

Sample #7

## Cover Sheet

**Name of Institution:** State University of New York-College at Cortland

**State:** New York

**SPA:** NASPE

**Name and Type of Assessment:** Physical Competency Test; Fitness and Skills Rubric

**Cycle Submitted:** Spring 2010

**PLEASE NOTE:** This assessment was chosen by the appropriate SPA as an example of a high quality assessment that meets some (but most likely not all) of the SPA Standards. The program has given NCATE permission to disseminate this assessment publicly. If the data submitted were derived from 10 or fewer candidates, the data were deleted from the report in order to ensure confidentiality. Faculty information has also been removed to ensure confidentiality.

If a program uses this without substantial modification, the program should provide attribution to the university that developed the assessment.

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#### NARRATIVE STATEMENT

##### **Description of the assessment and its use in the program:**

This assessment is derived from performance-based evaluations in a variety of physical activity courses. These courses are required for all teacher candidates and have been selected to reflect the broad-based competence expected in the NASPE Initial Physical Education Teacher Education Standards. These courses are distributed throughout all four years of the program. The individual instruments are administered in the relevant course and the scores are incorporated into the teacher candidate's final grade for the respective course. The goal of all the physical competency tests is for teacher candidates to demonstrate the skill at a competent level, as defined in the NYS Learning Standards.

##### **Alignment of the assessment with the standards:**

This assessment is aligned with Standard 2 as follows:

##### Element 2.1.

(PED 189) Aquatics: Rubric for the crawl stroke, elementary back stroke, and side stroke

(PED 283) Racket Activities: Rubric for backhand and serve

(PED 284) Self-Defense: Rubric for Kihon Kata Nidan

(PED 285) Gymnastic Activities: Rubric for routines

(PED 288) Rhythms and Dance: Rubric for Selected Dances

##### Element 2.3

(PED 283) Racket Activities: Game Play Rubric for Badminton

(PED 380) Skill Acquisition: Game Play Rubric for Volleyball

(PED 381) Tactical Concepts of Team Sports: Invasion Game Performance Rubric

##### Element 2.2

(PED 182) Health-Related Fitness - Fitnessgram. At this time, fitness levels are measured in the Health-Related Fitness course to ensure that teacher candidates have achieved an acceptable level of fitness. Teacher candidates must score in the "healthy fitness zone" for three out of the four selected items to achieve an overall passing score. At this time, those that do not are counseled on improving their performance. In the future, a passing performance will be an exit requirement for the course. Teacher candidates will be assessed again prior to student teaching to ensure they are maintaining an acceptable level of fitness.

##### **Analysis of data:**

On scoring guides with more than three levels, "emerging" is considered "unacceptable." "Emerging" is retained on the scoring guide so that the instructor may provide more meaningful feedback to the teacher candidate.

Element 2.1: The percentage of teacher candidates scoring at the target level for skill competency is 43.8%. The percentage of teacher candidates scoring at the acceptable level is 40.3% with 16% scoring below the acceptable level. Teacher candidates scored best in aquatics, self-defense and rhythms and dance and slightly less well in gymnastics and racket activities. This is not surprising, given the teacher

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candidates' lack of familiarity with gymnastics and the assessment of two of the more difficult skills in tennis (backhand and serve).

Element 2.3: The percentage of teacher candidates scoring at the target level for performance concepts is 64.8%. The percentage of teacher candidates scoring at the acceptable level is 31.8%, with 3.5% scoring at the unacceptable level.

Element 2.2: In some cases, the Ns do not match for all fitness test items. This is due to teacher candidates who incurred injuries and were unable to complete all test items. 95% of teacher candidates score in the healthy fitness zone in the one mile run, 89% in the back saver sit and reach, 94.4% in push-ups and 98.3% in curl-ups. The percentage of teacher candidates scoring in the healthy fitness zone for at least 3 out of 4 items is 98.3%.

#### **Interpretation of data: how it provides evidence for meeting the standards**

The data show that teacher candidates are successful in meeting the elements under Standard 2 and are competent in skill, fitness, and performance-based concepts. Over 84% of teacher candidates score at the target or acceptable level in skill competency (Element 2.1). This score reflects performance in a wide variety of skills throughout the course of the program. The department has a mastery-based approach to skill acquisition and allows teacher candidates who do not perform at the acceptable level to re-test in most assessments before completing the course. Over 96% score at the target or acceptable level in performance concepts, which is measured in both invasion games and net (individual and team) activities (Element 2.3). As noted above, over 98% score in the healthy fitness zone for three out of 4 items on the Fitnessgram (Element 2.2). This demonstrates that teacher candidates understand and practice a physically active lifestyle and value personal fitness. Thus, teacher candidates performed strongly on all aspects of Standard 2.

