



TENNESSEE DEPARTMENT OF

**EDUCATION**  
FIRST TO THE TOP

# **Elementary Physical Education Student Growth Measures Teacher Handbook**

*Created and supported by:*

Tennessee Association for Health, Physical Education, Recreation and Dance

and

Tennessee Coordinated School Health

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## Introduction

### ***What is the purpose of the Tennessee Physical Education Student Growth Measures?***

The purpose of the **Tennessee Physical Education Student Growth Measures (PE-SGM)** is to measure student learning over the span of a school year in physical education. The assessments are aligned to national and state standards. The measurement of student growth should provide feedback to physical education teachers, classroom teachers, administrators, parents, and policymakers on the status of physical education programs, as well as student growth.

The student growth model is a method of measuring the amount of progress a student makes between two points in time. This method differs from evaluating student achievement levels, where students are measured solely against a state standard. Student growth measurements, while aligned with state standards, take into account where the student started prior to instruction. Student growth measures in physical education have the potential to inform instructional improvement, evaluate the effectiveness of physical education programs, and target professional development for physical educators

### ***What assumptions were made about assessing student growth in physical education?***

- **Assessment should not be new to physical education teachers.** Assessment should be an ongoing part of the teaching/learning process. Both formative and summative assessments are integral parts of a quality physical education program.
- **Student growth is best assessed by determining the extent to which students improve through the teaching/learning process.** Assessments using rubrics aligned with the state physical education standards were created. The student achievement levels are measured before instruction and again after instruction to demonstrate student growth through the teaching/learning process.
- **PE-SGM measures student learning.** Effective teaching as measured through TEAM or a similar observation model is designed to measure a teacher's pedagogical skills as well as to guide him/her in how to improve as a teacher. The PE-SGM is designed to measure student learning, the product of effective teaching. The results of the pre-test should guide the teacher in planning/teaching the content the students need to learn.
- **Sample grades can represent the school population.** In the PE-SGM, every grade level does not have to be assessed. Grades two and five were selected as the targets of assessment based on the developmental nature of these elementary school age groups.
- **Assessments can be varied and allow for teacher decision-making.** The assessments were created to give teachers decision-making authority on what to test. Grade two students will be assessed on two psychomotor assessments: <sup>1)</sup> locomotor skills and <sup>2)</sup> a choice of one of the following PERFORM assessments: underhand throw, underhand catch, kicking with a

running approach, dribbling with hands, balance skills, or jump rope skills. The teacher will also select one cognitive domain for grade two: CONNECT, CREATE, or RESPOND. Grade five students will be assessed on two psychomotor assessments: <sup>1)</sup> the mature overhand throw pattern and <sup>2)</sup> a choice of one of the following PERFORM assessments: overhead volley, forehand strike, invasion game task, or educational gymnastics routine. A dance option is currently in development. The teacher will also select one cognitive domain for grade five: CONNECT, CREATE, or RESPOND. However, the same two cognitive domains cannot be used in both grades two and five.

- **A sample within a grade can adequately represent student growth.** The teacher may select one class for each assessment or the same class can be used for all assessments. It is recommended that the teacher assess all classes in the psychomotor assessments, but only one class has to be used for submission. One class per psychomotor assessment will signify a sample of the grade level and will reduce the time spent on assessment.
- **The assessments are designed specifically for grades two and five, and in their current format may be developmentally and instructionally inappropriate for other grades.** If you do not teach both grades, you will be required to submit six evidence collections for one grade. If you do not teach either grade two or grade five, you may perform the assessment on grade one or four, but should select skills most appropriate for your class with expectations that few would meet level 4 or 5 on the scoring guide.
- **Teachers assigned to more than one school should only assess the students in grades two and five from his/her home school.** If there is a question about which school should be considered the home school, this should be discussed with the district lead prior to beginning the portfolio process.
- **Teachers conduct and score the assessments.** Teachers are expected to score their own students' performance. This provides a source of immediate feedback on student learning. Teachers will need to digitally record the PERFORM assessments, view the recordings, and score the students.
- **Teachers must follow all testing protocols.** While modifications in teaching are critical to student success, modifications in testing protocol will create invalid data. Teachers must follow **ALL** protocols exactly as written.
- **Teach before, direct during, and evaluate after.** Prior to the pre-test, teachers should only teach and practice the protocol. After the pre-test and before the post-test, teachers should teach their curriculum, assuring they are teaching the tested content. Prior to the post-test, teachers should review and practice the testing protocols. The teacher should inform students of their pre-test scores as a means to motivate improvement. On the day of the test, the teacher takes on the role of director of the assessment. Later, through watching recordings of the test or grading the cognitive assessments, the teacher becomes an evaluator.

- **Some schools have teaching situations that are not ideal (Ex. teach students only once a week, have no indoor facility, have limited equipment, etc.).** These teachers may feel it is unfair to be held accountable to state standards. Even in teaching situations that are not perfect, it is important to demonstrate that students are experiencing growth toward state standards. There is a questionnaire on GLADiS (the online platform used to upload data) with space available for you to provide the peer reviewers with pertinent information that will give your teaching context.
- **Some schools have good TVAAS scores, making a teacher wonder if he/she would be better off using the school-wide value-added score for the 35 percent of their evaluation that relies on student growth data.** School-level data fails to provide information about student growth in the subject in which you are delivering instruction. Taking a school-wide score entails the teacher accepting judgments based on students and subjects they may have never taught. There can be significant negative consequences on physical education instruction without the measurement of student growth in their content area. Quality physical education teachers seek opportunities to showcase the effectiveness of their programs through demonstrating student learning. Student growth measures in physical education have the potential to inform instructional improvement, evaluate the effectiveness of physical education programs, and target professional development for physical educators.
- **Some schools have transient populations.** Students' high mobility at both the school and district level can affect the quality of information provided by some growth models. Only students that were pre- and post-tested can be included in the submitted data. It is recommended that you evaluate all students, but those without two points of data to consider, will not be included in the score.

#### ***How does the assessment process work?***

- **Beginning of the school year:** Teachers create a written yearly plan outlining what they will teach and when. The plan should also include when they will pre-test, teach, and post-test the various assessment measures. The yearly plan is a 'blue print' for the teacher and does not have to be submitted. There is a planning template available to help you with this process. It may be helpful to share this template with your administrator once it is complete so that he/she knows on which days you plan to assess your students. This can lessen the probability that you will have an unannounced observation on a day when you will be assessing rather than instructing.
- **Submitting data:** Teachers can upload their videos and other supplementary information to the GLADiS evidence collection website throughout the school year. This website is a



password-protected, secure means of storing data. Once they have uploaded all of their evidence, they will go through and self-score their collections and submit them for peer review.

- **Peer review process:** Peer reviewers will be selected and trained to evaluate the work of their colleagues. The peer review process is blind, meaning that the peer reviewer will not know the teacher name, district name, or school name of the person they are evaluating. Without seeing the participant's self-score, the peer reviewer will go through and score each collection. If the peer reviewer's score is within one level of the participant's self-score, the peer reviewer's score will stand. If the peer reviewer's score is more than one level away from the participant's self-score, the collection will go to a second peer reviewer. If the second peer reviewer's score is within one level of the first peer reviewer's score, the two scores will be averaged to reach a final score. If the second peer reviewer's score is more than one level away from the first peer reviewer's score, the collection will go to committee review. When a collection goes to committee review, we ask three or more peer reviewers to look at the collection together and reach a consensus on the score. These multiple layers of review ensure that the final score is both fair and accurate.
- **Reporting:** District points of contact and the Tennessee Department of Education receive a report at the end of June with the results of the student assessment for each teacher. Results will be returned as a whole number score between one and five. The report includes teacher-level data and scores for each evidence collection, as well as the overall score. Any teachers who do not complete the process will automatically receive a one overall. The TDOE will then import the overall scores into the state data system so they may be reviewed by teachers and administrators.

#### ***What administrative support does the program require?***

- **Instruction time:** It is imperative that administrators provide **all** students the opportunity to learn in physical education by scheduling grades K-2 in physical education class for a **minimum** of two times per week for 30 minutes each meeting, and grades 3-5 in physical education class for a **minimum** of two times per week for 30-45 minutes each meeting. Efforts should be made to increase physical education time to three times per week for a minimum of 90 minutes weekly if physical education student growth measures are expected to reach grade-level expectations. Additionally, classroom teachers and others should be prohibited from keeping students out of physical education class.
- **Video/digital equipment:** Motor skills are an essential part of the physical education standards. Performance-based assessment can best be assessed with video/digital recordings and scoring rubrics. Media centers for all schools should have the video/digital equipment necessary for conducting the motor skill assessments. If not available, this

equipment will need to be purchased. In addition to traditional cameras, flip cameras and iPads work well.

- **Assistance in assessment:** The assessment program was designed to be a part of the normal process of instruction. The motor skill assessments can be conducted with good management skills on the part of the teacher. However, an additional teacher, educational assistant, or parent volunteer may make the process run more smoothly, particularly for newer teachers. Administrators should make every effort to provide a form of assistance on assessment days if requested by the teacher.

## FAQs

### ***What happens if I do not meet the requirements of sampling or do not submit quality data for review?***

Evidence will still be scored, but penalties will be assigned for each aspect of sampling or data submission that is not met. Any participants who do not submit a portfolio will automatically receive a one for their overall portfolio score.

### ***Is the scoring process really a blind review?***

Teachers should make a reasonable effort to remove references that would identify the school or teacher under review. If it is impossible to remove references in order to display the evidence, it is left up to the discretion of the teacher whether or not to include it. Keep in mind that peer reviewers are trained to disregard school or teacher references when reviewing portfolios.

### ***What are the considerations for recording student work?***

Every teacher should consult their district's policies for capturing and sharing media of student work. Your school may have students sign a media release at the beginning of the school year, which should cover the use of student images for legitimate educational purposes, but you should double-check with your district point of contact about this. It is also important to remember that GLADiS is a password-protected system for student data.

### ***How does this system ensure that all collections are submitted with integrity?***

This process empowers teachers to make decisions regarding assessment, documentation, and professionalism. In order to ensure the process has fidelity, there are random audits in place to check submitted evidence for authenticity. Peer reviewers also have the capability to flag collections for audit if they question the integrity of the student work that is submitted. Additionally, please note that teachers verify upon clicking 'final submit' that, under penalty of discipline, the work contained within the portfolio is an honest representation of their teaching. Any educators who are found to have included false or dishonest evidence in their portfolios will be subject to appropriate disciplinary action.

### ***Where can I find technology training?***

The GLADiS website includes step-by-step training videos on how to apply for a portfolio, how to upload and use the file systems, as well as how to self-score and close out your portfolio. These videos discuss all the different file formats that GLADiS supports. Please remember that any video or audio clips that are *embedded* in PowerPoints will not open, as they are only links to files on your computer. You will need to upload video clips separately.

***How does this process work for teachers who are team teaching?***

If you are in a team teaching situation, you should only assess the students who are assigned to your class, even if the gym is shared with another class and teacher. This means that you and your team teacher may not submit the same evidence files.

***What do I do if I don't have different levels of students (Ex. All my students are really low or all my students are really high)? How do I collect a purposeful sample?***

If this is the case, the teacher must use his/her knowledge and expertise to determine the emerging, proficient, and advanced students. Although all students may be at a similar ability level (i.e. they may all be 1s or 2s on the scoring guide), they should still differentiate themselves to some degree. Further, as you will be submitting videos of groups for your pre-assessment, the peer reviewer will be able to see that all students are starting at basically the same place if that is the case, although they will only be scoring the six students you have selected to include in your purposeful sample. It may also be helpful to explain this situation in a supplemental document. If you have further concerns about this situation, please reach out to your district lead or [Courtney.Seiler@tn.gov](mailto:Courtney.Seiler@tn.gov).

## Assessment Options

Each teacher will submit a total of **six evidence collections**. Each evidence collection will contain pre- and post-assessment data from a **purposeful sample** of students. A purposeful sample means at least **two emerging students**, at least **two proficient students**, and at least **two advanced students**. These performance levels are not tied to the student's academic achievement, but rather will be determined by looking at the scoring guide to figure out where the student falls in the pre-assessment. An emerging student is one who starts out at a Level 1 or 2 on the scoring guide. A proficient student is one who starts out at a Level 3 on the scoring guide. An advanced student is one who starts out at a Level 4 or 5 on the scoring guide.

Although you will only be submitting evidence from these six students, it is important to pre-test all of your students as this will help you determine how to differentiate your instruction and structure your groups. Additionally, you will not know which students to sample unless you have pre-tested them all. This will also give you more flexibility should any students leave your school between the pre- and post-assessment.

**PERFORM:** You must submit the required assessment in each grade level and choose one additional assessment task from each grade level. A different class can be used for each assessment.

