

HOPPING – Grade 1

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E1.1: Hops, gallops, jogs and slides using a mature pattern.

Assessment Task:

Hop in general space on preferred foot.

1. Students in scattered formation with personal space of at least 3-feet square
2. Hop on preferred foot through general space
3. Students hop until teacher completes assessment
4. Watch for fatigue that affects performance

Guidelines

1. A scan of the class will reveal the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to provide feedback.

Scoring Guide

Level	Form
3	Hops with all selected critical elements with fluid motion.
2	Hops with selected critical elements: a) takes off from one foot and lands on same foot. b) non-support leg is bent with foot in back of body. c) non-support leg swings in pedular motion to produce force. d) arms swing forward on take-off.
1	Performs hopping action with less than 4 critical elements.

SLIDING – Grade 1

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E1.1: Hops, gallops, jogs and slides using a mature pattern.

Assessment Task:

Slide continuously, with the preferred foot leading.

1. Students slide simultaneously around perimeter of space or back and forth, as appropriate for the space available
2. Slide with preferred foot leading
3. Students slide until teacher completes assessment
4. Watch for fatigue that affects performance

Guidelines

1. A scan of the class will reveal the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to provide feedback.

Scoring Guide

Level	Form
3	Slides with all selected critical elements with fluid motion.
2	Slides with selected critical elements: a) uses a step-close action. b) maintains a side orientation without twisting hips (lead foot may turn out slightly). c) same foot leading. d) brief period of non-support.
1	Slides with less than 4 critical elements.

GALLOPING – Grade 1

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E1.1: Hops, gallops, jogs and slides using a mature pattern.

Assessment Task:

Gallop continuously with preferred foot leading.

1. Students gallop simultaneously around perimeter of space or back and forth, as appropriate for the space available
2. Gallop with preferred foot leading
3. Students gallop until teacher completes assessment
4. Watch for fatigue that affects performance

Guidelines

1. A scan of the class will reveal the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to provide feedback.

Scoring Guide

Level	Form
3	Gallops with all the critical elements of a mature pattern with fluid motion for entire task.
2	Gallops with the critical elements of a mature pattern for entire task: a) same foot leading. b) forward orientation. c) moment of non-support. d) back foot does not move in front of lead foot.
1	Gallops with less than 4 critical elements

SKIPPING – Grade 2

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E1.2: Skips using a mature pattern.

Assessment Task:

Skip continuously.

1. Students skip simultaneously around perimeter of space or back and forth, as appropriate for the space available
2. Students skip until teacher completes assessment
3. Watch for fatigue that affects performance

Guidelines

1. A scan of the class will reveal the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to provide feedback.

Scoring Guide

Level	Form
3	Displays all the critical elements of a mature pattern, with fluid motion.
2	Skips with the critical elements of a mature pattern: a) step-hop action on alternating feet. b) knee lifted. c) arms swing rhythmically in opposition to the legs. d) moment of non-support.
1	Skips with less than 4 critical elements.

RUNNING – Grade 2

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E2.2a: Runs with a mature pattern.

Assessment Task:

Run continuously.

1. Students run simultaneously around perimeter of space or back and forth, as appropriate for the space available
2. Students run until teacher completes assessment
3. Watch for fatigue that affects performance

Guidelines

1. A scan of the class will reveal the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to provide feedback.

Scoring Guide

Level	Form
3	Displays all the critical elements of a mature pattern, with fluid motion.
2	Runs with the critical elements of a mature pattern: a) arm-leg opposition throughout running action. b) toes point forward. c) foot lands heel to toe. d) arms swing forward and backward – no crossing of midline. e) trunk leans slightly forward.
1	Runs with less than 5 critical elements present.

THROWING UNDERHAND – Grade 2

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E13.2: Throws underhand using a mature pattern.

Assessment Task:

Use an underhand throwing pattern to send a ball forward through the air to a large target.

1. Students in pairs, one who throws and one who retrieves the ball
2. Recommend balls that do not bounce (tennis ball-size)
3. Recommend a target square 10 ft x 10 ft on a wall 15 ft from the throwing line and 3 ft off the floor.
4. Partner stands behind thrower to retrieve ball as needed
5. Partners switch roles when teacher completes assessment of first group

Guidelines

1. A scan of the class will show the product (successful throw or not) revealing the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to determine the process rubric level.

Scoring Guide

Level	Process	Product
3	Displays all the selected critical elements, with fluid motion.	Hits target area on wall with force.
2	Throws with selected critical elements: a) face target in preparation for throwing action. b) arm back in preparation for action. c) step with opposite foot as throwing arm moves forward. d) release ball between knee and waist level. e) follow through to target.	Hits target area on wall.
1	Throws with less than 5 critical elements.	Does not hit target area on wall.

JUMPING ROPE – Grade 2

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E27.2a: Jumps a self-turned rope consecutively forward and backward with a mature pattern.

Assessment Task:

Jump a short rope continuously both forward and backward.

1. Students in scattered formation with personal space of at least 6-foot square
2. Jump a short rope using forward turns with either single or double bounce
3. Jump a short rope using backward turns with either single or double bounce
4. Students jump until teacher completes assessment
5. Watch for fatigue that affects performance

Guidelines

1. A scan of the class will reveal the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to provide feedback.

Scoring Guide

Level	Process	Product
3	Displays all the critical elements of a mature pattern, with fluid motion.	Consecutively jumps rope at least 10 times using both forward and backward turns.
2	Jumps with the critical elements of a mature pattern: a) Proper grip and posture. b) Two foot jump landing on balls of feet. c) Slight bend of knees. d) Continuously swings rope and jumps	Consecutively jumps rope at least 5 times using both forward and backward turns.
1	Jumps with less than 4 critical elements.	One break in 5 consecutive jumps using forward or backward turns.

LEAPING – Grade 3

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E1.3: Leaps using a mature pattern.

Assessment Task:

Leap with preferred foot leading.

5. Students jog around perimeter of space or back and forth, as appropriate for the space available
6. Leap every 2-3 steps with preferred foot leading
7. Students jog and leap until teacher completes assessment
8. Watch for fatigue that affects performance

Guidelines

3. A scan of the class will reveal the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
4. The teacher should then focus on the critical elements to provide feedback.

Scoring Guide

Level	Form
3	Leaps with all selected critical elements with fluid motion.
2	Leaps with selected critical elements: a) takes off from one foot and lands on other foot. b) maintains a forward orientation. c) brief period of non-support. d) arms swing in opposition to legs.
1	Leaps with less than 4 critical elements present.

JUMPING AND LANDING (Horizontal Plane) – Grade 3

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E3.3: Jumps and lands in the horizontal plane using a mature pattern.

Assessment Task:

Jump forward, using a two-foot take off and a two-foot landing.

5. Students stand on one line with a parallel line 3 feet away as a target
6. Jump forward as far as they can (do not have to reach the 3-foot line)
7. Students jump until teacher completes assessment
8. Watch for fatigue that affects performance

Guidelines

1. A scan of the class will reveal the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to provide feedback.

Scoring Guide

Level	Form
3	Displays all the critical elements of a mature pattern, with fluid motion.
2	Jumps with the critical elements of a mature pattern: a) arms back and knees bend in preparation for jumping action. b) arms extend forward as body propels forward. c) body extends and stretches slightly upward while in flight. d) hips, knees, and ankles bend on landing. e) shoulders, knees, and ankles align for balance after landing.
1	Jumps with less than 5 critical elements.

JUMPING AND LANDING (Vertical Plane) – Grade 3

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E4.3: Jumps and lands in the vertical plane using a mature pattern.

Assessment Task:

Jump upward, using a two-foot take off and a two-foot landing.

1. Students in scattered formation with personal space of at least 3-feet square
2. Jump upward from a stationary position using arm swing and two-foot take-off
3. Students jump until teacher completes assessment
4. Watch for fatigue that affects performance

Guidelines

1. A scan of the class will reveal the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to provide feedback.

Scoring Guide

Level	Form
3	Displays all the critical elements of a mature pattern, with fluid motion.
2	Jumps with the critical elements of a mature pattern: a) arms back and knees bend in preparation for jumping action. b) arms extend upward as body propels upward. c) body extends and stretches upward while in flight. d) hips, knees, and ankles bend on landing. e) shoulders, knees, and ankles align for balance after landing.
1	Jumps with less than 5 critical elements.

BALANCE – Grade 3

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E7.3: Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.

Assessment Task:

Balance on different bases of support, including one, two, and three-point balances.

1. Students in scattered formation with personal space of at least 3-feet square
2. Students perform balances until teacher completes assessment
3. Watch for fatigue that affects performance

Guidelines

1. A scan of the class will reveal the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to provide feedback.

Scoring Guide

Level	Form
3	Displays all the selected critical elements on one, two, and three-point balances and holds balances still for at least 5 seconds.
2	Balances on different bases of support, holding balances still for at least 3 seconds, with selected critical elements: a) full extension of free body parts. b) proper alignment over base of support. c) tight muscles on balances.
1	Balances with less than 3 critical elements.

WEIGHT TRANSFER – Grade 3

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E8.3: Transfers weight from feet to hands for momentary weight support.

Assessment Task:

Place weight on the hands and transfer weight to hands then back to feet.

1. Students in scattered formation with personal space of at least 6-feet square
2. Students perform weight transfer from feet to hands and back to feet until teacher completes assessment
3. Watch for fatigue that affects performance

Guidelines

1. A scan of the class will reveal the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to provide feedback.

Scoring Guide

Level	Form
3	Displays all the selected critical elements, with fluid motion.
2	Transfers weight to hands, with selected critical elements: a) entire weight momentarily supported on hands. b) hands maintain stationary contact with the floor. c) feet return to floor without losing balance.
1	Transfers weight with less than 3 critical elements.

THROWING OVERHAND – Grade 4

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E14.4a: Throws overhand using a mature pattern in a nondynamic environment (closed skills).

Assessment Task:

Use an overhand throwing pattern to throw a ball to a large wall target.

6. Students in pairs, one who throws and one who retrieves the ball
7. Recommend tennis balls
8. Recommend a target square 6 ft x 6 ft on a wall 25 ft from the throwing line and 3 ft off the floor.
9. Partner stands behind thrower to retrieve ball as needed
10. Partners switch roles when teacher completes assessment of first group

Guidelines

1. A scan of the class will show the product (successful throw or not) revealing the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to determine the process rubric level.

Scoring Guide

Level	Process	Product
3	Displays all the selected critical elements, with fluid motion.	Hits target area on wall with force.
2	Throws with selected critical elements: a) side to target in preparation for throwing action. b) arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads. c) step with opposite foot as throwing arm moves forward. d) hip and spine rotate as throwing action is executed. e) follow through toward target and across body.	Hits target area on wall.
1	Throws with less than 5 critical elements.	Hits wall but not target area.

CATCHING – Grade 4

Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome

S1.E16.4: Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills).

Assessment Task

Catch a thrown ball using both above and below the waist catching patterns.

1. Students in pairs approximately 15-20 feet apart
2. Use underhand throw only
3. Recommend softball sized ball
4. Throw ball above the catcher's head
5. Throw ball at catcher's chest or waist level
6. Throw ball below catcher's waist
7. Students throw and catch until teacher completes assessment

Guidelines

1. A scan of the class will show the product (successful catch or not) revealing the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to determine the process rubric level.

Scoring Guide

Level	Process	Product
3	Displays all the selected critical elements, with fluid motion.	Catches the ball successfully without any misses.
2	Attempts the catch with selected critical elements: a) extend arms outward to reach for ball. b) thumbs in for catch above waist; thumbs out for catch at or below waist. c) watch ball all the way into hands. d) catch with hands only; no cradling against body. e) pull ball into body, curling body slightly around ball, as catch is made.	Catches the ball successfully for the majority of throws.
1	Attempts the catch with less than 5 critical elements.	Fails to catch the ball or catches then drops it.

Note: “Attempts the catch” is used so that student is given credit for mechanics regardless of success of catch. Success is measured in the “Product” category.

Dribbling/Ball Control with Hands – Grade 4

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E17.4a: Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern.

Assessment Task:

Dribble a ball continuously with the preferred hand and then repeat with the non-preferred hand.

1. Students in scattered formation with personal space of at least 3-feet square
2. Recommend 10-inch ball
3. Dribble with preferred hand first
4. Then dribble with non-preferred hand
5. Students dribble until teacher completes assessment

Guidelines

1. A scan of the class will show the product (successful dribble or not) revealing the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to determine the process rubric level.

Scoring Guide

Level	Process	Product
3	Displays all the selected critical elements, with fluid motion.	Maintains a continuous dribble for 15 seconds with very little travel from the starting position when using both preferred and non-preferred hands.
2	Dribbles with selected critical elements: a) knees slightly bent. b) opposite foot forward when dribbling in self-space. c) contact ball with finger pads. d) firm contact with top of ball. e) eyes looking “over,” not down at, the ball.	Maintains a continuous dribble staying within self-space when using preferred hand.
1	Dribbles with less than 5 critical elements.	One break in continuous dribble or moves outside self-space on one occasion when using preferred hand.

KICKING Along the Ground – Grade 4

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E21.4: Kicks along the ground and in the air, and punts using mature patterns.

Assessment Task:

Approach a stationary ball at a jog and kick with enough force to send it approximately 30 feet along the ground.

1. Students in pairs facing partners on parallel lines 30 feet apart.
2. Recommend 10-12-inch playground ball
3. Partners kick balls back and forth to each other
4. Students kick until teacher completes assessment

Guidelines

1. A scan of the class will show the product (successful kick or not) revealing the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to determine the process rubric level.

Scoring Guide

Level	Process	Product
3	Displays all the selected critical elements, with fluid motion.	Ball travels with good speed and on the ground for 30 feet.
2	Kicks from a jog with selected critical elements: a) arms extend forward in preparation for kicking action. b) contact with ball is made directly behind center of ball. c) contact ball with shoelaces or top of foot for kicking action. d) trunk leans back slightly in preparation for kicking action. e) follow through with kicking leg extending forward and upward toward target.	Ball travels on the ground for 30 feet.
1	Kicks with less than 5 critical elements.	Ball does not travel on the ground for 30 feet.

KICKING in the Air – Grade 4

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E21.4: Kicks along the ground and in the air, and punts using mature patterns.

Assessment Task:

Approach a stationary ball at a jog and kick with enough force to send it airborne for approximately 30 feet in distance.

1. Students in pairs facing partners on parallel lines 30 feet apart.
2. Recommend 10-12-inch playground ball
3. Partners kick balls back and forth to each other
4. Students kick until teacher completes assessment

Guidelines

1. A scan of the class will show the product (successful kick or not) revealing the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to determine the process rubric level.

Scoring Guide

Level	Process	Product
3	Displays all the selected critical elements, with fluid motion.	Ball travels with good speed and in the air for 30 feet.
2	Kicks from a jog with selected critical elements: a) arms extend forward in preparation for kicking action. b) contact with ball is made directly below center of ball. c) contact ball with shoelaces or top of foot for kicking action. d) trunk leans back slightly in preparation for kicking action. e) follow through with kicking leg extending forward and upward toward target.	Ball travels in the air for 30 feet.
1	Kicks with less than 5 critical elements.	Ball does not travel in the air for 30 feet.

PUNTING – Grade 4

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E21.4: Kicks along the ground and in the air, and punts using mature patterns.

Assessment Task:

Punt a ball with enough force to send it a distance of approximately 30 feet away.

1. Students in pairs facing partners on parallel lines 30 feet apart.
2. Recommend 10-12-inch playground ball
3. Partners punt balls back and forth to each other
4. Students punt until teacher completes assessment

Guidelines

1. A scan of the class will show the product (successful punt or not) revealing the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to determine the process rubric level.