The department currently has two curriculum revisions in progress that will address the need for candidates to achieve and maintain a health-enhancing level of fitness (Element 2.2). The first is that candidates with an "unacceptable" overall score (fewer than 3 fitness components in the healthy fitness zone) on the Fitnessgram will not receive a letter grade for the course (PED 182). Instead, they will be awarded an incomplete. The incomplete will remain until they have retested successfully. This will create an additional checkpoint as candidates with "incompletes" on their transcripts are not eligible to student teach. This course (PED 182) will also serve as a prerequisite for a new course that will be added to the curriculum, entitled Fitness Pedagogy. This course has passed the department and school curriculum committee's review and is in the process of review by the university committee (spring 2010). In Fitness Pedagogy, candidates will be tested on the Fitnessgram again and the same grading policy (failure to reach an acceptable level on 3 of 4 items will result in an incomplete) will apply. Thus, candidates will have to meet the standard at least twice: once in PED 182 (achieve) and again in Fitness Pedagogy (maintain). Without successfully completing both, candidates will not be able to student teach and will not be considered program completers.

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#### DESCRIPTION OF ASSESSMENT

Teacher candidates are made aware of the proficiency tests and grading system on the first day of class. The information is also contained on the syllabus or in the course packet. Teacher candidates receive a copy of the scoring guide and the instructions and expectations for performance are provided both verbally and in writing. Accommodations are made for teacher candidates with documented disabilities in consultation with adapted physical education faculty and/or the Office of Student Disability Services.

#### ELEMENT 2.1.

**(PED 189) Aquatics: Rubric for the crawl stroke, elementary back stroke, and side stroke**

##### Instructions

Teacher candidates are evaluated on three strokes that show competence in three different positions using three different kicks. Teacher candidates are assessed using a 20 pt scale where each stroke is broken into four sub-categories worth 5 points each.

Unacceptable – individual receives 0-9 points out of the possible

Emerging – Individual receives 10-12 points of the possible 20

Acceptable – individual receives 13-15 points of the possible 20

Target – individual receives 16-20 of the possible 20

The crawl stroke will be assessed during a 50 yard swim. The 50 yard swim must be performed non-stop, which means without resting on the wall or on the bottom of the pool. Failure to achieve an acceptable level on a retest does not result in automatic failure. The assessment will focus on technique of the stroke, with the goal being adequate demonstration of the stroke. The assessment will focus on the following components: body position, arm movements, kick, and breathing/timing.

The elementary back stroke will be assessed during a 25 yard swim. The 25 yard swim must be performed non-stop, which means without resting on the wall or on the bottom of the pool. Failure to achieve an acceptable level on a retest does not result in automatic failure. The assessment will focus on technique of the stroke, with the goal being adequate demonstration of the stroke. The assessment will focus on the following components: body position, arm movements, kick, and breathing/timing.

The side stroke will be assessed during a 25 yard swim. The 25 yard swim must be performed non-stop, which means without resting on the wall or on the bottom of the pool. Failure to achieve an acceptable level on a retest does not result in automatic failure. The assessment will focus on technique of the stroke, with the goal being adequate demonstration of the stroke. The assessment will focus on the following components: body position, arm movements, kick, and breathing/timing.

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#### (PED 283) Racket Activities: Rubric for backhand and serve

##### Instructions

**Backhand Test** - Teacher candidates will be able to hit 6/10 balls within the singles boundary area of the court while using correct form. The balls are tossed from the net area while the teacher candidates remain behind the baseline. They may choose to use either the one or two handed backhand grip. Their form grade needs to meet a minimum level of 3 to be acceptable.

If teacher candidates cannot eventually reach that minimum Level 3 - Competency - within a reasonable amount of time on the test, they will need to retake the course. Teacher candidates may retest if time permits and help is always available from teacher candidate assistants and the instructor.

**Serve Test** - Teacher candidates will be able to hit 6/10 balls in the correct service box while using correct form. They will serve 5 serves from the right side and 5 from the left. In addition to accuracy, a form grade needs to meet a minimum level of 3 to be acceptable.

If teacher candidates cannot eventually reach that minimum Level 3 - Competency - within a reasonable amount of time on the test, they will need to retake the course. Teacher candidates may retest if time permits and help is always available from student assistants and the instructor.

#### (PED 284) Self-Defense: Rubric for Kihon Kata Nidan

##### Instructions

Teacher candidates will perform Kihon Kata Nidan by themselves and will be evaluated on the following rubric. Major focus will be on the following characteristics:

- 1 Correct sequence
  - 2 Efficient execution of kata that includes appropriate rhythm & timing, power, balance, and confidence in movement
  - 3 Proper stances, punching and kicking technique
- Teacher candidates will need to test out at a minimum Level 3 on the rubric - Levels 2 and 1 will not be accepted and will require retesting.

