

Assessments: Content Set I

Body Parts Diagnostic (Formative Assessment) and Summative Assessment

Lesson Plan location:

- Pre-Assessment #1 (Diagnostic): (head, shoulders, knees, and toes) - Day 1
- Pre-Assessment #2 (Diagnostic): (head, shoulders, knees, toes, ankles, hips, wrists, and elbows) - Day 2
- Summative: (head, shoulders, knees, toes, ankles, hips, wrists, and elbows) – Day 3

Unit Outcome Assessed: *Students will correctly indicate, by touching or pointing to the following body parts: head, shoulders, knees, toes, ankles, hips, wrist and elbows during modified “Heads, Shoulders, Knees, and Toes” activity.*

Assessment Task Description:

- Students stand in Hula Hoop
- Students will stay in hoop while following directions of song and touching their heads, shoulders, knees, and toes. (and later – ankles, hips, wrist, and elbow)
- The song helps students learn body parts and practice changing levels while listening to and following movement cues.
- Using the recording form, teacher indicates when a student cannot correctly touch one of the body parts identified in the song.
- (See Teacher Assessment Strategies below)

Rubric:

Exceeds	Meets	Approaching	Does Not Meet
<i>Touches Body Part Correctly with no hesitation</i>	<i>Touches Body Part Correctly with slight hesitation</i>	<i>Looks to other students or teacher before correctly touching body part</i>	<i>Touches incorrect body part or does not attempt</i>

Teacher Assessment Strategies:

1. Video Tape assessment activity and assess after using rubric
2. Teacher leads activity through a couple rounds of song and then students asked to follow along with song while teacher assesses using rubric
3. Use video version of “Heads, Shoulders, Knees, and Toes” to assess students during lesson one – for both pre-assessment and assessment of these skills using rubric

Teacher Scoring Strategies:

1. Use scoring form below (see example) in person or on video

- a. **Step One:** identify those students who must watch others or touch incorrect body part by writing body part in space below criteria. (**Note:** The example below only identifies head, shoulders, knees, and toes. Do the same with additional body parts: ankle, hips, wrist, elbow.)

Student Name	Exceeds <i>Touches Body Part Correctly with no hesitation</i>	Meets <i>Touches Body Part Correctly with slight hesitation</i>	Approaching <i>Looks to other students or teacher before correctly touching body part</i>	Does Not Meet <i>Touches incorrect body part or does not attempt</i>
Tom				Shoulder
Mary			Knees	
Jose			Knees	
Maria				

- b. **Step Two:** identify those students who touch body parts with no hesitation

Student Name	Exceeds <i>Touches Body Part Correctly with no hesitation</i>	Meets <i>Touches Body Part Correctly with slight hesitation</i>	Approaching <i>Looks to other students or teacher before correctly touching body part</i>	Does Not Meet <i>Touches incorrect body part or does not attempt</i>
Tom	Head			Shoulder
Mary	Head, Toes		Knees	
Jose	Head, Toes		Knees	
Maria	Head, Knees			

- c. **Step Three:** determine which level the remaining students are demonstrating for the body parts not scored

Student Name	Exceeds <i>Touches Body Part Correctly with no hesitation</i>	Meets <i>Touches Body Part Correctly with slight hesitation</i>	Approaching <i>Looks to other students or teacher before correctly touching body part</i>	Does Not Meet <i>Touches incorrect body part or does not attempt</i>
Tom	Head	Knees, Toes		Shoulder
Mary	Head, Toes, Shoulders		Knees	
Jose	Head, Toes	Shoulders	Knees	
Maria	Head, Knees, Toes	Shoulders		

Summative Scoring Rubric (use scoring sheets to determine level for Summative Score)

Exceeds	Meets	Approaching	Does Not Meet
<i>Scores at the Exceeds level for 3 or more body parts. Does not score below the Meets Level for any Body Part</i>	<i>Scores at the Meets level or above for all body parts but does not meet criteria for Exceeds Level. Does not score below the Meets Level for any Body Part</i>	<i>Does not meet the criteria for the Meets or Exceeds Levels. Does not score below the Approaching Level for more than one Body Part.</i>	<i>Does not meet the criteria for the Approaching Level or above.</i>
Maria		Tom, Mary, Jose	

Hopping Diagnostic (Formative Assessment) and Summative Assessment

Lesson Plan location:

- Diagnostic (Pre-Assessment): Day 3
- Summative: Day 6

Unit Outcome Assessed: *Students will demonstrate the specified critical elements of the hop using the preferred leg for 2 consecutive hops during a variety of activities.*

Assessment Task Description:

- **Diagnostic (Pre-Assessment) – Day 3:** Students will be pre-assessed during the “Let’s Move to Music” Activity. (Refer to Day 3 Lesson Plan for details.)
- **Summative - Day 6:** Students will be assessed in “Hike through the Woods” Activity. (Refer to Day 6 Lesson plan for details)

Critical Elements of the Hop

1. Take off and land on the same foot
2. Push upward by flexing and extending ankles and knees
3. Absorb shock by flexing ankles and knees upon landing
4. Arms push up and down to lift and for balance
5. Knee is slightly flexed most of the time (modified from PE Metrics p.25)
6. Maintains balance
7. Can demonstrate criteria on preferred and non-preferred foot

Rubric:

Exceeds	Meets	Approaching	Does Not Meet
<i>Demonstrates Criteria for “Meets” level plus two or more of additional criteria for 2 or more consecutive hops</i>	<i>Demonstrates Critical Elements 1, 2, and 3 plus one additional Critical Element using the preferred foot for 2 or more consecutive hops</i>	<i>Demonstrates Critical Elements 1 and 2 OR 3 plus one additional Critical Element using the preferred foot for at least 1 hop</i>	<i>Does not demonstrate Critical Element 2 OR 3 but may or may not demonstrate other Critical Elements</i>

Teacher Assessment Strategies:

1. Video Tape assessment activity and assess after using rubric
2. Teacher assesses students as they participate in activity
3. Modify lesson to include stations – one of which is an assessment station (if not already designed that way)

Teacher Scoring Strategies:

1. Use scoring form below (see example) in person or on video

- a. **Step One:** Identify students who do not demonstrate Critical Element 2 OR 3 (Does not Meet)

Exceeds <i>Demonstrates Criteria for “Meets” level plus two or more of additional criteria</i>	Meets <i>Demonstrates Critical Elements 1, 2 and 3 plus one additional Critical Element using the preferred foot for 2 consecutive jumps</i>	Approaching <i>Demonstrates Critical Elements 1 and 2 OR 3 plus one additional Critical Element using the preferred foot</i>	Does Not Meet <i>Demonstrates 1 or less of Critical Elements 1, 2 OR 3 and may or may not demonstrate other Critical Elements</i>
			Tom

- b. **Step Two:** Identify students who demonstrate Criteria for Exceeds level

Exceeds <i>Demonstrates Criteria for “Meets” level plus two or more of additional criteria</i>	Meets <i>Demonstrates Critical Elements 1, 2 and 3 plus one additional Critical Element using the preferred foot for 2 consecutive jumps</i>	Approaching <i>Demonstrates Critical Elements 1 and Elements 2 OR 3 plus one additional Critical Element using the preferred foot</i>	Does Not Meet <i>Demonstrates 1 or less of Critical Elements 1, 2 OR 3 and may or may not demonstrate other Critical Elements</i>
Mary			Tom

- c. **Step Three:** Determine which students meet criteria for Meets or Approaching

Exceeds <i>Demonstrates Criteria for “Meets” level plus two or more of additional criteria</i>	Meets <i>Demonstrates Critical Elements 1, 2 and 3 plus one additional Critical Element using the preferred foot for 2 consecutive jumps</i>	Approaching <i>Demonstrates Critical Elements 1 and Elements 2 OR 3 plus one additional Critical Element using the preferred foot</i>	Does Not Meet <i>Demonstrates 1 or less of Critical Elements 1, 2 OR 3 and may or may not demonstrate other Critical Elements</i>
Mary	Jose Maria		Tom

2. Create a check list of all criteria and indicate the criteria that a student demonstrates while performing the skill (see below). This strategy works best using taped performances and may require replaying the performance multiple times. After recording criteria that is demonstrated – score student based on the skill rubric.

