to view the performance area. This location should place the camera so that the students in the class who are practicing are not in view. The camcorder should be set at wide angle to show the complete performance area without the camera having to be adjusted. The camera should be set to view the side of the performer. Each student should perform the sequence in front of the camcorder.

Diagram of Space/Distances:

© = Camera



General Assessment Protocols:

1. Each student in the class should be assessed on a developmentally appropriate educational gymnastics sequence that he/she has created and practiced.
2. All video recordings must clearly show student numbers. All students on camera should wear pinnies/jerseys with large white numbers that are at least 8 - 10 inches tall and 1 1/2 to 2 inches wide on each side. Use dark colored pinnies (i.e., black, navy blue, kelly green). You will need enough pinnies and enough numbers for the number of students in each class. Do not put two students with the same number and color on the same video recording for an activity. If you video record on two different days you still need to make sure two students do not have the same number and color.
3. Before students begin the assessment you should read the directions to all students on camera. If assessment must continue on another day, or if all students did not hear the directions, directions must be read again on camera. You may clarify the directions but they should get no further coaching from you on how to do the activity during the actual testing.
4. Immediately before a student performs, each student should state his/her FIRST/LAST NAME and NUMBER (include color with number if you have duplicated numbers on different colored pinnies) loudly into the camera. Students should stand approximately five feet from the camera. The teacher should restate the name and number into the camera after each student.
5. If a video recording does not "come out clearly", the test should be redone at another time. Teachers may redo video recordings as many times as is necessary to get the technical quality of the recording needed for good judgments to be made about student performance.
6. On occasion a teacher may request that a student(s) redo a performance on the recording if that performance does not represent what the student(s) is/are capable of doing. Students who redo their performance should be seen at the end of the class recording and must be clearly indicated on the summary score sheet.
7. Students should appear on the summary score sheet in the exact order they appear on the video recording.

References and Resources:

- Baumgarten, S., & Pagnano-Richardson, K. (2010). Educational gymnastics: Enhancing children's literacy. *Journal of Physical Education, Recreation, and Dance*, 81(4), 18-25.
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South Carolina Physical Education Assessment Program

Chapter Ten

5th Grade

PI-3 Elementary School Overhand Throw

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator Three (PI-3):

Demonstrate an overhand throwing pattern.

Description of Performance Indicator:

The intent of this performance indicator is overhand throwing competency. The overhand throw is a movement pattern that, once established, is used in a similar form in many recreation and sport activities (i.e., badminton, football, tennis, volleyball, etc.). Providing students with a variety of practice opportunities to throw forcefully, while limiting the amount of practice time throwing to short distance targets, helps promote the development of a mature throwing pattern. Successful performance in the overhand throw will require students to practice throwing outside of school physical education.

Assessment Task:

Throw a hand-sized ball with force to demonstrate a mature overhand throwing pattern

Criteria for competency (Level 3):

1. Approach step(s) transitions body side-to-target
2. Downward preparatory backswing used 3 out of 4 throws
3. Extended step during throwing execution exhibited 3 out of 4 throws
4. Trunk rotation with forearm lag behind hip 3 out of 4 throws

Critical Aspects of Performance:

Approach step(s) used to transition the body side-to-target

1. To encourage mature throwing form, avoid starting the throw from a stationary position (i.e., standing side to target in a straddle stance).
2. Encourage students to take approach step/s (i.e., shuffle steps, crow hop, step-step-pivot-turn side-to-target) to initiate the throwing action (throwing action should be one motion from approach steps to the follow through).

Downward preparatory backswing

1. Throwing arm/hand takes a downward circular pattern (downward "C")
2. The throwing hand drops below the waist ("thumb to thigh")

Extended step (long step) during throwing execution

1. Steps with the opposite foot
2. The length/distance of the step with the opposite foot is greater than half of the student's standing height

Trunk rotation with forearm lag behind hip

1. Trunk (hip) rotation occurs simultaneously and prior to shoulder rotation
2. Forearm is a laid back L position (beyond vertical) occurring at the moment hips face forward

**South Carolina Physical Education Assessment Program
Elementary School Overhand Throw - 5th Grade
Assessment Task Scoring Rubric**

Level	Approach	Preparatory Backswing	Stepping Action	Trunk Rotation & Forearm Action
4	Approach steps taken to initiate throw (i.e., crow hop/shuffle steps) is a fluid motion	Throwing arm and hand takes a downward circular pattern 4 out of 4 throws	Demonstrates an extended step with the opposite foot 4 out of 4 throws	Differentiated hip rotation with a laid back L-shaped throwing arm 4 out of 4 throws
3	Approach step(s) taken to transition body to side-to-target position	Throwing arm & hand takes a downward circular pattern 3 out of 4 throws	Demonstrates an extended step with the opposite foot 3 out of 4 throws	Trunk rotation with laid back L-shaped throwing arm 3 out of 4 throws with some degree beyond vertical
2	Initiates throw from a side-to-target <i>stationary</i> position (T-position stance)	Sidearm pattern used or the backswing is an upward circular pattern 2 or more throws	Demonstrates an extended step with the opposite foot 2 out of 4 throws	Shoulder and trunk rotation occur together as one unit (block rotation); laid back L-shaped throwing arm occurs before or after weight transfer
1	Steps with throwing side foot	Elbow flexion with elbow leading throwing action 2 or more throws	Uses a short step with opposite foot or no step taken with front foot	No trunk rotation, flexion at hips
0	Violates safety procedures and/or does not complete the assessment task			

Assessment Protocols:

Directions to Students (Read aloud verbatim)

You are going to throw a hand-sized ball overhand as hard or as far as you can. You will need to start your throw from behind this line (50 feet from wall, fence, or barrier for students to throw over). You may want to take steps prior to throwing the ball. It is okay if you step on or over the line when you throw. You will be assessed on your throwing form (technique). You will have four throws.

Directions to Teacher

- See General Assessment Protocols on page 120.
- Clearly indicate to students they are throwing as hard or as far as they can (students should not attempt to throw to a specific target to avoid eliciting poor throwing technique).
- It is okay, if not encouraged, for students to take preparatory/approach steps (i.e., crow hop, shuffle steps, etc.) to throw the ball.
- Avoid allowing students to initiate their throws from a side-to-target stationary position. Remind students that throwing forcefully is a continuous, fluid motion with the following phases: approach, transition (turn) into a side-to-target positioning, throw and follow through.
- Students should not rush their four throwing trials.
- If you have a left-handed thrower, remember to reposition the camera location to capture the throwing arm side. Placing left handed throwers at the beginning or at the end of the throwing order should expedite the assessment.

Safety and Classroom Management:

- Set up throwing area so that no other students can enter the throwing area.
- Use a container of tennis balls set up behind and to the side of the throwing line or area for students to retrieve a ball prior to each throwing trial.
- It is suggested to establish a system where an additional student(s) retrieve the thrown balls without interfering with the performer and out of the camera view.
- Teachers need to make arrangements for students not being tested to be engaged in other activities that will not interfere with testing area. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment.

Equipment/Facilities/Materials:

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long (or camera battery), tape measure and items (tape, rope, cones, etc.) to mark lines on floor/ground to indicate camera location and the 50 foot throwing line, clipboard, pen or pencil and all necessary equipment (tennis balls or hand sized Incrediballs) for performing the assessment task.

Depending upon physical education facility and or outdoor space, three different testing conditions have been suggested:

Throwing to a wall

1. Four hand-sized balls (tennis balls or Incrediballs) (Incrediballs will have less rebound effect)
2. Two-inch tape (preferably color tape or survey tape) approximately 10 feet long to mark a line on the wall 4 feet up from the floor for students to throw over
3. A 50-foot throwing line

Throwing to a fence

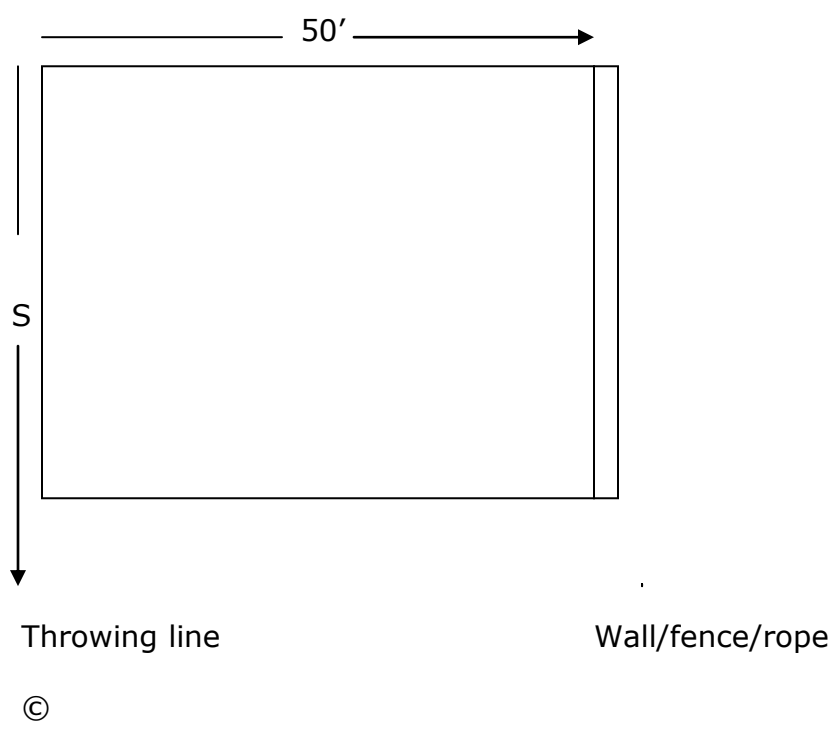
1. Four hand-sized balls (tennis balls or Incrediballs) (Incrediballs will have less rebound effect)
2. Two-inch tape (preferably color tape or survey tape) approximately 10 feet long to mark fence 4 feet up from the ground for students to throw over.
3. Four foot high cone(s) if tape does not stick to fence or a brightly colored rope may be woven through the fence to mark the 4 foot line
4. A 50-foot throwing line

Throwing over a suspended rope

1. Four hand-sized balls (tennis balls or Incrediballs) (Incrediballs will have less rebound effect)
2. Two poles/standards or something to secure a rope 4 feet up from the ground for students to throw over
3. Survey tape to tie around the middle of the rope (so that students will be able to identify the rope that they are throwing over)
4. A 50-foot throwing line

Camera Location and Operation:

The camera angle should be at **a 90-degree angle to the thrower (a side view)**. Position the camera on the throwing-arm side so the camera will be focused on the entire body of the student. You should be able to clearly see the student's entire body (including the feet) in the viewfinder. The wall, fence or suspended rope is not to be in the camera view at any time. Keep the camera stationary throughout the throws and focused on the thrower. See Diagram below.