### **Grade 2: PERFORM**

Locomotor Skills (Required)

### **Grade 5: PERFORM**

Overhand Throw-Force or Distance (Required)

### **Grade 2: PERFORM** (Select One)

Underhand Throw

Underhand Catch

Kicking with a Running Approach

Dribbling with Hands

Balance Skills

Jump Rope Skills

### **Grade 5: PERFORM** (Select One)

Overhead Volley

Forehand Strike

2 vs. 1 Invasion Game Task

Educational Gymnastics Routine

**COGNITIVE:** You are to conduct and submit one cognitive assessment in each grade level. They are divided into three domains: Respond, Create, and Connect. You may not use the same domain across grade levels.

**Grade 2: RESPOND** (Optional Selection)

Identify Skills

Critique a Skill Performance

Peer Teaching

**Grade 5: RESPOND** (Optional Selection)

Critique a Skill Performance

Self-Critique

Peer Teaching

**Grade 2: CREATE** (Optional Selection)

Balance Sequence

Jump Rope Sequence

Travel Sequence

**Grade 5: CREATE** (Optional Selection)

Dance Routine

Educational Gymnastics Routine

Game Strategy

**Grade 2: CONNECT** (Optional Selection)

Written Instructions

Journal Entry

Goal Setting

**Grade 5: CONNECT** (Optional Selection)

Goal Setting

Performance Analysis

Journal Entry

Performance Review

## General Assessment Protocols

- **Prior to assessment:**
  - Organize each class used for assessment into **four** PERFORM assessment groups and label each as group A, B, C, or D.
  - The assessment score sheets should be completed with student name, letter group, and pinnie number. This is for your records only. No student names will be reported.
  - The exact groups are to be used for both pre- and post-test. The only exception is if a student is absent, moved, or a new student is added to a class after the pre-test.
- **Teach before, direct during, and evaluate after.**
  - Prior to the pre-test, teachers should only instruct the students about exactly how the assessment is conducted. A practice round may be conducted to check for student understanding of protocols.
  - After the pre-test and before the post-test, teachers should **teach** their curriculum, assuring they are teaching the tested content. Whenever possible, practice tasks similar to the assessment protocol are recommended.
  - Prior to the post-test, teachers should **review and practice** the testing protocols. The teacher may inform students of their pre-test scores as a means to motivate improvement.
  - On the day of the test, the teacher takes on the role of **director** of the assessment. No skill/performance instruction or hints are allowed. Once testing starts, students can receive no further instruction from the teacher on **how** to do the activity.
  - Later, through watching digital recordings of the PERFORM assessments or viewing the RESPOND, CONNECT, OR CREATE assessments, the teacher becomes an **evaluator** and should score the growth seen.
- **Safety:**
  - Students should wear safe shoes for activity (no boots, sandals, or other unsafe shoes).
  - Assessments should be organized so no equipment or obstacles can potentially harm the student.
- **What do other students do while one group is tested?**
  - When one group is being assessed, members of the other three groups should be participating in other physical education class activities.
  - Suggestions include:
    - Station work
    - Instruction by a co-teacher
    - Practicing the assessment task
  - If possible, request a teaching aid or parent volunteer to monitor other students while you administer the test. Or, train a volunteer to conduct the assessments while you teach the other students.
  - Other than the students in the small testing groups, students should not be sitting/watching the group being assessed.

- Best practices for assessment in physical education should be designed so that students are still physically active during the class period. Additionally, students being tested should not be placed on display in front of the entire class.
- **Recording student assessments. Quality recording is critical for your evaluation of the students and for the peer review process.**
  - **Use of numbered pinnies (jerseys):**
    - All digital recordings must clearly show student numbers.
    - All students on camera should wear pinnies/jerseys with large white numbers (**8 - 10 inches high and 1 1/2 to 2 inches wide**) placed on both the front and back of the pinnie. If possible, use dark colored pinnies (i.e., black, navy blue, kelly green). This will allow the light numbers to show up better on the camera.
    - You will need enough different numbered pinnies for each student in the assessment group (4-8 depending on class size).
  - **Identification of students:**
    - Student names should not be used on the recording to protect student privacy.
    - Immediately before a student performs, he or she should stand approximately five feet from the camera and the teacher or assistant should state the letter and number of the student (Ex. Group A-Student 1, Group A-Student 2, Group A-Student 3, Group A-Student 4, etc.).
  - **Recording:**
    - The camera should remain on record after the student number is announced and until that group of students completes the assessment. **Stop the recording as the next group prepares for assessment** and then repeat the above with Group B, C, and D. This will ensure that the videos remain a manageable size and are easy to upload without condensing.
    - Check recording immediately. If a recording is not clear, the test should be repeated at another time.
    - Recording practice rounds prior to assessment may prevent the need for repeats. This can be done with other classes or grade levels.
- **Evaluation of students and score sheets:**
  - Teachers should watch the digital recordings and evaluate the students using the scoring guide as soon as possible following the pre-test. Students must appear on the score sheet in the exact order and in the correct group as they appear on the digital recording. Teachers should then determine their **emerging**, **proficient**, and **advanced** students. Ideally, this information should be used to structure your teaching so that you are effectively able to differentiate for all students.



## Second Grade: PERFORM Overview

- Locomotor Skills (Required)
- Select one of the following:
  - Underhand throw
  - Underhand catch
  - Kick with a running approach
  - Dribble with hands
  - Balance skills
  - Jump rope skills

## Second Grade: Locomotor Skills (PERFORM-Required)

**Assessment Task:** Student performs the four locomotor skills (hop, gallop, skip, and slide) for approximately 15 seconds each.

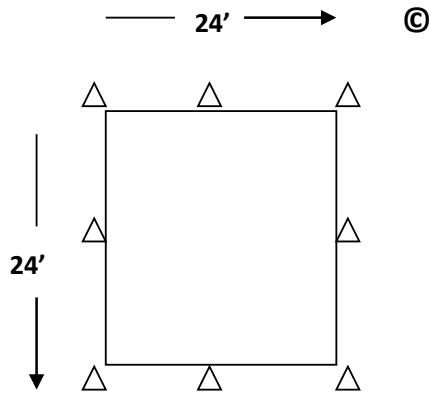
- The assessment measures mature locomotor patterns.

### **Set-up of the Assessment Task Option 1:**

- Set up 24' X 24' locomotion area so no other students can enter the area.
- Be sure that students understand the boundaries of the locomotion area and know to avoid moving in the pathway of the other students in their group.
- If setting up the assessment area outside, use a smooth, hard surface free from obstructions or debris.

△ = Cone

© = Camera



### **Administration of the Assessment Task Option 1:**

- The students will perform the locomotor patterns of hop, gallop, skip, and slide sideways.
- In groups of three or four, students will be expected to perform all four locomotor skills while traveling in general space.
- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- The teacher will call out the first skill of hop. After approximately 15 seconds, the teacher is to provide a **stop** signal (Examples: voice, drum, or clap) and ask the students to find personal space before beginning the next skill.
- Allow a few seconds to rest.
- The protocol is repeated for all skills in the following order: hop, gallop, skip and slide sideways.
- The next group of three or four within that assessment group then takes their turn. Make sure each student turns toward the camera and have the teacher state his or her group letter and number.

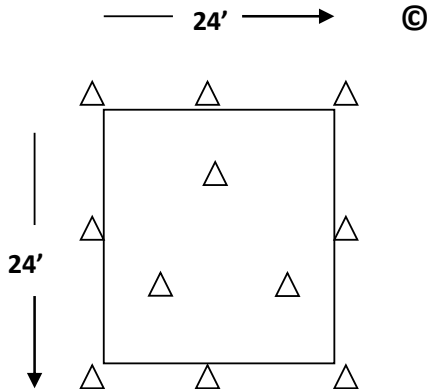
### **Set-up of the Assessment Task Option 2:**

- Set up 24' X 24' locomotion area so no other students can enter the area.

- Create a triangle of cones or poly spots 15' apart within the 24' X 24' area.
- Be sure that students understand that they are to remain spaced throughout the assessment and are not to attempt to pass or catch up to the person in front of them.
- If setting up the assessment area outside, use smooth hard surface free from obstructions or debris.

△ = Cone

© = Camera



#### Administration of the Assessment Task Option 2:

- The student will perform the locomotor patterns of hop, gallop, skip, and slide sideways.
- In groups of three, students will be expected to perform all four locomotor skills while traveling around the perimeter of three cones.
- Make sure each student turns toward the camera and the teacher states his or her group letter and number. Assign each student a starting cone and have them facing the direction of travel.
- The teacher will call out the first skill of hop. On a “go” signal, the student is to hop around the perimeter of the triangle. When s/he returns to the starting cone, they may stop. Estimated time is 5 seconds from one cone to next and 15 seconds to return to starting point.
- The protocol is repeated for all skills in the following order: hop, gallop, skip and slide sideways.
- The next group of three within that assessment group then takes their turn. Make sure each student turns toward the camera and have the teacher state his or her group letter and number.

#### Equipment/Facilities/Materials:

- Numbered “pinnies” for all students
- Tape measure to measure for placement of cones (or other noticeable equipment, such as poly spots) for the locomotor assessment area (24' X 24') and the triangle.

#### Camera Location and Operation:

Set up camera© at an angle in the corner of the assessment area. The camera must be far enough away to capture the entire area and at a height to see the entire body, including the feet of the students. Do a camera position check with children traveling in assessment area before starting. Make sure you can clearly see “pinnie” numbers on each student. Stop the recording at the completion of each letter group and restart when the next group is ready.

### **Critical Elements for Locomotor Patterns:**

#### **\*Mature Pattern for Hop:**

- 1) Travel in a forward direction
- 2) Take off on one foot and land on the same foot
- 3) Knee of non-landing leg is bent
- 4) Momentarily airborne

#### **\*Mature Pattern for Gallop:**

- 1) Travel in a forward direction with smooth, rhythmical action on the balls of the feet
- 2) Demonstrates lead leg step-close action without crossover
- 3) Hips (torso) facing forward in direction of travel
- 4) Momentarily airborne (no foot drag)

#### **\*Mature Pattern for Skip:**

- 1) Travel in a forward direction with a smooth, rhythmical action
- 2) Step taken followed by a short hop with a knee lift
- 3) Alternate feet
- 4) Momentarily airborne

#### **\*Mature Pattern for Slide:**

- 1) Travel in a sideways direction with a smooth, rhythmical action on the balls of the feet
- 2) Demonstrates lead leg step-close action without crossover
- 3) Hips (torso) facing forward while side clearly faces direction of travel
- 4) Momentarily airborne (no foot drag)

### **Helpful hints for student growth:**

- Pre-test in August or September and post-test late March
- Practice locomotor skills daily
  - Allow students to use skills in a warm-up.
  - Allow students to use the skills as they enter class.
  - Allow students to use the skills as they exit class.
  - Use music to help with rhythmical movements.
- Hop: Explain the difference between hopping (one foot to one foot) and jumping
- Gallop: Emphasize not dragging or sliding foot and hips facing forward
- Slide: Emphasize not dragging or sliding feet; hips facing forward while side clearly faces direction of travel
- Skip: You could teach students to “step, hop, step, hop”. Have a proficient or advanced student hold hands and skip with an emerging student.

#### **5+:**

- 1) Connect the locomotor patterns into a sequence where the student transitions from hop to skip to gallop, and to slide without stopping. The sequence should last about 40 seconds with smooth transitions between skills.
- 2) Challenge students to hop and skip backwards; to gallop and slide changing lead foot without stopping.
- 3) Perform locomotor patterns to the beat of music.

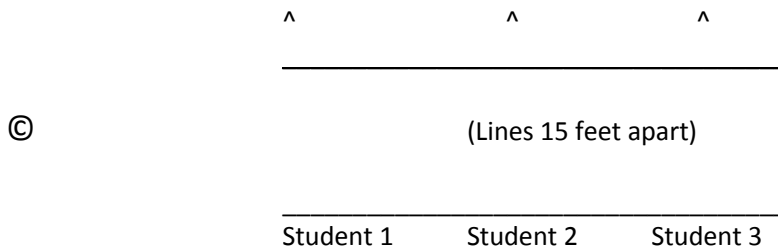
## **Second Grade: Underhand Throw (PERFORM-Optional)**

**Assessment Task:** *Student performs four underhand throws of 15 feet.*

- Throw a hand-sized ball or beanbag using an underhand throwing pattern to or past a target line. The assessment measures mature underhand throwing pattern for distance.