Example:

Students Names	Takes off and lands on the same foot	Pushes upward by flexing and extending ankles and knees	Absorbs shock by flexing ankles and knees upon landing	Arms push up and down to lift and for balance	Hopping knee is slightly flexed most of the time	Maintains balance	Can demonstrate criteria on preferred and non-preferred foot
Tom	✓	✓		✓		✓	

Mary		✓	✓	✓	✓		
Jose				✓	✓		
Maria	✓	✓	✓	✓	✓	✓	✓

Exceeds <i>Demonstrates Criteria for “Meets” level plus two or more of additional criteria</i>	Meets <i>Demonstrates Critical Elements 1, 2 and 3 plus one additional Critical Element using the preferred foot for 2 consecutive jumps</i>	Approaching <i>Demonstrates Critical Elements 1 and Elements 2 OR 3 plus one additional Critical Element using the preferred foot</i>	Does Not Meet <i>Demonstrates 1 or less of Critical Elements 1, 2 OR 3 and may or may not demonstrate other Critical Elements</i>
Maria	Mary	Tom	Jose

Galloping Diagnostic (Formative Assessment) and Summative Assessment

Lesson Plan location:

- Diagnostic: Day 3
- Summative: Day 7

Unit Outcome Assessed: *Students will demonstrate the specified critical elements of the gallop for 2 consecutive gallops during a variety of activities.*

Assessment Task Description:

- **Diagnostic (Pre-Assessment) – Day 3:** Students will be pre-assessed during the “Let’s Move to Music” Activity. (Refer to Day 3 Lesson Plan for details.)
- **Summative - Day 7:** Students will be assessed in “Hike through the Woods” Activity. (Refer to Day Lesson plan for details)

Critical Elements of the Gallop: Modified from Colvin, A.V.; Markos, N.J.; & Walker, P.J. (2023).

1. Eyes look forward in direction of travel
2. Body is upright with a slight forward lean
3. Both feet are temporarily off the ground as lead foot steps forward and back foot closes
4. Arms are bent swinging forward and back
5. Smooth rhythmic motion
6. Balanced

Rubric

Exceeds	Meets	Approaching	Does Not Meet
<i>Students demonstrate all criteria (Criteria 1-6) for 2 or more consecutive gallops</i>	<i>Demonstrates Critical Elements 1, 2, and 3 plus one additional Critical Element using the preferred foot for 2 or more consecutive gallops</i>	<i>Demonstrates Critical Elements 1 and 2 OR 3 plus one additional Critical Element using the preferred foot for 1-2 consecutive gallops</i>	<i>Does not demonstrate Critical Element 2 OR 3 but may or may not demonstrate other Critical Elements</i>

Teacher Assessment Strategies: See Hop

Skipping Diagnostic (Formative Assessment) and Summative Assessment

Lesson Plan location:

- Diagnostic: Day 3
- Summative: Day 7

Unit Outcome Assessed: *Students will demonstrate the specified critical elements of the skip during a variety of activities*

Assessment Task Description:

- **Diagnostic (Pre-Assessment) – Day 3:** Students will be pre-assessed during the “Let’s Move to Music” Activity. (Refer to Day 3 Lesson Plan for details.)
- **Summative - Day 7:** Students will be assessed in “Hike through the Woods” Activity. (Refer to Day 7 Lesson plan for details)

Critical Elements of the Skip:

1. Consistent step-hop pattern in an uneven rhythm on alternating feet
2. Arm swing in opposition to legs
3. There is a period of being air born with knee lift
4. Lands on balls of feet
5. Movement is smooth and integrated (flow)

(Vermont Assessment Project Group)

Rubric: Note: *The Mature level of the skip is represented in the Exceeds Level. Students are expected to demonstrate the Mature Level of Skip in grade 2 (Level II). Level I expectation is for students to demonstrate the “Meets” level.*

Exceeds (Mature)	**Meets	Approaching	Does Not Meet
<i>Student demonstrates all identified critical elements of the skip (a-</i>	<i>Student demonstrates critical elements a, b, c, d for 2 or more consecutive skips</i>	<i>Student demonstrates 2 of the following critical elements for 1 or more</i>	<i>Student needs support to demonstrate any of the critical elements of the skip</i>

e) for 2 or more consecutive skips		consecutive skips: a, b, c, d	
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(Vermont Assessment Project Group)

Teacher Assessment Strategies: See Hop

Running Diagnostic (Formative Assessment) and Summative Assessment

Lesson Plan location:

- Diagnostic: Day 3
- Summative: Day 6

Unit Outcome Assessed: *Students will demonstrate the specified critical elements of the run during a variety of activities.*

Assessment Task Description:

- **Diagnostic (Pre-Assessment) – Day 3:** Students will be pre-assessed during the “Let’s Move to Music” Activity. (Refer to Day 3 Lesson Plan for details.)
- **Summative - Day 6:** Students will be assessed in “Hike through the Woods” Activity. (Refer to Day 6 Lesson plan for details)

Critical Elements of the Run:

1. Head is up and body leans slightly forward
2. Knee swings forward and upward with lower leg flexed
3. Arms swing forward and backward (arms and upper body relaxed) with elbows bent (in opposition with legs)
4. Non-support phase with both feet off the ground
5. Lands softly with toes pointing forward (absorbing force)
6. Total movement smooth and integrated (flow)

(Vermont Assessment Project Group)

Rubric

Exceeds	Meets	Approaching	Does Not Meet
<i>Student demonstrates all identified critical elements of the run (a-f) for 2 or more consecutive running steps</i>	<i>Student demonstrates critical elements a, b, c, d, & e for 2 or more consecutive running steps</i>	<i>Student demonstrates 4 of the following critical elements for 1 or more consecutive running steps: a, b, c, d, or e</i>	<i>Student needs support to demonstrate any of the critical elements of the run</i>

(Vermont Assessment Project Group)

Teacher Assessment Strategies: See Hop

Vertical Jump Diagnostic (Formative Assessment) and Summative Assessment

Lesson Plan location:

- Diagnostic: Day 4
- Summative: Day 6

Unit Outcome Assessed: *Students will demonstrate the specified critical elements of the vertical for 2 consecutive vertical jumps during a variety of activities.*

Assessment Task Description:

- **Diagnostic (Pre-Assessment) – Day 4:** Students will be pre-assessed during the Hike in the Woods Part I Activity. (Refer to Day 4 Lesson Plan for details.)
- **Summative - Day 6:** Students will be assessed in “Hike through the Woods” Activity.
 - During the Hike in the Woods Activity: the section named “Up and Over” focuses on the Vertical Jump. Assessment: a variety of obstacles of different heights that require students to use the vertical jump to go over. Students may choose which height(s) to attempt

Critical Elements of the Vertical Jump:

1. Swing arms back and bend knees
2. Feet shoulder width apart
3. As arms begin to move forward and up – legs forcefully thrust the body upward
4. Arms extend – reaching for the sky
5. Land softly on both feet simultaneously, with knees bent and body weight forward (absorbing force)
6. Total movement smooth and integrated

(Modified from: Colvin, Markos, & Walker; Vermont Assessment Project Group)

Rubric

Exceeds	Meets	Approaching	Does Not Meet
<i>Student demonstrates all identified critical elements of the vertical jump (a-f) for 2 or more consecutive vertical jumps</i>	<i>Student demonstrates critical elements a, b, c, d, & e for 2 or more consecutive vertical jumps</i>	<i>Student demonstrates 3-4 of the following critical elements for 1 or more consecutive vertical jumps: a, b, c, d, or e</i>	<i>Student needs support to demonstrate any of the critical elements of the vertical jump OR Student demonstrates 1-2 of the following critical elements for 1 or more consecutive vertical jumps: a, b, c, d, or e</i>

Teacher Assessment Strategies: See Hop

Horizontal Jump Diagnostic (Formative Assessment) and Summative Assessment

Lesson Plan location:

- Diagnostic: Day 4
- Summative: Day 6

Unit Outcome Assessed: *Students will demonstrate the specified critical elements of the horizontal jump for 2 consecutive horizontal jumps during a variety of activities.*

Assessment Task Description:

- **Diagnostic (Pre-Assessment) – Day 4:** Students will be pre-assessed during the Hike in the Woods Part I Activity. (Refer to Day 4 Lesson Plan for details.)
- **Summative - Day 6:** Students will be assessed in “Hike through the Woods” Activity. (Refer to Day 6 Lesson plan for details)

Critical Elements of the Horizontal Jump:

1. Body is bent at the hips, knees, and ankles
 2. Arms swing back and then swing forward forcefully forward and up
 3. As the arms come forward, feet push off, legs extend forcefully, pushing body forward and upward
 4. During the flight, knees and hips are flexed and feet extend toward landing
 5. Land softly on both feet simultaneously, with knees bent and body weight forward (absorbing force)
 6. Total movement smooth and integrated
- (Vermont Assessment Project Group)

Rubric

Exceeds	Meets	Approaching	Does Not Meet
<i>Student demonstrates all identified critical elements of the horizontal jump (a-f) while moving forward for 2 or more consecutive horizontal jumps</i>	<i>Student demonstrates critical elements a, b, c, d, & e while moving forward for 2 or more consecutive horizontal jumps</i>	<i>Student demonstrates 3-4 of the following critical elements for 1 or more consecutive horizontal jumps: a, b, c, d, or e</i>	<i>Student needs support to demonstrate any of the critical elements of the horizontal jump OR Student demonstrates 1-2 of the following critical elements for 1 or more consecutive horizontal jumps: a, b, c, d, or e</i>

(Vermont Assessment Project Group)

Teacher Assessment Strategies: See Hop

Demonstrating Difference Between Walking/Jogging by changing Speed Diagnostic (Formative Assessment) and Summative Assessment

Lesson Plan location:

- Summative: Day 4

Unit Outcome Assessed: *Students can travel in general space demonstrating the different speeds associated with walking and jogging by responding to teacher directions.*

Assessment Task Description:

- Summative - Day 4

Critical Elements:

1. When transitioning from walking to jogging there is an increase in speed once jogging
2. When transitioning from jogging to walking there is a decrease in speed once walking

Rubric

Exceeds	Meets	Approaching	Does Not Meet
When transitioning from walking to jogging there is a consistent increase in speed. The transition is smooth and occurs without hesitation.	When transitioning from walking to jogging there is a consistent increase in speed. There may be a slight hesitation while transitioning and changing speed.	When transitioning from walking to jogging there is an occasional increase in speed, but it does not occur consistently. There are hesitations while transitioning and changing speed.	When transitioning from walking to jogging there is no increase in speed.
When transitioning from jogging to walking there is a consistent decrease in speed. The transition is smooth and occurs without hesitation.	When transitioning from jogging to walking there is a consistent decrease in speed. There may be a slight hesitation while transitioning and changing speed.	When transitioning from jogging to walking there is an occasional decrease in speed, but it does not occur consistently. There are hesitations while transitioning and changing speed.	When transitioning from jogging to walking there is no decrease in speed.

Teacher Assessment Strategies: See Hop

Following Directions Diagnostic (Formative Assessment) and Summative Assessment

Lesson Plan location:

- Diagnostic (Pre-Assessment): Day 1
- Summative: Day 7

Unit Outcome Assessed: *Students will follow the prompts during the “Freeze” song 3 out of 4 times.*

Assessment Task Description:

- **Diagnostic (Pre-Assessment) – Day 1 and Summative – Day 7:** Students are asked to follow the prompts on the “Freeze Song” (Mr. Health). Teacher observes students and indicates each time a student does not freeze (4 total) or unfreeze (4 total) during a playing of the song.

Critical Elements for this Assessment of Following Directions

1. When the singer of the song says “Freeze” the student freezes 3 out of 4 time
2. When the singer of the song says “Unfreeze” the student relaxes 3 out of 4 times
3. The students follow the other prompts of the song: wiggle, etc. 3 out of 4 times

Rubric

Prompt	Exceeds	Meets	Approaching	Does Not Meet
Freeze	Freezes all 4 times “freeze” is said during one playing of the song	Freezes 3 out of 4 times “freeze” is said during one playing of the song	Freezes 1-2 out of 4 times “freeze” is said during one playing of the song	Does not “freeze” when prompt is given during one playing of the song
Unfreeze	Unfreezes all 4 times “unfreeze” is said during one playing of the song	Unfreezes 3 out of 4 times “unfreeze” is said during one playing of the song	Unfreezes 1-2 out of 4 times “unfreeze” is said during one playing of the song	Does not “unfreeze” when prompt is given during one playing of the song
Action Prompt (wiggle, etc.)	Performs all 4 action prompts are given during one playing of the song	Performs 3 out of 4 action prompts that are given during one playing of the song	Performs 1-2 out of 4 action prompts that are given during one playing of the song	Does not perform any action prompts that are given during one playing of the song.