S = Student
© = Camera

General Assessment Protocols:

1. Students should be assessed **individually** for the overhand throw. The entire class should complete the overhand throw assessment. Students waiting to be assessed should be participating in other activities and not sitting/watching the individual being assessed/video recorded.
2. All video recordings must clearly show student numbers. The student on camera should wear pinnie/jersey with large white numbers that are at least 8 - 10 inches tall and 1 1/2 to 2 inches wide on each side. Use dark colored pinnies (i.e., black, navy blue, kelly green). You will need enough pinnies and enough numbers for the number of students in each class. Do not put two students with the same number and color on the same video recording for an activity. If you video record on two different days you still need to make sure two students do not have the same number and color.
3. Before students begin the assessment you should read the directions to all students on camera. If assessment must continue on another day, or if all students did not hear the directions, directions must be read again on camera. You may clarify the directions but they should get no further coaching from you on how to do the activity during the actual testing.
4. Immediately before a student performs, each student should state his/her FIRST/LAST NAME and NUMBER (include color with number if you have duplicated numbers on different colored pinnies) loudly into the camera. Students should stand approximately five feet from the camera. The teacher should restate the name and number into the camera after each student.
5. If a video recording does not "come out clearly", the test should be redone at another time. Teachers may redo video recordings as many times as is necessary to get the technical quality of the recording needed for good judgments to be made about student performance.
6. On occasion a teacher may request that a student(s) redo a performance on the recording if that performance does not represent what the student(s) is/are capable of doing. Students who redo their performance should be seen at the end of the class recording and must be clearly indicated on the summary score sheet.
7. Students should appear on the summary score sheet in the exact order they appear on the video recording.

References and Resources:

- Graham, G., Holt/Hale, S., & Parker, M. (2010). *Children moving: A reflective approach to teaching physical education* (8th ed.). Boston: McGraw-Hill.
- Knudson, D., & Morrison, C. (1996). An integrated qualitative analysis of overarm throwing. *The Journal of Physical Education, Recreation, and Dance*, 67(6), 31-36.
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- NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.) Boston: McGraw-Hill.
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- Petranek, L., & Barton, G. (In Press). The overarm throwing pattern among U-14 ASA female softball players: A comparative study of gender, culture, and experience. *Research Quarterly for Exercise and Sport*.
- South Carolina Department of Education. (2008). *South Carolina academic standards for physical education*. Columbia, SC: SCDE.

South Carolina Physical Education Assessment Program Chapter Eleven

5th Grade PI-4 Elementary School Game Forms Basketball

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator Four (PI-4):

Demonstrate basic offensive skills to maintain control of an object.

Description of the Performance Indicator:

The intent of this performance indicator is to assess the basic offensive skills and strategies specific to the game of basketball. Acquisition of these specialized sports skills will provide students with the abilities to use them in increasingly dynamic and complex game situations. Competency in basic game skills establishes a foundation to facilitate continued motor skill acquisition which can lead to the enjoyment of and participation in physical activity. Specialized skills assessed are passing and catching a basketball while creating and moving to open space.

Assessment Task:

Use offensive skills to maintain possession of the ball in a 2 on 1 game of basketball

Criteria for competency (Level 3):

1. Usually moves to open space to create a passing lane
2. Usually sends a catchable lead pass to a partner
3. Usually catches a catchable pass

Critical Aspects of Performance:

Moves to open space

Offensive players maintain adequate spacing (avoid crowding)

Moves to an open area to create a passing lane that allows passer to make "easy" passes

Passing technique

Catchable lead pass is pushed from chest level with follow through to receiver's waist level

Ball is within 1-2 steps of receiver at a catchable height (i.e., waist level)

Catching technique

Receives pass with control
Maintains body balance and control
Maintains control of the ball

**South Carolina Physical Education Assessment Program
Elementary School Basketball – 5th Grade
Assessment Task Scoring Rubric**

Level	Movement without ball	Passing	Catching
4	Consistently moves to open space with good timing and a clear intent to create a passing lane	Consistently anticipates partner's movement and sends a catchable lead pass to a partner	Consistently catches a catchable pass
3	Usually moves to open space to create a passing lane	Usually sends a catchable lead pass to a partner	Usually catches a catchable pass
2	Sometimes moves to open space to create a passing lane	Sometimes sends a catchable lead pass to a partner	Sometimes catches a catchable pass
1	Seldom moves to open space to create a passing lane	Seldom sends a catchable lead pass to a partner	Seldom catches a catchable pass
0	Violates safety procedures and/or does not complete the assessment task.		

Consistently = above 90%

Usually = 75% - 89%

Sometimes = 50% - 74%

Seldom = below 50%

Assessment Protocols:

Directions to Students (Read aloud verbatim)

You and a partner will be assessed on your ability to play a 2 v 1 game of basketball against a defender for 1 minute. You will be assessed on your ability to move to create open space and passing lanes; make catchable passes; and receive catchable passes. Your passes should be lead passes so that your partner must be moving to catch the ball. One partner starts play from a boundary line. Each time play is interrupted, play will be resumed alternating the initial passer. After 1 minute a new person will play defense. The defender will moderately attempt to cut off passing angles or intercept passes.

Directions to Teachers

- See General Assessment Protocols on page 161.
- Students should be grouped by ability.
- After each minute of play, teacher signals defensive rotation.
- Be sure students know what to do if action stops, whether they can restart and what to do if the ball goes far out of bounds.
- It is suggested to have extra equipment readily available at the assessment area to expedite completion of the assessment.

Safety and Class Management:

- Playing area must be dry and clean with at least 3 feet of clear space beyond the boundary lines.
- It is strongly recommended that students wear safe shoes for game play.
- It is highly encouraged that remaining students in the class not be permitted to be an audience for the performance of the students being assessed.
- Teachers need to make arrangements for students not being tested to be engaged in other activities that will not distract testing. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment or to give students not being tested a task they have performed before and can practice independently and safely. Teachers may want to encourage an older student, parent, or classroom teacher to help the day of testing.

Equipment/Facilities/Materials:

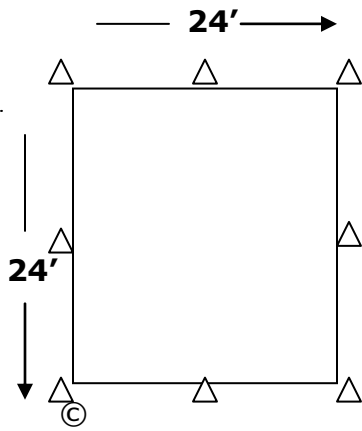
You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, stop watch, cones (poly spots, taped lines or chalk marked lines for playing area), clipboard, pen or pencil, junior size basketballs and any other equipment necessary for performing the task.

Camera Location and Operation:

Mark off a 24' X 24' area with cones or poly spots.

Camera view should encompass entire assessment area. Students being tested should be visible on camera for the entire assessment task. See diagram below.

△ = Cone
◎ = Camera



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South Carolina Physical Education Assessment Program Elementary School Hockey - 5th Grade

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator Four (PI-4):

Demonstrate basic offensive skills to maintain control of an object.

Description of Performance Indicator:

The intent of this performance indicator is to assess the basic offensive skills and strategies specific to the game of hockey. Acquisition of these specialized sports skills will provide students with the abilities to use them in increasingly dynamic and complex game situations. Competency in basic game skills establishes a foundation to facilitate continued motor skill acquisition which can lead to the enjoyment of and participation in physical activity. Specialized skills assessed are sending and receiving a puck/ball while creating and moving to open space.

Assessment Task:

Use offensive skills to maintain possession of the puck/ball in a 2 on 1 game of floor hockey

Criteria for competency (Level 3):

1. Usually moves to create open space and a passing lane
2. Usually sends a receivable lead pass to a teammate
3. Usually receives a receivable pass and controls puck/ball

Critical Aspects of Performance:

Moves to open space

Offensive players maintain adequate spacing (avoid crowding)

Moves to an open area to create a passing lane that allows passer to make "easy" passes

Lead Passing

Pass is 1-2 steps in front of the receiver

Catching technique

Receives pass with control (reach and absorb – give with - the force of the puck/ball, with hockey stick)

Maintains body balance and control

Maintains control of the puck/ball while positioning to redirect and pass the puck/ball

**South Carolina Physical Education Assessment Program
Elementary School Hockey - 5th Grade
Assessment Task Scoring Rubric**

Level	Movement without ball	Passing	Receiving
4	Consistently moves to open space with good timing and a clear intent to create a passing lane	Consistently anticipates partner's movement and sends a receivable lead pass to a teammate	Consistently receives a receivable pass and controls puck/ball
3	Usually moves to create open space and a passing lane	Usually sends a receivable lead pass to a teammate	Usually receives a receivable pass and controls puck/ball
2	Sometimes moves to create open space and a passing lane	Sometimes sends a receivable lead pass to a teammate	Sometimes receives a receivable pass and controls puck/ball
1	Seldom moves to create open space and a passing lane	Seldom sends a receivable lead pass to a teammate	Seldom receives a receivable pass and controls puck/ball
0	Violates safety procedures and/or does not complete the assessment task.		

Consistently = above 90%

Usually = 75% - 89%

Sometimes = 50% - 74%

Seldom = below 50%

Assessment Protocols:

Directions to Students (Read aloud verbatim)

You and a partner will be assessed on your ability to play a 2 v 1 game of hockey against a defender for 1 minute. You will be assessed on your ability to move to create open space and passing lanes; send receivable passes; and receive passes with control. Your passes should be lead passes so that your partner must be moving to receive the puck/ball. One partner starts play from a boundary line. Each time play is interrupted, play will be resumed alternating the initial passer. After 1 minute a new person will play defense. The defender will moderately attempt to cut off passing angles or intercept passes.

Directions to Teachers

- See General Assessment Protocols on page 161.
- Students should be grouped by ability.
- After each minute of play, teacher signals defensive rotation.
- Be sure students know what to do if action stops, whether they can restart and what to do if the puck/ball goes far out of bounds.
- It is suggested to have extra equipment readily available at the assessment area to expedite completion of the assessment.

Safety and Class Management:

- Playing area must be dry and clean with at least 3 feet of clear space beyond the boundary lines.
- Ensure that students understand safe handling of hockey sticks (i.e., refrain from using a baseball grip, follow through is at waist level or below, etc.) prior to practicing and/or performing the assessment task.
- It is strongly recommended that students wear safe shoes for game play.
- It is highly encouraged that remaining students in the class not be permitted to be an audience for the performance of the students being assessed.
- Teachers need to make arrangements for students not being tested to be engaged in other activities that will not distract testing. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment or to give students not being tested a task they have performed before and can practice independently and safely.

