

Standard 1.

Grade 7- Dance

Outcomes:

S1.M1 Demonstrates correct rhythm and pattern from among folk, social, creative, line and/or world dance.

Guidelines:

Students demonstrate correct rhythm and pattern for a folk, social, creative, line or world dance. The dance can be teacher-selected or student-selected. The rubric provides space for the teacher or student to identify the steps or patterns to be demonstrated within the dance.

The key difference between a Level 3 and Level 2 is the performance of correct skills and patterns across multiple (more than one) dances to the music versus only performing correctly to a beat or count.

Scoring Guide:

Level	Dance
3	Demonstrates correct dance movement skills and movement patterns synchronized to rhythm of the music among folk, social, creative, line and world dances (dances could be from same category, e.g. two folk dances).
2	Demonstrates correct movement skills and movement patterns to an external rhythm (to a beat or count).
1	Demonstrates movement or movement patterns incorrectly AND/OR does not perform the movements to the rhythm of the music.
Movements or Movement Patterns	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8.

Standard 1.

Grade 7- Throwing/Catching

Outcomes:

S1.M2 Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play

S1.M3 Catches using an implement in a dynamic environment or modified game play.

Guidelines:

The outcomes primarily target overhand throwing and catching during either an invasion or strike/fielding game. The invasion game should include an overhand throwing motion such as flag football.

- **Small Sided Game** – organized games in which aspects of the game (number of players, size of field) reduced from the conventional competitive version of the sport.
- **Practice Tasks** – Either drills or small-sided games designed practice particular skills or tasks in a more predictable environment.

It may be necessary to observe a student more than once in practice or game settings. For each assessment the scorer is also observing the consistency of form for the skill (advanced = accuracy and control for one) as well as power, accuracy, and/or trajectory of the ball.

Throwing: Throwing should be assessed in either an invasion game or strike fielding game. The throwing motion should be overhand. Examples include: throwing in baseball/softball or quarterback in football. Remember to add critical elements specific to the skill (e.g. throwing a football has different critical elements than a baseball), in the rubric template.

Catching: Catching focuses on using an implement. Games such as baseball, softball or lacrosse would be the best fit to assess outcome S1.M3. Remember to add skill-specific critical elements in the rubric template to share with students and to improve scoring.

Scoring Guide & Analytic Rubric:

For each skill identified it may be necessary for teachers to add critical elements to the rubric that align to the identified skill and game. For example in overhand throwing the teacher may need to identify the critical elements for mature form of the football throw.

Level	Throwing (S1.M2)	Catching (S1.M3)
3	Throws using correct form with appropriate power and accuracy to a specific target during small-sided games and game situations.	Catches with an implement using correct form to catch a ball from different trajectories or directions during small-sided games and game situations.
2	Throws using correct form during practice settings.	Catches with an implement using correct form during game situations.
1	Does not consistently execute mature overhand throwing motion in small-sided game or practice settings.	Does not consistently execute mature catching form in game or game situations.
Performance Task Examples	<ul style="list-style-type: none"> • <i>Small sided game</i> 4 v 4 softball game, 2 v. 1 Football Game 	<ul style="list-style-type: none"> • <i>Small sided game</i> 4 v 4 softball game
	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • Throw and catch with a partner • Catch a flyball toss and throw to a fielder • Field a groundball and throw to a base. 	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • Throw and catch with a partner • Catch a flyball toss • Catch a throw from a fielder
Critical Elements	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Standard 1.

Grade 7- Invasion Games

Outcomes:

S1.M4 Passing & Receiving. Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as soccer or speedball.

S1.M5 Passing & Receiving. Throws, while moving, a leading pass to a moving receiver.

S1.M6 Offensive Skills. Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.

S1.M7 Offensive Skills. Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes.

S1.M8 Dribbling/Ball Control. Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.

S1.M9 Dribbling/Ball Control. Foot dribbles or dribbles with an implement combined with passing in a variety of practice tasks.