*Prior to the Kata...* - Respect Stance, Bow, Say Name of the Kata ("Kihon Kata Nidan"), Step into Concentration Stance

- 1 Left Down Block
- 2 Right Front Kick
- 3 Right Middle Lunge Punch and Kiai!! ...Prepare for Upper Block
- 4 Left Upper Block
- 5 Right Front kick
- 6 Right Upper Lunge Punch and Kiai!!
- 7 Minor Conclusion
- 8-13 Repeat 1-6 with opposite arm and footwork (Think Mirror Image)

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- Ending*
- 1 Cross arms (signifying "conflict is resolved")
  - 2 Bring Right Foot even with the Left Foot into a Concentration Stance
  - 3 Bring Left Foot to Right Foot into Respect Stance
  - 4 Bow and then wait 3 seconds (Zan Shin or Remaining Mind)

Teacher candidates will need to score a minimum Level 3 on the rubric - Levels 2 and 1 will not be accepted and will require retesting.

#### **(PED 285) Gymnastic Activities: Rubric for routines**

##### **Instructions**

Teacher candidates will perform four basic, compulsory gymnastics routines (floor, balance beam, vault, and parallel bars or pommel horse). Three out of four routines must be authentically demonstrated at an "acceptable" level. Teacher candidates will be scored based on the rubric distributed at the beginning of the course. The major emphases will be on skill execution, rhythm, and amplitude. Teacher candidates may request to be tested when they feel they are ready.

#### **(PED 288) Rhythms and Dance: Rubric for 6 Selected Dances**

##### **Instructions**

Teacher candidates will perform the assigned dances by themselves, with a partner, or in small groups and will be evaluated on the following rubric. Major focus will be on the following characteristics:

- 1 Correct rhythm during the execution of each step and figure as determined by the music and in conjunction with the correct footwork.
- 2 Execution of the correct footwork and sequence as determined by the dance in conjunction with the correct rhythm.
- 3 Proper presentation, styling, and movement technique consistent with a confident mover for each dance.

Teacher candidates will need to test out at a minimum Level 3 on the rubric - Levels 2 and 1 will not be accepted and will require retesting.

The following dances and patterns to be tested may include any and all of the following:

Foxtrot	Slow Waltz	Cha Cha Cha	Alunelul	Milanovo Kolo	Ersko Kolo
Limbo Rock	Schottische	Gei Gordons			

### **ELEMENT 2.3**

#### **(PED 283) Racket Activities: Game Play Rubric for Badminton**

##### **Instructions**

Teacher candidates will be assessed on their game play during a badminton singles round robin class tournament. The instructor assesses teacher candidates during the tournament. There are at least 5 opportunities to see individuals play during the tournament. Teacher candidates are informed in

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advance about when they will be tested and the skills that will be observed as they play.

If teacher candidates cannot eventually reach that minimum Level 3 - Competency - within a reasonable amount of time on the test, they will need to retake the course. Teacher candidates may retest if time permits and help is always available from teacher candidate assistants and the instructor.

#### **(PED 380) Skill Acquisition: Game Play Rubric for Volleyball**

##### **Instructions**

Teacher candidates will be assessed on team play skills using the 4-2 offense and middle up defense. Teacher candidates need to demonstrate understanding of the basic 4-2 offensive strategies and serve receive positioning and strategies. A score of proficiency level 3 or above must be met in order to meet minimum competency. Teacher candidates are informed that if they do not meet minimum competency in their skills assessment, they must repeat the course.

#### **(PED 381) Tactical Concepts in Team Sports: Invasion Game Performance Rubric**

##### **Instructions**

Teacher candidates will be assessed on team play skills and strategies during modified games using 4 or five players per team. A score of proficiency level 3 or above must be met in order to meet minimum competency. Teacher candidates are informed in advance about when they will be tested and the skills that will be observed as they play. Teacher candidates that do not meet minimum competency in the assessment may repeat the test as time permits.

The total number of points available is 18. Teacher candidates must score between 14 and 18 points to be considered "target." Scores between 9 and 13 points are considered "acceptable" and less than 9 points is considered "unacceptable."

### **ELEMENT 2.2**

(PED 182) Health-Related Fitness - Fitnessgram. At this time, fitness levels are measured in the Health-Related Fitness course to ensure that teacher candidates have achieved an acceptable level of fitness. In the future, teacher candidates will be assessed again prior to student teaching to ensure they are maintaining an acceptable level of fitness. This test was selected because it has established criteria and because it is frequently used in P – 12 physical education programs. Thus, teacher candidates are exposed to a fitness assessment that they can implement in the field with their students.