Equipment/Facilities/ Materials:

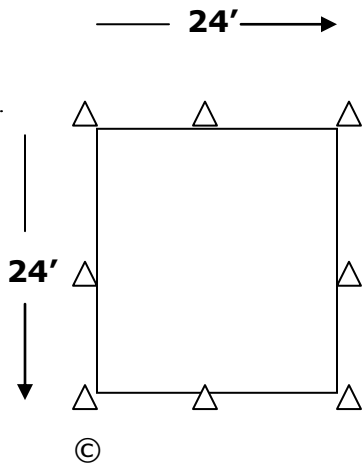
You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, stop watch, cones (poly spots, taped lines or chalk marked lines for playing area), clipboard, pen or pencil, hockey sticks, hockey puck/ball and any other equipment necessary for performing the task.

Camera Location and Operation:

Mark off a 24' X 24' area with cones or poly spots.

Camera view should encompass entire assessment area. Students being tested should be visible on camera for the entire assessment task. See diagram below

- △ = Cone
- ⊙ = Camera



South Carolina Physical Education Assessment Program Elementary School Soccer - 5th Grade

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator Four (PI-4):

Demonstrate basic offensive skills to maintain control of an object.

Description of Performance Indicator:

The intent of this performance indicator is to assess the basic offensive skills and strategies specific to the game of soccer. Acquisition of these specialized sports skills will provide students with the abilities to use them in increasingly dynamic and complex game situations. Competency in basic game skills establishes a foundation to facilitate continued motor skill acquisition which can lead to the enjoyment of and participation in physical activity. Specialized skills assessed are passing and receiving a ball while creating and moving to open space.

Assessment Task:

Use offensive skills to maintain possession of the ball in a 2 on 1 game of soccer

Criteria for competency (Level 3):

1. Usually moves to create open space and a passing lane
2. Usually sends a receivable lead pass to a teammate
3. Usually receives a receivable pass and controls ball

Critical Aspects of Performance:

Moves to open space

Offensive players maintain adequate spacing (avoid crowding)

Moves to an open area to create a passing lane that allows passer to make "easy" passes

Lead Passing

Pass is 1-2 steps in front of the receiver

Receiving technique

Receives pass with control (give with/cushion the ball with inside of foot)

Maintains body balance and control

Maintains control of the soccer ball to redirect the ball to partner

**South Carolina Physical Education Assessment Program
Elementary School Soccer - 5th Grade
Assessment Task Scoring Rubric**

Level	Movement without ball	Passing	Receiving
4	Consistently moves to open space with good timing and a clear intent to create a passing lane	Consistently anticipates partner's movement and sends a receivable lead pass to a teammate	Consistently receives a receivable pass and controls ball
3	Usually moves to create open space and a passing lane	Usually sends a receivable lead pass to a teammate	Usually receives a receivable pass and controls ball
2	Sometimes moves to create open space and a passing lane	Sometimes sends a receivable lead pass to a teammate	Sometimes receives a receivable pass and controls ball
1	Seldom moves to create open space and a passing lane	Seldom sends a receivable lead pass to a teammate	Seldom receives a receivable pass and controls ball
0	Violates safety procedures and/or does not complete the assessment task.		

Consistently = above 90%

Usually = 75% - 89%

Sometimes = 50% - 74%

Seldom = below 50%

Assessment Protocols:

Directions to Students (Read aloud verbatim)

You and a partner will be assessed on your ability to play a 2 v 1 game of soccer against a defender for 1 minute. You will be assessed on your ability to move to create open space and passing lanes; send receivable passes; and receive passes with control. Your passes should be lead passes so that your partner must be moving to receive the ball. One partner starts play from a boundary line. Each time play is interrupted, play will be resumed alternating the initial passer. After 1 minute a new person will play defense. The defender will moderately attempt to cut off passing angles or intercept passes

Directions to Teachers

- See General Assessment Protocols on page 161.
- Students should be grouped by ability.
- After each minute of play, teacher signals defensive rotation.
- Be sure students know what to do if action stops, whether they can restart and what to do if the ball goes far out of bounds.
- It is suggested to have extra equipment readily available at the assessment area to expedite completion of the assessment.

Safety and Class Management:

- **Assessment activity should be performed outside.**
- Field should be mowed short, dry, level, and free from holes and/or obstruction with at least 3 feet of clear space beyond the boundary line.
- It is strongly recommended that students wear safe shoes for game play.
- It is highly encouraged that remaining students in the class not be permitted to be an audience for the performance of the students being assessed.

- Teachers need to make arrangements for students not being tested to be engaged in other activities that will not distract testing. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment.

Equipment/Facilities/Materials:

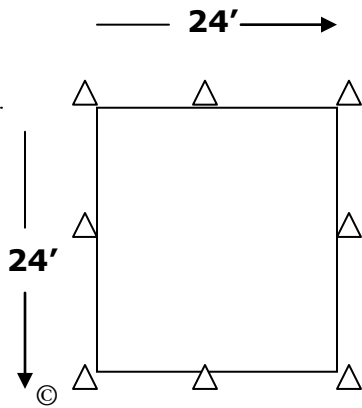
You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, stop watch, cones (poly spots, taped lines or chalk marked lines for playing area), clipboard, pen or pencil, junior size soccer balls or soccer trainers and any other equipment necessary for performing the task.

Camera Location and Operation:

Mark off a 24' X 24' area with cones or poly spots **outside**.

Camera view should encompass entire assessment area. Students being tested should be visible on camera for the entire assessment task. See diagram below

- △ = Cone
- ⊙ = Camera



South Carolina Physical Education Assessment Program Elementary School Ultimate Frisbee - 5th Grade

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator Four (PI-4):

Demonstrate basic offensive skills to maintain control of an object.

Description of Performance Indicator:

The intent of this performance indicator is to assess the basic offensive skills and strategies specific to the game of Ultimate Frisbee. Acquisition of these specialized sports skills will provide students with the abilities to use them in increasingly dynamic and complex game situations. Competency in basic game skills establishes a foundation to facilitate continued motor skill acquisition which can lead to the enjoyment of and participation in physical activity. Specialized skills assessed are passing and receiving a Frisbee while creating and moving to open space.

Assessment Task:

Use offensive skills to maintain possession of the Frisbee in a 2 on 1 game of Ultimate Frisbee

Criteria for competency (Level 3):

1. Usually moves to create open space and a passing lane
2. Usually throws a catchable lead pass to a teammate
3. Usually catches a catchable pass

Critical Aspects of Performance:

Moves to open space

Offensive players maintain adequate spacing (avoid crowding)

Moves to an open area to create a passing lane that allows passer to make "easy" passes

Lead Passing

Pass is 1-2 steps in front of the receiver

Catching technique

Catches pass with control

Maintains body balance and control after catching the Frisbee (to help establish a pivot foot)

Maintains control of the Frisbee

**South Carolina Physical Education Assessment Program
Elementary School Ultimate Frisbee - 5th Grade
Assessment Task Scoring Rubric**

Level	Movement without Frisbee	Passing	Catching
4	Consistently moves to open space with good timing and a clear intent to create a passing lane	Consistently anticipates partner's movement and throws a catchable lead pass to a teammate	Consistently catches a catchable pass
3	Usually moves to create open space and a passing lane	Usually throws a catchable lead pass to a teammate	Usually catches a catchable pass
2	Sometimes moves to create open space and a passing lane	Sometimes throws a catchable lead pass to a teammate	Sometimes catches a catchable pass
1	Seldom moves to create open space and a passing lane	Seldom throws a catchable lead pass to a teammate	Seldom catches a catchable pass
0	Violates safety procedures and/or does not complete the assessment task.		

Consistently = above 90%

Usually = 75% - 89%

Sometimes = 50% - 74%

Seldom = below 50%

Assessment Protocols:

Directions to Students (Read aloud verbatim)

You and a partner will be assessed on your ability to play a 2 v 1 game of Ultimate Frisbee against a defender for 1 minute. You will be assessed on your ability to move to create open space and passing lanes; make catchable passes; and receive catchable passes. Your passes should be lead passes so that your partner must be moving to receive the Frisbee. One partner starts play from a boundary line. Each time play is interrupted, play will be resumed alternating the initial passer. After 1 minute a new person will play defense. The defender will moderately attempt to cut off passing angles or intercept passes

Directions to Teacher

- See General Assessment Protocols on page 161.
- Students should be grouped by ability.
- After each minute of play, teacher signals defensive rotation.
- Be sure students know what to do if action stops, whether they can restart and what to do if the Frisbee goes far out of bounds.
- It is suggested to have extra Frisbees readily available at the assessment area to expedite completion of the assessment.

Safety and Class Management:

- Playing area must be dry and clean with at least 3 feet of clear space beyond the boundary lines.
- If assessment is conducted outside, field should be mowed short, level and free from holes and/or obstruction with at least 3 feet of clear space beyond the boundary lines.
- It is strongly recommended that students wear safe shoes for game play.
- It is highly encouraged that remaining students in the class not be permitted to be an audience for the performance of the students being assessed.
- Teachers need to make arrangements for students not being tested to be engaged in other activities that will not distract testing. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment or to give students not being tested a task they have performed before and can practice independently and safely.

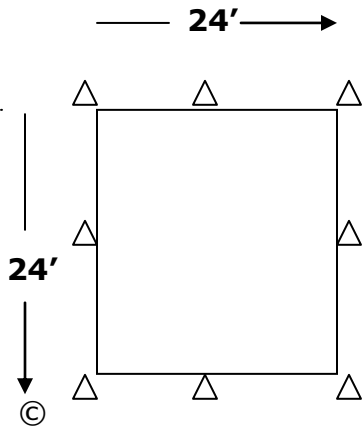
Equipment/Facilities/Materials:

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, stop watch, cones (poly spots, taped lines or chalk marked lines for playing area), clipboard, pen or pencil, Frisbees of any size (preferably Weight = 145 gram; Diameter = 9.5 in) and any other equipment necessary for performing the task.

Camera Location and Operation:

Mark off a 24' X 24' area with cones or poly spots.
Camera view should encompass entire assessment area. Students being tested should be visible on camera for the entire assessment task. See diagram below.

- △ = Cone
- Ⓢ = Camera



South Carolina Physical Education Assessment Program Elementary School Paddle Skills - 5th Grade

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator Four (PI-4):

Demonstrate basic skills in different game categories.

Description of Performance Indicator:

The intent of this performance indicator is to assess the basic offensive skills specific to games involving the use of paddles. Acquisition of these specialized sports skills will provide students with the abilities to use them in increasingly dynamic and complex game situations. Competency in basic game skills establishes a foundation to facilitate continued motor skill acquisition which can lead to the enjoyment of and participation in physical activity. Specialized skills assessed are striking a ball continuously to a partner with good technique.