### **Set-up of the Assessment Task Option 1:**

- Set up throwing area with a throwing line and target line 15 feet apart.
- Use a container of four of the same hand-sized objects (Use *either* fleece balls, yarn balls **or** bean bags) set up behind and to the side of the student that is tested to make the assessment process more efficient. Be sure to use the same object for all students and for pre- and post-test.
- For testing efficiency, two other students in the testing station can be practicing. Make sure spacing of practicing students ensures no interruption. Three students will retrieve the objects.



### **Administration of the Assessment Task:**

- The student is to attempt four throws to or past the 15 foot line directly across from the thrower.
- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- In the diagram above notice the camera © is positioned to see the student assessed and the target line. Make sure both are in clear view. “^” symbol represents the students retrieving/collecting the thrown objects.
- Be sure and move the camera to the opposite side for all left-handed throwers.

### **Set-up of the Assessment Task Option 2:**

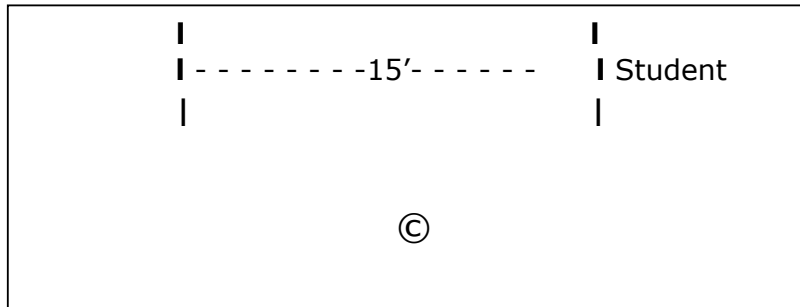
- A teacher may choose to have the entire class practicing while one is tested. Those practicing may toss and catch together while the individual tested throws the four balls and the retrievers collect them. On the teacher’s signal, the retriever returns the balls and all students rotate to the next position. The administration and set-up above will be the same.

### **Equipment/Facilities/Materials:**

- Numbered “pinnies” for all students
- Tape measure and tape to mark lines on floor for camera location and throwing and target lines.
- Suggested hand-sized objects for throwing include fleece balls, yarn balls, or beanbags.

### **Camera Location and Operation:**

Set up camera © where both the throwing and target lines are in view. The student's entire body, including the feet, must be in camera view and close enough to assess throwing form. Position camera so the target line can be seen to evaluate distance. Do a trial run on camera position before starting the assessment. Stop the recording at the completion of each letter group and restart when the next group is ready.



**Critical Elements for the Underhand Throw for Distance:**

- 1) Face the target in preparation for the throwing action
- 2) Arm back past the hip to start the throwing action
- 3) Step with opposition at the same time the throwing arm moves forward
- 4) Follow through toward intended direction of travel

**Helpful hints for student growth:**

- Teach preparation movement into execution by having students face target and concentrate on hand swings behind leg when preparing to throw. This can be done without and with a ball.
- Teach timing and weight transfer by making sure students step with opposite foot as arm moves forward for release. This will help with distance.
- Have students practice throwing underhand to each other, to a wall or to objects.
- Make sure practice opportunities include distance of 15 feet or further to encourage the mature throwing pattern

**5+:**

- 1) Throw four beanbags the 15 foot distance with at least three landing in a hoop. Allow two attempts at success.
- 2) Place targets on a wall and have students hit target with 75 percent success rate.
- 3) Repeat the same assessment with non/dominant hand.

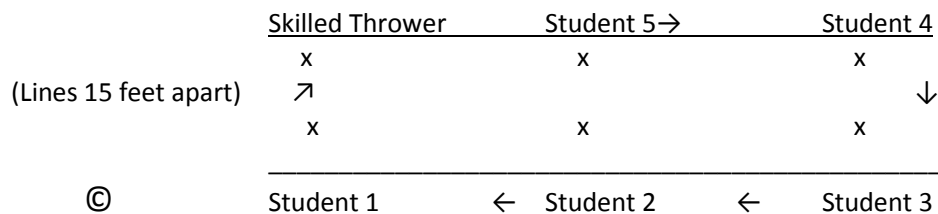
## Second Grade: Underhand Catch (PERFORM-Optional)

**Assessment Task:** Student attempts to catch four well thrown balls from a skilled thrower. A well thrown ball from a skilled thrower must fall a couple of feet in front of the student and with enough arc to “fall” at or below waist level.

- The assessment measures mature underhand catching pattern.

### **Set-up of the Assessment Task Option 1:**

- Set up catching/throwing area so that no other students can enter the area.
- Use a container of several of the same hand-sized objects (Use *either* fleece balls, tennis balls, or whiffle balls) set up on a desk to the side of the teacher (or competent thrower) to make the assessment process more efficient. Be sure to use the same object for all students and for pre- and post-test. Beanbags are not allowed for this assessment as they do not create the challenge required for grade two.
- If you use a ball that rolls, it is suggested to establish a system where an additional student(s) retrieve missed catches without interfering with the performer and out of the camera view.
- Place a poly spot (x in the diagram below) two feet in front of each student for a throwing target.
- For testing efficiency, other students in the testing station can be throwing and catching with a partner and rotate turns being positioned in front of the camera (in diagram below, while student #1 is being recorded, others will practice). Make sure spacing of practicing students ensures no interruption. In the diagram below notice the camera © is positioned to see the student assessed.



### **Administration of the Assessment Task:**

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- The student assessed is thrown four balls to attempt to catch by the skilled thrower. The student may be asked to return the ball to the thrower or drop it behind him/her.
- A skilled thrower (teacher or older student helper) should toss the ball with an arc so as to land at waist height or lower approximately two feet in front of the student. The throwers target is approximately two feet in front of the student. Place a poly spot or piece of tap about two feet from student to help the thrower. If throw does not meet these criteria, it should be repeated and the thrower should turn to the camera and state the throwing error and repeat the throw.

### **Set-up of the Assessment Task Option 2:**

- A teacher may choose to have the entire class practicing while one is tested. Those practicing can just toss and catch together while the individual tested catches the four balls thrown by the

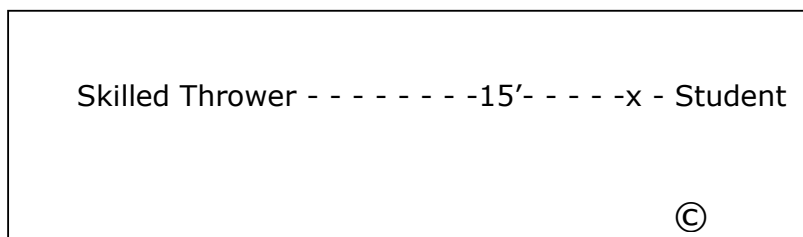
teacher or skilled thrower. On the teacher's signal, all students rotate to the next position. The administration and set-up above will be the same.

**Equipment/Facilities/Materials:**

- Numbered "pinnies" for all students
- Tape measure and tape to mark lines on floor for camera location and starting points. It is recommended that you use tape to show the area for both the student and the skilled thrower to stand. Poly spots or tape mark to serve as targets for the throwers.
- Suggested hand-sized objects for catching include heavy fleece, tennis, or whiffle balls. *Beanbags are not an acceptable challenge for grade 2 and therefore are not allowed.*

**Camera Location and Operation:**

Set up camera © where the student is in full view. The student's entire body, including the feet, must be in camera view and close enough to assess catching form. The x in the diagram below denotes the poly spot for the thrower's target. Do a trial run on camera position before starting the assessment. Stop the recording at the completion of each letter group and restart when the next group is ready.



**\*Critical Elements:**

- 1) Extend arms or hands out to ball
- 2) Hands are positioned with palms up and thumbs out
- 3) Catch with hands only
- 4) Absorbs catch on contact (either hands relax, elbows bend, or pulls it in).

**Helpful Hints for Student Growth**

- The teacher could emphasize palms up by telling students to almost touch their pinkies and turn thumbs out.
- Look, reach, pull are cues you can use to teach catching.
- Have students practice throwing and catching underhand to self and to others.
- Have students practice catching a ball rebounding off a wall with an underhand catch pattern. Emphasis moving the feet thereby allowing the ball to come to waist height or lower.

**5+:**

- 1) Throw 8 balls mixing up tossing to the right or left where student has to move or stretch to catch with 75% success rate.
- 2) Throw 8 balls mixing up the height. Ask the student to demonstrate how to catch the ball if it is high and how to catch the ball if it is low (75% success rate)



## **Second Grade: Combined Underhand Throw and Catch (PERFORM-Optional)**

A teacher that does not teach grade 5 will have to submit four PERFORM evidence collections for grade two. Should a teacher select to assess both underhand throwing and underhand catching, the two skills may be assessed at the same time with these simple changes.

1. Use the set-up for underhand catching including the options for balls. *Beanbags are not an option.*
2. The teacher or skilled thrower now becomes the target. The teacher should stand two steps behind the line. The student has thrown the adequate distance if the teacher or skilled thrower does not have to take two steps beyond the line to catch the ball.
3. It is imperative that the camera is positioned to see both the teacher (or skilled thrower) and the student being assessed.
4. Be sure and move the camera to the opposite side for all left-handed throwers.
- 5.

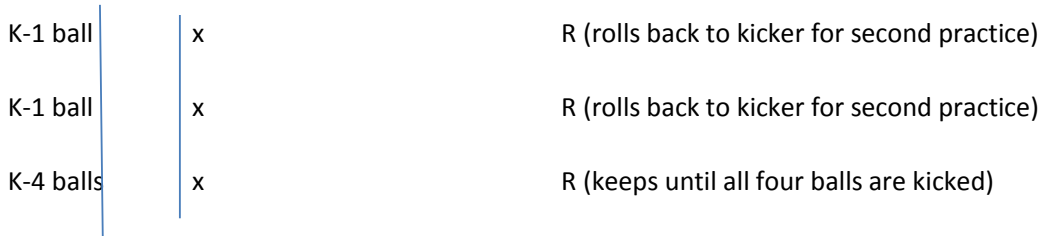
## Second Grade: Kicking with a Running Approach (PERFORM-Optional)

**Assessment Task:** Student attempts to kick four stationary (8 to 8.5 inch) balls into the air from a three step or more running approach.

- The assessment measures the mature kicking pattern used to kick a ball airborne from a running approach. Airborne means ball is to leave the ground on contact.

### **Set-up of the Assessment Task Option 1:**

- Set up kicking area so that no other students can enter the area. *This assessment is best conducted outdoors.*
- Use a container of at least four of the same type of balls (rubber playground ball or high density foam ball) next to the kicker or set all four on the ground side by side with adequate spacing. Be sure to use the same balls for all students and for pre- and post-test.
- For testing efficiency, one student is kicking, two are practicing and all others are retrieving. For the two practicing, the balls can be rolled back for the kicker to practice again. For the one being assessed, the retriever should collect the balls until all 4 are kicked.
- Make sure there is adequate spacing for safety.
- In the diagram below, the ball being kicked should be placed far enough in front of the kicker to allow for at least a 3-step approach. The “x” denotes the ball placement. “R” denotes the retriever. © is camera.



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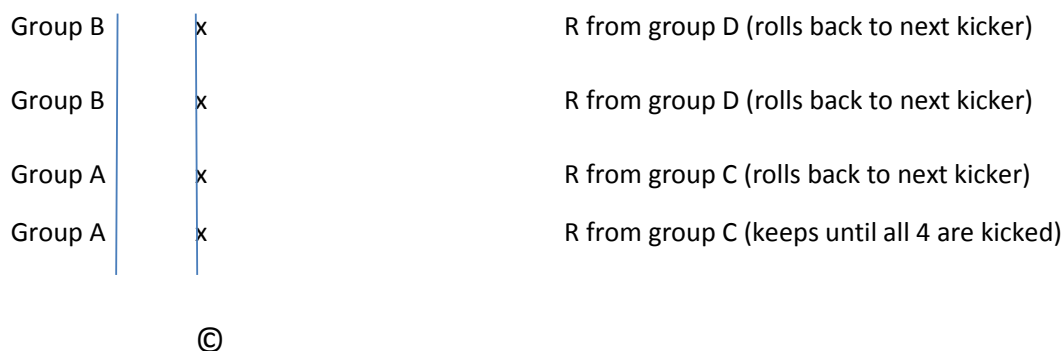
### **Administration of the Assessment Task Option 1:**

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- The student kicks four balls (one at a time) placed on a line. The kicker is to attempt to kick the ball high (airborne) toward the “fielders” or retrievers positioned a good distance from the kicker. However, accuracy is not assessed.
- After each kick the student places another ball on the kicking line and repeats until all 4 kicks are completed.
- On the teacher signal, the students rotate positions.