S1.M10 Shooting on Goal. Shoots on goal with power and accuracy in small-sided game play.

S1.M11 Defensive Skills. Slides in all directions while on defense without crossing feet.

Guidelines:

Outcomes for Standard 1 at the middle school level can be assessed across or within the number games/sport within the invasion games category. Assess the identified skills (send, receive, dribble & shooting) in specific practice tasks, modified gameplay requiring skill execution against a defender and small-sided gameplay.

- **Small Sided Game** – organized games in which aspects of the game (number of players, size of field) reduced from the conventional competitive version of the sport.
- **Practice Tasks** – Either drills or small-sided games designed practice particular skills or tasks in a more predictable environment.

The rubric descriptions primarily look at performance of the critical elements of the skill in the various game contexts. Observe performance in each of these settings to make a determination of the student score. It may be necessary to observe a student more than once in a particular setting.

The example provided is for basketball. Teachers may use the template (Rubric Worksheet 2) as a format to add information relevant to another invasion game.

Holistic Scoring Guide:

Level	Criteria
3	Sending, receiving, dribbling and shooting skills are performed with correct form during both practice and small-sided game situations; game-related outcomes are successfully achieved using the skills.
2	Sending, receiving, dribbling and shooting skills are performed with correct form in practice settings, though less frequent success is achieved in applying the skills to game situations.
1	Sending, receiving, dribbling and shooting skills are performed incorrectly OR only successful in practice settings and performers are unable to apply skills in game situations.

Analytic Rubric: Basketball Example

Level	Pass & Receive (S1.M4, M5)	Offensive Skills (M6, M7)	Dribbling (M8, M9)	Shooting (M10)	Defensive Skills (M11)
3	Sends passes accurately to a moving and stationary player. Receives passes from a teammate using appropriate form in both practice and small-sided games.	Performs at least two offensive skills such as pivots, fakes, jab steps, and screens using correct form to create open space in both practice and small-sided games.	Dribbles in both practice and small-sided games while demonstrating appropriate form.	Shoots ball into goal during both practice and small-sided games while demonstrating correct form.	Utilizes person-to-person on-the-ball skills such as the defensive slide and drop steps in the direction of the pass.
2	Sends passes accurately to the player. Receives passes from a teammate using appropriate form in practice situations.	Performs at least one offensive skill such as pivots, fakes, jab steps, give and go, and screens to create open space in practice settings.	Dribbles with correct form in both practice situations.	Demonstrates the critical elements of shooting from various locations in practice situations.	Demonstrates the critical elements of on-the-ball defensive skills in practice situations.
1	Struggles to successfully send a pass to a teammate or receives a pass from a teammate using appropriate form in practice tasks.	Does not perform offensive skills (e.g. pivots, fakes, jab steps, give and go) in designated practice settings or only in simple task environments, does not apply skill performance in game situations.	Dribbles using correct form in only designated practice drills or simple task environments (does not apply skill modified game situations), or does not demonstrate correct dribbling form.	Demonstrates the critical elements of shooting incorrectly OR only demonstrated in simple task environments.	The critical elements of on-the-ball defensive skills are performed incorrectly OR only performed correctly in simple task environments.

