

# A Guide to Assessment:



## A Resource of Rubrics for Elementary Physical Educators

by

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## Forms

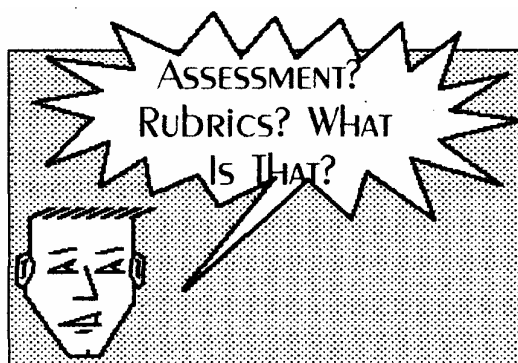
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# **A Guide to Assessment: A Resource of Rubrics for Elementary Physical Education Teachers**

## **Introduction**

### **The Future of Assessment and Using Rubrics**

At a time in which greater demands are being placed on assessment than any time in the history of American education, there is a growing trend that traditional forms of assessment are not sufficient. Although many physical education teachers use a variety of tests to measure student achievement such as physical fitness or skill competency, they often feel disappointed of what these tests reflect. Assessment is too often used only for determining a grade for the student's report card. This shows documentation of learning rather than the main goal of enhanced learning and thus the development of a rubrics-based assessment – a description for judging student performance with a scale of values for rating those areas on a performance-based task and scoring criteria by which student performance is judged. Rubrics should be prepared by the instructor prior to the beginning of instruction and be shared with the students during the course of instruction as the unit is explained. Students will have a better understanding of what is expected and teachers will focus on the content area and presentation. Each rubric must also coincide with the NYS Physical Education Learning Standards. In order for all students to become physically educated, assessment pieces must be the foundation of physical education and the learning of each student. The future of assessment in physical education must adhere to high expectations and the learning standards or physical education will fall short of reaching excellence in education.



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher

### CHASING

### FLEEING/DODGING

SKILLS	CHASING	FLEEING/DODGING
4 Consistently	Uses appropriate speed. Demonstrates awareness of personal space. Watches where going. Able to change direction and maintain balance. Focuses on target.	Moves with appropriate speed. Maintains personal space while moving. Watches where he/she is going. Able to change direction/levels and maintains balance. Stays within boundaries.
3 Usually	Uses appropriate speed. Demonstrates awareness of personal space. Watches where going. Able to change direction with balance. Focuses on target.	Moves with appropriate speed. Maintains personal space while moving. Usually watches where going. Usually changes direction/levels and maintains balance. Stays within boundaries.
2	Successful use of speed varies. awareness of personal space varies. Sometimes watches where going. Lacks balance.	Speed varies. Appropriate use of personal space varies. Lacks balance while changing direction. Aware of boundaries.
1	Unable to focus on target with consistency. Lacks control.	Displays lack of control.
Points		



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher

## PRIMARY

## HIGH-/LOW-LEVEL STRIKING

SKILLS	HIGH-LEVEL STRIKING (balloon/beach ball)	LOW-LEVEL STRIKING
4 Consistently	Eyes focused on object. Body under object. Knee/elbow extension evident. Moves to appropriate space. Strikes with two hands.	Eyes focused on object. Body in line with object. Knee flexion evident. Moves to appropriate space. Strikes object with hands, palms opened upwards.
3 Usually	Eyes focused on object. Body positioned under object. strikes with two hands.	Eyes focused on object. Body positioned in line with object. Strikes object with palms facing upwards.
2	Visually tracks object in the air. Attempts to strike with two hands.	Visually tracks object in air. Attempts to strike with two hands, palms facing upwards.
1	Attempts to strike at object with one hand.	Attempts to strike at object with one hand or fist.
Points		



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

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Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher



## LOCOMOTOR SKILLS

## WALK, SKIP, SLIDE, STANDING BROAD JUMP

SKILLS	WALK	SKIP	SLIDE	STANDING BROAD JUMP
4 Consistently	A brief period where one foot leaves the ground. Arms in opposition to legs. Heel to toe transfer of weight evident.	A rhythmical repetition of the step-hop on alternate feet. Hip flexion is evident. Arms move in opposition to legs. Lands on ball of foot.	Body turned sideways to desired location of travel. A step sideways followed by a slide of the trailing foot to a point next to the lead foot. A short period where both feet leave the floor. Able to slide to the right and left. Lands on the balls of the feet.	A preparatory movement includes flexion of both knees with arms extended behind the body. Arms extend forcefully forward and upward, reaching full extension above head. Take off and land on both feet simultaneously. Arms brought downward at landing. Knees bent on landing.
3 Usually	Brief period where one foot leaves the ground. Arms in opposition to legs. Heel to toe transfer of weight evident.	A rhythmical repetition of the step-hop on alternate feet is evident. Hip flexion is erratic. Arms move in opposition to legs. Lands on ball of foot.	Body is turned sideways to the direction of travel. A step sideways is followed by a slide of the trailing foot to a point near the lead foot. A short period where both feet leave the floor. Able to slide right and left. Lands flat-footed.	Preparatory movement includes flexion of both knees with arms extended behind the body. Arms extend forcefully forward and upward. Take off and land on both feet simultaneously. Knees bent on landing.