The Fitnessgram offers multiple test choices for each component of health-related fitness. The items chosen to represent the fitness levels of teacher candidates are the one-mile run (cardio-respiratory assessment), Back Saver Sit and Reach (flexibility), 90 degree Push-Up (upper body muscular strength and endurance) and Curl-Up (core muscular strength and endurance). The test is administered during class time by a faculty member. At the time of the test, teacher candidates have received instruction on the proper technique for each test item and have had practice opportunities. The faculty member reads the standardized instructions for the test item. After teacher candidates have completed the test item,

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the data are recorded. Teacher candidates will later use this information to develop a fitness program for themselves.

Teacher candidate scores within the Healthy Fitness Zone are considered "acceptable." Scores below the Healthy Fitness Zone are considered "unacceptable." Currently, candidates who do not meet the standard for "acceptable" are counseled and mentored regarding improving their fitness level. Beginning in fall 2009, teacher candidates must have "acceptable" scores on at least 3 of the 4 items in order to be considered to have an overall "acceptable" score. The program is in the process of curriculum revisions that will make an "acceptable" score an exit requirement for two courses.



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SCORING GUIDES FOR PHYSICAL COMPETENCY

AQUATICS STROKES

Crawl Stroke

Component	1	2	3	4	5
<b>Body Position</b>	-inclined less than 45° -side-to-side motion apparent -no rotation of body	-inclined less than 45° -side-to-side motion apparent in half of demo -no rotation of body	-inclined less than 30° -no side-to-side motion -slight rotation of the body appears to struggle	-inclined less than 25° -no side-to-side motion -moderate rotation of body	-inclined less than 15° -no side-to-side motion -body is rotating on an axis is effortless
<b>Arms</b>	-underwater recovery -catch inside or outside shoulder -pull does not extend to waist -straight arm pull used	-above water recovery used -catch inside or outside shoulder -pull extends to waist -straight arm pull used	-above water straight arm recovery used -catch is in front of shoulder -pull extends past waist -bent arm pull	-high elbow recovery -arm fully extended at end of pull -arm pulls in 'S' pattern	-wrist and hand relaxed on recovery -hand entry index finger first -hand accelerates at end of pull
<b>Kick</b>	-alternating up and down motion -toes pointed	-legs nearly straight during upbeat -kick originates from knees	-slight knee bend on downbeat -kick originates from hip and thigh -feet relaxed (floppy ankles)	-emphasis is on downbeat -kick is fluid	-emphasis on down beat -kick is fluid in relation to the stroke
<b>Breathing/Timing</b>	-head up when swimming	-breathing when needed -head lift on breath -face in water -any timing of arms and legs	-exhale under water -breathe to side -occasional head lift -arms alternate -hesitation when breathing acceptable	-no head lift when breathing -continuous arm motion in time with breathing body rotates around head	-rhythmic pattern of arms, kicking and breathing

Elementary Backstroke

Component	1	2	3	4	5
<b>Body Position</b>	-body incline more than 30°	-body inclined less than 30° -ears out of water	-body inclined less than 25° -ears at surface of water	-body inclined less than 15° -chin up, ears in water	-chin up, ears in water -legs together, arms at sides during glide
<b>Arms</b>	-winging motion of arms during recovery -arms bent during power phase	-winging motion of arms during recovery -arms bent during power phase	-arms recover along sides of body -extend above or below shoulder before power -slight bend during power	-arms recover close to body, up to armpits -arms extend slightly above or below shoulders -push finishes at hips	-arms extend at shoulder level -pull extends fully to hips

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Kick	-hip bend present -knees outside feet on power phase -scissor kick	-hip bend is not more than 30° -ankles always flexed prior to power phase -occasional scissor kick	phase -power finishes short -slight hip bend present -occasional scissor kick acceptable	-change in speed of feet is apparent -no scissor kick -feet usually outside knees during power phase -legs sometimes finish kick early	-speed change is effortless and apparent -ankle flexion is correct throughout the kick -kick appears fluid -arms and legs recover and pull simultaneously
Breathing/Timing	-arm and leg motion have no relation to each other	-arm movement is followed by kick	-legs finish kick prior to full extension of arms		