### **Set-up for Assessment Task Option 2:**

- Some teachers may elect to test all students as one task. For this option, relay format is the most efficient.
- Set up kicking area so there is plenty of spacing between groups. *This assessment is best conducted outdoors.*

- Use a container or hoop of four of the same type of balls (rubber playground ball or high density foam ball) next to the tested student or set all four on the group side by side with adequate spacing. Be sure to use the same balls for all students and for pre- and post-test.
- For testing efficiency, half of the students are retrievers (groups C & D below). In the practice groups, each student kicks a ball and then goes to the end of the line. The retrievers collect the ball and roll it to the next kicker who collects it and places it on the line to kick. For the one being assessed, the retrievers should collect the balls until all 4 are kicked.
- Make sure there is adequate spacing for safety.
- In the diagram below, the ball being kicked should be placed far enough in front of the kicker to allow for at least a 3-step approach. The “x” denotes the ball placement. “R” denotes the retrievers. © is camera.



**Administration of the Assessment Task Option 2:**

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- The student kicks four balls (one at a time) placed on a line. The kicker is to attempt to kick the ball high (airborne) toward the “fielders” or retrievers positioned a good distance from the kicker. However, accuracy is not assessed.
- After each kick the student places another ball on the kicking line and repeats until all 4 kicks are completed.
- After the first half of group A students have been assessed, the teacher signal, the kicking students rotate positions. After all of group A has completed their turn, stop the recording. Start again when group B is ready to state group letter and number.
- Be sure and move the camera to the opposite side for all left-handed kickers.
- 

**Equipment/Facilities/Materials:**

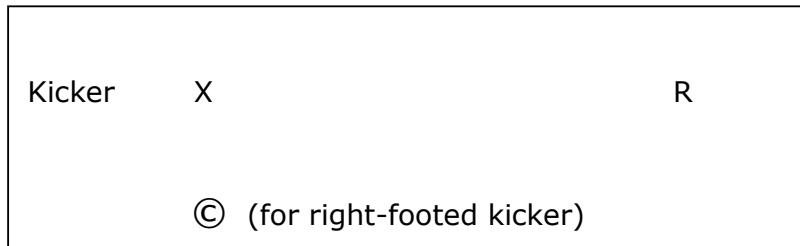
- Numbered “pinnies” for all students
- Tape or poly spots to mark running line and kicking line.
- At least seven balls (playground balls or high density foam balls 8 to 8.5 inches in diameter).

**Camera Location and Operation:**

Set up camera © on the same side as the student’s kicking foot and where the student is in full view when kicking. The student’s entire body, including the feet, must be in camera view and close enough to assess kicking form. The x in the diagram below denotes the ball. Do a trial run on camera position

before starting the assessment. Stop the recording at the completion of each letter group and restart when the next group is ready.

\*\*Suggestion: Place all left-footed kickers in same group to save time on moving camera.



**\*Critical Elements:**

- 1) Contact ball with top of foot (shoelaces)
- 2) Contact with ball is made directly below center of ball
- 3) Slight backward lean of trunk on follow through
- 4) Follow through toward target and extended upward

**Helpful Hints for Student Growth:**

- Contact ball with top of foot
  - kick with your shoelaces
  - toe down
  - Contact with ball is made directly below center of ball
- toe down with shoelaces
  - Follow through toward target and extended upward
- foot follows the ball
  - Slight backward lean of trunk on follow through
- full follow through
  - kick to the sky
- Practice hop step to make sure plant foot lands beside ball (do not kick ball)
- kick to wall with force stationary
- kick to wall with strong force with running approach
- kick to wall with strong force, running approach, intent to kick high
- kick to partner positioned far away

**5+:**

- 1) Create a 24 X 24 foot area for a target and repeat the required task requiring accuracy at a 75% success rate.
- 2) Roll the 4 balls to the students requiring them to kick a rolled ball with 75% success rate.

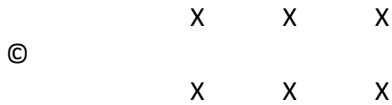
## **Second Grade: Dribbling with Hands (PERFORM-Optional)**

**Assessment Task:** *Student attempts to dribble in self-space with preferred hand for 20 consecutive seconds.*

- This assessment measures the mature pattern of dribbling with hand while remaining in self-space.

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

- Set up a testing area approximately 24' X 24' so no other students can enter the area.
- Two students can be assessed at one time with four other students practicing behind them. See diagram below.
- If setting up the assessment area outside, use smooth hard surface free from obstructions or debris.



### **Administration of the Assessment Task:**

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- Two students may be assessed at one time.
- On the signal go, the teacher starts the timer and the students are to dribble a properly inflated playground ball or junior size basketball with their dominant hand in self-space for 20 seconds.
- The protocol is repeated for the next two groups of two students.

### **Equipment/Facilities/Materials:**

- Numbered “pinnies” for all students
- A playground ball or junior size basketball for each student. The same type of ball should be used for each student and for both the pre- and post-test.
- Tape measure and tape to mark assessment area and cones (or other noticeable equipment, such as poly spots).
- A stopwatch, watch, or phone for timing.

### **Camera Location and Operation:**

Position the camera to view the full body of the two students in their self-space. The student’s entire body, including the feet, must be in camera view and close enough to assess dribbling form. Do a trial run on camera position before starting the assessment. Stop the recording at the completion of each letter group and restart when the next group is ready.

### **Critical Elements**

- <sup>1)</sup> Opposite foot forward
- <sup>2)</sup> Knees slightly bent
- <sup>3)</sup> Contact with finger pads only
- <sup>4)</sup> Height of bounce maintained at or near waist level.

Advanced students: Eyes looking forward

### **Helpful Hints for Student Growth:**

- Remember to emphasis starting position of opposite foot forward with knees bent

- Contact with finger pads only
  - explain finger pads, not finger tips
  - push the ball
- Height of bounce maintained at or near waist level
  - stay over the ball
  - push hard enough for the ball to meet your hand
  - rhythm activity
- Eyes are looking forward and not at the ball
  - Look at your partner staring contest

**5+:**

- 1) Walk in general space dribbling with dominant hand for 30 seconds demonstrating all five of the critical elements below. Assess 3 students at one time to allow for adequate challenge of watching out for others.
  - a. Contact with finger pads only
  - b. Hand contact slightly back on the ball
  - c. Height of ball maintained at or near waist level
  - d. Eyes looking forward while only occasionally glancing at the ball.
  - e. Makes good use of space; not interfering with others

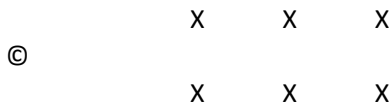
## **Second Grade: Balance Skills (PERFORM-Optional)**

**Assessment Task:** *Student performs four teacher or student created balances on four different bases of support.*

- This assessment measures the student’s ability to demonstrate stillness for at least three seconds. Each balance should be on a different base of support and there should be a change of level (low and medium).

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

- Set up a testing area approximately 24’ X 24’ so no other students can enter the area.
- The assessment can be performed on the floor, a mat, or a grassy area outdoors.
- Two students can be assessed at one time with four other students practicing behind them. Allow ample space between the students for safety. See diagram below.



### **Administration of the Assessment Task:**

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- Two students may be assessed at one time.
- On the signal start, the first two students perform 4 previously designed balances. The student determines when three seconds are completed before performing the next balance in the sequence.
- The protocol is repeated for the next two groups of two students.

### **Equipment/Facilities/Materials:**

- Numbered “pinnies” for all students
- Mats (optional).
- Tape measure and tape to mark assessment area and cones (or other noticeable equipment, such as poly spots).

### **Camera Location and Operation:**

Position the camera to view the full body of the two students in their self-space. The student’s entire body must be in camera view and close enough to assess base of support. Do a trial run on camera position before starting the assessment. Stop the recording at the completion of each letter group and restart when the next group is ready.

### **Criteria for Balances:**

- Each balance is on a different base of support (example: 1 hand, 2 feet; 1 foot; 2 hands, 2 feet; 2 hands, head, and one foot)
- There is at least one change of level (medium and low)
- Stillness: balance is held completely still for at least three consecutive seconds

### Helpful Hints for Student Growth:

- Teach stillness (tight muscles help you to be still)
  - at least 3 seconds (practice counting full seconds such as 1 Hippopotamus, 2 Hippopotamus, 3 Hippopotamus ); need tight muscles to help hold
- Safe body parts or bases of support to balance on
  - Example: no head only balances
- Base of support- part of the body touching the floor
  - number of body parts, opposition, encourage variety of what you can do with free body parts and give example of variety of ways to balance on one foot
- Practice balances by calling out various body part combinations for base of support
  - Examples: 2 elbows and 2 feet; 2 hands and 1 foot; bottom; bottom and 2 hands
- Practice balances by calling out number of bases of support
  - Examples: 3 bases of support; 1 base of support; 5 bases of support
- Let students choose bases of support and teacher guess the number of body parts used for base of support
- Let students select 4 favorite balances using different bases of support
- Teach about changing levels (medium and low)
- Safety- no head/ hand stands in grade 2; good spacing; no spotting; mats are not necessary

### 5+:

- 1) Perform a student or teacher created sequence with four balances meeting all of the above criteria plus smooth transitions from one balance to the next. Require a change of level between each balance.





**Suggested basic skill options:** Basic Jump forward, Basic jump backward, Skier, Bell, Straddle, Scissors, Double Side Swing with Jump, and Single Side Swing with Jump or other comparable skills as identified by the American Heart Association

**Helpful Hints for Student Growth:**

- Teach long rope, jumping with low consecutive bounces on balls of the feet.
- Teach individual rope jumping. Start by practicing jumping without ropes or over lines
- Continuous small jumps in place, erect body and eyes looking forward
- Teach soft low quick jumps
- Watch & wait for the rope to come in front of the body and then jump as it goes under the feet
- Let rope slide quietly on the floor
- Arms at waist height, elbows bent, and hands draw circle
- Elbows in close to the waist and thumbs out
- Turn two ropes, holding handles of one rope in each hand and jump when the ropes touch the floor (ropes are to the side of the jump and do not go under the jumper's feet).
- Practice 4 consecutive jumps and work up to 8 consecutive jumps without a miss.
- Practice jump rope skills as a warm up
- Teacher determine order of jumps or allow students to design
- Individual rope lengths 7' or 8' making sure they fit the student appropriately (stand on rope and raise handles up under the arms)

**5+:**

- 1) Perform a student or teacher created sequence with a basic jump and three additional skills meeting all of the above criteria plus smooth transitions from one jump to the next. Do not allow stops or pauses between jumps.

## Second Grade: Cognitive Overview

Select one of the following:

### RESPOND

- Identify Skills
- Critique a Skill Performance
- Peer Teaching

### CREATE

- Balance Sequence
- Jump Rope Sequence
- Travel Sequence

### CONNECT

- Written Instructions
- Journal Entry
- Goal Setting

## **Second Grade: Identify Skills (RESPOND-Optional)**

**Assessment Task:** *Student observes the performance of another person or a recorded performance.*

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

- Through a live performance or a recording, the teacher or an older student will demonstrate the following locomotor skills correctly and in any order: hop, gallop, skip, and slide.
- The teacher can choose to provide a word bank. It is recommended that the word bank include the following: hop, jump, gallop, run, leap, skip, slide, and walk as opposed to just the correct four answers.
- The student is to number the paper 1-4 and respond by writing the skill he/she observed.
- The student is then asked to identify two skills that are similar and explain how they are similar or to identify two skills that are different and explain how they are different.
- The teacher will identify on GLADiS the order that the skills were demonstrated and scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

## **Second Grade: Critique (RESPOND-Optional)**

**Assessment Task:** *Student is shown a demonstration or recorded performance.*

### **Setup and Administration of the Assessment Task:**

- Through a live performance or a recording, the teacher or an older student will demonstrate a skill, performing it incorrectly.
- The student is asked to critique the performance observed by identifying the errors in the performance.
- The student is then asked to explain how it can be corrected.
- Finally, the student is asked to explain what a proper performance should look like.
- The teacher will identify on GLADiS what the skill was, the errors in the performance, expectations for corrections, and what the proper performance should look like. The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

## **Second Grade: Peer Teaching (RESPOND-Optional)**

**Assessment Task:** *Student is asked to describe to a partner the correct way to perform a skill*

### **Setup and Administration of the Assessment Task:**

- The teacher asks a student to pretend they are teaching a friend how to perform a skill.
- The student is asked to write what they would tell the friend.