<b>SKILLS</b>	<b>WALK</b>	<b>SKIP</b>	<b>SLIDE</b>	<b>STANDING BROAD JUMP</b>
2	Brief period where one foot leaves the ground. Arms in opposition to legs. Transfer of weight flat-footed.	A rhythmical repetition of the step-hop on alternate feet. Arms move in opposition to legs. Lands flat-footed.	Body is turned sideways. A step sideways is followed by a slide of the trailing foot to a point near the lead foot. Both feet leaving floor not evident.	Preparatory movement includes flexion of both knees with arms extended behind the body. Arms extend forcefully forward and upward. Landing off balance.
1	Attempts a brief period where one foot leaves the ground. Arms move in opposition to legs.	Attempts a rhythmical repetition of the step-hop on alternate feet.	Attempts to have body turned sideways with step to side, however, student appears to gallop.	Takes off and lands more vertical than horizontal.
Points				



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

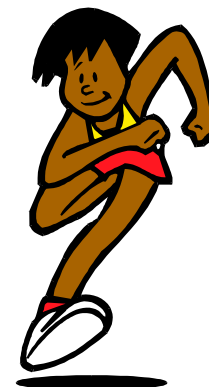
Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher



## LOCOMOTOR SKILLS

## RUN, GALLOP, HOP, LEAP

SKILLS	RUN	GALLOP	HOP	LEAP
4 Consistently	A brief period where both feet are off the ground. Arms in opposition to legs, elbows bent. Foot placement not flat. Non-support leg bent 90°.	A step forward with lead foot, followed by trailing foot to a position beside or behind the lead foot. Brief period where both feet leave ground. Arms bent, lifted to waist level. Able to lead with both right and left foot.	Foot of nonsupport leg is bent and carried behind body. Arms bent at elbows and swing forward on take-off. Able to hop on right and left foot. Absorbs force with bent knee. Lands primarily on ball of foot.	Take off from one foot and land on opposite foot. Brief period when both feet leave the floor (longer than running). Forward reach with arm opposite lead foot. Leg extension apparent. Absorbs force with bent knee.
3 Usually	Brief period where both feet leave the ground. Arms in opposition to legs, elbows bent. Placement of foot usually not flat.	A step forward with lead foot, followed by trailing foot to a position beside or behind the lead foot. Brief period where both feet leave the ground. Able to lead with the right and left foot.	Foot of nonsupport leg is bent and carried either behind or in front of body. Arms bent at elbow with forward swing on take-off. Able to hop either right or left foot. Absorbs force with bent knee and lands on ball of foot.	Take off from one foot and land on opposite foot. Brief period when both feet leave the floor. Forward reach visible. Leg extension usually apparent. Absorbs force with bent knee.
2	Brief period where both feet leave the ground. Arms in opposition to legs, elbows bent.	A step forward the lead foot, followed by trailing foot. Able to lead with the right or left foot.	Foot of nonsupport leg is bent and carried either behind or in front of body. Able to hop on either right or left foot. Absorbs force with bent knee.	Take off from one foot and land on opposite foot. Brief period when both feet leave the floor. Leg extension varies.

SKILLS	RUN	GALLOP	HOP	LEAP
1	Attempts to have a brief period where both feet leave the ground.	Attempts a step forward with lead foot, followed by a trailing foot.	Attempts to take-off from one foot and land on same foot.	Attempts to take off from one foot and land on opposite foot. Brief period when both feet leave the floor.
Points				



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher



## THROWING

## CATCHING

SKILLS	THROWING	CATCHING
4 Consistently	Steps in opposition. Rotates shoulders. Side to target. Looks and points throwing hand to target.	Eyes track object being thrown. Hands in proper position and ready to receive object. Moves to space to prepare to catch object. Able to close hands around object and pull to self.
3 Usually	Steps in opposition. Rotates shoulders. Side to target. Looks and points throwing hand to target.	Eyes track object being thrown. Hands in proper position and ready to receive object. Moves to space to prepare to catch object. Able to close hands around object and pull to self.
2	Step in opposition not evident. Lacks shoulder rotation. Looks and points at target.	Eyes sometimes track object being thrown. Movement to catching space not evident. Hands prepare but only sometimes close around the object and pull to self.
1	Lacks evidence of any step towards target. May look, however, does not point throwing hand at target.	Tracking object with eyes not evident. Lacks movement to catching space. Hands sometimes prepare to receive object, but rarely able to close hands around object and pull to self.
Points		

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

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Self

Peer

Teacher



### MANIPULATIVES / NON-MANIPULATIVES

SKILLS	BEAN BAGS	HULA HOOPS	NON-MANIPULATIVES
4 Consistently	Demonstrates control of bean bags. Can use bean bag to demonstrate balance, identify body parts, toss/catch, striking target.	Demonstrates control of hula hoop. Can use the hoop to circle the body at high, middle and low levels. Demonstrate in/out/over, roll.	Demonstrates ability to turn, twist, roll, balance, transfer weight, stretch and curl.
3 Usually	Demonstrates control of bean bags. Can use the bean bag to demonstrate balance, identify body parts, toss/catch, striking target.	Usually demonstrates control of the hula hoop. Demonstrates ability to have hoop circle body in high, middle and low levels. Demonstrates in/out/over.	Demonstrates ability to turn, twist, roll, balance, transfer weight, stretch and curl.
2	Control of bean bag varies. Use of the bean bag to demonstrate balance and body parts evident. Toss/catch, striking target with bean bag varies.	Control of hula hoop varies. Use of hoop to circle body in one level. Demonstrates in/out/over.	Demonstrates ability to turn, twist, roll, balance, transfer weight, stretch and curl.
1	Little or no control of bean bag evident. Identification of body parts evident.	Little or no control of hoop evident. Demonstrates in, out, over.	Rarely demonstrates turn, twist, roll, balance, transfer of weight, stretch and curl.
Points			