Sidestroke

Component	1	2	3	4	5
Body Position	-stroke is done on stomach or back	-side-lying position, slight torso bend -rolling of hips apparent -head position is up out of water	-hips stationary throughout -head is positioned slightly up and above the water -slight torso bend	-head positioned in line with body -body nearly parallel to surface of water -slight torso bend	-head in line w/body -body nearly parallel with surface of water -no torso bend
Arms	-hands pull down simultaneously -only lead arm pulls	-lead arm pulls past shoulder -trail arm reaches up past shoulder	-hands meet at shoulder level -elbow of lead arm drops during pull	-hands meet at shoulder -elbow of lead arm stays high throughout pull -power phase of trail arm ends before hip	-power phase of trail arm ends at hip
Kick	-absence of knee bend	-knees separate -legs separate on knee bend -occasional whip kick	-legs separate after knee bend -inverted kick acceptable	-legs separate after knee bend -inverted kick not accepted	-legs remain parallel with surface of water throughout kick
Breathing/Timing	-arm and leg motion have no relation to each other	-arm movement is followed by kick	-power phase of arm and leg simultaneous -no glide is apparent	-lead arm recovers as legs and trail arm apply power -minimal glide	-lead arm recovers as legs and trail arm apply power -glide is apparent

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**TENNIS BACKHAND Skill Proficiency Rubric**

Name: \_\_\_\_\_ Overall Level:      Level **4** **3** **2** **1**

Level 4	Level 3	Level 2	Level 1
<p>G Balanced ready position behind baseline &amp; centered</p> <p>G Uses proper grips automatically</p> <p>G Can keep a rally going with ease</p> <p>G Can get 8/10 in scoring area</p> <p>G Swing pattern is fluid, controlled &amp; in front of body</p> <p>G Ball placement is evident, varied &amp; w/depth in back 5 ft. area of court</p> <p>G Can hit w/ topspin (and slice when requested)</p> <p>G Wrist firm on contact</p> <p>G Prepares early</p> <p>G Follows through w/weight moving forward</p> <p>G Can dictate pace &amp; vary it w/the situation</p> <p>G Can contact ball at a variety of levels w/control</p>	<p>G Ready Position centered &amp; behind baseline</p> <p>G Uses proper grips</p> <p>G Can keep a rally going</p> <p>G Can get 7/10 in scoring area</p> <p>G Ball contact in front</p> <p>G Ball placement in middle of court w/depth near service line</p> <p>G Can use topspin w/concentration</p> <p>G Wrist firm</p> <p>G Prepares early</p> <p>G Follows through</p> <p>G Has moderate pace</p> <p>G Contact usually waist level &amp; while ball descends</p>	<p>G Ready Position near baseline</p> <p>G Grip changes; not always correct or firm</p> <p>G Gets to most balls</p> <p>G Can get 5/10 in scoring area</p> <p>G Ball contact often late or varied – swing not fluid</p> <p>G Placement &amp; depth usually uncontrolled</p> <p>G Usually hits ball flat</p> <p>G Wrist lacks firmness &amp; control</p> <p>G Preparation often late</p> <p>G Short follow through or incomplete</p> <p>G Pace is uncontrolled</p> <p>G Contact level is inconsistent but normally on the descent</p>	<p>G Ready position inconsistent</p> <p>G Grip changes not established or inconsistent</p> <p>G Can return ball directed nearby &amp; w/slow pace</p> <p>G Can get 3-4/10 in scoring area</p> <p>G Ball contact erratic, late and sometimes missed</p> <p>G Unable to place ball w/depth, power or consistency</p> <p>G Motor patterns not established</p> <p>G Movements are awkward at times</p> <p>G Unable to repeat movements consistently</p> <p>G Unable to time swing w/oncoming ball</p>

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SERVE PROFICIENCY SCORING GUIDE

Level 4	Level 3 (Adequate Demonstration)	Level 2	Level 1
Uses proper grips (Continental)	Grip closer to an eastern forehand grip	Grip is forehand or panhandle	Grip is unconventional
Correct Stance (footwork, angle of body, etc)	Stance (more perpendicular or parallel to net)	Stance incorrect (too parallel or perpendicular to net; feet not in correct position))	Unconventional stance
Rhythm smooth and fluid	Rhythm smooth mostly or slight hesitations at times	Courtesy Serve Motion Rhythm full of hesitations & hitches - out of synch w/ toss	Rhythm inconsistent - one attempt different than the other
Weight Transfer momentum coming forward	Weight Transfer momentum coming forward	Weight Transfer momentum coming forward late or not at all	Weight Transfer inconsistent or non-existent
Can get 8/10 + in scoring area	Can get 5-7/10 in scoring area	Can get 4/10 in scoring area	Can get < 4/10 in scoring area
Ball Toss 18" in front of body & always consistent	Ball Toss in front of body	Ball Toss inconsistent	Ball Toss inconsistent & characterized by surprise
Can hit w/ topspin decisively	Hits ball flat	Hits ball flat, or w/ backspin	Hits ball flat, w/ backspin or other spin or miss-hits continually

