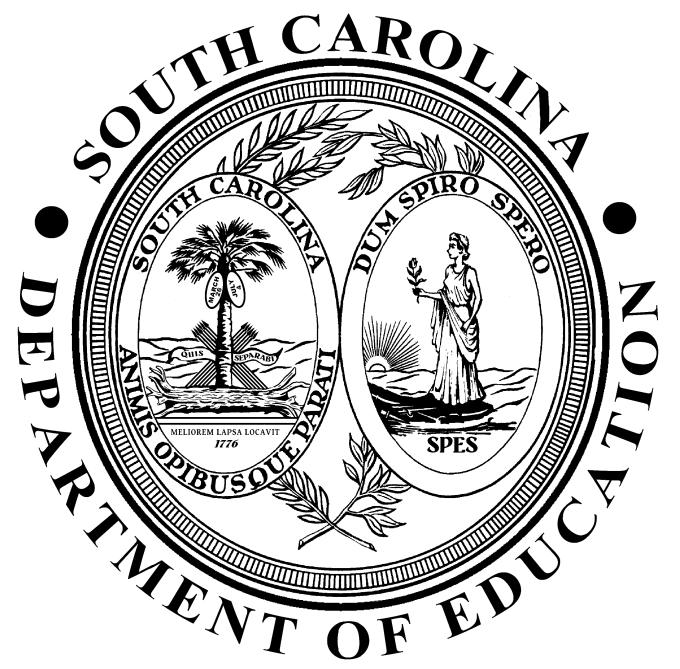
**State of South Carolina**

**DEPARTMENT OF EDUCATION**

**Ellen E. Weaver**

*State Superintendent of Education*



Unit Resources – Elementary Assessments for *2021 South Carolina College and Career Ready Standards for Physical Education*

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8781. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov) or call 1-800-421-3481.

# Contents

[Contents 2](#_Toc158123304)

[Sample Assessments 3](#_Toc158123305)

[Elementary Assessments 4](#_Toc158123306)

[Standard 1 4](#_Toc158123307)

[Locomotor/Jump Rope 4](#_Toc158123308)

[Invasion Games 6](#_Toc158123309)

[Striking 8](#_Toc158123310)

[Standard 2 9](#_Toc158123311)

[Locomotor/Jump Rope 9](#_Toc158123312)

[Invasion Games 9](#_Toc158123313)

[Striking 10](#_Toc158123314)

[Standards 4 & 5 11](#_Toc158123315)

[Assessment for Analyzing a Good Sport 12](#_Toc158123316)

# Sample Assessments

This section provides several sample assessments. These assessments were designed to be adaptable for a wide range of tasks and skills while ensuring data is collected in alignment with the intent of the grade level performance indicators. These assessments are intended to provide teachers and students with information to plan, modify and implement tasks that best suit the individual student. These assessments are examples of what a teacher could do but are not intended to be a requirement nor an exhaustive list.

# Elementary Assessments

## Standard 1

### Locomotor/Jump Rope

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator(s)** | **Criteria for Traveling** | **Yes** | **No** |
| 1.1 | A skill that takes the body from place to place. (e.g., walk, run, side slide, gallop, hop, jump, skip, leap in general space). |  |  |
| 1.1 | Motor control, movement coordination, and complete integration of all components of a particular fundamental movement skill. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator(s)** | **Criteria for Appropriate Speed** | **Yes** | **No** |
| 1.1, 1.15 | Slow or slower speed when in small spaces or near others. |  |  |
| 1.1, 1.15 | Moderate speed when moving throughout the area avoiding others and obstacles. |  |  |
| 1.1, 1.15 | Quick speed when moving to open space and during transitions from offensive and defensive situations during modified game play. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator(s)** | **Criteria for Appropriate Force** | **Yes** | **No** |
| 1.1 | Absorb landing in legs when necessary. |  |  |
| 1.1 | Adjust for upward movement or forward movement depending on what the task demands. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator(s)** | **Criteria for Modified Game Play** | **Yes** | **No** |
| 1.1, 1.15 | Demonstrate mature form in all locomotor skills while combining manipulative skills (e.g., dribbling a soccer ball while running). |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator(s)** | **Criteria for Jump Rope** | **Yes** | **No** |
| 1.14 | Use two feet together to jump rope for at least one minute while staying in their own space. |  |  |
| 1.14 | Create a long or short jump rope routine with a partner or group. |  |  |

### Invasion Games

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator(s)** | **Criteria for Hand Dribble** | **Yes** | **No** |
| 1.8 | Dribbles with dominant hand using correct technique (i.e., finger pads, below waist, one hand at a time). |  |  |
| 1.8 | Dribbles with non-dominant hand using correct technique. |  |  |
| 1.8 | Dribbles with both hands using correct technique while changing speed or direction. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator(s)** | **Criteria for Foot Dribble** | **Yes** | **No** |
| 1.10 | Dribbles with the inside and outside of foot keeping within two steps. |  |  |
| 1.10 | Dribbles within two steps while changing speed or direction using inside and outside of the foot. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator(s)** | **Criteria for Hand Pass/Receive** | **Yes** | **No** |
| 1.9 | Throw ball underhand and overhand. |  |  |
| 1.9 | Combine different passes while stationary. |  |  |
| 1.9 | Pass a variety of objects while implementing locomotor skills. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator(s)** | **Criteria for Foot Pass/Receive** | **Yes** | **No** |
| 1.11 | Pass and receive with feet continuously to a partner. |  |  |
| 1.11 | Pass and receive with mature form using the inside and outside of the feet. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator(s)** | **Criteria for Modified Game Play** | **Yes** | **No** |
| 1.8,1.9,1.10, 1.11,1.15 | Combines dribbling and passing during game play. |  |  |
| 1.8,1.9,1.10, 1.11,1.15 | Passes and receives with mature form during game play. |  |  |
| 1.12 | Strikes with hands and arms accurately. |  |  |
| 1.12 | Strikes using a strike-bounce-strike pattern to a partner or wall. |  |  |

### 

### Striking

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator(s)** | **Criteria for Striking with Long Handled Implements** | **Yes** | **No** |
| 1.13 A, B, C | Strikes a ball using appropriate force and accurate grip to a stationary partner. |  |  |
| 1.13 A, B, C | Uses correct body position (e.g., perpendicular to target, parallel to target, etc.). |  |  |
| 1.13 A, B, C | Strikes a ball off of a tee towards open space. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator(s)** | **Criteria for Striking with Short Handled Implements** | **Yes** | **No** |
| 1.13 A | Uses a short handled implement to continuously perform a strike-bounce-strike pattern. |  |  |
| 1.13 A | Uses correct grip based on the short handled implement. |  |  |
| 1.13 A | Uses correct body position (e.g., perpendicular to target, parallel to target, etc.). |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator(s)** | **Criteria for Modified Game Play** | **Yes** | **No** |
| 1.12, 1.13A, 1.13B, 1.13C | Combines striking with hands and arms using appropriate force in modified game play. |  |  |
| 1.12, 1.13A, 1.13B, 1.13C | Strikes with mature form, appropriate grip, and appropriate body position with the implement. |  |  |

## Standard 2

### Locomotor/Jump Rope

1. Explain the different types of shapes in which you can perform a locomotor skill. **(2.2 - I)**

2. Describe a physical activity when you would use a slower speed vs. one where you use a faster speed. **(2.3 - I)**

3. Explain one performance cue you learned while jumping rope and how it helped you to improve your skill. **(2.1 - A)**

4. Describe two different pathways, levels, or shapes you can travel in to improve performance outcomes. **(2.2. - A)**

5. Describe a time you gave feedback to help a classmate improve their jump rope performance. **(2.1 - A)**

6. Which one is NOT a locomotor skill? **(2.1 - N)**

A. Walk B. Run C. Summersault D. Gallop

7. Choose one sport or physical activity and explain how you would apply movement concepts (speed and force) learned during the locomotor skills unit in that sport or activity. **(2.3 - A)**

8. When leaping, how many feet are in the air at once? **(2.1 - N)**

A. No feet B. 1 foot C. Both feet D. Heels only

### Invasion Games

1. Give an example of a time you used teacher feedback in order to improve performance. **(2.1 - I)**

2. Describe a time you gave feedback to help a classmate during game play. **(2.1 - A)**

3. Provide an example of a time you applied learning cues to improve your own personal performance of a skill. **(2.1 - A)**

4. What foot should you step with when throwing/tossing? **(2.1 - N)**

A. Same B. Opposite C. Both feet together D. Don’t step.

5. Describe what it means to dribble with close control. **(2.1 - I)**

6. When standing close to a teammate, what kind of force should you use when you pass? **(2.3 - N)**

7. When playing a game, explain how you applied different amounts of force and why. **(2.3 - A)**

8. Explain how to correctly use open space in order to help a teammate during game play. **(2.2 - A)**

### Striking

1. Describe a time you gave feedback to help a classmate during game play. **(2.1 - A)**

2. Explain how many times your team can touch the volleyball before it must cross the net in a game of volleyball. **(2.1 - I)**

3. What is the correct grip on a racket? **(2.1 - N)**

4. Explain how you can utilize space in a net/wall game (e.g., volleyball, tennis, badminton, etc.) in order to be successful during game play. **(2.2 - A)**

5. Explain how force changes depending on where you are striking a ball in a net/wall game (e.g., volleyball, tennis, badminton, etc.). **(2.3 - I)**

6. Choose a cue that you learned and explain how you used it in order to improve your performance in striking with a racket or other implement. **(2.1 - A)**

7. Fill in the blank: When playing a racket sport, you should swing your paddle from \_\_\_\_\_\_\_\_\_\_ to high. **(2.1- N)**

8. Provide an example of a time you applied all the learning cues for a skill to improve your own personal performance. **(2.1 - A)**

## Standards 4 & 5

**Instructions:** Check Yes or No for each of the following criteria. A student earns a “Yes” if they perform each indicator with no more than one off-task behavior for each indicator. Mark the total of Yes/No at the bottom. This assessment can be used across all Physical Education Units.

| Indicator | Criteria | Yes | No |
| --- | --- | --- | --- |
| 4.1 | The student is able to work on tasks independently and/or cooperatively. |  |  |
| 4.2 | The student responds appropriately and respectfully to corrective feedback from the teacher and/or classmates. |  |  |
| 4.3 | The student interacts positively with others regardless of personal differences. |  |  |
| 4.4 | The student is a good sport\* and demonstrates safe play. |  |  |
| 5.1 | The student examines the health benefits of the activity. |  |  |
| 5.2 | The student engages in physical activities that are personally challenging. |  |  |
| 5.3 | The student recognizes that improved skill performance increases success and explains why students may be interested in certain physical activities. |  |  |
| 5.4 | The student explains how physical activity positively impacts social interaction. |  |  |
|  | Totals: |  |  |

\*A rubric to assist in identifying the criteria for a “good sport” **(4.4)** can be found separately

### Assessment for Analyzing a Good Sport

**Instructions:** Check Yes or No for each of the following criteria. A student earns a “Yes” if they perform each indicator with no more than one off task behavior for each indicator. Mark the total of Yes/No at the bottom. This assessment can be used across all Physical Education Units.

| Indicator | Criteria | Yes | No |
| --- | --- | --- | --- |
| 4.4B | The student communicates positively. |  |  |
| 4.4B | The student follows the rules of the game or activity. |  |  |
| 4.4B | The student is inclusive of others and accepts their ideas. |  |  |
| 4.4B | The student wins and loses with grace. |  |  |
| 4.4B | The student takes responsibility for their role in the game or activity. |  |  |
| 4.4B | The student makes good choices and is self-directed. |  |  |
| 4.4B | The student helps others. |  |  |
| 4.4B | The student continues to give their best effort despite the level of challenge. |  |  |
|  | Totals: |  |  |