	Pass & Receive (S1.M4, M5)	Offensive Skills (M6, M7)	Dribbling (M8, M9)	Shooting (M10)	Defensive Skills (M11)
Performance Task Examples	<ul style="list-style-type: none"> • <i>Small sided game</i> 3 v 3 half-court game 	<ul style="list-style-type: none"> • <i>Small sided game</i> 3 v 3 half-court game 	<ul style="list-style-type: none"> • <i>Small sided game</i> • 3 v 3 half-court game • 1 v 1 game 	<ul style="list-style-type: none"> • <i>Small sided game</i> • 3 v 3 	<ul style="list-style-type: none"> • <i>Small sided game</i> • 3 v 3, 2 v 2, 1 v 1
	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • Pass & move to a new spot • Grid drill (3 v 1) 	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • Pivot, pass & move to a new spot • Grid drill (3 v 1) • Catch, triple threat and shoot 	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • 2 v 0 Receive, fake, attack the basket. • 1 v 1 zig-zag drill • 2 v2 dribble, reposition and pass • 2 v 2 dribble & shoot 	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • Catch & shoot, dribble & shoot • Spot shooting from around the basket 	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • Zig-zag dribble drill • Point and drop step drill.
Critical Elements	<ul style="list-style-type: none"> • Receiving– big hands, wide fingers and pull the ball in. • Sending – step towards your target, extend arms and follow through with thumbs down, passes to the target to lead the receiver. 	<ul style="list-style-type: none"> • Presents a target hand to show the passer where to pass • Receives the ball in triple threat position • Performs ball fakes • Pivots to open passing lanes • Performs v-cut with a jab step. • Uses a two foot jump stop and assume triple threat • Sets screens using correct technique 	<ul style="list-style-type: none"> • Keeping the head up to maintain good field vision. • Keeping close control of the ball to ensure that defenders cannot steal the ball. • Change direction as necessary. 	<ul style="list-style-type: none"> • Base firm (receive pass in triple threat) • Elbow under the ball • Extend the arm • Follow through to target 	<ul style="list-style-type: none"> • Moves quickly to keep the body between the offensive player and goal • Stays in a ready position • Maintains active hands and feet • Watches the ball and adjust position quickly

Analytic Rubric: Rubric Template

Directions: Identify your invasion game. Then identify the critical elements for each of the skills listed in the rubric. Then identify the tasks (small-sided, modified tasks/gameplay, and simple drills/tasks) where you will observe these skills.

Game:

Level	Pass & Receive (S1.M4, M5)	Offensive Skills (M6, M7)	Dribbling (M8, M9)	Shooting (M10)	Defensive Skills (M11)
3	Sends passes accurately to a moving and stationary player. Receives passes from a teammate using appropriate form in both practice and small-sided games.	Performs at least two offensive skills such as pivots, fakes, jab steps, and screens using correct form to create open space in both practice and small-sided games.	Dribbles in both practice and small-sided games while demonstrating appropriate form.	Shoots ball into goal during both practice and small-sided games while demonstrating correct form.	Utilizes person-to-person on-the-ball skills such as the defensive slide and drop steps in the direction of the pass.
2	Sends passes accurately to the player. Receives passes from a teammate using appropriate form in practice situations.	Performs at least one offensive skill such as pivots, fakes, jab steps, give and go, and screens to create open space in practice settings.	Dribbles with correct form in both practice situations.	Demonstrates the critical elements of shooting from various locations in practice situations.	Demonstrates the critical elements of on- the-ball defensive skills in practice situations.
1	Struggles to successfully send a pass to a teammate or receives a pass from a teammate using appropriate form in practice tasks.	Does not perform offensive skills (e.g. pivots, fakes, jab steps, give and go) in designated practice settings or only in simple task environments, does not apply skill performance in game situations.	Dribbles using correct form in only designated practice drills or simple task environments (does not apply skill modified game situations), or does not demonstrate correct dribbling form.	Demonstrates the critical elements of shooting incorrectly OR only demonstrated in simple task environments.	The critical elements of on-the-ball defensive skills are performed incorrectly OR only performed correctly in simple task environments.

	Pass & Receive (S1.M4, M5)	Offensive Skills (M6, M7)	Dribbling (M8, M9)	Shooting	Defensive Skills
Task Examples	<ul style="list-style-type: none"> • <i>Small sided game</i> • 	<ul style="list-style-type: none"> • <i>Small sided game</i> • 	<ul style="list-style-type: none"> • <i>Small sided game</i> • 	<ul style="list-style-type: none"> • <i>Small sided game</i> • 	<ul style="list-style-type: none"> • <i>Small sided game</i> •
	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • 	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • 	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • 	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • 	<ul style="list-style-type: none"> • <i>Practice Tasks</i> •
Critical Elements	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Standard 1.

