

Appendix D

Samples of Specific Assessment Tools

Sample: Your Wellness Intelligence

Do you:	Rarely	Sometimes	Often	
Participate in regular physical activity?	1	2	3	
Participate in everyday leisure activities?	1	2	3	
Participate in sports/activities 3-5 days/week?	1	2	3	
Participate in aerobic activities 3-5 days/week?	1	2	3	
Participate in muscle strength and endurance 2-4 days/week?	1	2	3	
Participate in flexibility exercises 4-5 days/week?	1	2	3	
Limit computer time daily	1	2	3	
Choose foods from the milk group?	1	2	3	
Drink more than 2 glasses/day of milk/juice?	1	2	3	
Eat breakfast?	1	2	3	
Limit drinking of soft drinks?	1	2	3	
Eat raw vegetables?	1	2	3	
Eat fruit?	1	2	3	
Walks instead of drive?	1	2	3	
Limit eating candy?	1	2	3	
Limit use of salt in food?	1	2	3	
Choose whole grain cereal or bread?	1	2	3	
Maintain ideal weight?	1	2	3	
Limit fried foods?	1	2	3	
Limit the skipping of meals?	1	2	3	
Try new sports?	1	2	3	
Try new foods?	1	2	3	
Drink water?	1	2	3	
Eat healthy snack foods?	1	2	3	
Eat a variety of protein foods?	1	2	3	
Get adequate sleep?	1	2	3	
Limit TV viewing each day?	1	2	3	
Read food labels for nutrition content?	1	2	3	
Total	_____	_____	_____	Total Score: _____

Scoring:

70 or aboveyou're a winner

50-69.....doing great

35-49.....you're in the running

below 35.....try harder

Sample: Physical Education Goals Agreement

During the time of the physical education course , I _____ agree to work towards achieving the following:

1. Physical activity goals during work/school time
 - a) I will walk instead of taking transportation to places within walking distance.
 - b) I will spend _____ minutes a day standing instead of sitting during lunch/recess hour.
 - c) I will walk up _____ flights of stairs at work/school.
 - d) I will spend _____ minutes during each school/work break walking.
 - e) I will spend _____ minutes during each lunch break walking outdoors.

2. Physical activity goals during recreational or free time:
 - a) I will spend _____ minutes daily doing stretching activities to increase my flexibility.
 - b) I will spend _____ minutes at least four times per week doing aerobic activities to improve my cardiovascular fitness.
 - c) I will spend _____ minutes at least three times per week doing strength fitness activities.
 - d) I will spend _____ minutes Saturday and Sunday in active recreational activities.

3. Summarize your fitness or wellness goals for this course/semester:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
 - f) _____
 - g) _____

4. My reward for achieving my goals will be:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
 - f) _____

I agree to follow this contract until I reach my goals.

Signed

Student: _____

Date: _____

Teacher: _____

Date: _____

Witness: _____

Date: _____

Sample: The Sportfolio

Source: Dayna Dewling: Hampden Academy (WNLSD)

SPORTFOLIO ASSIGNMENT

Due Date: _____

Name: _____

Sportfolio - Students will be required to keep a Sportfolio. The purpose of the Sportfolio is to track fitness progress, collection and organization of P.E. materials, self-examination, demonstrate competencies/outcomes, and grade monitoring.

Your sportfolio students are required to include each of the four components.

1. Tests
2. Journals
3. Fitness results
4. Sport ed documents
5. Sport ed assignments

Complete the 14 Sportfolio assignments. The assignments are as follows:

1. Mission statement for lifelong physical fitness
2. Days food Log
3. Dietary Analysis
4. Personal Fitness Challenge score card
5. Muscles of the Body diagram
6. The dangers and benefits of supplementation
7. Goal Setting Workshop
8. The 5 components of physical fitness.
9. The Different types of movement
10. The Power of Questions
11. How to market your Student Athlete for Athletic Scholarship.
12. Bones of the body diagram
13. Injury treatment and prevention
14. Skin layer structure
15. Personal Hygiene talk notes
16. Drugs talk notes
17. The treatment of the common cold notes
18. Fitness log
19. Text book questions

Parents are sometimes surprised that physical education requires written work. Indeed, portfolios for each student are kept with the teacher to maintain all paperwork collected throughout the year. All handouts, quizzes, skill tests, extra credit, fitness focuses and social skills sheets will be kept on file. Students are expected to keep their P.E. information in the Sportfolios and the teacher will return them to students at the end of the school year. Parents may review their child's Sportfolio at any time.

Sample: Student Portfolio

A portfolio is a purposeful collection of a student's work that shows his/her effort, progress, and achievement over time. Items in a portfolio can be suggested by the teacher or selected by the student. Portfolios provide information for a comprehensive assessment of student development. Criteria for evaluation can be established for each reporting period. Entries should be dated so the teacher can track each student's development over time.

Active living portfolios could include the student's planning and goal-setting worksheets and activities, photographs of a student's participation in healthy physical activities, journal entries, documents sharing out-of-school accomplishments in physical activity or student-generated art pieces reflecting on active lifestyle experiences. Entries should be dated so the teacher can track each student's development over time.

Student Reflection on the Activity	
Student Name: _____ Date: _____ Activity/Project Title: _____	
Student Comments	Teacher Comments
Two reasons I chose this activity are: I want you to notice: Next time I might: Other Comments: Signature: _____ Date: _____	Two positive things I noticed are: One specific thing to work on is: Other Comments: Signature: _____ Date: _____

Sample: Portfolio Checklist

Entry #	Date	Class/Topic	Teacher: Checked	Points (1-5)

Sample: Student Journal Writing

Assessment of student performance may also be supported through the use of journals. Student journals are a powerful tool for encouraging students to reflect on their experiences.

Journals may be structured or a general review of the events of the week in the physical education class. Entries may comment on a specific activity or topic or provide a broad reflection on progress or an issue. Journals are an important aspect of communication between the student and teacher. Students may ask questions, indicate successes, or identify areas where they need further assistance to develop skills.

Teachers can respond to student journals in a letter, with a short comment in the journal or verbally to the student.

Prompts for Daily Journal Reflection

- Today we talked/learned/participated...
- I tried to...
- I asked...
- I found out...
- I wish I had...
- One question I'm taking away to think more about is...
- The steps I took to participate effectively were...
- To solve these problems I...
- The resources and people I used to help me were...

Sample: Journal Entry

Name: _____

Class: _____

Date: _____

Journal Entry Number: _____

Today in physical education class we

Something new I learned today (cognitive or understanding and applying) was

Today I felt

How did I interact (affective or cooperation and responsibility domain) with classmates today?

How do I rate my psychomotor (moving and doing) performance?

My goals for next class are:

Teacher response:

Sample: Daily Physical Activity/Exercise Journal

Name: _____

Date: _____

Time of Day: _____

Cardiorespiratory activities:

Weight/Resistance Exercises

Body Part/Muscle	Type of Exercise

Heart Rate: _____

Distance (km): _____

Time spent exercising: _____

 Repetitions of exercises: _____
 (the number of times a specific exercises is completed)

 Sets of exercises: _____
 (a set is a group of repetitions for a particular exercise)

Positive comments on the routine:

Challenge/difficulty with the exercise routine:

Sample: Fitness Journal

Name: _____

1. What do you think of your fitness appraisal results? Are you where you want to be? Elaborate.

2. What are your personal workout goals?

3. What changes do you need to make?

4. How does fitness relate to any other subject you now study in school?

5. What do you need to do to increase your fitness (1-5 priority order)?

Sample: Student Reflections

<u>Student Reflections on the Activity/Project</u>
<p>Student Name: _____</p> <p>Date: _____</p> <p>Activity/Project Title: _____</p>
<p style="text-align: center;"><u>Activity/Project Description</u></p> <ul style="list-style-type: none">• The most surprising aspect of this activity/project for me was:• I would like to find out more about:• If I were to do this activity/project again I would:• I could help a student doing a similar activity/project by:• The biggest problem I had was:• I solved this problem by:• What I enjoyed most about this activity/project was

Sample: The Interview

Interviews can provide valuable information about the understanding, thoughts and feelings of students about physical education. Interviews may give students an opportunity to reflect on the unit of study and the teacher a chance to gather information about the student's knowledge and attitudes as well as diagnose student needs. Interviews may take the form of a planned sequence of questions which lead to open-ended discussions, or they may require independent completion of specific questions. Informal interviews between the teacher and student should take place on a regular basis throughout instruction.

<u>Questions</u>	<u>Teacher Notes</u>
<ul style="list-style-type: none"> • How did you feel about your participation in this activity? • What did you think about _____? • How do your team members feel about you? • Did you have any new thoughts when _____? • How did you go about _____? • Tell me another way of doing _____? • What would happen if _____? • Why did you _____? • What did or did not work? • Tell me what you learned from? • What else would you like to know? • Is there anything you would like to change? • How well do you think you've done? • Tell me how, when, or where you may use _____? • What physical education skills were taught or learned? 	

Student: _____

Week: _____

Observation Notes:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Sample: Daily Observation Sheet 2

Name(s): _____			
<u>Date</u>	<u>Activity</u>	<u>Observed Behaviour</u>	<u>Program Suggestions</u>

Sample: Social Skills Observation Sheet

Criteria	Occurrence	Reflection (List Examples)
Were any put downs used?		
Were you encouraged?		
Is it unusual to praise another individual?		
Is it unusual to receive praise from another individual?		

Sample: Class Self-Evaluation of Engagement

Name: _____

Date: _____

Level 1

Very Limited

Seldom or never

Level 2

Limited

Occasionally

Level 3

Accomplished

Frequently

Level 4

Strong

Usually

Level 5

Outstanding

Consistently

Positive Statements	Yes	No
1. I arrived in class on time.		
2. I was properly dressed for participation in physical education class.		
3. I participated in today's warm-up activities.		
4. I attained a positive attitude and enjoyed today's lesson.		
5. I was polite to my classmates and teacher today.		
6. I worked hard today. I stayed on task today. I did all that was asked of me.		
7. I wrote in my journal today and remembered to bring it to class.		
8. I reached my target heart rate zone today.		
9. I assisted others today.		
<i>Bonus:</i> Points for good jokes, personal records or cool fitness activities you participated in outside of school, (see the teacher)		
Total mark for today's lesson:	/50	

Sample: Affective (Cooperation and Responsibility) Evaluation Criteria

Rating	Student Self-Evaluation Rubric
Level 5 Outstanding/ Consistently	<ul style="list-style-type: none"> • Always concentrates on activities at hand - always on task • Works well and is polite and positive with all members of the group • Works at a challenging level • Always uses good judgement, always displays honesty • Responsible and cooperative beyond teacher expectations • Always comes prepared
Level 4 Strong/Usually	<ul style="list-style-type: none"> • Almost always concentrates on activities at hand - almost always on task • Usually works well and is positive with most classmates • Almost always works at a challenging level • Almost always uses good judgement; almost always displays honesty • Displays cooperative and responsible behaviour consistent with teacher expectations • Almost always comes prepared
Level 3 Accomplished/ Frequently	<ul style="list-style-type: none"> • Concentrates on activities at hand most of the time - on task most times • Requires teacher input/motivation to attempt to be positive and work well with classmates • When supervised displays good judgement and good behaviour • Requires teacher reminders to follow-up on responsibilities
Level 2 Limited/ Occasionally	<ul style="list-style-type: none"> • Often off task, unless closely supervised • Frequently does not attempt to work well with others • Does not put forth a reasonable effort • Does not work at a challenging level • Displays poor judgement when not supervised by teacher • Is not cooperative; avoids responsibility for actions and duties
Level 1 Seldom or Never	<ul style="list-style-type: none"> • Almost never concentrates on activities at hand - usually off task • Continually displays uncooperative behaviour; is rude to teacher and classmates • Consistently makes little or no effort • Frequently displays irresponsible and uncooperative behaviour

PHYSICAL EDUCATION CURRICULUM GUIDE - 2100 & 2101

Sample: Teacher/Student Conference

Sample: Portfolio: Student/Teacher Conference

Student Name: _____

Date(s): _____

Topic 1: Development of a fitness program following the FITT principle

Topic 2: _____

Sample Student Response:

1. Provide a ten minute cardiovascular workout
- 2.
- 3.

Sample Teacher Comments:

1. Did not provide a warm-up/cool down
- 2.
- 3.

Portfolio: Student/Teacher Conference

Student Name: _____

Date(s): _____

Topic 1: _____

Topic 2: _____

Sample Student Response:

- 1.
- 2.
- 3.

Sample Teacher Comments:

- 1.
- 2.
- 3.

Sample: Setting FITT Goals

Frequency	Intensity	Time	Type
How many times do you feel exercise is required per week? Always start easy and remember SMART goals. (Specific, Measurable, Achievable, Realistic and Timely)	What type(s) of exercise are you most comfortable with? Start with light intensity and work your way up slowly.	In order to remain healthy you need to exercise! Light/Moderate/Vigorous: 60 minutes (4-6 days per week)	Record the exercise sessions you want to participate in over the next three weeks:
How many exercise sessions will you complete? Week 1: _____	The # of exercise sessions you will complete for each intensity <u>Week 1:</u> Light: _____ Moderate: _____ Vigorous: _____	How long do you want to work at each intensity? <u>Week 1:</u> Light: _____ Moderate: _____ Vigorous: _____	<u>Week 1:</u> _____ _____ _____ _____ _____
Week 2: _____	<u>Week 2:</u> Light: _____ Moderate: _____ Vigorous: _____	<u>Week 2:</u> Light: _____ Moderate: _____ Vigorous: _____	<u>Week 2:</u> _____ _____ _____ _____ _____
Week 3: _____	<u>Week 3:</u> Light: _____ Moderate: _____ Vigorous: _____	<u>Week 3:</u> Light: _____ Moderate: _____ Vigorous: _____	<u>Week 3:</u> _____ _____ _____ _____ _____
Total exercise sessions: _____	Light: _____ Moderate: _____ Vigorous: _____	Total time at each intensity: Light: _____ Moderate: _____ Vigorous: _____	Achieve your goals? Yes - Make sure you aren't making them too easy No - Don't make them too hard

Sample: Creating Your Own Workout

Muscle Group	Exercise Ball	Stretch Tubing/ Resistance Bands	Free Weights	Own Body Weight			Purpose of exercise NOTE: these descriptions can be applied to any of the body parts
Chest	- Push-up	- Chest Press - Flies	- Bench Press - Incline Bench Press - Flies	- Push-up - Chest Pass - Power Drop			Power: to explosively move as much weight as you can one or two times. <ul style="list-style-type: none"> Reps: 1-3 Sets: 3-5 Load: 85% of Max Rest between sets: 3 minutes Strength: to increase overall strength. <ul style="list-style-type: none"> Reps: 6 or less Sets: 2-6 Load: 90% of Max Rest between sets: 2 minutes Hypertrophy: to increase muscle growth. <ul style="list-style-type: none"> Reps: 6-12 Sets: 3-6 Load: 75% of Max Rest between sets: 30 seconds - 1 minute Muscular Endurance: to repeatedly move more weight over an extended period of time. <ul style="list-style-type: none"> Reps: 12 or more Sets: 2-3 Load: 66% of Max Rest between sets: 30 seconds or less
Back	- Prone Row - Extension - Back Extensions	- Bent Over Row - Pull Downs	- Pull Downs	- Back Extensions			
Biceps	- Bicep Curls	- Biceps Curls - Hammer Curls - Twist Curls	- Bicep Curls - Hammer Curls - Twist Curls	- Chin-ups			
Triceps	- Triceps Extension - Punch-up	- Triceps Curl	- Triceps Extension	- Push-up - Dips			
Shoulders	- Prone Row - Extensions	- Lateral Raise - Frontal Raise - Flies	- Flies - Military Press - Lateral Raise - Shoulder Raise				
Legs	- Split Squat/ - Lunge - Wall Squats - Split Squat - Lunge	- Leg Extensions - Squat	- Hamstring Curl - Leg Extensions - Squats - Calf Extensions - Calf Press - Abductors - Adductors	- Lunges - Squats/Squat Jumps - Leg Lifts - Calf Raises - Lateral Leg Raises - Tuck Jump - Split Squat Jump - Lateral Barrier Hop - Power Skip - Squat Box Jump			
Core (i.e. abdominals)	- Crunch - Side Crunch - Roll Out			- Crunch - Chest Pass - 45 Degree sit-up			

Sample: Exercise and Percentage of Maximum Heart Rate

Name: _____

Date: _____

Your maximum pulse is determined by subtracting your age from 220.

220 - _____ (your age) = _____ (maximum heart rate)

90% is _____ beats per minute

80% is _____ beats per minute

70% is _____ beats per minute

60% is _____ beats per minute

50% is _____ beats per minute

Target Heart-Rate Zone

(60% of maximum
heart rate)

(80% of maximum
heart rate)

* To gain aerobic or cardiovascular benefits, you must exercise at an intensity that makes your heart beat at a pace somewhere in your target heart zone.

Sample: Pulse Records

Keep track of how often and how well you engage in beneficial aerobic activity

Name: _____

Target Heart Rate Zone = $\frac{\text{_____}}{\text{(60\% of maximum heart rate)}}$ $\frac{\text{_____}}{\text{(80\% of maximum heart rate)}}$

Date	Activity	Pulse Rate	In Your Target Heart Rate? Yes or No

Sample: Aerobic Fitness 12 Minute Run/Jog/Walk

Name: _____

Date: _____

Instructions: The objective is to cover the greatest possible distance in a 12 minute period.
Participants should perform on a track, in a gym, on a field or other accurately measured course.

A. Prior to the Run:

- Establish the distance of one lap of the gym, track or field to calculate total distance (i.e. one lap of the gym = 100 metres, 20 laps = 2000 metres or 2 km).
- No eating or drinking (except water) immediately prior to taking the test.
- Avoid intense physical activity.
- Notify the teacher before the test of any concerns you have or medications you may be taking.
- Wear appropriate clothes (i.e. shorts, t-shirt, etc.) and running shoes.

B. Administration of the Run:

1. Divide participants into two groups.
2. Participants in the first group should choose a partner from the second group.
3. Participants complete a thorough warm-up session and slowly walk a lap around the track.
4. Partners keep track of the distance covered during the 12 minute period (count number of laps).
5. Partners give the time when each lap is completed.
6. Teacher or designate should announce the time each minute or so.
7. The partners write the distance run in 12 minutes in fractions of a kilometre (the distance for each lap will need to be known).
8. Group 2 now completes the 12 minute run/jog/walk.

C. Interpreting the Results

- The results of the run/jog/walk are not to be used directly in establishing student grades or percentages (i.e. number of laps = a certain grade).

Number of Laps Completed: _____

Goal Setting: _____

Distance Covered: _____

Target Heart Rate Zone:

 60% of
 max.

 80% of
 max.

Target Heart Rate Zone Maintained?

 yes

 no

Sample: Cardiorespiratory Fitness Tests

Submitted by: Jason Desai, Physical Education Teacher (ESD)

12 Minute Run

Date: _____	Date: _____	Date: _____	Date: _____
_____ Laps	_____ Laps	_____ Laps	_____ Laps
X 60 m = _____	X 60 m = _____	X 60 m = _____	X 60 m = _____

Shuttle Run (Beep Test)

Date: _____	Date: _____	Date: _____	Date: _____
Level: _____	Level: _____	Level: _____	Level: _____

Skipping Test





























Date: _____ 2 min.	Date: _____ 3 min.	Date: _____ 4 min.	Date: _____ 5 min.
Heart Rate: _____bpm	Heart Rate: _____bpm	Heart Rate: _____bpm	Heart Rate: _____bpm

Student Name: _____

Term: _____

Date(s):

Sample: Physical Fitness Goals and Monitoring**Submitted by: Jason Desai, Physical Education Teacher (ESD)**

Exercises	Date: _____	Date: _____	Date: _____	Date: _____
Push-ups	Max	Max	Max	Max
Partial Curl-Up	Max	Max	Max	Max
Vertical Jump				
Flexibility				
Front Plank	Goal: 1:00 min. 	Goal: 1:30 sec. 	Goal: 1:45 min. 	Goal: 2:00 min. 
Side Plank	Goal: 1:00 min. 	Goal: 1:30 sec. 	Goal: 1:45 min. 	Goal: 2:00 min. 
Mountain Climbers	Goal: .30 sec. 	Goal: 30 sec. 	Goal: .30 sec. 	Goal: .30 sec. 
Medicine Ball Slams	Goal: 20 reps. 	Goal: 20 reps. 	Goal: 20 reps. 	Goal: 20 reps. 
Prisoner Squats	Goal: 15 reps. 	Goal: 20 reps. 	Goal: 25 reps. 	Goal: 30 reps. 
Lunges	Goal: 20 reps. 	Goal: 20 reps. 	Goal: 20 reps. 	Goal: 20 reps. 
TRX Lat Pull Downs	Goal: 10 reps. 	Goal: 15 reps. 	Goal: 18 reps. 	Goal: 20 reps. 

Place scores/time in the respective circles. For side planks, place a score in one half of the circle for the left side and the other for the right side.

Sample: Body Weight Exercises Chart

Name: _____

Date	Push Ups Wide Grip: # of reps	Chin Ups: # of reps	Push Ups Narrow: # of reps	Squats: # of reps	Alternate Leg Kneel: # of reps			

Sample: Exercise Ball Workout Record Chart

Name: _____

Date	Exercise Used	Body Parts Targeted	Time	Sets and Reps

Sample: Upper Body Exercises Chart

Name: _____

Date	Walk Out Push Ups on a Swiss Ball: # of reps	Push Up on a Swiss Ball: # of reps	Kneeling Straight Arm Pull on a Swiss Ball: # of reps	Curls using a Resistance Band: # of reps			

Sample: Chest Exercises Chart

Name: _____

Date	Push Ups with Feet on the Swiss Ball: # of reps	Swiss Ball Walk Around: # of reps	Prone Straight Arm Pull: # of reps	Curl Ups using the Resistance Band: # of reps	Single Arm Resistance Rope Fly: # of reps		

Sample: Arm Exercises Using Resistance Bands Chart

Name: _____

Date	Bicep Curl: # of reps	Tricep Curl: # of reps	Lateral Raise: # of reps	Frontal Raise: # of reps			

Sample: Back Exercises Using Resistance Bands Chart

** Loop resistance band around a solid object to perform exercises*

Name: _____

Date	T-Bar Row: # of reps	Bent Over Row: # of reps	Bent Fly: # of reps	Lateral Pull-Downs: # of reps			

Sample: Abdominal Exercises Chart

Name: _____

Date	Crunches: # of reps	Oblique Crunch: # of reps	Side Crunch: # of reps	Supine V-up: # of reps	Leg Raise: # of reps			

Sample: Lower Body Exercises Chart

Name: _____

Date	Wall Squat using a Swiss Ball: # of reps	Prone Leg Curl using a Swiss Ball: # of reps	Alternate Leg Lunges: # of reps	Standing Calf- Raise: # of reps	Lateral Leg Raise with a Swiss Ball: # of reps	Prone Opposite Arm and Leg Raise: # of reps			

Sample: Leg Exercises Chart

Name: _____

Date	Squat: # of reps	Seated Leg Raises: # of reps	Prone Leg Curl using a Swiss Ball: # of reps	Calf Raises: # of reps	Back Foot on a Swiss Ball Squat # of reps			

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently
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Students should be able to perform the required skills in a game situation while under teacher observation. If the student can only demonstrate the skill in a drill scenario, he/she remains in the lowest stage of skill development.

[illegible]

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently
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PHYSICAL EDUCATION CURRICULUM GUIDE - 2100 & 2101

Sample Scoring Rubric for Receiving Objects

Receiving Objects Rubric				
Theme: _____				
Students	Stage 1: The arms are held out and the object is trapped against the body	Stage 2: Anticipatory movement made to catch the object	Stage 3: Contact made with the hands first	Stage 4: Caught with the hand/ hands and the full force of the ball is absorbed
Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently

Source: Pangrazzi

Sample Scoring Rubric for Projecting Objects

Projecting Objects Rubric				
Theme: _____				
Students	Steps with the opposite foot	Turns the hips to face the target	Turns the chest and shoulders to face the target	Brings the throwing arm forward and follows through to the target
Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently

Source: Pangrazzi

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Sample: Skills Rubric - Badminton/Pickle Ball/Short Tennis

Name: _____

Students should be able to perform the required skills in a game situation while under teacher observation. If the student can only demonstrate the skill in a drill scenario, he/she remains in the lowest stage of skill development.

Skill: Ready Position	Competent	Needs Improvement and Cues for Suggestions
Weight on the balls of the feet		
Knees are relaxed		
Feet are slightly apart		
Hand is relaxed on the grip		
Elbows are slightly bent		
Racket is in front of the body		
Racket head is higher than the grip		

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently

Sample: Assessing Dance

Name: _____

Date: _____

Class: _____

Criteria	<i>Dance 1</i>				<i>Dance 2</i>			
	Self	Peer	Teacher	Comments	Self	Peer	Teacher	Comments
Dance Skills								
• sequence of movement	/5	/5	/5		/5	/5	/5	
• synchronization with partner or group	/5	/5	/5		/5	/5	/5	
• time (on beat)	/5	/5	/5		/5	/5	/5	
• posture	/5	/5	/5		/5	/5	/5	
• start and finish positions	/5	/5	/5		/5	/5	/5	
• specific dance movements (i.e. turns, steps)	/5	/5	/5		/5	/5	/5	
• pathways/lines of dance	/5	/5	/5		/5	/5	/5	
Group Behaviours								
• cooperation	/5	/5	/5		/5	/5	/5	
• listen actively to one another	/5	/5	/5		/5	/5	/5	
• offers and accepts feedback appropriately	/5	/5	/5		/5	/5	/5	
Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally		Level 3 Accomplished/ Frequently		Level 4 Strong/Usually		Level 5 Outstanding/ Consistently	