- The teacher will identify on GLADiS what the skill was, the critical elements, and logical, sequential order of how to teach the skill using content specific vocabulary.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

## **Second Grade: Balance Sequence (CREATE-Optional)**

**Assessment Task:** *Student creates a balance sequence. Each balance must have a different base of support. The sequence must have at least one level change.*

### **Setup and Administration of the Assessment Task:**

- The student is asked to draw or write out a balance sequence using three balances, each with a different base of support.
- The student is told to make sure one balance is designed to be performed at a different level than the other two. (Ex. If two balances are performed at a medium level, the other balance should be at a low level.)
- It is suggested that students perform their sequences. However, the evaluation is only of the creation.
- The teacher will identify on GLADiS any helpful information to share the expectations of the created sequence.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

## **Second Grade: Jump Rope Sequence (CREATE-Optional)**

**Assessment Task:** *Student creates a self-turned, jump rope sequence with at least three basic jump rope skills and a basic jump.*

### **Setup and Administration of the Assessment Task:**

- The student is asked to draw or write out a jump rope sequence using three basic jump rope skills and a basic jump.
- The student is told to make the sequence so each jump is done for eight counts. Each skill must have a jump in it.
- It is suggested that students perform their sequences. However, the evaluation is only of the creation.
- The teacher will identify on GLADiS any helpful information to share the expectations of the created sequence.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

## **Second Grade: Travel Sequence (CREATE-Optional)**

**Assessment Task:** *Student creates a traveling sequence with at least four locomotor skills, three contrasts in movement concepts (levels, directions, pathways, force, time, etc.), beginning and ending shapes, and floor pattern/spatial awareness.*

### **Setup and Administration of the Assessment Task:**

- The student is asked to draw or write out a traveling sequence.
- The student is told that they should have a beginning shape, followed by four locomotor skills, before ending with a shape.
- The student is asked to illustrate different movement concepts they have learned to add variety to their sequence. They are also asked to show how they will make good use of the space provided.
- It is suggested that students perform their sequences. However, the evaluation is only of the creation.
- The teacher will identify on GLADiS any helpful information to share the expectations of the created sequence.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

## **Second Grade: Written Instructions (CONNECT-Optional)**

**Assessment Task:** *Student is given a task card or written instructions at a station.*

### **Setup and Administration of the Assessment Task:**

- The student is assigned to a station or learning center and is asked to read and follow the written instructions.
- The teacher is to redirect if the student does not follow the directions.
- The teacher is to video evidence of the student following directions and any redirecting needed by the teacher.
- The teacher will scan a copy of the written instructions or task card.
- The teacher will identify on GLADiS exactly what was expected of the students.
- The teacher will upload actual pre- and post-assessment videos of two emerging, two proficient, and two advanced students.

## **Second Grade: Journal Entry (CONNECT-Optional)**

**Assessment Task:** *Student provides a written explanation of a skill, activity, movement sequence, or use of movement concepts applied to a skill.*

### **Setup and Administration of the Assessment Task:**

- The student is asked to explain a skill, activity, movement sequence or movement concept chosen by the teacher.
- The teacher should make a selection of content that is aligned with state and/or national standards and is developmentally appropriate for grade two students.
- The teacher will identify on GLADiS the specifics of the journal entry asked of the students, content specific vocabulary expected, and a clear connection to other skills or activities.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

## **Second Grade: Goal Setting (CONNECT-Optional)**

**Assessment Task:** *Student chooses a skill on which to focus an improvement plan.*

### **Setup and Administration of the Assessment Task:**

- The student is asked to write an improvement plan based on the results of a previous performance of a skill.
- It is suggested that the teacher choose a skill from the PERFORM domain and use the corresponding critical elements to assess the student's improvement plan. If a different skill is used, the critical elements must be identified by the teacher on GLADiS.



- The teacher will identify on GLADiS any helpful information about the expectations of the goal setting assessment that aligns with the scoring guide.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

## **Fifth Grade: PERFORM Overview**

- Overhand Throw-Force or Distance (Required)
- Select one of the following:
  - Overhead volley
  - Forehand strike
  - 2 vs. 1 invasion game task
  - Educational gymnastic routine

## Fifth Grade: Overhand Throw (PERFORM-Required)

**Assessment Task:** Student is to face direction of throw, toss a ball above their head and catch it. Following the catch, the student should move immediately into an overhand throw for distance or force without pause. One attempt is all that is required. A teacher may request a second attempt. If used, the second attempt is scored.

- This assessment measures a student’s ability to demonstrate a mature overhand throwing pattern for distance or force.

### **Set-up of the Assessment Task Option 1: Throwing to an open field (outdoors)-recommended**

- A marked throwing line
- Cones marked at 50', 70', 90', 110', and 130' for incentives to throw the ball far
- Students rotate in number order. Students in other five rows will take turn practicing one throw each. Suggestion: run a practice round for warm-up before starting the recording.

Order of Students (S)

50'      70'      90'      110'      130'  


S: B-6      S: B-5  
 S: B-4      S: B-3  
 S: B-2      S: B-1  
 S: A-6      S: A-5  
 S: A-4      S: A-3  
  
 S: A-2      S: A-1

Students from group C & D can be scattered in the field and collect thrown balls. Groups A & B will then change places with groups C & D.

↑ Camera © (for right handed thrower)

\*\*Suggestion: Place all left-hand throwers in same group to save time on moving camera.

### **Set-up of the Assessment Task Option 2: Throwing for distance and force the length of the gym**

- A marked throwing line
- Students are in relay formation taking turns practicing or testing. Suggestion: run a practice round for warm-up before starting the recording.

Group C practice  
 Group B practice  
  
 Group A tested  
 (All members of group A need a ball

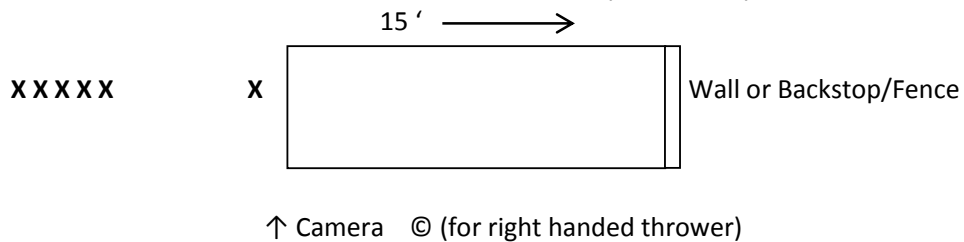
Group D students can be scattered to retrieve balls. The balls should be rolled back to practice students. For efficiency, they should keep balls thrown by those tested. After a group is tested, they come to the field to retrieve.

↑ Camera © (for right handed thrower)

\*\* Suggestion: Place all left-hand throwers in same group to save time on moving camera.

### Set-up of the Assessment Task Option 3: Throwing for force against a gym wall or outdoor backstop

- A marked throwing line
- In this option, only one group is tested while others are participating in another station or another class activity.
- Students must be instructed to throw as hard as they can or they will not use mature pattern.



\*\*Suggestion: Place all left-hand throwers in same group to save time on moving camera.

### Administration of the Assessment Task:

- Before throwing, make sure each student turns toward the camera and the teacher states his or her group letter and number.
- Next, have student face the direction he or she will be throwing. *This is an important step for success.*
- Students should be instructed to toss a hand-sized ball above their head high enough to reach, catch, and go directly into an overhand throw. They should be told to catch the ball in a position where they are ready to go right into a throw. If they miss or make a bad toss, they can repeat the toss.
- Clearly indicate to students that they are throwing as far as they can or as hard as they can if in the gym (students should not attempt to throw to a specific target to avoid eliciting poor throwing technique).
- Students are allowed to take preparatory/approach steps (e.g., crow hop, shuffle steps) to throw the ball. It is okay if they step on or over the line when throwing as distance is not a measurement of this assessment.
- Students should warm up before this task to avoid arm soreness.
- Position the camera location to capture the throwing arm side. Placing all left-handed throwers at one end of the throwing order or in one group should expedite the assessment since the camera has to be moved.
- The student only throws one ball. If the teacher feels they did not perform their best, a second throw is recorded. The second throw must be the one scored as this is the one the peer review committee will score.
- Set up throwing area so that no other students can enter the throwing area.
- To guarantee an environment to elicit the mature pattern, a throwing distance of at least 50' is required for distance or 15' for force (throwing as hard as possible against a wall).
- Use a container of the same kind of balls set up behind and to the side of the throwing line or area. The next student should be ready to follow the first thrower without having to take time to collect balls. When the entire group has completed the assessment, the balls can be returned.
- In option one and two, allow the others to practice and the retrievers can roll the ball to them. For safety reasons do not allow the balls to be thrown back.
  - Be sure and move the camera to the opposite side for all left-handed throwers.

### **Equipment/Facilities/Materials:**

You will need:

1. Numbered pinnies for all students,
2. Tape measure and items (tape, rope, cones, poly spots, spray paint, lime etc.) to mark lines on floor/ground to indicate camera location and the 50 foot throwing lines.
3. At least six to eight hand-sized balls for throwing (Incrediballs®, rag balls, softballs, or baseballs). Lightweight balls such as whiffle, yarn, fleece, or tennis balls should not be used as they often affect the release point.

\*This assessment is best conducted outdoors in an open field space. However, depending upon availability of adequate outdoor space, two additional testing conditions have been described above.

### **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. Make sure the pinnie number is visible to the camera. The wall or field space does not need to be in the camera view as distance is not measured. Keep the camera stationary and focused on the thrower. Stop the recording at the completion of each letter group and restart when the next group is ready.

### **Critical Elements:**

- 1) Hip and spine rotate as throwing action is executed (front of body faces camera) resulting in side to target
- 2) Arm back and extended with elbow at shoulder height or slightly below
- 3) Step with opposition as throwing arm moves forward
- 4) Elbow leads forward progression of throw
- 5) Follow through toward target and across body.

**Helpful Hints for Student Growth:** Make sure practice is for distance and/or force as often accuracy does not require a mature pattern. Make sure student is facing the direction of the throw to catch; thus allowing the student to go into the throwing action.

*Hip and spine rotate as throwing action is executed (front of body faces camera) resulting in side to target*

- The toss and catch move immediately into the throw will help begin the rotation
- Early practice of starting in T position shows where rotation should go to
- Have students pretend to catch and then rotate into T position

*Arm back and extended with elbow at shoulder height or slightly below*

- Palm away (as if showing the ball to someone behind you)

*Step with opposition as throwing arm moves forward*

- The opposite foot steps forward (non-throwing side foot)
- Emphasize throw and step at same time to produce transfer of weight

*Elbow leads forward progression of throw*

- It's not a punch!
- Dart throw (lead with elbow close to trunk using big muscles)

*Follow through toward target and across body.*

- Do not need to freeze in the follow through pose

**5+:**

- 1) Create a target on the wall, backstop, or in the field at least 15' away. Throw 4 balls and require 75% accuracy.
- 2) Create a throw to "catcher" situation from an outfielder at least 30' away. Throw 4 balls and require 75% accuracy (within two steps of the catcher).

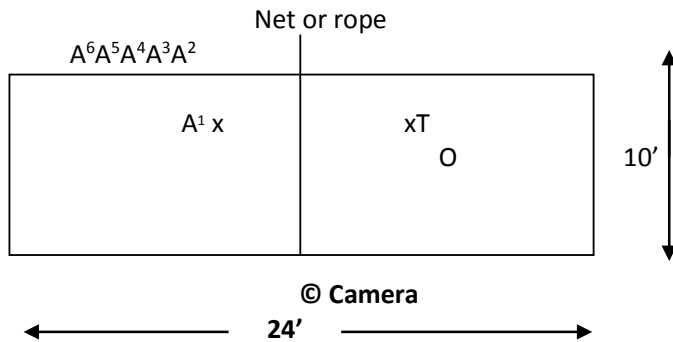
## Fifth Grade: Overhead Volley (PERFORM-Optional)

**Assessment Task:** Student makes four attempts to use a **two-hand overhead volley** to strike/volley the ball over the net and to the target thrower. The attempt begins from a toss made from a skilled thrower on the opposite side of the net.

- This assessment measures the student's ability to execute the overhead volley pattern (overhead pass or volleyball set) with accuracy.

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

- A 24 x 10 foot space is needed for testing.
- Attach a net or rope between two poles at a height of 7 feet.
- Place a hoop with 2 identical trainer volleyballs beside the teacher.
- Place an X on the floor on both sides of the net. The X should be 6 feet from the net.
- The picture below demonstrates one group being tested. Other students should be participating in another activity or station.



### **Administration of the Assessment Task:**

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- Instruct the students that they will have four attempts to overhead volley a ball over the net (or rope) to the thrower. The ball will be underhand tossed by a skilled thrower. If the toss is not a good toss (high arc and within two steps of the student), the student may elect to catch it and ask for another toss.
- Clearly indicate with an X on the floor where the student and thrower should stand (marked 6 feet from the net).
- Either the teacher or a competent thrower should gently toss the ball so it travels in an arch pathway up and over the net within 1-2 steps of student. If it is a poor toss (no height or beyond 2 steps of the student), repeat the throw. If the toss is repeated, the thrower should turn to the camera and state that the last attempt is being repeated due to a poor toss.
- Remind the student that he/she does not have to stay on the starting mark but must return there after each attempt.
- The use of trainer volleyballs is recommended. Use the same type of ball for all assessed on both the pre- and post-test.