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher



### MOVEMENT CONCEPTS

SKILLS	PATHWAYS	LEVELS	DIREC-TIONALITY	FORCE	SPEED	SPACE	IDENTI-FICATION OF BODY PARTS
4 Consistently	Able to demon- strate straight, curved and zigzag pathways.	Able to demon- strate high, middle and low levels in a variety of movement activities.	Able to demon- strate up, down, right, left, forward, backward, sideways, clockwise and counter- clockwise	Able to demon- strate and differentiate hard/soft, loud/quiet, strong/weak.	Able to demon- strate fast, medium and slow speed in movement activities.	Able to demon- strate the knowledge of self and general space and apply to movement activities.	Able to name and identify body parts.
3 Usually	Able to demon- strate straight, curved and zigzag pathways.	Able to demonstrate high, middle and low levels in a variety of movement activities.	Able to demon- strate up, down, right, left, forward, backward, sideways, clockwise and counter- clockwise.	Able to demon- strate and differentiate hard/soft, loud/quiet, strong/weak.	Able to demon- strate fast, medium and slow speed in movement activities.	Able to demon- strate the knowledge of self and general space and apply to movement activities.	Able to name and identify body parts.

<b>SKILLS</b>	<b>PATHWAYS</b>	<b>LEVELS</b>	<b>DIREC- TIONALITY</b>	<b>FORCE</b>	<b>SPEED</b>	<b>SPACE</b>	<b>IDENTI- FICATION OF BODY PARTS</b>
2	Able to demon- strate straight, curved and zigzag pathways.	Able to demonstrate high, middle and low levels in a variety of movement activities.	Able to demon- strate up, down, right, left, forward, backward, sideways, clockwise and counter- clockwise.	Able to demon- strate and differentiate hard/soft, loud/quiet, strong/weak.	Able to demon- strate fast, medium and slow speed in movement activities.	Able to demon- strate the knowledge of self and general space and apply to movement activities.	Able to name and identify body parts.
1	Demonstrate straight, curved and zigzag pathways.	Distinguish between high, middle and low levels.	Distinguish a variety of directions in movement activities.	Distinguish between a variety of measures of force in movement activities	Distinguish between fast, medium and slow speed in movement activities.	Maintain appropriate space during movement and self-space activities.	Name and identify body parts.
Points							

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher



### RHYTHMS AND DANCE

SKILLS	ENTHUSIASM (Excited about dance)	EFFORT (Gives best effort)	ATTITUDE (Stays positive)	COOPERATION (Works well in a group with others)
4	★ ★	★ ★	★ ★	★ ★
3	★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★
2	★ ★	★ ★	★ ★	★ ★
1	★	★	★	★
Points				



Student Name: \_\_\_\_\_

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Date: \_\_\_\_\_

Assessed by:

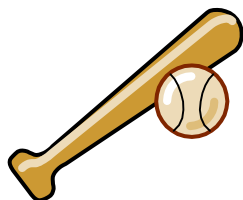
Self

Peer

Teacher

### STRIKING WITH LONG-HANDLED IMPLEMENTS

SKILLS	STRIKING WITH LONG-HANDLED IMPLEMENTS (racquets, bats, hockey sticks, pillow polo)
4 Consistently	Eyes focused on object. Contacts object in front of body. Balance, transfer of weight and follow through evident. Demonstrates knowledge of dominant hand.
3 Usually	Eyes focused on object. Balance is evident. Attempts contact in front of body. Follow through is inconsistent. Dominant hand is inconsistent.
2	Eyes focused on object. Attempts contact in front of body. Lacks knowledge of dominant hand.
1	Student looks for the object. Student attempts but rarely successful in striking object.
Points	



Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

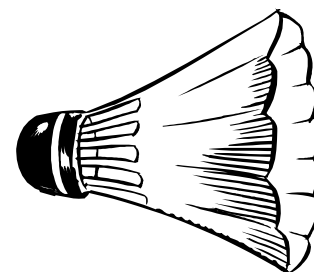
Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher



**PRE-BADMINTON SPORTS SKILLS**  
(Striking with long-handled instruments)

SKILLS	OVERHEAD LOB	SERVE	GAME
4 Consistently	Eyes on birdie. Strikes birdie using wrist motion. Strikes birdie above head and lands within boundaries.	Eyes on birdie. Student uses wrist/forearm motion. Strikes birdie in underhand position.	Student uses either forward/back or side/side positioning. Accurate scoring. 15 points is game. Serve underhand, feet on floor.
3 Usually	Uses wrist motion to strike birdie. Eyes on birdie. Strikes birdie above head and lands within boundaries.	Eyes on birdie. Student strikes birdie with racket head below wrist.	Comprehension of scoring – server is only person who can score points, feet on court, 15 points = game.
2	Eyes on birdie. Uses full arm motion to strike birdie. Strikes birdie above head and lands within boundaries.	Eyes on birdie. student attempts to strike birdie in underhand position. Racquet head is usually in sidearm or higher position.	Student demonstrates understanding of serve or scoring.
1	Student has difficulty striking birdie above head. Birdie rarely lands within boundaries or clears net.	Student attempts, however, fails to strike birdie with the head of the racket lower than the wrist.	Student can rally for a point, however, does not demonstrate understanding of scoring, serving, etc.
Points			