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<p>Racket goes smoothly through Back Scratch area and explodes up &amp; forward toward ball</p>	<p>Racket goes through Back Scratch area before ball contact</p>	<p>Racket barely goes through Back Scratch area before striking</p>	<p>Racket does not go through Back Scratch area</p>
<p>Ball Contact - Closed racquet &amp; angle downward. Comes over the top. Weight on front foot Can contact ball adjusting for subtle variety in ball toss and environmental conditions</p>	<p>Ball Contact - Closed racquet &amp; ball directed downward most of the times. Weight on front foot Contacts ball consistently under good conditions - difficulty w/ environment or errant toss</p>	<p>Ball Contact - Flat or open racquet and ball not directed downward most of the times. Erratic &amp; more unpredictable Contact is inconsistent</p>	<p>Ball Contact - erratic, unpredictable, multiple mishits or misses</p>
<p>Follow through w/ momentum moving forward</p>	<p>Follow through w/ momentum moving forward</p>	<p>Follow through limited and may be stopped short or across body</p>	<p>Follow through limited and may be stopped short</p>
<p>Pace of ball brisk</p>	<p>Pace of ball brisk most times</p>	<p>Pace of ball slow - just trying to get it in w/out hitting it out</p>	<p>Pace inconsistent- no control from one attempt to another</p>
<p>Can dictate placement &amp; vary depth &amp; angle w/ the situation</p>	<p>Placement only in the box - hits for depth &amp; sides sometimes</p>	<p>Placement is only in the box - characterized by surprise</p>	<p>Placement is more surprise than based on control &amp; skill</p>

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SELF-DEFENSE KIHON KATA NIDAN Scoring Guide

Level 4	Level 3 <i>Adequate Classroom Demonstration</i>	Level 2	Level 1
<ul style="list-style-type: none"> <li>- Sequence correct 1st time through and on all attempts.</li> <li>- Excellent rhythm throughout kata. Smooth and appropriate speed are evident.</li> <li>- Movement is automatic and efficiently executed</li> <li>- Execution of kata is correct &amp; demonstrates excellent power, balance, and timing and confidence in movement.</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence correct 1st time through, minor errors on beginning/ ending protocol</li> <li>- Basic rhythm is established and appropriate - may be slightly too slow or too fast.</li> <li>- Movement slightly delayed due to thought process but basic execution is evident</li> <li>- Execution of each section of kata is correct but may be slightly lacking in either power, balance, or timing</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence is not correct on 1<sup>st</sup> attempt but may be corrected on subsequent attempts</li> <li>- Basic rhythm is too slow, rushed or disjointed</li> <li>- Execution of sections of kata are incorrect or poorly executed</li> <li>- Execution of each section of technique may or not be correct and there is a poor or incorrect demo of power, balance, &amp; timing w/ noticeable lack of confidence in movement</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence incorrect on multiple attempts</li> <li>- Basic Rhythm is not evident and significantly distracts from execution of the kata</li> <li>- Movement is stilted, one attempt is different than another</li> <li>- Execution of power, balance, timing is not evident and technique noticeably suffers.</li> <li>- No confidence in movement is evident.</li> </ul>

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<p>- Stances are excellent, demonstrating all aspects of correct technique with strong balance</p>	<p>- Basic stance is evident some aspects may be incorrect or in need of adjustment, slightly affecting balance</p>	<p>- Basic stance needs adjustment and correction on multiple items and balance and transitions are issues that need attention</p>	<p>- Basic stance is not evident and needs adjustment on all levels</p>
<p>- Punching technique is excellent, demonstrating all aspects of correct technique with power</p>	<p>- Basic punching is evident - some aspects may be incorrect or in need of adjustment, slightly affecting power</p>	<p>- Basic punching needs adjustment and correction on multiple technique items and power or focus are not readily evident</p>	<p>- Basic punching technique is not evident and adjustment is needed on all levels</p>
<p>- Kicking technique is excellent, demonstrating all aspects of correct technique with strong balance, thrust and pull back</p>	<p>- Basic kicking is evident - Some aspects may be in need of slight adjustment, slightly affecting power, and balance</p>	<p>- Basic kicking needs adjustment and correction on multiple items and power, focus, or balance are not always evident</p>	<p>- Basic kicking technique is not evident and needs adjustment on all levels. Power, balance, focus are not evident.</p>

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GYMNASTICS ROUTINE SCORING GUIDE

	Level 4 Target	Level 3 Acceptable Demonstration	Level 2	Level 1
<b>Rhythm</b>	Continuous flow of skills and connections	Minor pauses between skills or connections	Clear pauses between most skills and connections	Routine as individual skills with constant breaks
<b>Amplitude</b>	Maximal range of motion and height	Range of motion and height in correct position	Range of motion and height less than correct position	Does not show correct position
<b>Execution</b>	Automatic, effortless type movements with correct form	Concentrating, but correct form	Can replicate skill, but with errors	Cannot control the body during skill