**Equipment/Facilities/Materials:**

- Numbered pinnies for all students
- Tape measure and tape to mark location thrower and student should stand (6 feet from net).
- 2 volleyball trainers (both the same size)
- A 7' net or suspended rope between two poles

**Camera Location and Operation:**

It is critical that the camera is placed in position to view both the thrower (T) and the student assessed (S). Accuracy of volley is determined by return volley to thrower. Keep the camera stationary and recording once play has started. Stop the recording at the completion of each letter group and restart when the next group is ready.

**Critical Elements:**

- 1) Body aligned and positioned under the ball
- 2) Knees and elbows bent in preparation for the volley
- 3) Hands rounded; thumbs and pointer finger make triangle (without touching).
- 4) Ball contacts only the finger pads
- 5) Extend arms upward on contact; follow through up and toward target resulting in an upward arc pathway over the net/rope.

**Helpful Hints for Student Growth:**

- Toss and catch with hands in volley position and nose directly under ball
- Repeat above but volley to self
- Partner tossing and setting (practice the toss)
- Volley against the wall
- Teacher toss to students in a station
- Have volley competitions
- Set-up volley stations after above has been taught
- Review the overhead volley throughout your volley (or volleyball) unit

**5+:**

- 1) Throw 8 balls mixing up tossing to the right, left, or forward where student has to move to volley the ball returning the ball to the tosser with 75% success rate.
- 2) Allow student to volley the ball back and forth over the net with another skilled player or teacher for 8 consecutive volleys (including those of the skilled player or teacher). Allow two attempts.



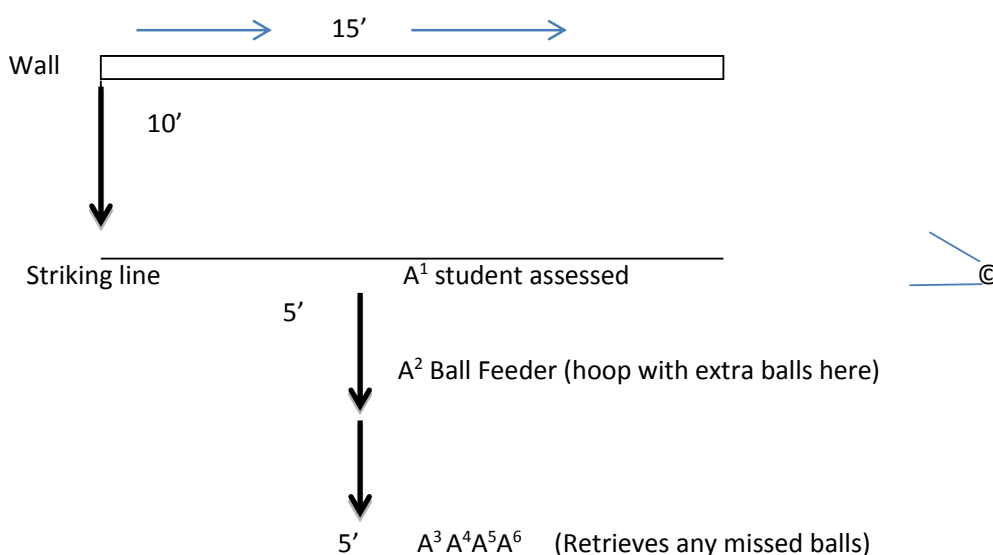
## Fifth Grade: Forehand Striking (PERFORM-Optional)

**Assessment Task:** *Using a forehand striking pattern, the student uses a paddle or appropriately sized tennis racket to strike a hand-sized ball against a wall for four consecutive hits.*

- This assessment measures the student's ability to use the mature pattern of the forehand stroke.

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

- A smooth surfaced wall with a minimum of 15' playing width is needed.
- A line should be taped on the wall 3' from the ground.
- A line should be taped on the floor 10 feet from the wall (marked striking line).
- The sample below shows assessment of one group. The second person in line should be next to a hoop or box of balls to give to student in the event the ball is missed. The remaining students in the group who are waiting their turn and retrieve any lose balls placing them in the hoop or box. All other students in the class should be involved in another station or activity.



### **Administration of the Assessment Task:**

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- Inform the students that they will stand behind the 10 foot line and using a forehand striking pattern attempt to strike the ball above the three foot line on the wall four consecutive times.
- The ball must bounce one time before each strike. If an error is committed (the ball bounces twice, the ball is hit before it bounces, the student misses the ball, the ball hits below the 3 foot line on the wall, or if the student completely crosses the 10 foot line) then that rally attempt ends.
- The rally is initiated with a bounce-strike pattern and counts as the first hit of the rally. Try to continue the rally with a "bounce, strike, wall, bounce, strike" pattern.

- Allow the student three attempts to achieve the four hit rally. The student is to be instructed to stop once he or she has reached four consecutive strikes. Some students may only need one attempt. Evaluate only the best attempt (highest number of consecutive strikes or 4 strikes) or the final attempt if all were the same number of strikes.
- Clearly indicate to the student that the ball must hit above the 3 foot line on the wall and at least one foot must stay behind the 10 foot line. If either of these errors occurs, it ends the rally.
- To expedite the testing process, use students to “feed” and retrieve balls to the person being tested. See the set-up above.
- It is suggested that a high bouncing whiffle ball (e.g., pickleball) or a high density foam ball be used. It is important to use the same type of ball and striking implement (paddle or junior size racquet) for both pre- and post-test.
- Be sure and move the camera to the opposite side for all left-handed hitters.
- 

#### **Equipment/Facilities/Materials:**

- Numbered pinnies for all students
- Tape measure and tape to mark areas on floor for camera position, three foot line on wall, and 10 foot distance line.
- 3 high bounce foam balls or whiffle balls (all of same size); tennis balls are acceptable if using racquets. Make sure they bounce a reasonable height for success.
- One paddle (solid wooden or plastic) or a junior size racquet.

#### **Camera Location and Operation:**

The camera © should be placed on the forehand side of the student and slightly behind the striking line so that the striking line, 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. Place all left handed students at the end of the group rotation to allow for moving the camera. Stop the recording at the completion of each letter group and restart when the next group is ready.

#### **\*Critical Elements:**

- 1) Racket back and side to target in preparation for striking
- 2) Ball is contacted at or just below waist level
- 3) Maintains adequate swing distance between body and ball (elbow away from body)
- 4) Steps into the swing **OR** shifts weight onto opposite foot
- 5) Swings low to high

#### **Helpful Hints for Student Growth:**

- Equipment plays into distance: Foam balls need to have quality bounce (high density), pickle balls (high density small whiffle balls). Practice and see where your kids need to stand. 10 feet is good for high density foam and pickle balls. Some soft foam balls or tennis balls may need to be farther back. Adjust camera to your equipment.
- Teach proper grip and firm wrist to help with control of paddle or racket.
- Drop of ball instead of toss is very important and needs to be practiced.
- Practice the swing without a ball to help with low to high and step into swing

- Practice basic racket skills first such as ups and downs.
- Practice drop, hit, bounce, and catch off of wall before continuous hits.
- Use taped large square shapes on the wall for targets to help with direction.

**5+:**

- 1) Place a 4 X 4 square on the wall and have the student repeat the above task. Allow three attempts to reach 75% accuracy.
- 2) Allow student to strike the ball back and forth over a net or rope with another skilled player or teacher for 8 consecutive strikes (including those of the skilled player or teacher). Allow two attempts.

## **Fifth Grade: Invasion Game Task (PERFORM-Optional)**

**Assessment Task:** *Student is to demonstrate basic offensive skills (sending and receiving) with a partner against a passive defender (2 vs. 1). Assessment includes four attempts.*

- This assessment measures the student's ability to use basic offensive skills to send and receive an object against a passive defensive player in a 2 vs. 1 non scoring game (basketball, soccer, hockey, lacrosse, flying disc, or any type of ball). It is acceptable and advised to use one object (or sport) for pre-test and another later in the year for post-test.

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

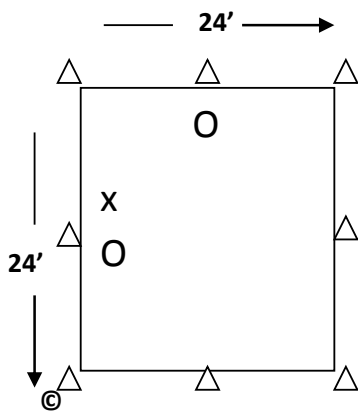
- Mark off a 24' X 24' area with cones or poly spots.
- Be sure that students understand the boundaries of the assessment area.
- If setting up the assessment area outside, use a surface free from obstructions, holes, or debris.

△ = Cones or poly spots

Ⓢ = Camera

O = offense

X = defense



### **Administration of the Assessment Task:**

- Before starting, the student being tested should face the camera and the teacher should state the group letter and number
- With object in hand, the student takes the offensive position closest to the camera.
- Students should be placed with an offensive partner with a similar skill set.
- The offensive player that starts with the ball is the individual being assessed. A suggested rotation is assessing only one offensive player at a time. This allows the teacher to focus on one offensive player and clearly count four passing and receiving attempts before stopping play. Should the teacher choose to assess both players, it is recommended that a light and a dark colored pinnie are used and that clarity is provided to the camera before starting.
- Instruct the two offensive players that they are to use the available space and are not expected to stay stationary.
- Instruct the defensive player to start two steps away from the player that is being assessed (or the one who starts with the ball) and then move toward the other offensive player after the

pass, stopping two steps short of the player. The defensive player is to use arms as a distractor, but is not allowed to touch the offensive players or the game object. This is referred to as *passive defensive*.

- The play begins by the offensive player with the ball “slapping” the ball or stating “go” cuing the offensive player without the ball to move and get “open”.
- After the offensive player being assessed has had four passing attempts and has had an opportunity to receive four *quality* passes, the game will be stopped. If the object passed is within one step of the receiver, it is considered *quality*. If one pass was deemed not receivable by the teacher, an additional pass should be requested. If at the end of the four passes if the teacher wants to allow the student assessed to shoot for the “goal” that is acceptable, but not evaluated.
- It is suggested to have extra equipment readily available to expedite completion of the assessment. If possible, have extra students with object in hand on each sideline. If the object gets away, the sideline helper can throw or roll in a new one and retrieve the loose one. A group of 6-8 students of similar skill would work best for the testing station. During each rotation two individuals are on offense, one on defense, and three or four on the sidelines. Rotate students where all individuals are assessed on offense.

#### **Equipment/Facilities/Materials:**

- Numbered pinnies for all students
- Tape measure and items (floor tape, cones, poly spots, etc.) to mark lines on floor/ground to indicate camera location and the playing area.
- Four or five of the same objects for passing plus proper sized implements if lacrosse or hockey is chosen.

#### **Camera Location and Operation:**

Camera view should encompass entire assessment area. Students being tested should be visible on camera for the entire assessment task. Keep the camera stationary and recording once play has started. Stop the recording at the completion of each letter group and restart when the next group is ready.

#### **Critical Elements**

- 1) Sends a receivable pass
- 2) Leads the receiver
- 3) Moves to successfully create an open space for receiving the pass
- 4) Maintains adequate spacing in relation to teammate
- 5) Receives the pass and maintains control of the object and body.

#### **Helpful Hints for Student Growth:**

- Pre- and post-test can be different invasion sports/equipment allowing for practice all year.
- Instruct the students that they will be assessed on their ability to move to create open space and passing lanes; make receivable passes to their teammate; and control both the object and their body when receivable passes are made to them from their teammate. Motivate them to be a successful team member.
- The idea is for the person with the ball to make a lead pass to the receiver and then moves to get open for a pass. The students should be instructed to throw to the receiver while he or she is on the move. The receiver should be instructed to continue to move until reception of the pass.

- Teach passing and receiving in all sports and help students to see transfer of skills
- Teach triple threat position
- Teach passing to where teammate is moving; where they will be
- Teach creating an open space: change directions, change speeds, fake, read the defense.
- Use poly spots to create designated places to move to get open.
- Teach balance when receiving objects. Start with watching object all the way to you (look it in).

**5+:**

- 1) Allow the defensive player to be semi-passive. Use arms and feet for defense but allow no contact.
- 2) Place up to 5 advanced students in a 2 v 1 or 3 v 2 situation where they are to progress down the full length of the court without losing possession of the ball. No dribble is allowed and there must be at least 3 passes. Require 4 attempts and a 75% success rate.