Grade 7- Net/Wall Games

Outcomes:

S1.M12. Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball.

S1.M13 Strikes with mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis.

S1.M14 Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.

S1.M15 Transfers weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side.

S1.M16 Forehand and backhand volleys with a mature form and control using a short-handled implement.

S1.M17 Two-hand-volleys with control in a dynamic environment.

Guidelines:

Outcomes for Standard 1 at the middle school level can be assessed across or within the number games/sport within the net/wall game category. Assess the identified skills (serving, striking and volley) in specific practice tasks, modified gameplay requiring skill execution against a defender and small-sided gameplay.

- **Small Sided Game** – organized games in which aspects of the game (number of players, size of field) reduced from the conventional competitive version of the sport.
- **Practice Tasks** – Either drills or small-sided games designed practice particular skills or tasks in a more predictable environment.

The rubric descriptions primarily look at performance of the critical elements of the skill in the various game contexts. Observe performance in each of these settings to make a determination of the student score. It may be necessary to observe a student more than once in a particular setting.

The example provided is for pickleball. Teachers may use the rubric template as a format to add information relevant to another invasion game.

Scoring Guide:

Level	Criteria
3	Net/wall skills are performed well during both practice and small-sided game situations; game-related outcomes are successfully achieved.
2	Net/wall skills are performed in practice settings, though less frequent success is achieved in applying the skills to game situations.
1	Net/wall skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations.

Analytic Rubric: Pickleball Example

Level	Serving (S1.M12)	Striking/ forehand/backhand (S.M13/M14/15)	Volley (S1.M16/M17)
3	Executes consistently (at least 70%) a legal underhand serve with distance, height and accuracy using correct form:	Performs forehand and backhand strokes with power and accuracy (at least 70%) during gameplay while demonstrating correct form and weight transfer.	Demonstrates forehand and backhand volleys with mature form during gameplay. (Demonstrates two handed volley)
2	Executes consistently (at least 50%) a legal underhand serve within the service court using correct form:	Performs forehand and backhand strokes with power and accuracy (at least 50%) during gameplay while demonstrating correct form:	Demonstrates forehand and backhand volleys with correct form during practice tasks
1	Struggles (less than 50%) to successfully execute a serve with control and correct form.	Does not perform offensive skills such as pivots, fakes, jab steps, give and go in only designated practice drills or simple task environments, does not apply skill performance modified game situations.	Demonstrates volley skills only during practice tasks or struggles to demonstrate correct form.
Performance Task Examples	Not Applicable – Use pickleball service rules for all contexts. Expand or narrow boundaries or targets if necessary to keep students motivated	<ul style="list-style-type: none"> • <i>Small sided game</i> 1 v 1 game 	<ul style="list-style-type: none"> • <i>Small sided game</i> • 1 v 1 game
		<ul style="list-style-type: none"> • <i>Practice Tasks</i> • From a partner toss 	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • From a partner toss
Critical Elements	<ul style="list-style-type: none"> • Underhand (bowling type) motion starts with paddle pointing toward ground • Toss ball in front • Swings with underhand with paddle below the wrist • Follow through to target and move into court. 	<ul style="list-style-type: none"> • Reach back with racket & sideways to shuttle • Make contact between shoulder and knee • Transfer weight & contact with a perpendicular racket face. 	<ul style="list-style-type: none"> • Elbow in front of your hip • Paddle head above wrist for ball control • Limited punch swing or no swing

Analytic Rubric: Rubric Template

Directions: Identify your invasion game. Then identify the critical elements for each of the skills listed in the rubric. Then identify the tasks (small-sided, modified tasks/gameplay, and simple drills/tasks) where you will observe these skills.