Assessment Task:

Strike a hand sized ball continuously with a paddle over a low barrier with a partner

Criteria for competency (Level 3):

1. Usually chooses appropriate strokes (i.e., underhand, forehand, and/or backhand) to hit the ball
2. Usually executes strokes with proper technique
3. Usually moves body to the ball to continue rally
4. Usually hits ball continuously (rally)

Critical Aspects of Performance:

Underhand Stroke

1. Body square to target
2. Uses underhand swing pattern

Forehand/Backhand stroke

1. Side to target
2. Swings low to high with paddle face square to target
3. Steps into the swing
4. Firm wrist

**South Carolina Physical Education Assessment Program
Elementary School Paddle Skills - 5th Grade
Assessment Task Scoring Rubric**

Level	Chooses Appropriate Stroke	Proper Technique	Moves to Ball	Ability to Rally
4	Consistently chooses appropriate strokes (i.e., underhand, forehand, and/or backhand) to hit the ball	Consistently executes strokes with proper technique	Consistently moves body to the ball to continue rally	Consistently hits ball continuously (rally)
3	Usually chooses appropriate strokes (i.e., underhand, forehand, and/or backhand) to hit the ball	Usually executes strokes with proper technique	Usually moves body to the ball to continue rally	Usually hits ball continuously (rally)
2	Sometimes chooses appropriate strokes (i.e., underhand, forehand, and/or backhand) to hit the ball	Sometimes executes strokes with proper technique	Sometimes moves body to the ball to continue rally	Sometimes hits the ball continuously (rally)
1	Seldom chooses appropriate strokes (i.e., underhand, forehand, and/or backhand) to hit the ball	Seldom executes strokes with proper technique	Seldom moves body to the ball to continue rally	Seldom hits the ball continuously (rally)
0	Violates safety procedures and/or does not complete the assessment task			

Consistently = above 90%

Usually = 75% - 89%

Sometimes = 50% - 74%

Seldom = below 50%

Assessment Protocols:

Directions to Students (Read aloud verbatim)

You will rally (6 continuous hits) with a partner across a low barrier. You will alternate the start of the rally if you should miss. You will have three attempts to complete a rally. The ball must be returned after no more than one bounce. You will be assessed on your ability to strike the ball with good technique and your ability to move to the ball to continue the rally.

- You will rally (6 continuous hits) with a partner across a low barrier using an underhand, forehand and/or backhand stroke. Your goal is 6 continuous hits with no more than one bounce between hits. You will be assessed on your ability to:
 - a) use a side orientation;
 - b) demonstrate use of proper swing; and,
 - c) strike the ball continuously over the low barrier to your partner for at least 6 hits
- The rally is initiated with a bounce-strike pattern and is part of the 6 continuous hits
- Strike the ball after no more than one bounce between each contact, if the ball bounces twice, that trial is ended.
- You will have 3 opportunities to rally with your partner for 6 continuous hits without a miss.
- If you successfully complete the task on the first trial, you do not have to do it again.

Directions to Teacher

- See General Assessment Protocols on page 161.
- Students should be paired by ability level.
- Be sure students know what to do if action stops, whether they can restart and what to do if the ball goes far out of bounds.
- It is suggested to have extra equipment (i.e., pickle ball/whiffle ball or high density foam) readily available at the assessment area to expedite completion of the assessment.

Safety and Class Management:

- Playing area must be dry and clean with at least 3 feet of clear space beyond the boundary lines.
- It is strongly recommended that students wear safe shoes for game play.
- It is highly encouraged that remaining students in the class not be permitted to be an audience for the performance of the students being assessed.
- Teachers need to make arrangements for students not being tested to be engaged in other activities that will not distract testing. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment or to give students not being tested a task they have performed before and can practice independently and safely.

Equipment/Facilities/Materials:

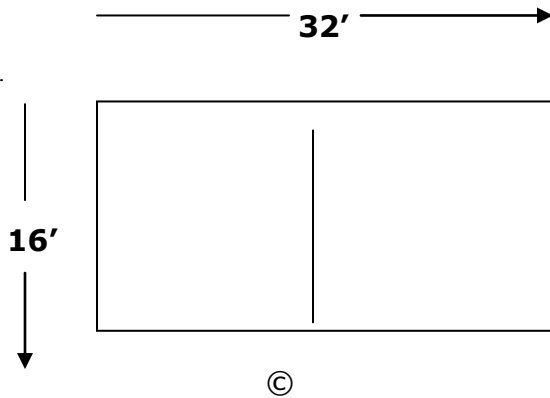
You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, cones (or poly spots, taped or marked line) on the floor to indicate playing area (court), tape to mark camera location, clipboard, pen or pencil, at least three balls (i.e., pickle ball/whiffle ball or high density foam) should be available, an appropriate paddle (solid wooden or plastic) for both players and any other equipment necessary for performing the task.

Camera Location and Operation:

A court approximately 16' x 32' will be used. The barrier can consist of anything 12" high (i.e., cones or a suspended line, rope, etc.).

The camera should be centered at the **side** of the playing area and far enough away to be able to view both sides of the court with as large a picture as possible. Keep the camera stationary and recording once play has started.

© = Camera



**South Carolina Physical Education Assessment Program
Elementary School Paddle Skills - 5th Grade
Summary Score Sheet**

**Total Score Conversion to levels		
13 - 16	=	Level 4
9 - 12	=	Level 3
5 - 8	=	Level 2
0 - 4	=	Level 1

School: _____ Date Collected: _____

Teacher: _____ Semester: _____

Class Period: _____

Coder: _____ Date Coded: _____

*** Students must appear on this sheet in the order in which they appear on the video recording.**

*Pinnie #	Student Name	Gender	Chooses Appropriate Stroke	Proper Technique	Moves to Ball	Ability to Rally	**Total (0-16)	**Level (0-4)

South Carolina Physical Education Assessment Program Elementary School Racquet Skills - 5th Grade

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator Four (PI-4):

Demonstrate basic skills in different game categories.

Description of Performance Indicator:

The intent of this performance indicator is to assess the basic offensive skills specific to games involving the use of racquets. Acquisition of these specialized sports skills will provide students with the abilities to use them in increasingly dynamic and complex game situations. Competency in basic game skills establishes a foundation to facilitate continued motor skill acquisition which can lead to the enjoyment of and participation in physical activity. Specialized skills assessed are striking a ball continuously to a wall with good technique.

Assessment Task:

Using a racquet, strike a hand-sized ball continuously against a wall.

Criteria for competency (Level 3):

1. Usually chooses appropriate strokes (i.e., forehand or backhand) to hit the ball
2. Usually executes strokes with proper technique
3. Usually moves to the ball to continue rally
4. Usually hits ball continuously (rally)

Critical Aspects of Performance:

Forehand/Backhand stroke

1. Side to target
2. Swings low to high with racquet face square to target
3. Steps into the swing
4. Firm wrist

**South Carolina Physical Education Assessment Program
Elementary School Racquet Skills - 5th Grade
Assessment Task Scoring Rubric**

Level	Chooses Appropriate Stroke	Proper Technique	Moves to Ball	Ability to Rally
4	Consistently chooses appropriate strokes (i.e., forehand or backhand) to hit the ball	Consistently executes strokes with proper technique	Consistently moves to the ball to continue rally	Consistently hits ball continuously (rally)
3	Usually chooses appropriate strokes (i.e., forehand or backhand) to hit the ball	Usually executes strokes with proper technique	Usually moves to the ball to continue rally	Usually hits ball continuously (rally)
2	Sometimes chooses appropriate strokes (i.e., forehand or backhand) to hit the ball	Sometimes executes strokes with proper technique	Sometimes moves to the ball to continue rally	Sometimes hits the ball continuously (rally)
1	Seldom chooses appropriate strokes (i.e., forehand or backhand) to hit the ball	Seldom executes strokes with proper technique	Seldom moves to the ball to continue rally	Seldom hits the ball continuously (rally)
0	Violates safety procedures and/or does not complete the assessment task			

Consistently = above 90%

Usually = 75% - 89%

Sometimes = 50% - 74%

Seldom = below 50%

Assessment Protocols:

Directions to Students (Read aloud verbatim)

- You will strike the ball continuously using a forehand and/or backhand stroke, against a wall, at least 5 times. Your goal is 5 good hits from behind the 10' line against the wall with only one bounce each time. You will be assessed on your ability to:
 - a) use a side orientation;
 - b) demonstrate use of proper swing;
 - c) strike the ball continuously against the wall at least 5 times from behind the 10' line with added strokes that may be in front of the 10' striking line; and
 - d) your ability to move to the ball during rally.
- You may strike the ball in front of the 10' striking line but it does not count as one of your 5 hits.
- Strike the ball after no more than one bounce between each contact, if the ball bounces twice, that trial is ended.
- You will have 3 opportunities to make 5 hits against the wall from behind the 10' line without a miss.
- If you successfully complete the task on the first trial, you do not have to do it again.
- Begin each trial by dropping the ball to bounce it prior to striking it. Your score is counted with the hit following the first rebound from the wall.

Directions to Teachers

- See General Assessment Protocols on page 161.
- Be sure students know what to do if action stops, whether they can restart and what to do if the ball goes far out of bounds.
- It is suggested to have extra equipment (i.e., high density foam or tennis balls) readily available at the assessment area to expedite completion of the assessment.

Safety and Class Management:

- Playing area must be dry and clean with at least 10 feet of clear space beyond the 10' striking line to permit forward and backward movement as needed.
- It is strongly recommended that students wear safe shoes for game play.
- It is highly encouraged that remaining students in the class not be permitted to be an audience for the performance of the students being assessed.
- Teachers need to make arrangements for students not being tested to be engaged in other activities that will not distract testing. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment or to give students not being tested a task they have performed before and can practice independently and safely.

Equipment/Facilities/Materials:

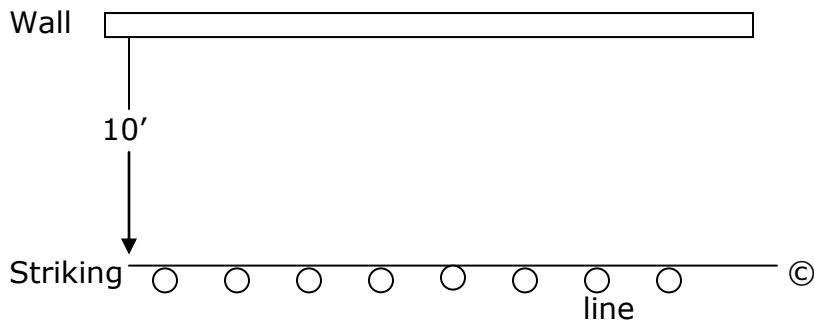
You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, cones (or poly spots, taped or marked line) on the floor to indicate playing area, tape to mark camera location, clipboard, pen or pencil, at least three balls (i.e., high density foam or tennis) for each student should be available, an appropriate racquet (short handle) for students and any other equipment necessary for performing the task.

Camera Location and Operation:

A smooth surfaced wall with a minimum 30' x 25' playing area is needed. The playing area should be at least 15 feet from a wall on each side to allow for ample playing area. Students need to start at least 10 feet from the wall (marking a striking line is helpful).

The camera should be placed at the side and slightly behind the striking line so that the length of the striking line, cones, wall, and student can be seen at the side edge of the viewing screen. The camera should be far enough away to be able to view the entire playing area. Keep the camera stationary and recording once play has started.