## Fifth Grade: Educational Gymnastics Routine (PERFORM-Optional)

**Assessment Task:** *Student performs a teacher or student created educational gymnastics floor routine one time.*

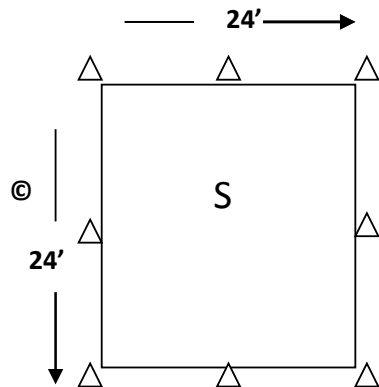
- This assessment measures a student's ability to perform basic educational gymnastics skills in a simple routine. The routine can be teacher or student created and on the floor or a mat. The routine must start with a clear beginning balance and end with a clear ending balance. The routine must include two locomotor skills, four different balances, and two weight transfers.

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

- Mark off an area approximately 24' X 24' with cones or poly spots.
- The assessment can be performed on a mat, on the floor, or a grassy outdoor area.
- If setting up the assessment area outside, use a grassy surface free of obstructions, holes, or debris.
- Be sure that students understand the boundaries of the performance area and others know not to enter the testing area.

△ = Cones or poly spots

© = Camera



### **Administration of the Assessment Task:**

- Make sure each student turns toward the camera and the teacher states his or her group letter and number.
- Only one student is assessed at a time (approximately one minute each). The next person should be standing ready to go. All others in a group may be practicing if space allows.
- Either the teacher or the student may design the routine. The student is to perform the routine as designed one time.

### **Equipment/Facilities/Materials:**

- Numbered "pinnies" that will not deter the performance of the students.
- Mats (optional)
- Cones or poly spots to mark assessment area keeping other students from entering during testing.

**Camera Location and Operation:**

Position the camera close enough to clearly view the student throughout the routine and the space required. Do a camera position check before starting. Make sure you can clearly see “pinnie” numbers before the routine starts. Stop the recording at the completion of each letter group and restart when the next group is ready.

**Criteria:**

- 1) Includes a total of 4 different balances inclusive of a beginning and ending balance.
- 2) All balances must demonstrate stillness for 3 seconds.
- 3) All balances must be on a different base of support.
- 4) Includes two different locomotor skills.
- 5) Includes two different weight transfer skills.

**Suggested Skill Options:**

Locomotor – skip, gallop, jump, leap, hop, slide, jog

Balances- various bases of support

Weight transfer – log roll (pencil roll); side roll; quarter, half and full jump turns; mule (donkey) kick; round off; cartwheel

**Helpful Hints for Student Growth:**

- Prior teaching of locomotor skills, balances, rolls, jump turns, mule (donkey kick), round off, and cartwheels before the educational gymnastics floor routine is introduced
- Practice various locomotor skills during lesson transitions and warm-ups.
- Practice holding balances on different body parts and number of bases of support with tight muscles showing stillness.
- Practice jump turns landing on two feet with a balanced and still landing and combine with a balance or move into a locomotor skill. Start combining skills together teacher directed or student created.
- Rolls – pencil roll and side rolls can be done safely with or without mats for limited rolling time and distance.
- Mule (donkey) kick, round off, and cartwheel should only be taught if students have adequate upper body strength to hold their own body weight. These can be taught with or without mats. For safety reasons, students should land from all skills in this section on their feet.
- Teachers can include other rolls or weight transfer skills based on teaching ability, students’ abilities, and safe environment.
- Teachers can create the sequence for all students to perform or let students design their own sequence as long as all requirements are met.
- For proficient students, practice fluid motion between skills by trying to do elements of the routine without extra body movements, loss of balance or stopping during the routine.

**5+**

- 1) Require a higher level of performance for balances and weight transfers. Require smooth transitions between skills. Be able to describe your “higher” expectations.



## **Fifth Grade: COGNITIVE Overview**

Select one of the following:

### **RESPOND**

- Critique a skill performance
- Self-critique
- Peer teaching

### **CREATE**

- Dance routine
- Educational gymnastics routine
- Game strategy

### **CONNECT**

- Goal setting
- Performance analysis
- Journal entry
- Performance review

### **Fifth Grade: Critique (RESPOND-Optional)**

**Assessment Task:** *Student is shown a demonstration or recorded performance of another person.*

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

- Through a recording, the teacher or another student will demonstrate a small group game, dance, or educational gymnastics routine. The performance reviewed should be of a student at the average or below skill level.
- The student is asked to critique the performance observed by identifying the skills and/or strategies (if a game), highlighting the positive aspects of the performance, identifying any errors, and providing corrective feedback for the identified errors.
- The teacher will identify on GLADiS what the activity was, the skills and/or strategies, the positive aspects of the performance, the errors of the performance, expectations for corrective feedback using content-specific vocabulary.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

### **Fifth Grade: Self-Critique (RESPOND-Optional)**

**Assessment Task:** *Student is shown a recording of his/her own performance in a small group game play.*

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

- Through a recording, the student observes his/her own performance.
- The student is asked to critique the performance observed by identifying the skills and strategies, highlighting the positive aspects of the performance, identifying any errors, and providing corrective feedback for the identified errors.
- The teacher will identify on GLADiS what the small group game was, the skills and/or strategies, the positive aspects of the performance, the errors of the performance, and expectations for corrective feedback using content-specific vocabulary.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

### **Fifth Grade: Peer Teaching (RESPOND-Optional)**

**Assessment Task:** *Student teaches another student how to perform a skill and informs the student of the game or activity where the skill is used.*

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

- The teacher asks the student to teach another student how to perform a skill.
- The student should share in what game or activity the skill would be used.
- The process will need to be video/digitally recorded.
- The teacher will identify on GLADiS what the skill was, the critical elements, the proper demonstration expectation, and how to teach the skill using content specific vocabulary.

- The teacher will upload videos of the actual pre- and post-assessment of two emerging, two proficient, and two advanced students.

## **Fifth Grade: Dance Routine (CREATE-Optional)**

**Assessment Task:** *Student creates a dance routine that combines at least four traveling skills, two non-locomotor skills, four contrasts in movement concepts (levels, directions, pathways, time/tempo, or force).*

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

- The student is asked to create and record (write and illustrate) a dance sequence.
- Inform them that they should include four different traveling skills and two non-locomotor skills.
- They should be asked to illustrate four contrasts in movement concepts.
- Inform them that the sequence should demonstrate their best creativity.
- Illustrations should be clear and recorded in sequential order.
- It is suggested that students perform their sequences. However, the evaluation is only of the creation.
- The teacher will identify on GLADiS any helpful information about the expectations of the created sequence.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

## **Fifth Grade: Educational Gymnastics Routine (CREATE-Optional)**

**Assessment Task:** *Student creates a gymnastics routine (floor or apparatus) that has a clear beginning and ending, combines two locomotor skills, four different balances, and two weight transfers, with at least four contrasts in concepts (force, time, shapes, directions, levels, extensions).*

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

- The student is asked to create and record (write and illustrate) an educational gymnastics sequence.
- Inform them that they should include a clear beginning and ending to the routine.
- There should be at least two locomotor skills, four balances with changes in bases of support, two different weight transfers and four contrasts in movement concepts.
- Illustrations should be clear and recorded in sequential order.
- It is suggested that students perform their sequences. However, the evaluation is only of the creation.
- The teacher will identify on GLADiS any helpful information about the expectations of the created sequence.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

## **Fifth Grade: Game Strategy (CREATE-Optional)**

**Assessment Task:** *Student designs a sending and receiving strategy with at least three passes to move the ball the length of the field/gymnasium. Student uses the previously learned skills of sending and receiving, creating open space, and the concepts of pathways and levels.*

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

- The student is asked to create and record (write and illustrate) a sending and receiving game strategy.
- Inform them that they should include at least three passes to move the ball the length of the field/gymnasium.
- There should be a clear plan for creating open space.
- The plan should include two contrasts in level for receiving the pass and two contrasts in pathways for travel of the receiver.
- Make sure that the strategy is clear and recorded in sequential order.
- Remind them to be creative.
- It is suggested that students perform their game strategy both without defense and then against a passive defense. However, the evaluation is only of the creation.
- The teacher will identify on GLADiS any helpful information about the expectations of the created sequence.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

### **Fifth Grade: Goal Setting (CONNECT-Optional)**

**Assessment Task:** *Student chooses a skill performance or fitness component on which to focus an improvement plan.*

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

- The student is asked to write an improvement plan based on the results of a previous performance of a skill or one fitness component.
- The teacher will identify on GLADiS any helpful information about the expectations of the goal setting assessment that aligns with the scoring guide.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

### **Fifth Grade: Performance Analysis (CONNECT-Optional)**

**Assessment Task:** *Student calculates percentage of success on a skill test (Ex. Throwing, volleying, striking), and completes a journal entry with strategies for improvement.*

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

- The student is encouraged to calculate percentages of success based on a skill test (performance-based) and address strategies for improvement through a journal entry.
- The teacher will identify on GLADiS any helpful information about the expectations of the performance analysis assessment that aligns with the scoring guide.
- The teacher will scan in actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

### **Fifth Grade: Journal Entry (CONNECT-Optional)**

**Assessment Task:** *Student provides a written explanation of a game, activity, fitness experience, etc.*

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

- The student is asked to explain a game, activity, or fitness experience assigned by the teacher.
- The teacher should make a selection of content that is aligned with state or national standards and is developmentally appropriate for grade five students.
- The teacher will identify on GLADiS the specifics of the journal entry asked of the students, content specific vocabulary expected including rules, strategies, and/or component of the experience and a clear connection to other games, activities or fitness/health.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

## **Fifth Grade: Performance Review (CONNECT-Optional)**

**Assessment Task:** *Student writes a newspaper-style review of a dance or educational gymnastics performance.*

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

- The student is encouraged to write a newspaper-style review of a dance or educational gymnastics performance.
- The teacher will identify on GLADiS any helpful information about the expectations of the performance review assessment that aligns with the scoring guide.
- The teacher should encourage and expect use of the five “W’s” (who, what, where, when, and why) in the review.
- The student should demonstrate knowledge of the skills and choreography involved and be able to address both positive aspects and areas in need of improvement.
- The teacher will scan in pictures of the actual pre- and post-assessment sheets of two emerging, two proficient, and two advanced students.

## Helpful Technology Hints

### Quick Tips:

- **VIDEO LENGTH:** Generally, teachers report success limiting video recordings in HD to **1-3 minutes per file**. Recording longer than the recommended time frame could result in videos that are too large to be uploaded or take an extremely long time to upload. Additionally, you really want to hone in on the specific skill being assessed, which should not take longer than a few minutes.
- **VIDEO QUALITY:** If the teacher is able to lower the resolution on his or her recording device, this may allow for longer recording sessions. Ensuring that your video can be viewed upright, is reasonably clear, and allows the reviewer to see the action being assessed are the most important factors.
- **PRACTICE:** It is highly recommended that the teacher become familiar with the recording device, practice videoing, and practice uploading into GLADiS prior to performing pre-assessments. We suggest practicing on non-tested grade levels.
- **TIME:** Please upload files throughout the year, and avoid waiting until deadlines. This will allow you to reach out for help or support in timely manner.
- **CAMERA POSITIONING:** A common problem when recording with an iPad or iPhone is proper camera position when recording. If you are using one of these devices, you should face the **backside camera** of the device toward the assessment area/students. The camera lens must be in the upper left hand corner of the iPad or iPhone. Facing the front screen camera or holding the device vertical while recording will result in videos uploading upside down into GLADiS.

### Additional Information:

Each teacher is limited to 500MB of online storage in GLADiS. In order to help each teacher stay within that limit, the GLADiS system converts the following video, audio, and image file types into compressed files for easier storage and viewing by the teacher, and later by the reviewer. In addition, no single upload to GLADiS can be larger than 150MB in size. This may impose limitations on how you will build your portfolio, but it is intended to help keep the overall system running smoothly.

The acceptable file types are listed in order of preference, mostly because of a quality/size paradigm. Uploading and converting smaller files is faster and less prone to errors. Less errors means a happier system for everyone.

- Video:
  - .MP4
  - .3GP
  - .MOV
  - .MPG
  - .WMV
  - .AVI
- Audio:
  - .AAC
  - .MP3



- .M4A
- .WMA
- .WAV
- Images:
  - .JPG
  - .GIF
  - .PNG

Although you will notice little difference in the **sound** quality from the conversion of your files, the **video/image** quality will be noticeably lowered. Any text or numbers that need to be seen or read by the reviewer should be fairly large in size, or they may not be viewable in the converted file.

Staying within the 150MB per upload limit can seem difficult, especially if you have an extended scene you wish to show. A longer clip should be:

- Broken up into several shorter clips (Ex. Film the whole, then edit it into smaller pieces).
- Appropriately named in a sequence (Ex. FifthGrade\_Perform\_OverhandThrow\_GroupA\_Pre.mp4, FifthGrade\_Perform\_OverhandThrow\_GroupB\_Pre.mp4, etc.).
- Uploaded in sequence to make sure they are presented to the reviewer in the right order.

If your older computer is having difficulty viewing some of these newer type files, try using another open source Freeware program called VLC ([www.videolan.org](http://www.videolan.org)) that is available for both Mac and PC. It is not a video editor, but it can help you see everything you have recorded.

### **Using Microsoft Office Documents and .PDF Files**

You may also choose to upload Microsoft Office Documents from Word (.DOC or .DOCX), Excel (.XLS or .XLSX), and PowerPoint (.PPT or .PPTX) into the GLADiS system. They can be helpful in providing a simple way to organize your ideas and present written data for the reviewer in one single location. GLADiS, however, cannot convert these files or reduce their size. Therefore, be careful using them with inserted items. Given the 500MB limit per teacher, these files can become a problem. A standard Word or PowerPoint file that is several pages long and full of text will be less than 1 MB in size, but if you place several high-quality images in it along with your documentation, it can easily reach 10-20MB in size, if not larger. **Limit all Office Documents to no more than 5 MB.**

One simple way to reduce the size of these Microsoft Office Documents is to save them as .PDF files. This will reduce the file size and create a format that retains the quality of the images and documentation. Any version of the software (both Mac and PC) since 2003 has the capacity to “Save As” a .PDF format.

### **Under no circumstances should you try to insert video files into a Word, PowerPoint, or Excel file.**

Doing so will create a monster file of 200-300 MB that GLADiS cannot reduce. This will use half of your storage allotment with a single file.

## Second Grade Choice Board

Domain	Purposeful Sample
<b>Perform (required)</b>	Pre- and post-evidence from at least two <b><i>emerging</i></b> students, at least two <b><i>proficient</i></b> students, and at least two <b><i>advanced</i></b> students demonstrating growth in the students' ability to perform four locomotor skills (skip, gallop, slide, & hop).
<b>Perform</b>	Pre- and post-evidence from at least two <b><i>emerging</i></b> students, at least two <b><i>proficient</i></b> students, and at least two <b><i>advanced</i></b> students demonstrating growth in the students' ability to perform one of the skills below: <ul style="list-style-type: none"> <li>• Underhand throw</li> <li>• Underhand catch</li> <li>• Kick along the ground or in the air</li> <li>• Dribbling with hands</li> <li>• Balance skills</li> <li>• Jump rope skills</li> </ul>
<b>Respond</b>	Pre- and post-evidence from at least two <b><i>emerging</i></b> students, at least two <b><i>proficient</i></b> students, and at least two <b><i>advanced</i></b> students demonstrating growth in the students' ability to perform one of the skills below: <ul style="list-style-type: none"> <li>• Identify the four locomotor skills after observing the performance of another person or a recorded performance.</li> <li>• Provide a critique.</li> <li>• Teach another student how to perform a skill.</li> </ul>
<b>Create</b>	Pre- and post-evidence from at least two <b><i>emerging</i></b> students, at least two <b><i>proficient</i></b> students, and at least two <b><i>advanced</i></b> students demonstrating growth in the students' ability to create one of the following: <ul style="list-style-type: none"> <li>• Combine locomotor and non-locomotor skills to create a gymnastics sequence</li> <li>• Combine locomotor and non-locomotor skills to create a jump rope sequence</li> <li>• Use a combination of at least four locomotor skills to create a travel sequence</li> </ul>
<b>Connect</b>	Pre- and post-evidence from at least two <b><i>emerging</i></b> students, at least two <b><i>proficient</i></b> students, and at least two <b><i>advanced</i></b> students demonstrating growth in the students' ability to connect with one of the following: <ul style="list-style-type: none"> <li>• Follow written directions to correctly perform a task.</li> <li>• Provide a written explanation of a game, activity, skill, etc.</li> <li>• Choose a skill on which to focus and develop an improvement plan.</li> </ul>

## Fifth Grade Choice Board

Domain	Purposeful Sample
<b>Perform (required)</b>	Pre- and post-evidence from at least two <b><i>emerging</i></b> students, at least two <b><i>proficient</i></b> students, and at least two <b><i>advanced</i></b> students demonstrating growth in the students' ability to perform the mature pattern of the overhand throw.
<b>Perform</b>	Pre- and post-evidence from at least two <b><i>emerging</i></b> students, at least two <b><i>proficient</i></b> students, and at least two <b><i>advanced</i></b> students demonstrating growth in the students' ability to perform one of the skills below: <ul style="list-style-type: none"> <li>• Overhead volley</li> <li>• Forehand striking with short racket or paddle</li> <li>• Play a two vs. one sending and receiving invasion game with the object to create open space and pass to a teammate against a passive defensive player (example objects include: basketball, soccer ball, hockey ball or puck, foam ball, flying disc)</li> <li>• Gymnastics routine</li> </ul>
<b>Respond</b>	Pre- and post-evidence from at least two <b><i>emerging</i></b> students, at least two <b><i>proficient</i></b> students, and at least two <b><i>advanced</i></b> students demonstrating growth in the students' ability to respond to one of the following: <ul style="list-style-type: none"> <li>• Identify errors in the performance of another person when shown a demonstration or recorded performance and provide a statement of correction.</li> <li>• Identify errors in own performance when shown a recording, and provide a statement of correction.</li> <li>• Teach another student how to perform a skill.</li> </ul>
<b>Create</b>	Pre- and post-evidence from at least two <b><i>emerging</i></b> students, at least two <b><i>proficient</i></b> students, and at least two <b><i>advanced</i></b> students demonstrating growth in the students' ability to create one of the following: <ul style="list-style-type: none"> <li>• Create a dance routine.</li> <li>• Create a gymnastics routine.</li> <li>• Design a sending and receiving strategy.</li> </ul>
<b>Connect</b>	Pre- and post-evidence from at least two <b><i>emerging</i></b> students, at least two <b><i>proficient</i></b> students, and at least two <b><i>advanced</i></b> students demonstrating growth in the students' ability to connect to previous learning with one of the following: <ul style="list-style-type: none"> <li>• Choose a skill or fitness component on which to focus and develop an improvement plan.</li> <li>• Calculate your percentage of success on a skill test, analyze your performance, and complete a journal entry with strategies for improvement.</li> <li>• Provide a written explanation of a game, activity, fitness experience, etc.</li> <li>• Watch the dance or gymnastics routine of a peer and write a review as if you are a newspaper reporter.</li> </ul>

## Portfolio Planning Guide

	Domain	Grade Level	Skill Assessed	Date of Pre	Date of Post
<b>Evidence Collection 1</b>	Perform	<u>Circle One</u> 5 <sup>th</sup> Grade 2 <sup>nd</sup> Grade			
<b>Evidence Collection 2</b>	Perform	<u>Circle One</u> 5 <sup>th</sup> Grade 2 <sup>nd</sup> Grade			
<b>Evidence Collection 3</b>	Perform	<u>Circle One</u> 5 <sup>th</sup> Grade 2 <sup>nd</sup> Grade			
<b>Evidence Collection 4</b>	Perform	<u>Circle One</u> 5 <sup>th</sup> Grade 2 <sup>nd</sup> Grade			
<b>Evidence Collection 5</b>	<u>Circle One</u> Create Respond Connect	<u>Circle One</u> 5 <sup>th</sup> Grade 2 <sup>nd</sup> Grade			
<b>Evidence Collection 6</b>	<u>Circle One</u> Create Respond Connect	<u>Circle One</u> 5 <sup>th</sup> Grade 2 <sup>nd</sup> Grade			

**Sample Score Sheet: Second Grade, Perform, Locomotor Skills**

Pre-Test							Post-Test						
Student Name	Group	Number	HOP *Forward *One foot *Leg Bent *Airborne	GALLOP *Forward & rhythmic *Lead leg *Hips Forward *Momentarily airborne	SKIP *Forward & rhythmic *Step/hop *Alternate feet *Momentarily airborne	SLIDE *Sideways & rhythmic *Lead leg close *Hips forward *Face direction of travel *Momentarily airborne	Overall	HOP *Forward *One foot *Leg Bent *Airborne	GALLOP *Forward & rhythmic *Lead leg *Hips Forward *Momentarily airborne	SKIP *Forward & rhythmic *Step/hop *Alternate feet *Momentarily airborne	SLIDE *Sideways & rhythmic *Lead leg close *Hips forward *Face direction of travel *Momentarily airborne	Overall	Growth

<b>5:</b> Mature pattern of all four skills with fluid motion	<b>4:</b> Mature pattern of all four skills	<b>3:</b> Mature pattern of three skills	<b>2:</b> Mature pattern of two skills	<b>1:</b> Mature pattern of one or fewer skills
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**Sample Score Sheet: Second Grade, Perform, Underhand Throw**

Pre-Test								Post-Test							
Student Name	Group	Number	3 of 4 did not reach target <b>OR</b> underhand throw pattern not used	Face the target in prep for throwing action	Arm back past the hip to start the throwing action	Step with opposition at the same time the throwing arm moves forward	Follow through toward intended target	Overall	3 of 4 did not reach target <b>OR</b> underhand throw pattern not used	Face the target in prep for throwing action	Arm back past the hip to start the throwing action	Step with opposition at the same time the throwing arm moves forward	Follow through toward intended target	Overall	Growth

<b>5:</b> <u>ALL 4</u> throws reached target, <u>ALL 4</u> throws used <u>ALL 4</u> critical elements	<b>4:</b> <u>ALL 4</u> throws reached target, 3 of 4 throws used <u>ALL 4</u> critical elements	<b>3:</b> 3 of 4 throws reached target, 3 of 4 throws used three critical elements	<b>2:</b> 3 of 4 throws reached target, 3 of 4 throws used two critical elements	<b>1:</b> 3 of 4 throws did not reach target and underhand throw pattern was not used
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**Sample Score Sheet: Fifth Grade, Perform, Overhand Throw**

Pre-Test										Post-Test							
Student Name	Group	Number	Did not use overhand throw pattern	Hip/spine rotation resulting in side to target	Arm back, elbow at shoulder height	Step with opposition as throwing	Elbow leads	Follow through	Overall	Did not use overhand throw pattern	Hip/spine rotation resulting in side to target	Arm back, elbow at shoulder height	Step with opposition as throwing	Elbow leads	Follow through	Overall	Growth

5: Catches self-thrown ball, uses overhand throw, AND uses all five critical elements	4: Catches self-thrown ball, uses overhand throw, AND uses four critical elements	3: Catches self-thrown ball, uses overhand throw, AND uses three critical elements	2: Catches self-thrown ball, uses overhand throw, AND uses two critical elements	1: Does not use overhand throw
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**Sample Score Sheet: Fifth Grade, Perform, Forehand Striking**

Student Name	Pre-Test									Post-Test								
	Group	Number	Unable to rally 4x OR not use forehand 3 of 4	Racket back, side to target	Ball contact at/below waist	Maintains adequate swing distance	Steps into swing OR shifts weight	Swings low to high	Overall	Unable to rally 4x OR not use forehand 3 of 4	Racket back, side to target	Ball contact at/below waist	Maintains adequate swing distance	Steps into swing OR shifts weight	Swings low to high	Overall	Growth	

<b>5:</b> Four consecutive hits and all five critical elements on 4 of 4 hits	<b>4:</b> Four consecutive hits and all five critical elements on 3 of 4 hits	<b>3:</b> Four consecutive hits and three or four critical elements on 3 of 4 hits	<b>2:</b> Four consecutive hits and one or two critical elements on 3 of 4 hits	<b>1:</b> Does not use forehand strike 3 of 4 OR doesn't rally 4x
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**Sample Score Sheet: Fifth Grade, Connect, Goal Setting**

Student Name	Pre-Test								Post-Test								
	Group	Number	Specific/measurable goal	Clear baseline	Realistic timeline	Number of good strategies	Activities will help meet goal	Method of tracking	Overall	Specific/measurable goal	Clear baseline	Realistic timeline	Number of good strategies	Activities will help meet goal	Method of tracking	Overall	Growth

<b>5:</b> Specific and measurable goal, baseline identified, realistic timeline, two good strategies, two good activities, and method of tracking progress	<b>4:</b> Specific and measurable goal, baseline identified, realistic timeline, one good strategy, one good activity, method of tracking progress	<b>3:</b> Specific and measurable goal, baseline identified, realistic timeline, one good strategy, an activity	<b>2:</b> Unrealistic goal, baseline is identified, somewhat realistic timeline	<b>1:</b> Vague goal, no baseline, unrealistic timeline
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