Student Name: \_\_\_\_\_

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Date: \_\_\_\_\_

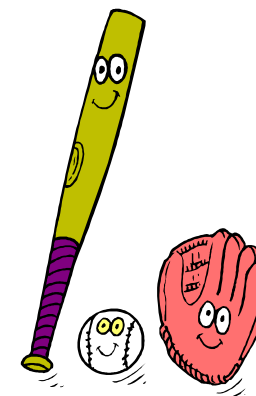
Assessed by:

Self

Peer

Teacher

## PRE-SOFTBALL



SKILLS	FIELDING	BATTING	KNOWLEDGE
4 Consistently	Ready position. Moves to ball. Body in front of ball and catches the ball. Steps with opposition when throwing to base.	Side to target when swinging. Eyes on ball, proper stance and balanced. Makes contact with the ball. Follow-through apparent. Drops bat before running.	Able to identify how many outs in an inning. Able to locate and name the positions in the field. Knows how to record an out. Demonstrates good sportsmanship.
3 Usually	Ready position. Moves to ball and catches the ball. Steps with opposition when throwing to base.	Side to target when swinging. Eyes on ball, proper stance and balanced. Makes contact with ball. Body balanced on follow-through. Drops bat to run.	Able to identify the positions in the outfield. Knows how many outs in an inning. Demonstrates good sportsmanship.
2	Attempts to catch the ball. Body out of line with ball when catching.	Side to target. Occasionally makes contact with ball but off balance with swing on follow-through.	Needs to be directed to which base to run. Able to identify pitcher and catcher. Occasionally demonstrates good sportsmanship.
1	Watches the ball, does not react – makes little or no attempt to catch the ball.	Front faces target. Swings bat with little or no intent of making contact.	Little knowledge of rules. Demonstrates little or poor sportsmanship during game play.
Points			

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher



### PRE-BASKETBALL – SPORTSMANSHIP, OFFENSE, DEFENSE, RULES/STRATEGY

SKILLS	SPORTSMANSHIP	OFFENSE	DEFENSE	RULES AND STRATEGY
4 Consistently	Encourages teammates. Accepts individual differences between players. Makes an attempt to include all players in the game.	Moves to open spaces without the ball. Passes to teammates. Makes good judgments.	Stays between opponent and the basket. Uses a slide movement to defend. Rarely commits a foul. Attempts to rebound.	Can identify and apply rules and violations (traveling, double dribble, fouls). Uses strategy to move the ball closer to the basket. Uses fakes to get away from defender. Demonstrates knowledge of boundaries.
3 Usually	Accepts individual differences between players.	Moves without the ball. Demonstrates ability to dribble.	Stays between opponent and the basket. Looks for the ball.	Can define most rules and violations (traveling, double dribble) of the game. Uses some strategy.
2	Neither encourages nor discourages other players.	Attempts to dribble and pass. Awkward movements with the ball.	Allows opponent to get open with ease. Consistently reaches in and commits fouls.	Demonstrates knowledge of either rules or strategy.
1	Uses put-downs. Blames teammates for mistakes.	Stands still. Uncomfortable with the ball.	Makes little or no attempt to defend.	Lacks understanding of the rules. Uses no strategy.
Points				

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher

### PRE-BASKETBALL

### DRIBBLE, SHOOT

SKILLS	DRIBBLING	SHOOTING A BASKET
4 Consistently	Control of basketball with finger pads. Able to change direction. Head up, arm uses pushing motion (speed).	Body in balanced position. Eyes on target, elbow in. Follow through with hand toward target.
3 Usually	Usually uses finger pads to push ball. Head up.	Body in balanced position. Eyes on target, follow through apparent.
2	Contacts ball mostly with palm of hand. Unable to dribble below waist. Loses control of the ball often.	Body in balanced position. eyes on target, follow through apparent.
1	Slaps at the ball. Demonstrates little or no control. Movements are awkward.	Throws ball. Body turned.
Points		



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

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Assessed by:

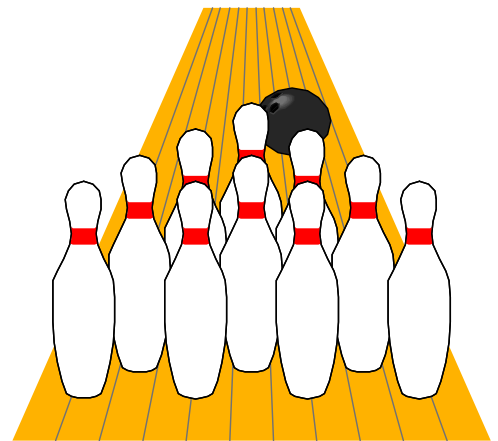
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Peer