Scoring Guide

Level	Process	Product
3	Displays all the selected critical elements, with fluid motion.	Ball travels approximately 30 feet* with good speed and loft.
2	Punts with selected critical elements: a) holds the ball with two hands. b) takes a long stride. c) drops the ball onto the foot. d) points the toe. e) contacts the ball with the laces. f) follows through to the target.	Ball travels approximately 30 feet* with loft.
1	Punts with less than 6 critical elements.	Ball does not travel 30 feet* with loft.

* Ball does not have to remain in the air for 30 feet

VOLLEYING UNDERHAND – Grade 4

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E22.4: Volleys underhand using a mature pattern in a dynamic environment (e.g., 2 square, 4 square, handball).

Assessment Task:

Volley a ball underhand against the wall (as in handball).

1. Students in pairs, one who volleys and one who retrieves the ball
2. Recommend whiffleballs (at least softball size)
3. Begin volleying about 10 feet from wall
4. Allow ball to bounce once before each volley
5. Partner stands behind volleyer to retrieve ball as needed
6. Partners switch roles when teacher completes assessment of first group

Guidelines

1. A scan of the class will show the product (successful striking or not) revealing the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to determine the process rubric level.

Scoring Guide

Level	Process	Product
3	Displays all the selected critical elements, with fluid motion.	Volleys the ball against the wall after one bounce while maintaining control of the rebound
2	Volleys with selected critical elements: a) face target in preparation for volley. b) opposite foot forward. c) flat surface of hand contacts ball. d) ball between knee and waist level. e) follow through upward and to target.	Volleys the ball against the wall after one bounce
1	Volleys with less than 5 critical elements.	Volleys the ball against the wall after more than one bounce

STRIKING WITH SHORT IMPLEMENT – Grade 4

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E24.4a: Strikes an object with a short-handled implement while demonstrating a mature pattern.

Assessment Task:

Strike a ball against the wall with a short-handled paddle.

1. Students in pairs, one who strikes and one who retrieves the ball
2. Recommend pickleballs and wooden or plastic paddles
3. Begin striking about 10 feet from wall
4. Allow ball to bounce once before each strike
5. Partner stands behind striker to retrieve ball as needed
6. Partners switch roles when teacher completes assessment of first group

Guidelines

1. A scan of the class will show the product (successful striking or not) revealing the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to determine the process rubric level.

Scoring Guide

Level	Process	Product
3	Displays all the selected critical elements, with fluid motion.	Strikes the ball against the wall after one bounce while maintaining control of the rebound
2	Strikes with selected critical elements: a) racket back in preparation for striking. b) step on opposite foot as contact is made. c) swing racket or paddle low to high. d) coil and uncoil the trunk for preparation and execution of the striking action. e) follow through for completion of the striking action.	Strikes the ball against the wall after one bounce
1	Strikes with less than 5 critical elements.	Strikes the ball against the wall after more than one bounce

STRIKING WITH LONG IMPLEMENT (side-arm pattern) – Grade 5

Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome:

S1.E25.5a: Strikes a pitched ball with a bat using a mature pattern.

Assessment Task:

Strike a ball pitched underhand.

1. Students in groups of four: batter, pitcher, and two outfielders
2. Recommend using whiffleballs and plastic bats
3. Underhand pitches only
4. Students switch positions when teacher completes assessment of first group of batters

Guidelines

1. A scan of the class will show the product (successful striking or not) revealing the weaker performers first (level 1), followed by the stronger performers (level 3). The remainder (most likely about two-thirds) of the students would be at level 2.
2. The teacher should then focus on the critical elements to determine the process rubric level.
3. Be sure batters are always hitting away from other groups and a safe distance is maintained from the batter's swing.

Scoring Guide

Level	Process	Product
3	Displays all the selected critical elements, with fluid motion.	Successfully hits well-thrown pitches.
2	Strikes with selected critical elements: a) bat up and back in preparation for striking. b) step forward on opposite foot as contact is made. c) coil and uncoil the trunk for preparation and execution of the striking action. D) swing the bat on a horizontal plane. e) wrist uncocks on follow-through for completion of the striking action.	Makes contact with well-thrown pitches.
1	Strikes with less than 5 critical elements.	Fails to make contact with well-thrown pitches.