©=Camera ○ = Poly spot



South Carolina Physical Education Assessment Program Elementary School Volleyball Skills - 5th Grade

Standard 1:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator Four (PI-4):

Demonstrate basic skills in different game categories.

Description of Performance Indicator:

The intent of this performance indicator is to assess basic offensive skills specific to the game of volleyball. Acquisition of these specialized sports skills will provide students with the abilities to use them in increasingly dynamic and complex game situations. Competency in basic game skills establishes a foundation to facilitate continued motor skill acquisition which can lead to the enjoyment of and participation in physical activity. Specialized skills assessed are receiving and sending a volleyball to a target/person positioned in a setter's position.

Assessment Task:

Execute a forearm pass from a tossed ball over a net toward a target

Criteria for competency (Level 3):

1. Usually executes a forearm pass using good technique
2. Usually sends the ball to a target (person at front of net in middle of court on same side of court)

Critical Aspects of Performance:

Forearm Pass Technique

1. Move to ball so that hips and shoulders are under the ball
2. Feet in stride with hips, knees, and ankles flexed
3. Hands and wrists together to contact ball with the forearms
4. Shoulder shrug to push
5. Extend hips, knees, and ankles
6. Follow through with arms below shoulders

Accuracy of the Pass

1. Flight of the pass – path of ball is an upward arc
2. Direction of the pass – ball returned back to the target/person within 1-2 steps of the target

**South Carolina Physical Education Assessment Program
Elementary School Volleyball Skills - 5th Grade
Assessment Task Scoring Rubric**

Level	Technique	Flight of Pass	Direction of pass
4	Consistently executes forearm passes using good technique	Consistently sends the ball in an upward arc	Consistently directs ball back to target (within 1 - 2 steps)
3	Usually executes forearm passes using good technique	Usually sends the ball in an upward arc	Usually directs ball back to target (within 1 - 2 steps)
2	Sometimes executes forearm passes using good technique	Sometimes sends the ball in an upward arc	Sometimes directs ball back to target (within 1 - 2 steps)
1	Seldom executes forearm passes using good technique	Seldom sends the ball in an upward arc	Seldom directs ball back to target (within 1 - 2 steps)
0	Violates safety procedures and/or does not complete the assessment task		

Consistently = above 90%

Usually = 75% - 89%

Sometimes = 50% - 74%

Seldom = below 50%

Assessment Protocols:

Directions to Students (Read aloud verbatim)

You will receive 4 individual tosses from your teacher who is tossing the ball over a 6 foot net (or rope). You are to use the forearm pass to direct the ball up and back toward a target/person. You will be assessed on your ability to move to the ball, position yourself behind the ball, and pass the ball with good technique to a target/person located at the front of the net in the middle of the court.

Directions to Teacher

- See General Assessment Protocols on page 161.
- It will be necessary to have a container of volleyballs positioned near the teacher to facilitate the assessment.
- It is suggested to have a rotation system established for the management of both the students and the retrieval of volleyballs during the assessment task (i.e., 3 person station: a passer, a target person catching forearm pass, and a ball retriever).

Safety and Class Management:

- Playing area must be dry and clean with at least 5 feet of clear space beyond the boundary lines.
- It is strongly recommended that students wear safe shoes for game play.
- It is recommended to use trainer volleyballs.
- It is highly encouraged that remaining students in the class not be permitted to be an audience for the performance of the students being assessed.

- Teachers need to make arrangements for students not being tested to be engaged in other activities that will not distract testing. One example is to organize students in a rotation of stations which would include an assessment practice station just prior to the actual assessment.

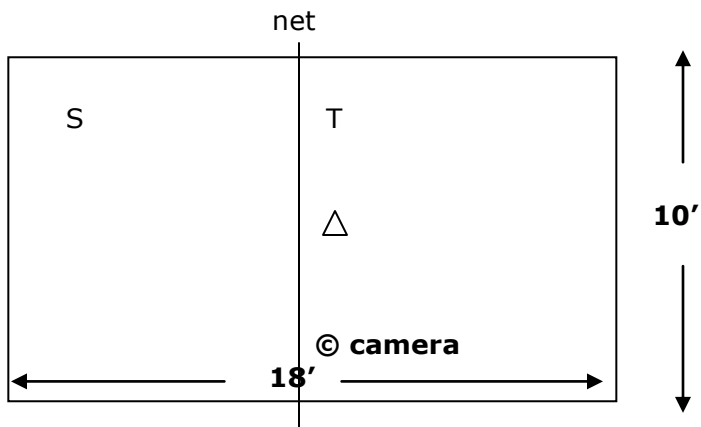
Equipment/Facilities/Materials:

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, tape to mark area for target/person who is receiving student's forearm pass, clipboard, pen or pencil, 6' net or suspended rope to toss ball over, volleyballs or trainer volleyballs (preferably), cart/container for retrieved volleyballs and any other equipment necessary for performing the task.

Camera Location and Operation:

An 18 x 10 foot space is needed for testing.

Place the camera far enough away to view both the teacher/tosser and the student. The camera should be placed back far enough from the assessment area to view the center space between the student and the tosser. See below.



S = Student

T = Teacher

Δ = Target/Person

General Assessment Protocols:

1. The entire class should be assessed on one game; all students are assessed on the same assessment task and movement form.
2. All video/DVD recordings must clearly show student numbers. All students on camera should wear pinnies/jerseys with large white numbers that are at least 8 - 10 inches tall and 1 1/2 to 2 inches wide on each side. Use dark colored pinnies (i.e., black, navy blue, kelly green). You will need enough pinnies and enough numbers for the number of students in each class. Do not put two students with the same number and color on the same video recording for an activity. If you video record on two different days you still need to make sure two students do not have the same number and color.
3. Before students begin the assessment you should read the directions to all students on camera. If assessment must continue on another day, or if all students did not hear the directions, directions must be read again on camera. You may clarify the directions but they should get no further coaching from you on how to do the activity during the actual testing.
4. Immediately before a student performs, each student should state his/her FIRST/LAST NAME and NUMBER (include color with number if you have duplicated numbers on different colored pinnies) loudly into the camera. Students should stand approximately five feet from the camera. The teacher should restate the name and number into the camera after each student.
5. If a video recording does not "come out clearly", the test should be redone at another time. Teachers may redo video recordings as many times as is necessary to get the technical quality of the recording needed for good judgments to be made about student performance.
6. On occasion a teacher may request that a student(s) redo a performance on the recording if that performance does not represent what the student(s) is/are capable of doing. Students who redo their performance should be seen at the end of the class recording and must be clearly indicated on the summary score sheet.
7. Students should appear on the summary score sheet in the exact order they appear on the video recording.

References and Resources

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South Carolina Physical Education Assessment Program Chapter Twelve

5th Grade PI-5 Elementary School Fitness

Performance Indicator Five: Meet the gender and age group health related physical fitness standard as described by the National Association for Sport and Physical Education.

Fitness Test Data

Following the plan approved by the Assessment Plan Review Committee, each teacher of Fifth grade physical education will submit electronic recordings of curl-ups for ONE of the classes, the FitnessGram Summary Score Sheet – PI 5 (ES-5 p.164) and an official POWER SCHOOL computer generated class roll of students in each class required for Performance Indicator Five.

The Fitnessgram manual should be consulted for test administration specifics and all teachers are encouraged to seek Fitnessgram training regularly.

1. All students on the official POWER SCHOOL computer generated class roll of students in each class required for Performance Indicator Five are required to take the fitness test unless they have an IEP, 504, or OHI which specifically excludes them or makes the assessment task inappropriate for them. The teacher should examine material such as The Brockport Test for appropriate modifications, but if it is determined that there are none, then the IEPs, 504s, or OHIs must be documented by the school resource teacher or other appropriate official (Form G-1).
2. Student scores will be recorded on the PI-5 FitnessGram Summary Score Sheet (ES-5, p. 164) for the following five FitnessGram test items: Cardiovascular score, the Curl Ups, Sit and Reach, Push Ups, and Percent Body Composition.
3. FITNESSGRAM TEST ITEMS:
 - A. CARDIOVASCULAR (AEROBIC CAPACITY) OPTIONS:
(Choose one)
 - Mile run
 - Pacer test
 - B. MUSCULAR STRENGTH AND ENDURANCE:
(Both required)
 - Curl up test
 - Push up test

- C. FLEXIBILITY:
 - Back saver sit and reach (left and right)

- D. BODY COMPOSITION:
 - (Choose one)
 - Electrical impedance
 - Body Mass Index (BMI) score

The exact testing protocols to be used for each test are found in the FITNESSGRAM Manual. The protocols must be used as stated unless otherwise indicated. Teaching the protocols and practicing their use should be done throughout elementary school physical education and particularly during the year in which fitness testing is to occur; FITNESSGRAM data may be collected and recorded at any time during the assigned year.

All students in a class to be assessed must take all parts of the test, and the curl-ups **MUST BE RECORDED FOR THAT CLASS**. The following information is specifically related to the recording of that class of students.

Protocols for Data Collection for PI-5 Fitnessgram Data Collection

What kind of equipment do I need to video student performance?

All electronic recording should be VHS-C videotape, DVD, or digital format. Do not record directly into the sun or light.

Who needs to be assessed?

All students on a class roster should appear on the recording unless there is an IEP, OHI or 504, and/or a G-1 form (Documentation of Student Exceptionality, p. 172) for that student. Students absent or sick on the day of taping must do a "make-up" test at another time. There must be some record of every student on the roll.

Can I put more than one thing on a video recording?

Each teacher must use separate and clearly labeled recordings for each class and each Performance Indicator.

Where do I put the camera?

A camera set up and testing situation for each activity is specifically described. The object is to get as close to the students performing as you can and still see the entire activity area needed for an assessment. You must follow the protocol explicitly for each assessment, but on occasion you may need to adjust the camera placement in order to clearly see all students being assessed. If a recording does not "come out clearly" (e.g., students are not identifiable and/or skills can not be seen), the test must be redone at another time. Remember, if the monitors cannot clearly identify each student and see how the skill is performed, the recording will be unacceptable and scored as a zero.

The camera location used during curl-ups must allow the head, hands, feet and the testing strip to be observed at all times on the recording. It is recommended that the camera is placed at an angle to the performers and that the students are placed slightly staggered of each other so that student #2's head is at approximate shoulder level of student #1. The teacher must practice positioning the camera in the best location to see all of the above components. A maximum of two students can be video recorded at one time. All of the stated criteria must be easily observed for credit to be given (see curl-up criteria p. 160). Remember, if the monitors cannot clearly identify each student and see how the skill is performed, the recording will be unacceptable and be scored as a zero.

Do I have to run the camera?

It is helpful, and in some activities necessary, to have a camera operator other than the teacher. Students can do this if they receive clear training on how to follow the action and what the field of view should be for curl-ups.

The process of recording the students.

- All students on camera should wear pinnies/jerseys with large white numbers, on front and back, that are at least 10 inches long and 2 inches wide. Dark colored pinnies work best. You will need enough pinnies and

enough numbers for the number of students in each class. Do not put two students with the same number and color on the same recording for an activity. Make sure that students keep the same number and color pinnie if you record on two different days.

- Before students begin the assessment, identify the school, class and teacher name verbally on the recording.
- On the day of the assessment, the teacher must read the "Specific Protocol – Directions to the Students" on camera to the students. All students being assessed that day should be gathered in front of the camera for this reading. This on-camera performance ensures that all students understand what they are to do and how they are being assessed.
- Immediately before being recorded for the assessment, each student must step before the camera and identify name (first and last name) and pinnie number in front of the camera so that a close up of each student, showing the entire body, can be recorded. (As an example, the 2 students preparing to do the curl-ups will introduce themselves immediately prior to beginning their curl-ups. This is done so that the monitors will be able to identify and observe individual students performing the skills.) Before the student moves away from the camera, the camera operator repeats the student's information into the camera microphone. The teacher may clarify the directions but the students should get no further coaching on how to do the activity.
- An assistant/student may be used to call out the number of the curl-up being done if it is being done correctly. If an error is observed (See FITNESSGRAM Manual and curl-up criteria) the error type is called out and noted as error number one. The count of correctly done curl-ups is continued until two errors have occurred or the teacher stops the test. The first error is counted; the second error is not counted and stops the test. No teacher coaching or teaching is allowed during the test. The teacher may need to change student's reported score to match correctly performed curl-ups as seen on the recording. It is the teacher's responsibility to see that the score reported on the Summary Score Sheet correctly reflects results seen on the recording and not necessarily what the student reports.
- When recording the curl-up, adjustment of the body relative to the testing strip is permissible and does not count as an error. The student observer/assistants should be taught to carry out this task
- To save time, it is recommended that during the test, the teacher stop students when they have completed 2 curl-ups more than needed for minimally meeting the HFZ requirement for age/gender.
- The camera must be kept running even though there is dead time on the recording. It is not necessary to record warm-ups. If the camera must be

stopped because of an abnormal break in the rotation of students, be certain that it is started back early enough that no performance is missed.

- Teachers may record students as many times as is necessary to get the technical quality of the recording needed to make good judgments about student performance.
- The camera operator may call out information about time or reminder of skill being observed if that is a part of the test, but no skill coaching is allowed during testing.

What do I do with the rest of the class while I am assessing?

Following the reading to all students of the "Specific Protocol", the students who are not being assessed first should be dispersed to different areas of the gymnasium/field for other activities. In order to save time, the first 2 or 3 sets of students being assessed should be held close to the testing area to await their turn. Do not permit students to be an audience for the performance of other students. Teachers need to make arrangements for students not being tested to do other things. There should be no more than 2 students waiting their turn to do curl-ups at a time.

Since students often do not perform at their best when being observed by peers, it is important to have as few student watchers as possible at the testing site. This requires the teacher to make arrangements for the majority of the class to be away from the testing station while the smaller group of the class is being tested.

Management of all students in the class is extremely important during this time and should be practiced prior to testing day. The goal is for all students to be actively participating in an appropriate activity throughout the class period with minimum time being taken for completion of their test. With preparation and practice, it is possible to have a set of students performing the assessment, a second set awaiting their turn and everyone else busy with appropriate activity. Depending upon the number of students being assessed at one time and the time factor of the assessment itself, there may need to be a third set also awaiting their test. All other students should be appropriately involved in other learning and practice settings.

It is generally desirable to use a rotation system, where group 1 is being tested, and group 2 is waiting their turn. When group 1 finishes, they move out to the learning/practice area and send group 3 over to wait while group 2 is being tested. Using this system, very little time is taken from any individual student and no time is wasted waiting on students to be ready for their test.

Many teachers find the use of stations or small sided practice settings appropriate ways to keep all students involved and focused while waiting their turn to be tested. It is desirable to have a second teacher, or aide, or parent working with this group while the primary teacher conducts the test – although in many of the

tests, this could switch with the primary teacher not being the one conducting the test. An aide or parent may be able to maintain the camera focus as well as time the test while the teacher continues with the majority of the class. If an assistant is not going to be available, the teacher needs to practice this kind of arrangement so that students know how to conduct themselves without constant supervision.

After students are recorded

Student names must appear on the Summary Score Sheet in the order in which they appear on the electronic recording. Make sure to label each recording with the teacher's name, PI-5 Fitnessgram, the date, and the class name/number as it appears on the computer printout of the class being assessed.

The Elementary School Personal Fitness Record Sheet (ES-4, p. 163) may be used for the students to record the number of correctly done curl-ups. This form is provided only for your convenience and is NOT to be turned in with your data.

The final score reported on the FitnessGram Summary Score Sheet (ES-5, p. 164) must be the correct score as determined by the teacher from observing the recording, regardless of the score recorded by the student.

Within two weeks of completing the FitnessGram, the following material must be submitted to the district designated physical education test coordinator:

- A. A labeled envelope containing the clearly labeled electronic recording(s)
- B. The FitnessGram Summary Score Sheet PI 5 (ES-5, p. 164) (Personal Fitness Records ES-4 are for student and teacher use and should NOT be turned in.)
- C. An official POWER SCHOOL computer generated class roll identifying all eighth grade students in the class(es).
- D. G-1 Form for any student of the first 40 on the POWER SCHOOL roll who is not included on the recording or the Summary Score Sheet.

Scoring students

The teacher transfers the scores for the four tests to the FitnessGram Summary Score Sheet (ES-5) and indicates with a Y=yes or N=no whether the student's score is in the Healthy Fitness Zone (HFZ) as found in the FITNESSGRAM Manual – pp.38-41. Body composition is recorded on ES-4 but is not factored into the calculation of competence on ES-5. In the "Total # in HFZ" column the teacher records a number (0-4) representing the number of items where the student was in the HFZ. The total number of points is then converted to the appropriate level as indicated at the top right of each Score Sheet.

All scores must be recorded on (ES-5, p.164) and submitted for the four items identified above. Competence in FITNESSGRAM scores will be determined by the following rubric.

4 components in the healthy fitness zone	= Score of 4
3 components in the healthy fitness zone	= Score of 3
2 components in the healthy fitness zone	= Score of 2
1 component in the healthy fitness zone	= Score of 1

FITNESSGRAM Curl-Up Criteria

[All Criteria are as stated on the FG DVD and in the FITNESSGRAM Test Administration Manual (Updated 3rd Edition, 2005, pp.42-45) unless otherwise noted]

Directions: Read the entire section on doing the Curl Up in the FITNESSGRAM (FG) Test Administration Manual (Updated 3rd Edition, 2005). Follow the guidelines exactly! The following guidelines/criteria are intended to assist teachers in following the guidelines as stated in the FG manual (pp. 42- 45 – 3rd Ed. FG Manual). These are the guidelines/criteria the Elementary School, Middle School and High School Monitoring Committees will use when observing the recordings (videos) submitted for assessment.

BEFORE THE TEST BEGINS:

Body is in a supine position on the mat.

Arms/Hands are to be parallel to (alongside) the body with the arms straight. Palms of the hands are to be flat, resting on the mat. Fingers and arms are to be stretched (p. 42 – see bottom right-suggests that a pull on hands be done to ensure that the shoulders are relaxed and in a normal resting position.). If shoulders begin in a “hunch” position the test is invalid.

Feet are to be flat on the floor with the knees bent to approximately a 140-degree angle to begin the test. The closer the feet are positioned in relation to the buttocks, the more difficult the curl up movement.

Head The back of the head should be resting on the mat or on a piece of paper (notebook, paper towel, etc.) Seeing the notebook/paper towel (the manual allows either) crinkle is a good indicator that the performer has actually touched the head to the mat. An observer must be able to see, on the tape, the head touch the mat for every curl up.

DOING THE CURL UP TEST:

When the FG CD gives the command “UP”, the student is to slowly curl the upper body up. **Note:** If the 45 to 90 degree angle is reached that will be counted as an error since that is considered a FULL SIT UP (Reference – Cooper Institute website – “Supplemental Information about Protocols for the Curl Up Assessment” – Liemohn, Snodgrass & Sharpe, 1988). A correct Curl Up will occur if the fingers/hand slide across the strip and the shoulders leave the mat during the Curl Up. The key is that the fingers slide from the front edge of the strip to the far side of the strip, with **ALL** fingers (NOT the thumbs) staying in contact with the strip, in a slow curl movement. Such a movement should create the appropriate angle of the shoulders relative to the mat.

Feet (heels) must remain in contact with the mat throughout the curl up test.

Hands and Fingers must be kept straight and slide from the front edge of the strip to the far side of the strip with the fingers maintaining contact with the strip throughout the curl up action. The heel of the hand may be slightly off of the mat but **ALL** fingers (NOT the thumbs) must remain in contact with the strip.

On the command "**DOWN**", the student is to slowly return to the supine position. The timing of the Curl Up motion is important. The student should be moving in a slow and controlled motion and should not begin the "DOWN" action until the command is given on the CD.

Head must touch the mat/paper each time the down position is reached. Three (3) seconds are allowed for each UP/DOWN action.

For Assessment scores, continue the Curl Up action until the Healthy Fitness Zone (HFZ) number (**plus two**) for the gender and age of the performer is reached. The "**plus two**" is to protect against missing an error during the test. Two errors are allowed during the Curl Up test. The first error counts as a successfully done Curl Up. The second error ends the test and does **NOT** count as a successful Curl Up.

Suggestions: Teach the Curl Up mechanics often prior to testing. Allow practice, practice, practice for students prior to testing.

The Monitoring Committee members **MUST** be able to see the performer's feet and both hands as they start and finish across the strip and the head as it touches the paper/mat.

Situation:

- **During** (not at the start) the test, if the fingers are slightly on strip and/or finish slightly beyond strip or vice versa during the Curl Up, the body may be repositioned without counting as an error. If the body movement ("hunching" – FG Test Administration Manual (Updated 3rd Edition, 2005), p. 44 – top left) continues during the test, there is probably a mechanics issue with how the performer is doing the Curl Up. Correct the mechanics problem and repeat the test.

