

PE Metrics Task force
Assessment Revision
Standard 2

Concepts (grade level*) and *Outcomes* assessed:

*Note that the grade levels suggested are those identified as the most appropriate point in the K-12 Physical Education Scope and Sequence (SHAPE America, 2013) for the assessment of these learning outcomes, not necessarily the only point at which instruction should occur. For example, outcomes related to movement concepts and strategies and tactics are first taught in the elementary grades, but these outcomes are not expected to reach the "maturing" or "application" stage (at which assessment should occur) until the middle school grade levels.

1. Movement Concepts (Grade K-1).

*Travel in general space with different speeds.
Differentiates between fast and slow speeds .*

2. Movement Concepts (2).

Combine shapes, levels and pathways into simple travel, dance and gymnastics sequences.

3. Movement Concepts (3).

Recognizes the concept of open spaces in a movement context.

4. Movement Concepts (4-6).

Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and games environments.

5. Strategies and tactics (6-8).

Applies basic offensive and defensive strategies/ tactics in small-sided practice tasks and games.

6. Creating space in invasion games I (7-8).

Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (to vary pathways, speed and direction).

7. Creating space in invasion games II (7-8).

Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; and give and go.

8. Creating space in invasion games III (7-8).

Creates space using width and length.

9. Reducing space in invasion games (8).

Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance between you and your opponent (3rd party perspective).

10. Transition in invasion games (7-8).

Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on the advantage.

11. Creating space in net/wall games (8-HS).

Creates open space in net/wall games using either a long- or short-handled implement by varying force, direction, moving opponent side to side and/or forward and back.

12. Reducing space in net/wall games (6-8).

Reduces offensive options for opponents by returning to mid-court position.

13. Decision making in target games (6).

Selects appropriate shot/club based on the location of the object in relation to the target.

14. Skill execution in target games (6-8).

Varies the speed, force and trajectory of the shot based on location of object in relation to the target.

15. Reducing open spaces in fielding/striking games (7-8).

Reduces open spaces in the field by working with teammates to maximize coverage.

16. Movement concepts, principles and knowledge (HS Level 1).

i) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.

ii) Uses movement concepts (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.

iii) Creates a practice plan to improve performance for a self-selected skill.

Suggestions for assessing during game play:

Most of the standard 2 outcome assessments, particularly those at the middle school level, require observation of game play in a live setting and the subsequent recording of data. This is challenging for teachers and the following assessment strategies might help:

1. Set up several simultaneous small-sided games so that all students are active, but focus observation and assessment on one game at a time. This could mean that it will take two or more lessons to complete the observations for an entire class. With several games going on at the same time, the teacher must be careful to position him or herself so that all playing areas are visible but the game being assessed is the most visible.
2. Try where possible to observe and assess each outcome more than once. Young learners have good and bad days so a "one-off" assessment might not be a fair reflection of ability. In addition, ongoing assessment can be integrated with instruction to make it more likely that students will improve through the feedback received in the assessment process.
3. Develop a single data collection sheet (for a whole class) on a clip board, laptop or tablet. This will facilitate easier data collection than having multiple sheets of paper or computer pages to deal with.
4. Practice using the assessments with an assessing partner so you can check for reliability of scoring. For the scoring to be considered reliable, both assessors should score the performer approximately the same when looking at the same performance. An agreement rate of about 80% is desirable.

1. Assessment of Movement Concepts

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (K-1)

Outcomes

S2.E3.K: Travels in general space with different speeds

S2.E3.1: Differentiates between fast and slow speeds

Assessment Task

Knowledge of movement concepts can be observed over time and assessment should be combined with instruction relative to these concepts. For this assessment, over time students are asked to perform movement tasks associated with the concepts of space and speed. For example, an appropriate movement tasks might be for the class to move freely in general space while executing locomotor skills and changing speed when signaled to do so. This task would assess outcomes related to the concepts of space and speed but the general rubric below can be used to also assess knowledge of other movement concepts (e.g. force, levels, pathways).

Guidelines

1. Try where possible to observe and assess each outcome more than once. Young learners have good and bad days so a “one-off” assessment might not be a fair reflection of their performance level.
2. Also it will be most time efficient if teachers can observe more than one or two students at a time, and the assessment task should allow for that. Actually it would probably even be possible to have an entire class moving at the same time in general space. A scan of the class would most likely show the weaker performers (level 1) first, followed by the strongest performer (level 3), with the remainder (most likely about two-thirds) of the students falling performing at level 2.
2. Lastly, ongoing assessment can be integrated with instruction to make it more likely that students will improve through the feedback received in the assessment process.

Scoring Guide

Level	Criteria
3	Knowledge is consistently* demonstrated by performing as instructed when presented with a movement challenge.
2	Knowledge is usually demonstrated in performance of a movement challenge, though students sometimes need reminding of the movements required.
1	Student does not show sufficient understanding of movement concepts.

*“Consistently” is defined as appropriate performance approximately 85% or more of the time.

“Usually” is defined as appropriate performance approximately 70-85% of the time.

A data table such as that below might be appropriate for recording individual student performance scores (level 1, 2 or 3).

Name	Space Moves in self and/or general space as instructed	Speed Moves quickly or slowly as instructed

DRAFT

2. Assessment of Movement Concepts

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (2nd grade)

Outcome

S2.E2.2: Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences

Assessment Task

In a movement setting (gymnastics, dance, or locomotor movement), students individually develop and practice a sequence of locomotor movements. The sequence should require at least the following:

- Movement or balance using two different shapes (tuck, pike and/or stretch)
- Movement or balance at least at two different levels (low, medium and/or high)
- Traveling in at least two different pathways (curved, straight and/or zigzag)

Guidelines

1. The task can be built into an instructional unit with students being given time to develop and practice their movement sequences.
2. Performances might be done by three or four students at a time (perhaps on a “performance day”) so that the teacher can adequately observe each student while not taking too long to observe the whole class.
3. If possible, it would be appropriate to allow for more than one observation/assessment.

Scoring Guide

Level	Criteria
3	Movement sequence is performed using three different shapes (tuck, pike and stretch), three levels (low, medium and high) and three pathways (curved, straight and zigzag)
2	Movement sequence is performed using two different shapes (from tuck, pike and stretch), two levels (from low, medium and high) and two pathways (from curved, straight and zigzag)
1	Movement sequence is performed using one different shape (from tuck, pike and stretch), one level (from low, medium and high) and one pathway (from curved, straight and zigzag)

3. Assessment of Movement Concepts

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (3rd grade)

Outcome

S2.E1.3: Recognizes the concept of open spaces in a movement context

Assessment Task A

Invasion Game. Students play in invasion game-performance settings. These settings should be small-sided (3v3 or 4v4) to allow for student involvement in game play and opportunities for the teacher to observe performances. One possibility is to use a modified invasion game for this assessment since invasion games are played through 360 degrees and thus require considerable understanding of spatial concepts.

Guidelines

1. Examples of small-sided games suitable for the third grade level might include 3v3 soccer or 3v3 team handball (which might be best due to its lower skill requirements).
2. The teacher's observations should focus specifically on the level of understanding students show in terms of their ability to recognize and move to open space.
3. Set up several simultaneous small-sided games so that all students are active, but focus observation and assessment on one game at a time. This could mean that it will take two or more lessons to complete the observations for an entire class. With several games going on at the same time, the teacher must be careful to position him or herself so that all playing areas are visible but the game being assessed is the most visible

Level	Recognizing and moving to open space in an invasion game
3	Consistently* positions him/herself or moves to spaces where passes can be received when teammates have the ball
2	Usually positions him/herself or moves to spaces where passes can be received when teammates have the ball
1	Does not sufficiently position him or herself or move to spaces where passes can be received when teammates have the ball

*"Consistently" is defined as appropriate performance approximately 85% or more of the time.

"Usually" is defined as appropriate performance approximately 70-85% of the time.

Alternative Assessment Task (B)

Net Game. A further possibility is to use a modified net game such as "throw tennis" on a small court (approximately 15 feet wide by 30 feet long with a "net" across the center.

- The net can be just a line or perhaps a jump rope attached between two cones.
- The most appropriate ball would be one that can be tossed with one hand and one that has only limited bounce (such as a gator skin ball).

- In this game the ball must be thrown underhand and with an upward trajectory, and from the place it is caught.
- Additionally the ball **MUST** bounce once inside the court boundary (because this rule forces players to move). “Service” at the start of each point is by underhand toss from the baseline.

Guidelines

In observing a throw tennis game, the teacher’s observations should focus on the extent to which students recognize that they should seek to make the ball bounce in spaces that are unoccupied by the opponent. This recognition will be evident in the extent to which students throw with the appropriate amount of force to make the ball land in space. These spaces might be at the front or back of the court and, for the more advanced players, at the sides of the court where players might try to use the angles of the court to make the ball land in space.

Scoring Guide

Level	Recognizing and using open space in a net game
3	Consistently* attempts to make the ball bounce in spaces that are deep and short, or at the sides of the court.
2	Usually attempts to make the ball bounce in spaces that are deep and short, or at the sides of the court
1	Does not attempt to make the ball bounce in spaces that are deep and short, or at the sides of the court

*“Consistently” is defined as appropriate performance approximately 85% or more of the time.

“Usually” is defined as appropriate performance approximately 70-85% of the time.

4. Assessment of Movement Concepts (Grade 4-6).

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (5th grade)

Outcome

S2.E1.5: Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and games environments

Assessment Task

This assessment requires the learner to perform group movement patterns in gymnastics, dance and games environments.

- In gymnastics this might be a pairs routine
- In dance it might be a pairs or group dance
- In games environments teachers should use small-sided formats of perhaps 1v1, 3v3 or 5v5 (depending on the game being played) because this enables learners to have more opportunities for involvement, which in turn facilitates accurate judgment of performance.

Guidelines

1. Successful performance requires that learners demonstrate an awareness of their working/playing spaces and the ability to use these spaces to effectively combine locomotor and non locomotor movements.
2. Set up several simultaneous practice areas or small-sided games so that all students are active, but focus observation and assessment on one group at a time. This could mean that it will take two or more lessons to complete the observations for an entire class.
3. With several groups simultaneously active, the teacher must be careful to position him or herself so that all playing areas are visible but the game being assessed is the most visible.
4. Using this assessment in gymnastics or dance might warrant a “performance day” or “showcase” where groups perform their routines before multiple judges and the class.

Scoring Guides

Two separate rubrics are provided, the first to be used in assessing gymnastics or dance performance and the second to be used in assessing games performance

Gymnastics/Dance*:

Level	Criteria
3	Group performance contains: <ul style="list-style-type: none">• <u>Movements are performed with varying speeds and pathways</u>• Smooth transitions performed with <u>maximum use of the available space,</u>• Effective synchronization of performers with an identifiable beginning and ending point.
2	Group performance contains: <ul style="list-style-type: none">• <u>Movements are performed at a consistent speed but with varying pathways,</u>• <u>Smooth transitions</u> performed within the available space,• <u>Effective synchronization</u> of performers with an identifiable beginning and ending point.
1	Group performance contains: <ul style="list-style-type: none">• Movements are performed at a consistent speed throughout the routine,• Transitions performed within the available space,• Emerging synchronization of performers with an identifiable beginning and ending point.

*Note that the task must have sufficient scope to allow for both complex and simple locomotor and non-locomotor movements. This is possible in either a learner created routine/dance or one set by the teacher. If using a teacher set routine/dance, there must be sufficient scope for learners to self-challenge if they are able to perform more complex movements.

Games:

Successful game play requires players to move effectively, both offensively and defensively, regardless of the type of game being played. Again, for assessment purposes, game play should be small sided so that all learners have fair opportunity for involvement. The rubric below emphasizes three observable aspects of movement that are relevant to all types of games: Offensive movement, defensive movement, and base positioning.

Level	Criteria
3	<p>Movement within the game is such that:</p> <ul style="list-style-type: none"> • Offensively players consistently* move to support teammates and receive the ball (or other projectile), • Defensively players consistently move to cover spaces or to make skill execution by opponents more difficult, • Players take up appropriate positions at start and restart situations.
2	<p>Movement within the game is such that:</p> <ul style="list-style-type: none"> • Offensively players usually move to support teammates and receive the ball (or other projectile), • Defensively players usually move to cover spaces or to make skill execution by opponents more difficult, • Players take up appropriate positions at start and restart situations.
1	<p>Movement within the game is such that:</p> <ul style="list-style-type: none"> • Offensively players do not move to support teammates and receive the ball (or other projectile), • Defensively players do not move to cover spaces or to make skill execution by opponents more difficult, • Players do not take up appropriate positions at start and restart situations.

*"Consistently" is defined as appropriate performance approximately 85% or more of the time.
 "Usually" is defined as appropriate performance approximately 70-85% of the time.

5. Assessment of Strategies and Tactics (Grade 6-8).

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (6-8th grade)

Outcome

S2.M1-M11.6-8: Applies basic offensive and defensive strategies/ tactics in small-sided practice tasks and games

Assessment Task

The ability to apply basic offensive and defensive strategies and tactics can be assessed in practice tasks (i.e. drill-like settings), but it is really the ability to apply tactics and strategy in game situations that distinguishes the more competent performer from the less competent. Therefore it is appropriate to assess learners in both practice and small-sided game situations (1v1, 3v3, 5v5 depending on the game being played).

Guidelines

1. Depending on the game being played, examples of offensive tactics and strategies in this assessment could include making appropriate decisions about whether to pass, shoot or dribble or who to guard (in an invasion game), where to place a shot (in a net, striking/fielding or target game), or which base to throw to (in a striking/fielding game).
2. Further examples of game tactics are found in the Standard 2 outcomes M1-M11 for grades 6-8, and specific tactics can be selected for assessment depending on what has been taught during instruction.
3. Any of the outcomes from M1 through M11 can be assessed at any grade level from 6-8 using a common rubric (below) that uses the performance context (practice or game setting) as the key factor distinguishing between levels of performance.

Scoring Guide

The rubric below is written in such a way as it can apply to all game types, and in using it teachers must assess performance based on the tactics and strategies that have been taught during lessons.

Level	Criteria
3	The learner consistently applies offensive and defensive strategies in both practice tasks and games.
2	The learner consistently applies offensive and defensive strategies in practice tasks only.
1	The learner is unable to consistently apply offensive and defensive strategies in either practice tasks or games.

*"Consistently" is defined as appropriate performance approximately 85% or more of the time.

6. Assessment of creating space in invasion games (Grade 7-8).

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (6-8th grade)

Outcome

S2.M1.8: Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (to vary pathways, speed and direction)

Assessment Task

This assessment calls for small-sided invasion game play, and this should be a maximum of 6v6 depending on the game being played. Any game can be played because the concept of creating space is common to all invasion games but, as with other assessments, small-sided games will provide more involvement for all students.

Guidelines

1. It might be wise to assess performance in a game with lower technique requirements to enable learners to focus more on their movement and their creation of space rather than on executing difficult manipulative skills. For example, using team handball or ultimate Frisbee might be better than using lacrosse, soccer or floor hockey because changes in possession (due to inability to control the ball) will be less frequent in team handball or ultimate Frisbee.
2. Set up several simultaneous small-sided games so that all students are active, but focus observation and assessment on one game at a time. This could mean that it will take two or more lessons to complete the observations for an entire class. With several games going on at the same time, the teacher must be careful to position him or herself so that all playing areas are visible but the game being assessed is the most visible.
3. Teachers should be aware of appropriate field or court dimensions, these being to some extent dependent on the game being played. For example, 3v3 or 4v4 basketball could be played in half court settings. Likewise 4v4 or 5v5 team handball could be played across the width of a basketball court. Regardless, care should be taken to ensure that field or course dimensions are not too large (which would provide too much space for players and make it unnecessary to work hard to create space) and teachers should be prepared to adjust field or court size as necessary.

Scoring Guide

The rubric below can be used in any invasion game.

Level	Criteria
3	During small-sided game play the learner creates space by using <u>changes in pathway, speed and direction</u> to open and close space.
2	During small-sided game play the learner creates space by using <u>changes in pathway and direction</u> to open and close space.
1	During small-sided game play the learner creates space by only using changes in direction to open and close space.

7. Assessment of creating space in invasion games (Grade 7-8).

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (6-8th grade).

Outcome

S2.M2.7-8: Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; and give and go.

Assessment Task

This assessment calls for small-sided invasion game play, and this should be a maximum of 6v6 depending on the game being played. Any game can be played because the concept of creating space is common to all invasion games but, as with other assessments, small-sided games will provide more involvement for all students.

Guidelines

1. It might be wise to assess performance in a game with lower technique requirements to enable learners to focus more on their movement and their creation of space rather than on executing difficult manipulative skills. For example, using team handball or ultimate Frisbee might be better than using lacrosse, soccer or floor hockey because changes in possession (due to inability to control the ball) will be less frequent in team handball or ultimate Frisbee.
2. Set up several simultaneous small-sided games so that all students are active, but focus observation and assessment on one game at a time. This could mean that it will take two or more lessons to complete the observations for an entire class. With several games going on at the same time, the teacher must be careful to position him or herself so that all playing areas are visible but the game being assessed is the most visible.
3. Teachers should be aware of appropriate field or court dimensions, these being to some extent dependent on the game being played. For example, 3v3 or 4v4 basketball could be played in half court settings. Likewise 4v4 or 5v5 team handball could be played across the width of a basketball court. Regardless, care should be taken to ensure that field or course dimensions are not too large (which would provide too much space for players and make it unnecessary to work hard to create space) and teachers should be prepared to adjust field or court size as necessary.

Scoring Guide

The rubric below can be used in any invasion game.

Level	Criteria
3	<p>During small-sided invasion game play the learner creates open space when necessary by performing <u>at least three</u> of the following:</p> <ul style="list-style-type: none"> • moving to create open space for self when in possession of the ball, • moving to create space for teammates when not in possession of the ball by varying speed, direction and/or pathways, • using a variety of passes, • using ball fakes, • using a give and go.
2	<p>During small-sided invasion game play the learner creates open space when necessary by performing <u>at least two</u> of the following:</p> <ul style="list-style-type: none"> • moving to create open space for self when in possession of the ball, • moving to create space for teammates when not in possession of the ball by varying speed, direction and/or pathways, • using a variety of passes, • using ball fakes, • using a give and go.
1	<p>During small-sided invasion game play the learner creates open space when necessary by performing <u>at least one</u> of the following:</p> <ul style="list-style-type: none"> • moving to create open space for self when in possession of the ball, • moving to create space for teammates when not in possession of the ball by varying speed, direction and/or pathways, • using a variety of passes, • using ball fakes, • using a give and go.

This assessment requires a lot of observation and a well-structured score sheet will be helpful. The score sheet below is an example of such a score sheet.

Name	Moves when in possession	Moves when not in possession	Uses a variety of passes	Uses ball fakes	Uses a give and go

8. Assessment of creating space in invasion games (Grade 7-8).

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (6-8th grade).

Outcome

S2.M3.8: Creates space using width and length.

Assessment Task

Again this assessment calls for small-sided invasion game play. Any game can be played because the concept of creating space is common to all invasion games.

Guidelines

1. It might be wise to assess performance in a game with lower technique requirements to enable learners to focus more on their movement and their creation of space rather than on executing difficult manipulative skills. For example, using team handball or ultimate Frisbee might be better than using lacrosse, soccer or floor hockey because changes in possession (due to inability to control the ball) will be less frequent in team handball or ultimate Frisbee.
2. Set up several simultaneous small-sided games so that all students are active, but focus observation and assessment on one game at a time. This could mean that it will take two or more lessons to complete the observations for an entire class. With several games going on at the same time, the teacher must be careful to position him or herself so that all playing areas are visible but the game being assessed is the most visible.
3. Teachers should be aware of appropriate field or court dimensions, these being to some extent dependent on the game being played. Teachers should be prepared to adjust field or court size as necessary but should play games on a full field or court (not half court) to enable students to spread out using both width and length (depth).

Scoring Guide

Level	Criteria
3	During small-sided invasion game play the learner creates open space when necessary by: <ul style="list-style-type: none">• Spreading out from side to side and front to back• Moving (cutting) quickly to space• Faking movement without the ball
2	During small-sided invasion game play the learner creates open space when necessary by: <ul style="list-style-type: none">• Spreading out from side to side and front to back• Moving (cutting) quickly to space
1	During small-sided invasion game play the learner creates open space when necessary by: <ul style="list-style-type: none">• Spreading out from side to side and front to back

9. Assessment of reducing space in invasion games (Grade 8).

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (6-8th grade).

Outcome

S2.M4.8: Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance between you and your opponent (3rd party perspective).

Assessment Task

This assessment calls for small-sided invasion game play.

Guidelines

1. Any game can be played because the defensive concept of reducing space is common to all invasion games.
2. While field or court size might vary depending on the game played, teachers should not make the playing area so large that defenders are unable to reduce the distance to attacking players. Nor should space be so small that defenders do not need to work hard to reduce space.

Scoring Guide

The assessed outcome has two components in that when defending, a player should a) stay on the goal side of the offensive player (i.e. mark or guard a player by being between the opponent and the goal/basket/end zone), and b) reduce the distance between him or herself and an offensive opponent by closing the gap quickly. The rubric below provides observable criteria for assessing these two components.

Level	Criteria
3	During small-sided invasion game play the learner consistently reduces space when necessary by: <ul style="list-style-type: none">• staying on the goal side of the offensive player, and• reducing the distance between him or herself and an offensive opponent by closing the gap quickly
2	During small-sided invasion game play the learner consistently reduces space when necessary by: <ul style="list-style-type: none">• staying on the goal side of the offensive player
1	During small-sided invasion game play the learner does not reduce space when necessary by either : <ul style="list-style-type: none">• staying on the goal side of the offensive player, and/or• reducing the distance between him or herself and an offensive opponent by closing the gap quickly

10. Assessment of transition in invasion games (Grade 7-8).

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (6-8th grade).

Outcome

S2.M6.7-8: Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on the advantage

Assessment Task

This assessment calls for small-sided invasion game play. Any game can be played because the defensive concept of transition (i.e. changes in possession) is common to all invasion games.

Guidelines

1. Because the focus of this assessment is on the concept of transition, it might be wise to assess using an invasion game with more difficult technique requirements to facilitate more frequent changes of possession. For example, ball possession is more difficult in games such as soccer, lacrosse or (to a lesser extent) basketball than it is in team handball or ultimate frisbee (which are technically simpler throw and catch games). Therefore transitions will be more frequent in games with greater technique requirements, so providing more opportunities for learners to apply the important features of transition, namely speed and communication. Of course this also provides the observer with more opportunities to assess.

The rubric below can be used in any invasion game.

Level	Criteria
3	During small-sided invasion game play, learners transition both from offense to defense and defense to offense by recovering quickly, communicating with teammates, and capitalizing on the advantage.
2	During small-sided invasion game play, learners transition from defense to offense* by communicating with teammates and capitalizing on the advantage.
1	During small-sided invasion game play, learners transition slowly from offense to defense or defense to offense, remaining in current position and responding slowly to the change in possession.

*Note that it is always more motivational for learners to transition from defense to offense because there is a chance of attacking and scoring after this transition. Therefore this should be the minimum expectation for transition in invasion games.

11. Assessment of creating space in net/wall games (Grade 8).

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (6-8th grade)

Outcome

S2.M7.8: Creates open space in net/wall games using either a long- or short-handled implement by varying force, direction, moving opponent side to side and/or forward and back

Assessment Task

Assessment of this outcome requires instruction in a net/wall game that uses either a long or short handed implement. Possibilities are badminton, pickleball, tennis, or racquetball.

Guidelines

1. Badminton or pickleball are suggested because they are easier to play than tennis, in which the ball bounces high and travels fast. In addition tennis is usually played outside and so is often affected by the elements, and few schools have racquetball courts. Badminton and pickleball are played indoors on a smaller court than tennis, using a shuttlecock and ball that fly more slowly in the early stages. This enables most learners to play a game and so facilitates assessment of the outcome.
2. Typical space limitations in school gymnasiums will most likely make it necessary that games are played on half a court (a full court divided lengthwise down the center). This is acceptable since it still permits plenty of movement forward and back, though less side to side movement.

Scoring Guide

The rubric below can be used for assessing the outcome in any net/wall game. Note that creating space by varying force to move the opponent forward and back is easier than doing so by varying direction to move the opponent from side to side, because it does not require the use of angles.

Level	Criteria
3	During net/wall game play, the learner creates open space by selecting shots that vary force to move the opponent forward and back and varying direction to moving opponent side to side.
2	During net/wall game play, the learner creates open space by selecting shots that vary force to move the opponent forward and back.
1	During net/wall game play, the learner does not create open space by either varying force to move the opponent forward and back or varying direction to moving opponent side to side.

12. Assessment of reducing space in net/wall games (Grade 6-8).

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (6-8th grade)

Outcome

S2.M8.6: Reduces offensive options for opponents by returning to mid-court position.

Assessment Task

This outcome refers to defensive play in net/wall games. Assessment of the outcome requires instruction in a net/wall game that uses either a long or short handled implement. Possibilities are badminton, pickleball, tennis, or racquetball.

Guidelines

1. Badminton or pickleball are suggested because they are easier to play than tennis, in which the ball bounces high and travels fast. In addition tennis is usually played outside and so is often affected by the elements, and few schools have racquetball courts. Badminton and pickleball are played indoors on a smaller court than tennis, using a shuttlecock and ball that fly more slowly in the early stages. Consequently the ball or shuttlecock stays in play for longer periods of time (i.e. rallies are longer) requiring more consecutive instances of returning to a mid-court position, which facilitates assessment of the outcome.
2. Typical space limitations in school gymnasiums will most likely make it necessary that games are played on half a court (a full court divided lengthwise down the center). This is acceptable since it still permits plenty of movement forward and back, so still requiring students to recover to a mid-court position between shots.

Scoring Guide

The rubric below can be used for assessing the outcome in any net/wall game.

Level	Criteria
3	During game play, the learner <u>usually or always</u> (>66%) reduces offensive options for opponents by returning to mid-court position.
2	During game play, the learner <u>sometimes</u> (33-65%) reduces offensive options for opponents by returning to mid-court position.
1	During game play, the learner <u>rarely or never</u> (<33%) reduces offensive options for opponents by returning to mid-court position.

13. Decision making in target games (Grade 6).

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (6-8th grade)

Outcome

S2.M9.6: Selects appropriate shot/club based on the location of the object in relation to the target

Assessment Task

This assessment requires students to participate in a target game. Target games require players to show judgment concerning what shot to play and how to play it. For example, in golf a player must select the appropriate club based on the distance of the ball from the hole. In bowling a player must locate the ball over the correct direction arrow in order to hit the pins. In shuffleboard a player must decide whether or not to play a shot that stays in the scoring zone or one that knocks an opponent out of the scoring zone.

Guidelines

1. Target games sometimes involve safety concerns so teachers should be careful to ensure that students are not hitting or throwing towards each other when setting up multiple games.
2. The game specific scoring criteria might vary according to the game played, as suggested above in the assessment task description, so teachers should ensure that these criteria are taught and are clear to students.

Scoring Guide

The rubric below can be used in any target game. While it is preferable that assessment be done during game play, assessment of this outcome could also be accomplished in paper and pencil format by setting up scenarios for the learners to solve.

Level	Criteria
3	During game play the learner consistently* selects the appropriate shot/club based on the location of the object in relation to the target
2	During game play the learner usually selects the appropriate shot/club based on the location of the object in relation to the target
1	During game play the learner rarely or never selects the appropriate shot/club based on the location of the object in relation to the target

*"Consistently" is defined as appropriate performance approximately 85% or more of the time.

"Usually" is defined as appropriate performance approximately 70-85% of the time.

14. Skill execution in target games (Grade 8).

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (6-8th grade)

Outcome

S2.M9.8: Varies the speed, force and trajectory of the shot based on location of object in relation to the target

Assessment Task

This assessment requires students to participate in a target game. Target games require players to show judgment concerning speed, force and trajectory in order to hit a target. For example, in golf a player must putt the ball with more speed if the hole is further away. Similarly, in bocce ball, a player must show an appropriate combination of force and trajectory to get close to the target ball. The latter would also apply to chipping a golf ball with the aim of getting it close to the hole.

Guidelines

1. Target games sometimes involve safety concerns so teachers should be careful to ensure that students are not hitting or throwing towards each other when setting up multiple games.
2. The game specific scoring criteria might vary according to the game played, as suggested above in the assessment task description, so teachers should ensure that these criteria are taught and are clear to students.

Scoring Guide

This assessment can apply to any target game. Once a decision is made concerning what sort of shot to play, all target games require the player to execute that shot. The success of execution is often dependent on the performer imparting the right amount of force and the appropriate trajectory to the ball. The rubric below can be used with any target game.

Level	Criteria
3	During game play the learner appropriately varies <u>both</u> the speed/force and the trajectory of the shot based on the location of the object (i.e. the projectile) in relation to the target
2	During game play the learner <u>appropriately varies either</u> the speed/force and the trajectory of the shot based on the location of the object (i.e. the projectile) in relation to the target
1	During game play the learner does not vary either the speed/force or the trajectory of the shot based on the location of the object (i.e. the projectile) in relation to the target

15. Reducing open spaces in fielding/striking games (Grades 7-8).

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (6-8th grade)

Outcome

S2.M11.7-8: Reduces open spaces in the field by working with teammates to maximize coverage

Assessment Task

Though the fielding/striking game most likely to be played is softball, for those inclined this assessment could equally apply to cricket by modifying the language in the rubric. In either case the game can be either a full field game or a smaller "infield" game since in either case players have to work defensively as teams to reduce the spaces available for offensive teams to hit into.

Guidelines

1. Assessment requires observation of the fielding team only.
2. If multiple games are being played, care should be taken to ensure that hitters are hitting only towards their own fielders and away from other games.
3. Safety procedures should include establishing "safety zones" in which there must be no swinging of bats. Batting teams can wait in these zones.

Scoring Guide

The rubric below focuses on the key components of reducing space.

Level	Criteria
3	During game play the learner: <ul style="list-style-type: none">• Communicates with teammates before the pitch to ensure appropriate defensive positioning and the correct defensive play.• Moves quickly to the ball to try and execute the play (on-the-ball).• Moves quickly to the base or a back-up position (off-the-ball - backing up the fielder of the base player).
2	During game play the learner: <ul style="list-style-type: none">• Communicates with teammates before the pitch to ensure appropriate defensive positioning and the correct defensive play.• Moves quickly to the ball to try and execute the play (on-the-ball).
1	During game play the learner: <ul style="list-style-type: none">• Communicates with teammates before the pitch to ensure appropriate defensive positioning and the correct defensive play.

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16. Movement concepts, principles and knowledge (HS Level 1).

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance (high school)

Outcomes

S2.H1.L1: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.

S2.H2.L1: Uses movement concepts (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.

S2.H3.L1: Creates a practice plan to improve performance for a self-selected skill

Assessment Task

The three outcomes above are assessed by a portfolio. In an activity area or areas of their choosing (e.g., games, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas), students complete a portfolio demonstrating their knowledge of how to apply movement concepts, principles and knowledge to performance in authentic (e.g., real-world) settings. Components of the portfolio include the following:

1. A description of skill related critical elements, strategic and/or tactical requirements for successful performance in the activity. The description should identify and define key terminology associated with the activity.
2. A description of the movement concepts and principles that impact performance (e.g., force, stability, angles, motion, rotation).
3. Analysis of personal performance describing the strengths and weaknesses of performance, and a detailed practice plan indicating how performance might be improved. The practice plan should document the frequency, duration and intensity of practice (the what, when, where and how of practice).

Guidelines

1. Portfolios can be produced either on paper or electronically and might include video clips to show aspects of performance.
2. This portfolio can either stand alone or be added to assessments for other standards, as an overall High School Physical Education Portfolio.

Scoring Guide

Level	Portfolio component 1	Portfolio component 2	Portfolio component 3
3	Technical and strategic/tactical requirements are explained in detail. Key terminology is identified (listed) and defined.	Movement concepts and principles of performance are described and demonstrated in the portfolio.	Personal performance is described and demonstrated, and a detailed (what, when, where, how) practice plan is presented to facilitate performance improvement.
2	Technical and strategic/tactical requirements are explained and key terminology is identified (listed).	Movement concepts and principles of performance are described in the portfolio.	Personal performance is described and a detailed practice plan is presented to facilitate performance improvement.
1	Technical and strategic/tactical requirements are identified (listed) along with key terminology.	Movement concepts and principles of performance are listed but not described.	Personal performance is described and a limited practice plan is presented to facilitate performance improvement.

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