Game:

Level	Serving (S1.M12)	Striking/ forehand/backhand (S.M13/M14/M15)	Volley (S1.M16/M17)
3	Executes consistently (at least 70%) a legal underhand serve with distance, height and accuracy using correct form:	Performs forehand and backhand strokes with power and accuracy (at least 70%) during gameplay while demonstrating correct form and weight transfer.	Demonstrates forehand and backhand volleys with mature form during gameplay. (Demonstrates two handed volley)
2	Executes consistently (at least 50%) a legal underhand serve within the service court using correct form:	Performs forehand and backhand strokes with power and accuracy (at least 50%) during gameplay while demonstrating correct form:	Demonstrates forehand and backhand volleys with correct form during practice tasks
1	Struggles (less than 50%) to successfully execute a serve with control and correct form.	Does not perform offensive skills such as pivots, fakes, jab steps, give and go in only designated practice drills or simple task environments, does not apply skill performance modified game situations.	Demonstrates volley skills only during practice tasks or struggles to demonstrate correct form.

	Serving (S1.M12)	Striking/ forehand/backhand (S.M13/M14/M15)	Volley (S1.M16/M17)
Task Examples	<ul style="list-style-type: none"> • <i>Small sided game</i> • 	<ul style="list-style-type: none"> • <i>Small sided game</i> • 	<ul style="list-style-type: none"> • <i>Small sided game</i> •
	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • 	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • 	<ul style="list-style-type: none"> • <i>Practice Tasks</i> •
Critical Elements	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

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Standard 1.

Grade 7- Fielding/Striking Games

Outcomes:

- S1.M18 Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce or horseshoes.
 S1.M19 Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard and golf.
 S1.M20 Strikes a pitched ball with an implement to open space in a variety of practice tasks
 S1.M21 Catches, with a mature pattern from different trajectories using a variety of objects in small-sided game play.

Guidelines:

The strike/fielding/target game skills for throwing, striking and catching can be assessed in a variety of games and settings. Observe the identified skills in specific practice tasks, game situations or small-games requiring skill execution. The following is a brief description of the various contexts to observe student performance. :

- **Small Sided Game** – organized games in which aspects of the game (number of players, size of field) reduced from the conventional competitive version of the sport.
- **Practice Tasks** – Either drills or small-sided games designed practice particular skills or tasks in a more predictable environment.

It may be necessary to observe a student more than once in a particular setting.

*Specific skills might require assessment in only a game context. For example, the underhand throw can be observed in a game setting, since the game occurs in a closed environment. For each assessment the scorer is also observing the consistency of form for the skill (advanced = accuracy and control for one) as well as power, accuracy, and/or trajectory of the ball.

Scoring Guide:

Level	Criteria
3	Strike/Fielding skills are performed well during both practice and small-sided game situations; game-related outcomes are successfully achieved.
2	Strike/Fielding skills are performed in practice settings, though less frequent success is achieved in applying the skills to game situations.
1	Strike/Fielding skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations.

Analytic Rubric:

For each skill identified it may be necessary for teachers to add critical elements to the rubric that align to the identified skill. For example in underhand throw the teacher may need to identify the critical elements for mature form for bowling to determine a mature pattern.

Level	Underhand throw (S1.M18)	Striking - Target Games (S.M19)	Striking - Strike Fielding (S1.M20)	Catching (S1.M21)
3	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game.	Strikes with an implement a stationary object for accuracy and distance in target games such as croquet, shuffleboard or golf.	Strikes a pitched ball with an implement for power to open space during small-sided games at least 50% of the time.	Catches using an implement using correct form from variable trajectories and speeds in a small-sided game or game situation.
2	Executes consistently (at least 70%) a mature underhand pattern for a target game.	Strikes, with an implement, a stationary object with correct form for a target game.	Strikes a pitched ball with mature form to open space during small sided games or game situations.	Catches using an implement using correct form from different trajectories and speeds in a small-sided game or game situation.
1	Does not consistently execute mature underhand form in a target game.	Does not consistently execute mature striking form in a target game.	Does not strike a pitched ball with mature form	Does not catch with mature form using an implement in game situations.