Common Errors to Look for and to Teach Students Not to Commit:

1. Pauses and rest periods are not allowed. Not staying on cadence is an error.
2. Knee bend inappropriate
3. Heels come off floor
4. Feet held or braced and/or feet (heels) off of the gym mat
5. Head doesn't touch mat/paper
6. Finger tips not getting to far side of strip and/or returning to near edge of strip
7. "Swim" action with arms and hands (see SCPEAP FG CD)
8. Doing a full sit-up (45 – 90 degrees)
9. Incorrect strip for age group
10. Elbows assist curl
11. Shoulder "hunching" (pulling shoulders up to gain an advantage – see p. 42)

- lower right and p.44 - upper left for description)

**South Carolina Physical Education Program Assessment
Performance Indicator Five - Personal Fitness Record
(for class use only-do not submit with other data)
Form ES-4**

Name: _____

Age: _____ Grade: _____ Gender: M F Teacher: _____

Trial #1

Trial #2

	My Score	Health Standard	Yes	No		My Score	Health Standard	Yes	No
Pacer/Mile	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Pacer/Mile	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Curl-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Curl-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Push-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Push-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Back Saver Sit and Reach	L R <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	Back Saver Sit and Reach	L R <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
BMI Score	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	BMI Score	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Electrical Impedance	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Electrical Impedance	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Skinfold: Triceps	_____	_____			Skinfold: Triceps	_____	_____		
Calf	_____	_____			Calf	_____	_____		
Total	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Total	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

South Carolina Physical Education Assessment Program Chapter Thirteen

Policies Governing the Submission, Analysis and Reporting of Data

When Do I have to Submit Data for Assessment?

All physical education programs will be assessed on a 3-year schedule in the cycle year identified by the State Department of Education for a school district. (See schedule on page 9)

What Data Needs to be Submitted?

Teachers must submit data for the classes and performance indicators identified on their approved assessment plan (See Chapter 3). If any changes in the assessment plan are made they need to be approved before data are submitted.

Do All Students Need to be Assessed?

All students on a computerized class list are required to be videotaped in a class unless students have an IEP, 504, or OHI which specifically excludes them or makes the assessment task inappropriate for them. All IEPs, 504s, and OHIs must be documented by the school resource teacher or other appropriate official (Form G-1, p. 176). Students who are absent the day of testing must be tested at another time.

If a temporary condition exists that prevents a student from being assessed at the time of testing (broken bones etc.) arrangements must be made for the student to take the test at another time within the unit of instruction. Documentation must be provided for any student who cannot be tested prior to the end of the instructional unit.

For students who qualify (e.g., the student has a 504, IEP or OHI plan that specifically describes a condition making normal participation not possible) appropriate accommodations for participation should be made. Appropriate modifications for testing include the Physical Best Guidelines published by AAHPERD or the Brockport test guidelines for students with handicapping conditions.

Seaman, J. (Ed.) (1995). *Physical Best and individuals with disabilities: A handbook for inclusion in fitness programs*. Reston, VA: American Association for Active Lifestyles and Fitness.

Winnick, J. (1999). *Brockport Physical Fitness Test Kit: A health related test for youths with physical and mental disabilities*. Champaign, IL: Human Kinetics.

When Does Data Have to be Submitted?

Schools can collect data any time August through early May in a school year. Not all students need to be assessed at the same time—some may need more time to be

able to demonstrate competence. Data must be submitted to the SCPEAP office (elementary school, middle school or high school as appropriate) anytime after May 1st but no later than the **last day of school**.

How to Submit Data

The protocols for submitting data are identified in each of the previous chapters dedicated to specific performance indicators. Data for all teachers in a school should be submitted in one box/envelope for a school. A data submission checklist (Form ES-3, p. 186) should be enclosed in the box. Each class assessed should have a score sheet, computer generated class list and any exceptionality forms for students who were not assessed. Teachers have found it helpful to create separate envelopes for each performance indicator and attach all the material for a single class together. Before a box is closed teachers should make sure that **ALL** the materials are clearly *labeled with the school, teacher and class name*.

Video Recorded Data

Teachers may submit video recorded data in any common format at normal speed using the protocols identified for a performance indicator. Students must appear on the summary score sheet in the order in which they appear on the video recording. Different activities or the same activity taught by different teachers must be on different discs. All recordings must clearly show student numbers and all student performances. Teachers may redo recordings as many times as is necessary to get the technical quality needed to make good judgments about student performance. If the technical quality is so poor as to make it impossible for the monitoring committee to make judgments about student performance, teachers will not get credit for submitting data for that activity.

How are Teacher Scores Determined for an Indicator?

Data are analyzed by a monitoring committee of professionals (teachers and university faculty in physical education) during the month of June. The monitoring committee will look at all of the materials submitted by a teacher (including the video). They will score or rescore any assessments as appropriate to determine the percentage of students in a class that meet the standard. Materials not submitted for a class on the teacher's assessment plan or materials submitted that cannot be analyzed will receive a "non-compliant" and will be factored in the school's final score as "0" for that class.

How Does the Monitoring Committee Work?

Grade Level Monitoring Committees will be appointed by the Grade Level Directors to receive the data submitted by schools, determine its accuracy, and report the data.

1. The Monitoring Committee for each of the grade levels will consist of the Grade Level Directors and professionals with teaching credentials in physical education, and college/university physical education faculty.
2. The number of professionals appointed to the Monitoring Committee for a grade level will be determined by the number of schools submitting data and

the amount of time it takes a committee to finish its assignment within a two week period.

3. The Monitoring Committee for each grade level will complete its work by the end of June.
4. Monitoring Committee members will be assigned schools from outside their region when possible.
5. All members of the Monitoring Committee will be instructed on data security and confidentiality and will sign a contract with the understanding that they can be dismissed for any violation of that policy.
6. No work of the committee can be taken off the premises designated as the work area of the committee.
7. Members of the Monitoring Committee may not discuss with any person on a different team or any person not part of the Monitoring Committee the data that they were assigned to assess or the results of that assessment.

How is Data Analyzed?

1. Data from the monitoring committee will be input at the SCPEAP office and reports will be generated for each school.
2. Final scores for an indicator will be determined by:
 - A. Determining the percentage of students who meet the expectation for competency for the performance indicator being assessed
 - B. Adding all of the class percentages for an indicator
 - C. Dividing by the number of classes for an indicator
 - D. Inaccurate data for classes or students or missing data may be counted as a "0"

Final scores for a teacher and school program will be determined by weighting each of the indicators according to the SCPEAP policy for that grade level and dividing by the number of indicators.

- A. Weighting for high school programs will be as follows:
 - 50% Performance Indicator One
 - 20% Performance Indicator Two
 - 10% Performance Indicator Three
 - 20% Performance Indicator Four

- B. Weighting for middle school programs will be as follows:

- 60% Performance Indicator One
- 15% Performance Indicator Two
- 10% Performance Indicator Three
- 15% Performance Indicator Four

C. Weighting for elementary programs will be as follows:

Schools with only second grade assessment

- 25% Performance Indicator One
- 25% Performance Indicator Two
- 25% Performance Indicator Three
- 25% Performance Indicator Four

Schools with only fifth grade assessment

- 20% Performance Indicator One
- 20% Performance Indicator Two
- 25% Performance Indicator Three
- 25% Performance Indicator Four
- 10% Performance Indicator Five

Final scores for schools with both fifth and second grade assessment will be determined by counting each grade 50% of the school score.

3. The average score for all schools in the state will be determined by averaging all the final school scores and dividing by the number of schools submitting data for the previous 3 years.

How is Data Reported?

The State Department of Education will receive a final score for each school in an assessment year in the fall of the year. Each school Principal will receive data prior to the date by which the report cards are sent to parents. Data included will be as follows:

- A. A final score for the school program
- B. Scores for each performance indicator for the school
- C. Scores for each performance indicator and/or activity by teacher where appropriate.
- D. A comparison of his/her school to the state average for each performance indicator.

The Superintendent of each school district will receive all school reports for his/her district.

Schools/districts may request that all or any part of their data be reviewed by SCPEAP for problems in data analysis or assessment within six weeks of receiving the data.

How is the Security of the Data Preserved?

1. All data submitted to the SCPEAP Grade Level Office will be stored in a secure location and handled in a manner that preserves its security and confidentiality.

2. All members of the SCPEAP organization will receive explicit instructions on preserving the security and confidentiality of the data and the results of any data analysis.
3. Data may be used without school or individual names for research/reporting purposes that are directly related to physical education program improvement and the improvement of the assessment program as approved by the South Carolina Department of Education.

APPENDIX

Appendix - Forms

<u>Form Number</u>	<u>Name of Form</u>
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South Carolina Physical Education Assessment Program
Documentation of Student Exceptionality
Form G-1

Any student on the official computer generated class list must either have an assessment score or must have his/her name on one of these forms.

Teacher _____ Class _____

Date _____ School _____

Student's Name _____
Last First MI

IEP

_____ The student has an IEP Form with the following documented:

PM	=Profoundly Mentally Disabled	EMD	= Educably Disabled
A	= Autism	ED	= Educably Emotionally Disabled
TB	=Traumatic Brain Injury	PD	= Physically Disabled
DB	=Deaf-Blindness		
M	= Multiple Disabled		

504

_____ The student has a 504 plan which specifically makes this assessment inappropriate.
Describe _____

OHI

_____ The student has an OHI which specifically makes this assessment inappropriate.
Describe _____

EXCESSIVE ABSENCES

_____ Student will not receive credit for this course.

ACADEMIC CREDIT

_____ The student is not taking this class for academic credit in physical education.
_____ Repeating course
_____ Doctor's excuse
_____ Transfer

Teacher Signature _____

Resource Teacher or other official school representative:

Signature

Position

Printed Name

Date

**South Carolina Physical Education Assessment Program
Elementary School Physical Education Program
Assessment Plan
Form ES-1**

The SCPEAP office must receive the Assessment Plan no later than two weeks after the start of school in the fall. Completely provide ALL requested information.

Please Print

School	District
---------------	-----------------

Principal	Phone	FAX	E-Mail
------------------	--------------	------------	---------------

District/School Designated PE Coordinator	Phone	FAX	E-Mail
--	--------------	------------	---------------

Lead Physical Education Teacher	Phone	FAX	E-Mail
--	--------------	------------	---------------

*****TOTAL NUMBER OF 2ND GRADE CLASSES IN SCHOOL:** _____
*****TOTAL NUMBER OF 5TH GRADE CLASSES IN SCHOOL:** _____

Physical Education Teacher(s) *(Full and part time. Designate all the schools where they teach and if teachers are not PE certified.)*

1 - Name	School(s)	E-mail	Phone
-----------------	------------------	---------------	--------------

Number of 2nd Grade Classes Taught: _____
Number of 5th Grade Classes Taught: _____

2 - Name	School(s)	E-mail	Phone
-----------------	------------------	---------------	--------------

Number of 2nd Grade Classes Taught: _____
Number of 5th Grade Classes Taught: _____

3 - Name	School(s)	E-mail	Phone
-----------------	------------------	---------------	--------------

Number of 2nd Grade Classes Taught: _____
Number of 5th Grade Classes Taught: _____

South Carolina Physical Education Assessment Program
Elementary School Physical Education Assessment Plan
Program Description

Program Description for School

School _____

District _____

Grades Taught: _____ Number of Days PE Per Week: _____

Length of Classes: _____

Number of Part-time Teachers: _____ How Many Days Part-time Per Week: _____

TOTAL NUMBER OF 2ND GRADE CLASSES IN SCHOOL: _____

TOTAL NUMBER OF 5TH GRADE CLASSES IN SCHOOL: _____

Is there anything unique about your schedule or facilities that would affect the assessment program?