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RHYTHMS AND DANCE SCORING GUIDE

RHYTHM			
4	3	2	1
Excellent sense of rhythm. Always on the beat. Can find and begin on the correct phrase of the music. No errors.	<u>ADEQUATE CLASS DEMO</u> Basic rhythm for the dance is established. Minor mistakes but can correct by self. Primarily on the beat and can find the phrase of the music for the dance.	Inconsistent tempo which affects moving on the correct beat/phrase. Difficulty correcting or cannot correct without prompting. Needs counting by instructor or partner to stay on the beat. Needs work.	Little or no sense of beat. Inconsistent, off the beat and phrase. Cannot correct. Cannot hear the beat and move to it at the same time. Needs much work.

FOOTWORK			
4	3	2	1
Excellent footwork – always correct. No errors, solid and fine. Pattern of movement is strongly established and movement and flow of steps appears automatic.	<u>ADEQUATE CLASS DEMO</u> Basic footwork is clear & established. A few minor mistakes but can correct during the dance. No consistent problems.	Numerous mistakes – basic footwork and pattern is not solid or clear. Makes same mistakes over and over. Cannot correct well even if mistake is noticed. Needs work.	Correct footwork is not evident. Little connection between desire of mind and will of body to move and create correct movement patterns. Needs much work.

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PRESENTATION			
4	3	2	1
<p>Excellent presentation. Strong, confident mover. Fine posture. Demonstrates correct styling, balance &amp; stability. Movement is automatic &amp; effortless.</p>	<p><u>ADEQUATE CLASS DEMO</u> Fine movement – appears solid with the styling, presentation, balance and posture throughout.</p>	<p>Challenges with styling, posture &amp; balance. Not very confident (unsure of self) when moving. Movements appear to be inefficient and "rough". Flow is interrupted.</p>	<p>Self-conscious about movements. Unsure. Stops and starts. Extra movements, postures, that do not fit in with the dance. Each attempt looks different.</p>

Assessment 2

Physical Competency Tests

BADMINTON GAME PLAY SCORING GUIDE

4	3	2	1
<ul style="list-style-type: none"> <li>- Always in R. position</li> <li>- Returns to center after each shot</li> <li>- Mixes up serves</li> <li>- Serve is very effective</li> <li>- Effectively uses all shots with finesse, power &amp; depth</li> <li>- Dictates the play – offensive</li> <li>- Definite strengths, few weaknesses, good foot speed</li> <li>- Keeps opponent in back court area.</li> <li>- Understands rules</li> <li>- Good sport (calls score, honest calls, comments on good shots, shakes hands, doesn't delay game)</li> </ul>	<ul style="list-style-type: none"> <li>- Usually in R. position</li> <li>- Frequently returns to center</li> <li>- Telegraphs serve &amp; other shots</li> <li>- Can maintain a rally</li> <li>- Can move opponent usually in mid court</li> <li>- Serve is usually effective</li> <li>- Understand strategy, but can't always employ it</li> <li>- Inconsistent performance.</li> <li>- Adequate shot effectiveness</li> <li>- Sometimes on the defensive</li> </ul>	<ul style="list-style-type: none"> <li>- Sometimes in R. position</li> <li>- Often returns to center</li> <li>- Gets the ball/shuttle back</li> <li>- Doesn't appear to employ strategy</li> <li>- Usually on the defensive</li> <li>- Shots effective occasionally</li> <li>- Unclear on rules at times</li> <li>- Understands basic strategy but not skillful enough to employ it</li> <li>- Serve is somewhat effective</li> </ul>	<ul style="list-style-type: none"> <li>- Seldom in R. position</li> <li>- Doesn't cover court well</li> <li>- Weak strokes</li> <li>- Lacking power, depth, finesse &amp; placement</li> <li>- Always on the defensive</li> <li>- No strengths</li> <li>- Rallies don't last long</li> <li>- Can't or doesn't adjust his/her play to opponent strengths/weaknesses</li> <li>- Little understanding of rules &amp; strategy</li> <li>- Poor foot speed and anticipation</li> <li>- Cannot serve effectively</li> </ul>

Assessment 2

Physical Competency Tests

VOLLEYBALL GAME PLAY SCORING GUIDE

The following rubric will be used to assess the student's ability in volleyball team play. This portion of the skills test is worth 20% of the final grade. A score of proficiency level 3 or above must be met in order to meet minimum competency.