Teacher

## BOWLING

SKILLS	BOWLING
4 Consistently	Approach with 3-4 steps. Ball swings with control and in rhythm with approach. Release of ball behind the foul line with foot opposition. Ball aimed over floor mark.
3 Usually	Three to four step approach. Some rhythm and/or coordination to the delivery of the ball. Aim at pins or floor markings. Ball released at foul line with foot opposition.
2	Approach inconsistent. Ball delivery varies with each approach.
1	Stands at foul line. Swings arm more than one time. Ball thrown rather than rolled down the lane.
Points	



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher

### COOPERATIVE GAMES/ ACTIVITIES

SKILLS	COOPERATIVE GAMES / ACTIVITIES
4 Consistently	Demonstrates: Active engagement in the activity. Listened to other members of the group and willingly shared own ideas. Respect for self and others by encouraging group to try others' ideas. Remained focused on group's goals.
3 Usually	Demonstrates: Active engagement in the activity. Ability to listen to others and willingly share own ideas with the group. Respect for self and others by encouraging group to try ideas. Usually stays focused on the group's goals.
2	Student is active and sometimes cooperative, but focuses on own ideas rather than those of the group. Listens to ideas of others, but usually not willing to try their ideas. Loses focus to the goal of the group.
1	Student makes little or no attempt to cooperate as a group member. Focus is on self, own ideas and negatively impacts group efforts.
Points	



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

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### PRE-FOOTBALL

SKILLS	FOOTBALL THROW	FOOTBALL PUNT	DODGING
4 Consistently	Demonstrates proper grip. Brings ball near ear with elbow bent. Faces sideways to the target. Steps in opposition. Ball rolls off fingertips. Spiral evident. Ball in catching range of receiver.	Ball is held in front of kicking foot, waist high, laces up. Non-kicking foot is in front. Kicker takes two steps. Kicking foot points, contact made at knee level with instep.	Able to maintain balance and change direction quickly. Demonstrates ability to predict where to and when to move.
3 Usually	Demonstrates proper grip. Brings ball near ear with elbow bent. Faces sideways to target. Steps in opposition. Ball rolls off fingertips. Spiral evident. Ball in catching range of receiver.	Ball is held in front of kicking foot, waist high, laces up. Non-kicking foot is in front. Kicker takes two steps. Kicking foot points, contact made at knee level with instep.	Able to maintain balance and change direction quickly. Demonstrates ability to predict where to and when to move.
2	Demonstrates proper grip. Spiral and follow through varies. Ball may not be within catching range of receiver.	Ball held waist high. Kicker may or may not take two steps. Foot may or may not point properly. Contact is made with instep.	Able to maintain some balance but falls frequently. Ability to predict where to and when to move varies. Bumps into others.
1	Proper grip not evident. Ball rarely in range of receiver. May not know which is the throwing hand.	Ball is held in front of kicker. Stepping into kick not evident. Contact not made with instep or with pointed toe.	Poor body control. Bumps into others. Appears unsafe and out of control.
Points			



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher



### PRE-HOCKEY SKILLS Striking with long-handled implement

SKILLS	DRIBBLING/STICK HANDLING	GOAL SHOOTING	GOAL TENDING
4 Consistently	Ball/puck stays close to stick. Student able to run while weaving through course and maintain control. Feet face forward.	Dribbles to shooting line, ball in control. Uses a push pass. Shoots ball through the goal.	Proper position in front of goal. Able to deflect or stop shot on goal in game. Uses sliding steps to move.
3 Usually	Ball/puck stays close to the stick. Student moves at medium speed while maintaining control. Feet in forward position.	Dribbles to shooting line. Ball stays close to the stick most of the time. Uses push pass. Shoots ball through goal.	Proper position in front of goal. Able to deflect or stop shot on goal in game. Uses sliding steps to move.
2	Ball/puck inconsistently close to the stick. Feet face sideways. Student unable to consistently stop ball on command.	Ball control varies. Difficulty slowing ball to shoot. Push pass lacks force. Inconsistent in shooting ball through the goal.	Positioning in front of goal varies. Moves to deflect or stop goal.
1	Feet face sideways. Ball out of control. Student has difficulty stopping ball on command.	Dribbling and trapping skills not evident. Shot misses the goal.	Proper positioning in front of goal not evident. Little or no movement to stop ball. Crosses feet to move.
Points			

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

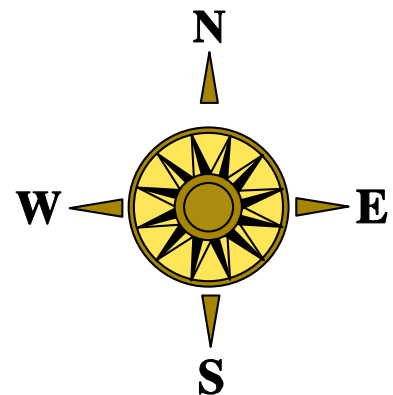
Self

Peer

Teacher

### ORIENTEERING

SKILLS	COOPERATIVE GAMES / ACTIVITIES
4 Consistently	Able to take compass readings and orient the map to north. Use compass readings and map to locate controls. Knowledgeable of map symbols.
3 Usually	Able to take compass readings and orient the map to north. Use map to locate controls. Some knowledge of map symbols.
2	Uses map to locate controls. Able to orient the map by identifying geographic markers.
1	Unable to orient the map. Difficulty locating controls.
Points	