Itinerant/Part-time Teachers Only

1. Name

Name of school for which assessment data is being submitted:

Name(s) of any other school(s) at which you teach:

2. Name

Name of school for which assessment data is being submitted:

Name(s) of any other school(s) at which you teach:

Second Grade Performance Indicators Assessment Plan

Physical Education Teacher Class to be assessed Dance to be assessed

Physical Education Teacher Class to be assessed Dance to be assessed

Physical Education Teacher Class to be assessed Dance to be assessed

Fifth Grade Performance Indicators Assessment Plan

Physical Education Teacher Class to be assessed (classroom teacher's name)

Dance to be assessed _____

Game to be assessed _____

FITNESSGRAM version used _____

Physical Education Teacher Class to be assessed (classroom teacher's name)

Dance to be assessed _____

Game to be assessed _____

FITNESSGRAM version used _____

Physical Education Teacher Class to be assessed (classroom teacher's name)

Dance to be assessed _____

Game to be assessed _____

FITNESSGRAM version used _____

Master Teaching Schedule

Name of School _____

Physical Education Teacher(s)

Date _____

Time Grade Teachers	Monday	Tuesday	Wednesday	Thursday	Friday

*Teacher can submit teaching schedule as designed by school. This specific template is not required to be used.

**Physical Education Assessment Program
Elementary School Physical Education Program
Assessment Plan
Form ES-1**

The SCPEA office must receive the Assessment Plan no later than two weeks after the start of school in the fall. Completely provide ALL requested information.

Please Print

<u>Andrews Elementary</u>	<u>Georgetown</u>		
School	District		
<u>I.M. Incharge, Ph.D.</u>	<u>(843) 777-3815</u>	<u>(843) 777-6250</u>	<u>incharge@hotmail.com</u>
Principal	Phone	FAX	E-Mail
<u>Buck Stopshere</u>	<u>(843) 776-3814</u>	<u>(843) 777-6251</u>	<u>stopshere@hotmail.com</u>
District/School	Phone	FAX	E-Mail
Designated PE Coordinator			
<u>Hoppin Branyon</u>	<u>(843) 777-3813</u>	<u>(843) 777-6250</u>	<u>hbranyon@hotmail.com</u>
Lead Physical Education Teacher	Phone	FAX	E-Mail

TOTAL NUMBER OF 2ND GRADE CLASSES IN SCHOOL: 12
TOTAL NUMBER OF 5TH GRADE CLASSES IN SCHOOL: 12

Physical Education Teacher(s) (Full and part time. Designate all the schools where they teach and if teachers are not PE certified.)

1 - Name	School(s)	E-mail	Phone
<u>Hoppin Branyon</u>	<u>Andrews Elementary</u>	<u>hbranyon@hotmail.com</u>	<u>843-777-3813</u>

Number of 2nd Grade Classes Taught: 5

Number of 5th Grade Classes Taught: 5

2 - Name	School(s)	E-mail	Phone
<u>Jumpin Moore</u>	<u>Andrews Elementary</u>	<u>jmoore@hotmail.com</u>	<u>843-777-3812</u>

Number of 2nd Grade Classes Taught: 5

Number of 5th Grade Classes Taught: 5

3 - Name	School(s)	E-mail	Phone
<u>John Itinerant</u>	<u>Andrews Elementary</u>	<u>jitinerant@hotmail.com</u>	<u>843-777-3811</u>

Number of 2nd Grade Classes Taught: 2

Number of 5th Grade Classes Taught: 2

4 - Name	School(s)	E-mail	Phone
<u>John Itinerant</u>	<u>Barefoot Elementar</u>	<u>jitinerant@hotmail.com</u>	<u>843-776-3800</u>

Number of 2nd Grade Classes Taught: 3

Number of 5th Grade Classes Taught: 3

Signature

We are aware of the fact that the physical education program in this school will be assessed during this academic year. We are also aware of the assessment plan that our school is required to submit.

J.M. Inchange

Principal

Buck Stopshere

**District/School Designated PE Test
Coordinator or Lead Physical Education
Teacher (if no Coordinator)**

8-30-10

Date

8-29-10

Date

**South Carolina Physical Education Assessment Program
Elementary School Physical Education Assessment Plan**

Program Description

Program Description for a School

School District: Georgetown County

School: Andrews Elementary

Grades Taught: K-5 **Number of Days PE Per Week:** 1

Length of Classes: 60 minutes

Number of Part-time Teachers 1 **How Many Days Part-time Per Week** 2

TOTAL NUMBER OF 2ND GRADE CLASSES IN SCHOOL:

12

TOTAL NUMBER OF 5TH GRADE CLASSES IN SCHOOL:

12

Is there anything unique about your schedule or facilities that would affect the assessment program?

Andrews Elementary School has an enrollment of approximately 1200 students in grades preK-5th. The P. E teachers instruct grades K-5. The students are taught for 60 minutes 1 day per week. Mr. Moore and Mrs. Branyon team teach 2-3 classes in a 3800 square foot multi-purpose room. There is poor sound acoustics in the room. There is a 1 part-time teacher that teaches 2nd and 5th grades 2 days per week. He is only at the school on Wednesday and Friday. His teaching station is outside under a covered shed and an indoor classroom. He can use the auditorium when available.

Itinerant/Part-time Teachers Only

1. Name: John Itinerant

Name of school for which assessment data is being submitted: Barefoot Elementary School (3 days a week)

Name(s) of any other school(s) at which you teach: 0

Second Grade Performance Indicators Assessment Plan

Physical Education Teacher Hoppin Branyon	Class to be assessed Rhue	Dance to be assessed Chimes of Dunkirk
Physical Education Teacher Jumpin Moore	Class to be assessed Crow	Dance to be assessed Kinderpolka
Physical Education Teacher John Itinerant	Number of Classes to be sampled 0 (at other school)	Dance to be assessed n/a

Fifth Grade Performance Indicators Assessment Plan

Physical Education Teacher Hoppin Branyon	Class to be assessed (classroom teacher's name) Evans
Dance to be assessed	<u>Virginia Reel</u>
Game to be assessed	<u>Basketball</u>
FITNESSGRAM version used	<u>8.0</u>
Physical Education Teacher Jumping Moore	Class to be assessed (classroom teacher's name) Ivey
Dance to be assessed	<u>Virginia Reel</u>
Game to be assessed	<u>Soccer</u>
FITNESSGRAM version used	<u>8.0</u>

Physical Education Teacher
Joe Itinerant

Class to be assessed (classroom teacher's
name)
n/a

Dance to be assessed n/a

Game to be assessed n/a

FITNESSGRAM version used n/a

Master Teaching Schedule

Sample

Name of School Andrews Elementary School

**Physical Education
Teacher(s)**

Hoppin Branyon – PE A Fulltime - Team Teach

Jumpin Moore – PE B Fulltime - Team Teach

John Itinerant – W/F

Date 2010-2011

Time Grade Teachers	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00 5th Branyon – PE A Moore – PE B Itinerant – PE C	A - Gaskins B - East	A - Evans B - Fayad	A - Gadek B - Casselman C - Barton	A - Carmichael B - Ivey	A - Wicker B - Stevens C - Kirby
9:00-10:00 4th Branyon – PE A Moore – PE B Itinerant – PE C	A - Connolly B - Berry	A - Cooper B - Planning	A - Davis B - Plexico C - Templeton	A - Altman B - Gamble	A - Smith B - Bull C - Josey
10:00-11:00 3rd Branyon – PE A Moore – PE B Itinerant – PE C	A - Caulk B - Lambert	A - McCants D - Poston	A - Morris F - Casselman C - Bowling	A - Berry I - Gowdy	A - Moskow K - Dukes C - Anderson
11:00-12:00 2nd Branyon – PE A Moore – PE B Itinerant – PE C	A - Stewart B - Goude	A - Rhue B - Wilson	A - Morris B - Hywroski C - Bailey	A - Planning B - Crow	A - Langley B - Bradley C - O'Conner
12:30-1:30 1st Branyon – PE A Moore – PE B Itinerant – PE C	A - Abrams B - Brett	A - Dunn B - Port	A - Camp B - Cannon C - Hemingway	A - Nesmith B - Owns	A - Newton B - Blakeley C - Jones
1:30-2:30 K Branyon – PE A Moore – PE B	A - Jordan B - Spivack	A - Keegan B - Barrineau	A - Brown B - Tanner	A - Thomson B - Smith	A - Dozier B - Jenkins

*Teacher can submit teaching schedule as designed by school. This specific template is not required to be used.

South Carolina Physical Education Assessment Program
Elementary School Physical Education Assessment Plan Evaluation
Criteria
Form ES-2

Date: _____ School: _____

Contact Person: _____

- _____ 1. Title page with accurate information, signed by the principal and department chair
- _____ 2. The program description is sufficient to explain how this program is delivered.
- _____ 3. It is clear who teaches each class on which data is being submitted
- _____ 4. All physical education teachers are listed (including itinerate teachers if appropriate)
- _____ 5. Program Description is complete and clear
- _____ 6. Name of dance that will be assessed for PI-1 for second and fifth grades are included for each teacher.
 - A. Dances are grade level appropriate and meet dance assessment criteria
 - B. A different dance is submitted for each grade level
- _____ 7. Name of game that will be assessed for PI-4 for fifth grade is identified
 - C. Game is selected from game categories listed in PI-4
 - D. Game is clearly identified for each teacher
- _____ 8. Fitnessgram version is indicated for each teacher
- _____ 9. A Master Teaching Schedule is included for the school that clearly identifies all physical education teachers (including itinerate teachers if appropriate)

South Carolina Physical Education Assessment Program
Elementary School Physical Education Data Submission Checklist
Form ES-3

Date _____

Name of School _____

Name of School District _____

Principal: _____
(Please Print) Signature

Teacher (s) _____
(Please Print) Signature

(Please Print) Signature

(Please Print) Signature

Name of School/District PE Test Coordinator:

(Please Print)

Signature of School/District PE Test Coordinator:

Phone Number _____ FAX _____

E-mail _____

**South Carolina Physical Education Program Assessment
Performance Indicator Five - Personal Fitness Record
(for class use only-do not submit with other data)
Form ES-4**

Name: _____

Age: _____ Grade: _____ Gender: M F Teacher: _____

Trial #1

Trial #2

	My Score	Health Standard	Yes	No		My Score	Health Standard	Yes	No
Pacer/Mile	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Pacer/Mile	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Curl-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Curl-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Push-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Push-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Back Saver Sit and Reach	L R <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	Back Saver Sit and Reach	L R <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
BMI Score	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	BMI Score	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Electrical Impedance	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Electrical Impedance	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Skinfold: Triceps	_____	_____			Skinfold: Triceps	_____	_____		
Calf	_____	_____			Calf	_____	_____		
Total	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Total	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