Proficiency Level 4 (20-15 points)	Proficiency Level 3 (14-10 points)	Proficiency Level 2 (9-5 points)	Proficiency Level 1 (4-0 points)
<ul style="list-style-type: none"> <li><input type="checkbox"/> High level of individual skill</li> <li><input type="checkbox"/> Games are continuous, rules which slow down the flow of the game are eliminated</li> <li><input type="checkbox"/> Able to use all skills in the proper sequence</li> <li><input type="checkbox"/> Movement to proper positions on the floor</li> <li><input type="checkbox"/> Proper transition from offense to defense (i.e., blockers at the net on defense, spikers on the attack line for approach on offense)</li> <li><input type="checkbox"/> Demonstrated ability to specialize and the movement (switching) associated with that</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic game strategies are demonstrated</li> <li><input type="checkbox"/> Knowledge of purpose of skill is evident but ball does not always get to desired area</li> <li><input type="checkbox"/> Focus is removed from the skill action, attention is not devoted to controlling the ball, can focus on the use of the skill in offensive and defensive relationships</li> <li><input type="checkbox"/> Attempts to use the proper skill in sequential order</li> <li><input type="checkbox"/> Able to apply rules during game play</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Skills are performed legally in the game situation, although not in the proper sequence</li> <li><input type="checkbox"/> Must consciously think about where they should be positioned before and during play</li> <li><input type="checkbox"/> Lack of transitions during rallies</li> <li><input type="checkbox"/> Can move to play ball from any level, direction or speed</li> <li><input type="checkbox"/> Player reacts after the ball crosses the net as opposed to anticipating</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to control ball in an individual skill but not a combination of skills</li> <li><input type="checkbox"/> Difficulty performing effectively in a game situation, does not understand the basic rotation and serve receive patterns.</li> <li><input type="checkbox"/> Unable to use the proper skill for a given situation</li> <li><input type="checkbox"/> Unable to apply rules</li> </ul>

Assessment 2

Physical Competency Tests

Scoring Guide for Invasion Game Performance

	Target performance ( 3 points each)	Acceptable performance ( 2 points each)	Unacceptable performance ( 1 point each)
Application of skills	<p>• Skills of reception, passing, shooting/scoring and regaining possession are applied effectively in the game.</p> <p>• Technique is smooth and efficient even in the presence of defensive pressure.</p> <p>• Game involvement is high and positive.</p>	<p>• Skills of reception, passing, shooting/scoring and regaining possession are applied in the game with few observable errors.</p> <p>• Technique is inconsistent and less efficient in the presence of defensive pressure.</p> <p>• Active involvement in game.</p>	<p>• Skills of reception, passing, shooting/scoring are inconsistent and often ineffective in the game, causing loss of possession.</p> <p>• Technique is inconsistent and causes game to break down particularly in the presence of defensive pressure.</p> <p>• Little involvement in the game or even avoidance of possession play.</p>
Application of strategy	<p>Effective tactical play is shown both on and off the ball/frisbee in all aspects of the game.</p> <ul style="list-style-type: none"> <li>• On offense, tactics are effectively employed to maintain possession, create space, and attack the goal/target.</li> <li>• On defense, tactics are effectively employed to defend an opponent, defend space, and the goal/target.</li> <li>• Team awareness and leadership are shown through communication, support play and respect for all team members.</li> </ul>	<p>Tactical play is shown both on and off the ball/frisbee. There may be some weaknesses in some aspects of tactical application but not enough to affect game play.</p> <ul style="list-style-type: none"> <li>• On offense, tactics are employed to maintain possession, create space, and attack the goal/target.</li> <li>• On defense, tactics are employed to defend an opponent, defend space, and the goal/target.</li> <li>• Team awareness is shown through support play and respect for all team members.</li> </ul>	<p>There are weaknesses in tactical application which affect game play.</p> <ul style="list-style-type: none"> <li>• On offense, tactics used for maintaining possession, creating space, and/or attacking the goal/target are not attempted or are ineffective.</li> <li>• On defense, tactics for defending an opponent, the space, and/or the goal/target are rarely employed or ineffective.</li> <li>• Support play is lacking.</li> </ul>

Assessment 2

Physical Competency Tests

FITNESSGRAM

Event	One mile run (min:sec)	One mile run (min:sec)	Back Saver sit and reach (inches)*	90° Push-Ups (# completed)	90° Push-ups (# completed)	Curl-ups (# completed)	Curl-ups (# completed)
Zone	lower end of zone	upper end of zone	*scored pass/fail	lower end of zone	upper end of zone	lower end of zone	upper end of zone
Females Age 17+	10:00	8:00	12	7	15	18	35
Males Age 17+	8:30	7:00	8	18	35	24	47

Candidates must score at or above the criterion on 3 of the 4 required test items to have an overall passing score.