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher



## RHYTHMS AND DANCE

SKILLS	RHYTHMS/DANCE PRIMARY	RHYTHMS/DANCE INTERMEDIATE
4 Consistently	Mimic a rhythmic pattern exactly (tempo and pattern). Synchronize a rhythmic pattern to music. Follow voice commands while executing a rhythmic pattern.	Generate complex rhythmic patterns that are synchronized to music. Follow/anticipate rhythmic patterns (tempo pattern) to music. Anticipate changes in music while dancing/jumping rope. Anticipate/follow voice commands while dancing/jumping rope.
3 Usually	Mimic a rhythmic pattern (tempo and pattern). Synchronize a rhythmic pattern to music, can recover if he/she gets off beat, follow most voice commands while executing a rhythmic pattern.	Generate simple rhythmic patterns that are synchronized to music. Follow/anticipate rhythmic patterns (tempo and pattern) to music. Follow changes in the music while dancing/jumping rope. Anticipate/follow voice commands while dancing/jumping rope.
2	Can mimic some simple, on the beat rhythmic patterns. Can sometimes synchronize, on the down beat, simple rhythmic patterns to music. Can follow directional voice commands.	Follow complex rhythmic patterns synchronized to music. Recover to the beat when lost.
1	Can mimic and identify the tempo of a pattern. Occasionally follows voice commands.	Follow simple rhythmic patterns. Find the beat of a musical piece.
Points		

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

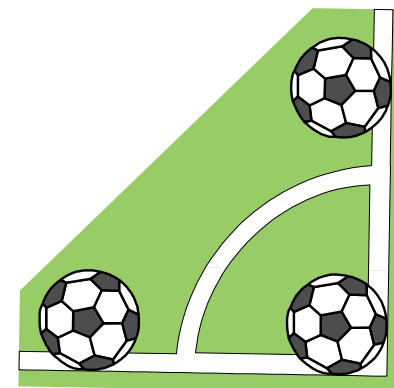
Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher



### PRE-SOCCER

SKILLS	KNOWLEDGE	DRIBBLING	PASSING/RECEIVING
4 Consistently	Knowledge of rules and good sportsmanship during game play. Achieves 90% or higher on written soccer test.	Successfully slalom dribble through a four-cone course without knocking any cones down.	Hits target when passing the ball to target or partner. Receives the ball with instep or sole of foot.
3 Usually	Knowledge of rules and sportsmanship during game play. Achieves at least 80% on written soccer test.	Performs slalom dribble through a four-cone course, knocking down a cone or two.	Hits target or partner when passing the ball. Able to receive the ball properly using the instep or sole of the foot.
2	Knowledge of rules and sportsmanship during game play. Achieves at least 75% on written soccer test.	Successfully dribbles from start, straight up around end cone and back.	Hits target or partner when passing ball and receives the ball properly using the instep or sole of the foot.
1	Demonstrates little or no knowledge of rules or sportsmanship during game play. Achieves less than 70% on written soccer test.	Difficulty dribbling straight up and back through a straight course.	Cannot pass the ball accurately to partner standing 5 ft. apart. Will receive ball with wrong area of foot or miss ball completely.
Points			

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

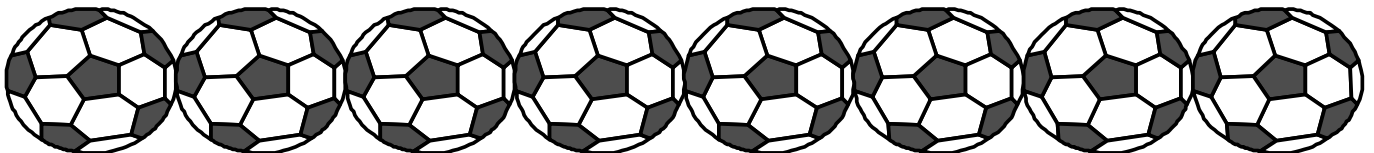
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Peer

Teacher

### PRE-SOCCER

SKILLS	KICKING/SHOOTING	GOAL KEEPING
4 Consistently	Strikes the ball with laces or instep. Kicks ball on goal or hits target. Points plant foot towards target or goal.	Proper positioning in front of goal. Able to deflect or stop shot on goal in game situation. Uses sliding step to move.
3 Usually	Strikes the ball with laces or instep. Kicks ball on goal or hits target. Points plant foot towards target or goal.	Proper positioning in front of goal. Able to deflect or stop shot on goal. Uses sliding step to move.
2	Strikes the ball with laces or instep. Kicks ball on goal or hits target. Points plant foot towards target or goal.	Positioning in front of goal varies. Moves to deflect or stop shot on goal.
1	Seldom or never: strikes the ball with laces or instep; kicks ball on goal or hits target; points plant foot toward target or goal.	Proper positioning not evident. Little or no movement to stop ball. Crosses feet to move.
Points		



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher

### SPORTSMANSHIP

SKILLS	SPORTSMANSHIP
4 Consistently	Follows game rules, makes fair and honest decisions, accepts official's decisions. Participates to fullest ability, includes all teammates in game play. Is respectful to teammates, opponents and adults. Is helpful. Can win or lose graciously.
3 Usually	Follows game rules, accepts honest and fair decisions of others including officials. Participates to fullest ability, includes most of their teammates in game play. Is respectful of teammates, adults and opponents. Is helpful. Can win or lose respectfully.
2	Follows rules of game and accepts the decision of others. Participates in game, however, may or may not include teammates in all aspects of the game. Accepts winning, has difficulty losing.
1	Has difficulty abiding by the rules of the game. May or may not participate in the game, often leaving the game or arguing when team is not winning. Difficulty losing and also difficulty winning graciously.
Points	



Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

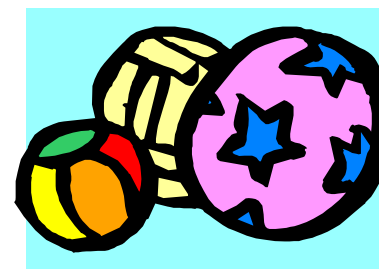
Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher



### PRE-TEAM HANDBALL

SKILLS	JUMP SHOT	OVERHAND PASS	WRIST PASS
4 Consistently	Receives the ball running, takes no more than three steps after catching the ball. Side to target. Jumps as releasing the ball.	Proper grip on ball with fingers spread. Side to target. Throw initiated with elbow leading, arm follows in continuous downward motion.	Proper grip. Thumb of throwing hand points down. Wrist and hand turn towards target.
3 Usually	Receives the ball running, takes no more than three steps after catching the ball. Side to target. Jumps as releasing the ball.	Proper grip on ball with fingers spread. Side to target. Throw initiated with elbow leading, arm follows in continuous downward motion.	Proper grip. Thumb of throwing hand points down. Wrist and hand turn toward target.
2	May run into others after the shot. Throw lacks velocity. May jump off wrong foot.	Proper grip. Throw may be off wrong foot. Side may or may not be to target.	Ball sometimes passed with palm up. Chest sometimes turns toward target to initiate throw.
1	Runs to shoot from stationary position. Side may not be to target. Movements seem awkward.	Step in opposition not evident. Side not to target. Grip varies.	Drops ball frequently. Passes the ball to sides with arms extended. Body turns to target.
Points			

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

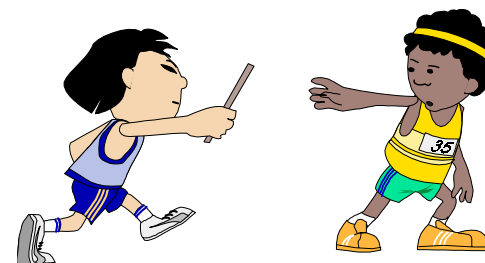
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Self

Peer

Teacher



## TRACK RUNNING EVENTS

SKILLS	50-METER DASH	400 METER WALK/RUN	RELAY
4 Consistently	Runs within lane. Demonstrates knowledge of start and finishes race appropriately. Head remains still, arms pump in a forward/backward motion. Finishes to best of ability regardless of place. Body leans forward.	Chooses appropriate pace for race. Head remains still, arms pump in forward/backward motion. Does not interfere with others. Finishes to best of ability regardless of other runners. Body almost upright.	Demonstrates knowledge of start and handing off baton. Runners two-four take moving hand-off, looking forward. Place baton in runner's hand. Runners remain in lane. Runner four finishes appropriately.
3 Usually	Runs within lane. Arms pump in a forward/backward motion. Head remains still. Starts appropriately, however, sometimes slows before finish line. Body leans forward.	Chooses appropriate pace for race. Head remains still, arms pump appropriately. Does not interfere with other runners.	Appropriate start and hand-off of baton. Remains in lane. Baton placed in runner's hand. Moving hand-off varies.
2	Runs in and out of lane. Arms usually pump forward/backward, however, sometimes out to side. Inconsistent start and finish of race.	Choice of pace varies. Head moves side to side. Spatial awareness varies. Inconsistent at finish.	Hand-off runner usually standing still, but within zone. Inconsistent at remaining in lane. Finish varies.
1	Runs in and out of lane. Quits running when behind. Arms flail. Does not start upon signal, nor finish appropriately.	Choice of pace inappropriate. Interferes with others. Quits run/walk when tired.	Runs in and out of lanes. Interferes with others. Unaware of passing zone for baton. Drops baton.
Points			



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher

## HIGH JUMP

## SCISSORS/STRADDLE ROLL

SKILLS	SCISSORS JUMP	STRADDLE ROLL
4 Consistently	Student approaches from side. Plant distant foot/kicks near foot. Trailing foot kicks. Lands on mat within one foot of the bar. Take-off at center of bar. Lands sitting or standing. Body parallel to bar.	Approach from the side. Plant near foot/kick distant foot. Trailing foot kicks. Legs in straddle position. Body parallel to bar. Take-off at center of the bar. Lands in log roll position.
3 Usually	Approach from side. Plant distant foot/kicks near foot. Take-off at center of the bar. Lands either in sitting or standing position. Body parallel to bar.	Approach from the side. Plant near foot/kick distant foot. Legs in straddle position. Body parallel to bar. Take off at center of bar. Lands in log roll position.
2	Approach from either the side or the front of the bar. Kicks near foot. Trailing foot does not kick. Take-off varies in location. Landing often distant from the bar.	Approach from the side or front of the bar. Kicks distant foot. Trailing foot doesn't always kick. Straddle position not evident. Take-off location varies. Lands without a roll.
1	Approach form the middle. Kicking foot varies. Trailing foot hangs. Jump sometimes resembles a dive. Take-off sometimes from two feet.	Approach from front of bar. Kicking foot varies. Trailing leg hangs. Jump sometimes resembles a dive. Lands without a roll. Take-off from two feet.
Points		



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher

### **LONG JUMP (RUNNING), SOFTBALL THROW**

<b>SKILLS</b>	<b>LONG JUMP</b>	<b>SOFTBALL THROW</b>
4 Consistently	Running approach, take-off from board from one foot. Flight both upward and outward. Running or hitch-kick motion in air. Landing on two feet, balanced or falling in a forward direction. Arm reach forward.	Hip/shoulder rotation, side to target, weight transfer, stepping in opposition. Wind-up apparent. Follow through across the body.
3 Usually	Running approach, take-off from board on one foot. Flight upward and outward. Landing is on two feet, however, sometimes off balance. Occasionally lands with one foot front, one foot back. Arm reach forward.	Body rotation, side to target and weight transfer. Wind-up, release of ball with follow through and step in opposition inconsistent.
2	Approach lacks speed. take-off often from in front or behind the board. Flight lacks height. Landing with one foot in front, one foot in back.	Throw resembles a push of the ball. No step in opposition or weight transfer. Not sure where the ball will go.
1	Attempts a running approach and take-off. Take-off often from two feet. Landing appears to be a run rather than a jump.	Unsure of dominant hand. No step during throw. Overhand motion not present.
Points		



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

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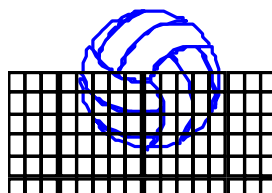
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Peer

Teacher

### PRE-VOLLEYBALL SKILLS

SKILLS	OVERHEAD SET	BUMP
4 Consistently	Eyes focused on ball. Student balanced with knees bent. Strikes ball in high level with fingertips of both hands. Moves to appropriate space. Follow through and extension of knees apparent. Ball within appropriate range of height.	Student uses two hands. Eyes focused on ball. Wrist extension/arm stretch evident on contact. Knees bent. Impact at medium-low level. Moves to appropriate space. Follow through complete beneath shoulder. Body balanced.
3 Usually	Student uses fingertips. Body positioned under ball. Eyes focused on ball. Anticipates ball within personal space. Ball within appropriated range of height varies.	Student uses two hands. Eyes focused on ball. Wrist extension/arm stretch inconsistent. Knees bent. Impact at medium-low level. Student anticipates when ball in personal space. Body balanced.
2	Uses both hands. Eyes focused on the ball. Body balanced but follow through not evident.	Student uses two hands. Eyes focused on ball. Body balanced, but follow through not evident. Arms bent.
1	Attempts to use both hands. Looks for the ball. Movement to space no evident.	Student attempts to use two hands. Looks for the ball. Movement to space not evident.
Points		



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

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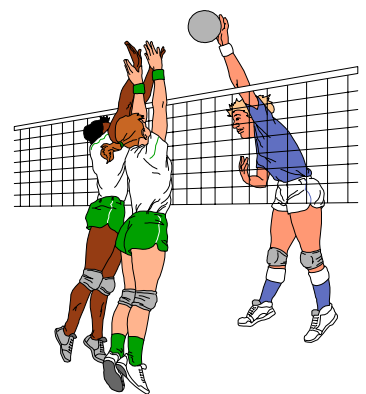
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Teacher

### PRE-VOLLEYBALL SKILLS

SKILLS	MODIFIED GAME
4 Consistently	Understanding of rotation and scoring (win by two points) and serving team scores. Able to move to, track and read the ball. Avoids touching the net during play. Serves from outside the back boundary line. Able to play fair and cooperate with teammates.
3 Usually	Plays fair and cooperates with teammates. Understands serving from outside back boundary. Understands serving team scores. Demonstrates some positioning and demonstrates some ability to move to the ball.
2	Plays fair and cooperates with teammates. Understands rule of rotation. Unsure of scoring. Rarely moves to the ball.
1	Plays fair and cooperates with teammates. Serves from behind back boundary line. Limited knowledge of rotation, scoring and tracking the ball.
Points	



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessed by:

Self

Peer

Teacher

### TUMBLING – BALANCE

SKILLS	BALANCE
4 Consistently	Control of body/body awareness evident. Demonstrates good base of support. Evidence of appropriate distribution of body weight on hands, arms and/or feet. Control for entire progression. Safely comes out of the balance.
3 Usually	Control of body/body awareness evident. Demonstrates good base of support. Evidence of appropriate distribution of body weight on hands, arms and/or feet. Lacks complete control throughout the progression.
2	Good techniques inconsistent. Frequently falls to one side. Lacks control of the body. Lacks full control of center of gravity. Cautious when attempting the skill.
1	Needs spotters before willing to attempt the skill. Good base of support inconsistent. Center of gravity wavers.
Points	



## ASSESSMENT FORM 1

Physical Education Department

**UNIT:**  
**LESSON FOCUS:**

**CLASS:**  
**DATE:**

[illegible]

## ASSESSMENT FORM 2

Class \_\_\_\_\_  
Grade \_\_\_\_\_

Assessment \_\_\_\_\_  
Date \_\_\_\_\_

<b>4</b>	<b>3</b>
<b>2</b>	<b>1</b>

**Absent/Excused students:**

### Rubric Form 3

<b>SKILLS</b>		
4 Consistently		
3 Usually		
2		
1		
Points		



**Rubric Form 4**

SKILLS				
4 Consistently				
3 Usually				
2				
1				
Points				