Level	Underhand throw (S1.M18)	Striking - Target Games (S.M19)	Striking - Strike Fielding (S1.M20)	Catching (S1.M21)
Performance Task Examples	Not Applicable for this skill	Not Applicable for this skill	<ul style="list-style-type: none"> • <i>Small sided game</i> • Pitched ball (pitcher is trying to get the batter out). • 	<ul style="list-style-type: none"> • <i>Small-sided Examples</i> • 4 v4 lacrosse • Baseball/softball game
			<ul style="list-style-type: none"> • <i>Practice Tasks</i> • Pitched ball (pitcher is trying to throw a “good” pitch each time) 	<ul style="list-style-type: none"> • <i>Game situations</i> • Ground ball fielding practice • Lacrosse ball thrown to different targets
				<ul style="list-style-type: none"> • <i>Practice tasks</i> • Closed environment ball tossed or rolled to a consistent area of the body.
Critical Elements	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Standard 1.**Grade 7- Outdoor Pursuits or Individual Performance Activities****Outcomes:**

S1.M22 Demonstrates correct technique for a variety of skills in one self-selected outdoor activity.

S1.M23 Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity.

Guidelines:

Students demonstrate correct technique for a variety of skills in the selected activity. The outcome suggests that teachers would identify at least two skills within each activity. For example in outdoors the skills might be climbing and belay skills. Teachers could use the rubric template to communicate the specific critical elements and task conditions for the assessment.

Scoring Guide:**Outdoor Activities**

Level	Criteria
3	Multiple skills within an outdoor activity are performed well during both isolated and applied settings.
2	Skills within an outdoor activity are performed in practice settings, though less frequent success is achieved in applied settings.
1	Multiple skills within an outdoor activity are performed incorrectly in isolated and applied settings.

Individual-performance activities

Level	Criteria
3	Multiple skills within an individual-performance activity are performed well during both practice and authentic (game-like) situations.
2	Skills within an individual-performance activity are performed in practice settings, though less frequent success is achieved in applied settings
1	Skills within an individual-performance activity are performed incorrectly in isolated and applied settings.

- Individual-performance activities might include gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

Analytic Rubric:

For each skill identified it may be necessary for teachers to add critical elements to the rubric that align to the identified skill. It is necessary to identify at least two skills for each activity. For example in track and field the critical elements of the long jump should be added to template.

Level	Outdoor Activities Skills (S1.M18)	Individual-performance activities (S.M19)
3	Multiple skills within an outdoor activity are performed well during both isolated and applied settings.	Multiple skills within an individual-performance activity are performed well during both practice and authentic (game-like) situations.
2	Skills within an outdoor activity are performed in practice settings, though less frequent success is achieved in applied settings.	Skills within an individual-performance activity are performed in practice settings, though less frequent success is achieved in applied settings.
1	Multiple skills within an outdoor activity are performed incorrectly in isolated and applied settings.	Skills within an individual-performance activity are performed incorrectly in isolated and applied settings.

Level	Outdoor Activities Skill 1 (S1.M18)	Outdoor Activities Skill 2 (S1.M18)	Individual-performance activity Skill 1 (S.M19)	Individual-performance activity Skill 2 (S.M19)
Performance Task Examples	<ul style="list-style-type: none"> • <i>Authentic Environment</i> • 	<ul style="list-style-type: none"> • <i>Authentic Environment</i> • 	<ul style="list-style-type: none"> • <i>Authentic Environment</i> • 	<ul style="list-style-type: none"> • <i>Authentic Environment</i> •
	<ul style="list-style-type: none"> • <i>Practice Tasks</i> • 	<ul style="list-style-type: none"> • <i>Practice tasks</i> • 	<ul style="list-style-type: none"> • <i>Practice tasks</i> • 	<ul style="list-style-type: none"> • <i>Practice tasks</i> •
Critical Elements	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •