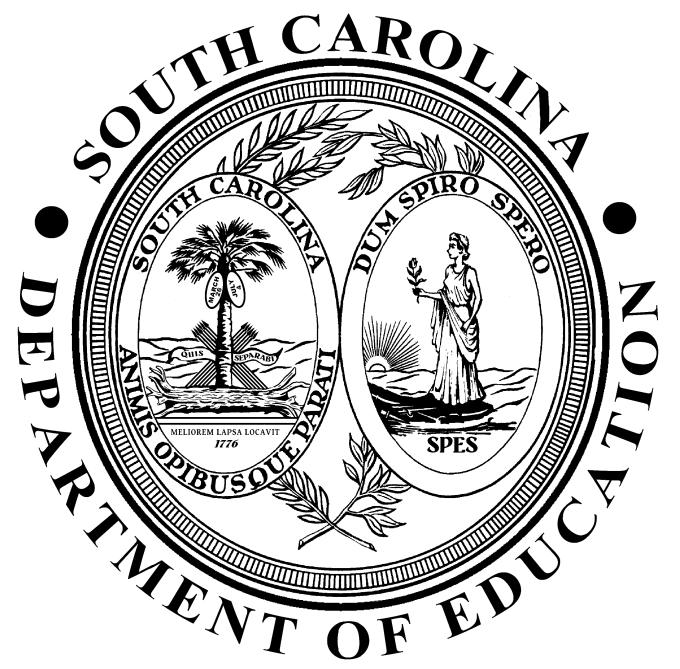
**State of South Carolina**

**DEPARTMENT OF EDUCATION**

**Ellen E. Weaver**

*State Superintendent of Education*



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

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# Contents

[Contents 2](#_Toc158123701)

[Sample Assessments 3](#_Toc158123702)

[Middle Level Assessments 4](#_Toc158123703)

[Invasion Games 4](#_Toc158123704)

[Basketball Performance Criteria 4](#_Toc158123705)

[Basketball Standard 2 Assessment 6](#_Toc158123706)

[Standards 4 & 5 9](#_Toc158123707)

[Self-Reflection 10](#_Toc158123708)

[Net/Wall Games 12](#_Toc158123709)

[Volleyball Assessment 12](#_Toc158123710)

[Standard 2 Volleyball Assessment 14](#_Toc158123711)

[Standards 4&5 16](#_Toc158123712)

[Self-Reflection 17](#_Toc158123713)

[Fitness 18](#_Toc158123714)

[Healthy Fitness Monitoring Log 18](#_Toc158123715)

[Standard 2 Fitness Assessment 19](#_Toc158123716)

[Standards 3 Fitness Assessment 20](#_Toc158123717)

[Standards 4 & 5 Fitness Assessment 23](#_Toc158123718)

[Self-Reflection 25](#_Toc158123719)

# 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.

# Middle Level Assessments

## Invasion Games

Using the criteria provided, for each setting (e.g., in a modified game), record the number of correct components a student demonstrates for each skill.

### Basketball Performance Criteria

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Indicator 1.1 | Dribbling | Passing | Shooting | Offensive Strategy | Defensive Strategy | Score |
| Demonstrates the basic skills and tactics used during a basketball game individually and with a partner. |  |  |  |  |  |  |
| Executes the basic skills and tactics used in a modified game. |  |  |  |  |  |  |

**How to determine student current level of performance:**

**1-2 Skills/tactics performed with proper technique (Emerging)**

**3-4 Skills/tactics performed with proper technique (Spiraling)**

**5 Skills/tactics performed with proper technique (Must-know)**

**Basketball skills with the necessary criteria that will demonstrate students’ knowledge of the proper technique.**

**Proper technique is defined as the execution of all criteria provided.**

**Hand Dribbling Criteria:**

* Uses finger pads and not the palm to ensure there is no slapping sound.
* Pushes the ball to the floor and receives on the rebound at a level between the knee and waist.
* Pushes ball out in front when on the move.
* Does not look at the ball (i.e., keep head up).
* Under control (e.g., ball does not get away, uses only one hand at a time, waist height).

**Passing Criteria:**

* Fingers are spread along the side of ball.
* Steps with the opposite foot towards receiver.
* Aims for receiver’s chest area.
* Upon release, follows through with extended arms, turning palms outward with thumbs down creating backspin on the ball.
* Proper passing technique is used for chosen pass type (e.g., chest, bounce, overhead).

**Shooting Criteria:**

* Shooting hand starts on top of the ball, guide hand on the side.
* Is balanced- feet shoulder width apart, knees bent, chest/head up, shooting hand rotates to bottom of the ball, guide hand still on the side.
* Elbow in- shooting elbow points to the ground, tucked into the body and aligned with foot (ball, elbow, foot in straight line)
* Eyes focused on the front of the rim.
* Follow-through- shooting arm extends, snapping the wrist of the shooting hand downward (as if pretending to hang on the rim or waving bye to the ball).

**Offensive Strategy Criteria:**

* Faces the ball.
* Moves to open spaces.
* Moves to get the ball.
* Takes the highest percentage shot.

**Defensive Strategy Criteria:**

* In ready position facing your opponent.
* Knees are bent, hands are up.
* Always protects the goal.
* Positioned between the ball and the goal.
* Is aware of offensive players entering their area.

### 

### Basketball Standard 2 Assessment

**Multiple Choice:** Choose the best answer.

1. What type of pass would be the best pass to use if you have a tall defender closely guarding you? **(2.2)**

1. Overhead
2. Down
3. Chest
4. Bounce

2. What pass gives the best control and is the most accurate pass? **(2.1)**

1. Overhead throw
2. Lob pass
3. Chest pass
4. Baseball throw

3. What does it mean to maintain your balance while shooting a basketball? **(2.1)**

1. Your weight is evenly distributed with your core tight and your feet shoulder-width apart.
2. You are entirely stationary when you are shooting.
3. You are shooting with both hands.
4. Your weight is on the balls of your feet so you can lean into the shot.

4. When dribbling a basketball, how should you hold your head and eyes? **(2.1)**

1. Head down to see the ball.
2. Head down to view the feet of the defenders.
3. Head up with your eyes focused on the players and movement around you.
4. Head up with your eyes focused on who is on the sidelines.

5. When shooting a basketball, where should your hand placement be? **(2.1)**

1. Both hands are on the side of the ball.
2. Both hands are on top of the ball.
3. Both hands are placed under the ball.
4. The dominant hand is centered on top of the ball with the other hand used as a guide.

6. When a defensive player arrives at a position and an offensive player makes contact, this is referred to as \_\_\_\_\_\_\_\_\_. **(2.1)**

1. Double dribbling
2. Traveling
3. Charging
4. Blocking

7. What is it called when you keep one foot in place while moving the other? **(2.1)**

1. Pivoting
2. Planting
3. Positioning
4. Poising

8. What is the best way to defend against an opponent? **(2.1)**

1. Face your opponent rather than the ball.
2. Guard as closely as you can.
3. Play your opponent always to the right of center.
4. Maintain a distance between yourself and the basket.

9. The team that has possession of the ball is called the \_\_\_\_\_\_\_\_\_\_. **(2.1)**

1. Defense
2. Defenders
3. Offense
4. Shooters

10. What is it called when a player retrieves the ball after another player’s shot? **(2.1)**

1. Regain
2. Turnover
3. Jump Ball
4. Rebound

11. What is it called when a player takes more than two steps with the ball? **(2.1)**

1. Double dribble
2. Traveling
3. Blocking
4. Carrying

**Short Answer: Answer each question to the best of your ability in the space provided.**

12. Explain what the important elements for a defensive player are when establishing position and guarding a moving offensive player. **(2.2)**

13. Provide an example of a previous skill you have learned that you could use during the game of basketball. **(2.5)**

14. Explain the importance of creating open space when you are on offense. **(2.2)**

15. Describe which components of fitness are addressed when actively participating in a game of basketball. **(2.4)**

16. Explain how you can apply the FITT principle into the physical activity of basketball. **(2.4)**

17. List one social and one emotional benefit that you received from participating in game play. Explain how you can use this experience to help you in the future. **(2.6)**

18. Explain why it is important for a defender to always stay between the basket and the offensive player. **(2.2)**

19. Describe the difference between a zone and man-to-man defense. **(2.2)**

20. Explain the correct steps for taking a consistent shot. Why is it important to develop these steps? **(2.1)**

### 

### 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. 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 works on tasks cooperatively within the group. |  |  |
| 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 encouraging and supportive of all of their team members regardless of differences. |  |  |
| 4.4 | The student uses equipment correctly and demonstrates safe play. |  |  |
| 5.1 | The student demonstrates how physical activity provided them personal meaning and enjoyment. |  |  |
| 5.4 | The student recognizes how being physically active can help them overcome stress. |  |  |
| 5.4 | The student explains how physical activity positively impacts social interaction. |  |  |
|  | **Totals:** |  |  |

### 

### Self-Reflection

To be completed by students at the end of a lesson.

**Circle the response that best describes your basketball experience. Please explain your answer.**

1) How well do you believe your team cooperated with each other? **(4.1)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Did not work well together | Some but not all team members work well together | Most but not all team members worked well together | All team members worked well together | All team members worked well together and provided support when needed |

2) Do you believe that you were a positive influence on your team? If so, give an example. If not, please explain why. **(4.1)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |

3) I would actively seek out an opportunity to play this sport outside of class. If not, explain. If you agree, what are some ways you believe that you could include this game into your lifestyle? **(5.1)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |

## Net/Wall Games

### Volleyball Assessment

Using the criteria provided below and record the number of correct criteria a student demonstrates in the corresponding box below the skill.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Indicator 1.3 | Setting | Passing | Serving | Hitting | Blocking | Score |
| Executes the basic skills and tactics used in a modified game. |  |  |  |  |  |  |

**Score Criteria:**

1-2 Skills performed with proper technique- Emergent

3-4 Skills performed with proper technique - Spiraling

All Skills performed with proper technique- Must Know

Volleyball skills with the necessary criteria that will demonstrate students’ knowledge of the proper technique.

Proper technique is defined as the execution of all criteria provided.

**Setting Criteria:**

* Body positioned under the ball.
* Hands are ball-shaped, forming a triangle at forehead height.
* Elbows are out.
* Contacts the ball with finger pads.
* Knees are slightly bent with feet shoulder-width apart.
* Extends arms in an upward/outward motion.

**Passing Criteria:**

* Knees bent and feet shoulder-width apart with one foot slightly in front of the other.
* Platform created with arms by making a fist with the thumb pointing downward and wrapping the other hand around, being certain to align the thumbs together (i.e., fingers not laced together).
* Body moves with the flight of the ball and positioned squarely behind the ball with both feet on the ground.
* Ball contacted between the wrist and elbow of both arms at waist height.
* Ball is tracked with the eyes and aimed by following through towards the intended area to pass.

**Serving Criteria:**

* Ball starts in the non-dominant hand (i.e., hand opposite of striking hand).
* Foot opposite of the striking hand placed forward.
* Striking arm elbow is high and back behind the shoulder. The hand is next to the ear.
* Ball is underhand tossed 3-4 feet above head in front of body. The tossing arm is at full extension upon release.
* Ball is struck with an open hand pushing through the ball.
* Eyes remain on the ball through contact.
* Arm follows-through the ball with full extension.

**Hitting Criteria:**

* 4-step approach used with first step of foot on the same side of body as the hitting hand.
* Arms are held in front of the body and swing backwards on the 2nd step.
* Arms swing forward, creating momentum for jump.
* Hitting arm swings up and back with the elbow above the ear and the hand above the head.
* Ball is struck using a wide-open hand on the center of the top half of the ball. Snaps the wrist to follow through.
* Hitting arm swings totally through the ball, crossing over and ending on the opposite side of the body.

**Blocking Criteria:**

* Stands at the net with knees bent, feet shoulder-width apart.
* Arms are held up slightly in front of the body.
* At the proper time, body is lowered downward to create force needed to jump.
* Both arms extended so that hands are over the net.
* Arms pressed forward.
* Fingers are spread with the thumbs almost touching so that the ball does not cross between the hands.

Volleyball Game Play Teacher Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| Performance Tasks | Must Know-3 | Spiraling-2 | Emerging-1 |
| MS.I.1.3: Applies the proper technique and position to properly perform a variety of shots in a modified game (e.g. utilizing the appropriate shot in volleyball-overhead pass or forearm pass based on position of teammates). | Applies proper skill choices with correct form during a modified game with accuracy at least 80-100% of the time. | Applies proper skill choices of shots with correct form during a modified game with at least 50-70% of the time. | Selects proper skill choices of shots with correct form during a modified game at least 10-40% of the time. |
| MS.A.1.3: Executes a strategic shot based on the desired outcome in a complex situation. | Varies placement of object with force and timing to prevent anticipation by the opponent in net/wall games. | Creates open space in net/wall games by varying force or direction to move an opponent side to side or back and forth. | Executes 2-3 different strategic shots during complex situations during net/wall games. |

### 

### Standard 2 Volleyball Assessment

Multiple Choice: Choose the **best** answer.

1. Which is NOT one of the 3 hits used to successfully get the ball over the net? **(2.1)**
2. Toss
3. Pass
4. Set
5. Serve
6. What part of your arm contacts the ball on a pass? **(2.1)**
7. Elbow
8. Bicep
9. Forearm
10. Tricep
11. What skill is used to direct the ball to a point where a player can hit it in the opponent’s court? **(2.2)**
12. Toss
13. Pass
14. Set
15. Serve
16. What are the most touches a team can have on their side before the ball must go over? **(2.2)**
17. 1
18. 2
19. 3
20. 4
21. What is a serve that is not returnable and ends in a point for the serving team called? **(2.2)**
22. Block
23. Ace
24. Dig
25. Return
26. What position on the court is a server? **(2.2)**
27. Left Front
28. Left Front
29. Right Back
30. Left Back
31. What is the skill used to handle the serve or an attack? **(2.1)**
32. Hit
33. Block
34. Set
35. Pass
36. When setting a ball, what part of the hands should contact the ball? **(2.1)**
37. Fingertips
38. Palms
39. Elbows
40. Fist
41. What is the skill used to hit the ball below the waist? **(2.2)**
42. Set
43. Pass
44. Serve
45. Spike
46. True or False: a ball can be played off the net. **(2.2)**
47. True
48. False
49. When does a team rotate? **(2.2)**
50. Any time they want
51. When the serve returns to their team
52. When the other team serves
53. They don’t have to rotate.
54. What direction does a team rotate? **(2.2)**
55. Clockwise
56. Counter Clockwise
57. Front line changes places with the back
58. They don’t have to rotate.

**Short Answer:**

1. Explain the rule for determining if a ball is in- or out-of-bounds. **(2.2)**
2. Explain the rule for the amount of touches a player can make on the ball**. (2.2)**
3. Explain the importance of using all three touches when on offense. **(2.2)**
4. Describe how a “side out” is awarded. **(2.1)**
5. Describe the term “rally scoring”. **(2.1)**
6. In a correct serve reception to present an offensive attack, list the order of which players would hit the ball 1st, 2nd, and then 3rd. **(2.2)**
7. Explain how you can develop a plan to use volleyball to enhance your fitness level by applying the FITT principle. **(2.4)**
8. Explain how the 5 Components of Fitness can be achieved by playing volleyball. **(2.4)**

### 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. 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 works on tasks cooperatively within the group. |  |  |
| 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 encouraging and supportive of all of their team members regardless of differences. |  |  |
| 4.4 | The student uses equipment correctly and demonstrates safe play. |  |  |
| 5.1 | The student demonstrates how physical activity provided them with personal meaning and enjoyment. |  |  |
| 5.4 | The student recognizes how being physically active can help them overcome stress. |  |  |
| 5.4 | The student explains how physical activity positively impacts social interaction. |  |  |
|  | **Totals:** |  |  |

### Self-Reflection

**Circle the response that best describes your volleyball experience. Please explain your answer.**

1) How well do you believe your team cooperated with each other? **(4.1)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Unsatisfactory | Needs Improvement | Fair | Worked Well Together | Displayed Teamwork |

2) Do you believe that you were a positive influence on your team? If so, give an example. If not, please explain why. **(4.1)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |

3) I would actively seek out an opportunity to play this sport outside of class. If not, explain. If you agree, what are some ways you believe that you could include this game into your lifestyle? **(5.1)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |

## Fitness

### Healthy Fitness Monitoring Log

Record your pre-test score for each Fitness subtest. Indicate whether or not you are currently in the Healthy Fitness Zone (HFZ) based on your age and gender. You will need to complete the below questions and develop SMART goals in order to improve your level of fitness on the post-test.

| Fitness subtest | Pre-Test Score | HFZ Met | If no, amount needed to reach your HFZ? | Post- Test  Score | HFZ Met | Improved | Did you meet your goal? |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Pacer |  | Yes No |  |  | Yes No | Yes No | Yes No |
| Push Ups |  | Yes No |  |  | Yes No | Yes No | Yes No |
| Curl Ups |  | Yes No |  |  | Yes No | Yes No | Yes No |
| Sit and Reach |  | Yes No |  |  | Yes No | Yes No | Yes No |
| Trunk Lift |  | Yes No |  |  | Yes No | Yes No | Yes No |
| Mile Run |  | Yes No |  |  | Yes No | Yes No | Yes No |

### 

### Standard 2 Fitness Assessment

**Cognitive Formative Fitness Quiz**

1. Explain why all 5 Components of Fitness are important when looking at a person’s physical fitness level. **(2.4)**
2. Define what it means to be flexible. Describe how you would train to increase your flexibility. **(2.4)**
3. Your classmate has come to you for help in setting up a personal exercise plan. Using the FITT principle, draw out an exercise plan for them. **(2.4)**
4. Based on your Fitnessgram pretest score, write a SMART goal for one area of fitness you would like to improve. **(2.4)**
5. Explain the difference between the terms *muscular strength* and *muscular endurance*. **(2.4)**
6. List 3 ways that exercise and/or physical activity can provide personal meaning and enjoyment outside of the physical benefits. **(2.5)**

**Match the terms with their meanings**: **(2.5)**

1. Cardiovascular a. The limit upon which your heart rate needs to go.
2. Target Heart Rate b. The ability of the heart/ lungs to work together to deliver oxygen to the body.
3. Rate of Perceived Effort c. A scale used to measure how hard you are exercising.
4. Maximum Heart Rate d. The rate at which you should exercise to enjoy the maximum benefits.

### Standards 3 Fitness Assessment

**SMART Personal Fitness Goals**

After evaluating your fitness level, use the SMART criteria below to set a personal fitness goal for improvement for two health-related fitness components. One of the two fitness components should be cardiovascular.

There are four kinds of goals:

1. Short-term goal = goal that can be completed in one week and up to a month.

2. Long-term goal = goal that can be completed in several months

3. Process goal = goal that focuses on behavior (e.g., I will walk to school three days this week)

4. Product goal = goal that focuses on results or outcomes (e.g., I want to increase my vertical jump by 3 inches)

Process goals are best when developing short-term goals and product goals are best when developing long-term goals. If you create short-term product goals, you set yourself up for failure because you typically need more time to make physical changes to your body. For instance, walking to school three days a week is short-term because I can start doing that immediately and accomplish that goal. However, wanting to increase my vertical jump by 3 inches will not happen immediately, as physiological changes must take place over time for this to happen. Process goals often are the steps to achieve a product goal. If my product goal is to reduce my mile time by 30 seconds, a process goal that will assist with achieving that is to run a mile at least 3 days a week.

**What are SMART goals?**

Specific - Your goal should be specific and detailed based on what you want to achieve.

Measurable - You should be able to assess or evaluate your goals to determine if you have been successful.

Achievable - Your goals should push you past your comfort zone but should still be attainable. Identifying whether your goal is a process goal or product goal is important when determining how attainable that goal is for you.

Relevant/Realistic - Your goals should be important to you and the outcome should impact your life in some way. What positive changes do you want for your physical health?

After evaluating your fitness level, use the SMART criteria below to set a personal fitness goal for improvement for each health-related fitness component.

| Fitness Test | What is your goal for the post-test? What score do you plan to get next time? |
| --- | --- |
| **Pacer/Mile Run** |  |
| **Curl up** |  |
| **Push up** |  |
| **Sit and Reach** |  |
| **Trunk Lift** |  |

| Component | What steps are you planning to take to meet the above goal? |
| --- | --- |
| **Cardiovascular** |  |
| **Muscular Strength** |  |
| **Muscular Endurance** |  |
| **Flexibility** |  |

\*\*\*\*Note to teacher, due to middle school students experiencing multiple body changes and tremendous growth during the 3 years they are here, we do not put an emphasis on body composition and BMI. Focus should be placed on developing healthy habits of exercise, healthy eating choices, good sleep to balance hormones, etc. Healthy eating choices are addressed but an overemphasis of relating body size to eating habits is not made since we are not dealing with completed body growth.

**Weekly Activity Log (3.1)**

|  | What I did | How long I did it | How hard I worked  (RPE Scale) | My starting heart rate | My ending heart rate | Target heart rate reached  Yes or No | What other health benefit did I experience today |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Day 1** |  |  |  |  |  |  |  |
| **Day 2** |  |  |  |  |  |  |  |
| **Day 3** |  |  |  |  |  |  |  |
| **Day 4** |  |  |  |  |  |  |  |
| **Day 5** |  |  |  |  |  |  |  |
| **Day 6** |  |  |  |  |  |  |  |
| **Day 7** |  |  |  |  |  |  |  |

Explain how you participated in activity outside of school. If you did not participate in activity outside of school, what can you do differently to ensure this happens? **(3.6)**

What opportunities for participating in an activity of interest to you are offered in your community? **(3.2)**

Explain how a community event that you participated in or plan to participate in relates to one or more of your SMART goals. **(3.2)**

Identify the component/s of fitness you work on this week and how much effort you applied to each? (e.g., I worked on cardiovascular fitness by running a mile with max effort.) **(3.3)**

\*\*\* Note to teacher: FITT Principle, Heart rate retrieval, Target Heart Rate, and Rate of Perceived Effort will need to be taught prior to administering activity logs. Activity logs can be used for the entirety of the unit. Activity logs can be used during any unit to show students that activity done at the proper level aids in the promotion of their fitness level.

**Effort Scale:**

| Heart rate during exercise | How different intensity of effort will make you feel |
| --- | --- |
| 60-110 | No effort to little effort. Easy to maintain and keep going. Not a level to remain in if your goal is to be fit.  (e.g., at rest to a brisk walk). |
| 120-160 | You start to notice you are working. You may or may not be able to sustain a conversation as you arrive and maintain the upper level. You experience heavy breathing, possible perspiration, and a weighted feeling. This is a good level to be at if you are desiring to achieve and maintain a healthy level of fitness. |
| 170+ | Strenuous exertion. You may or may not be able to sustain activity for a long period of time depending on your level of fitness. You have arrived at a high level of training that is common in athletes. |

### Standards 4 & 5 Fitness Assessment

**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. 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 works on tasks cooperatively within the group. |  |  |
| 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 encouraging and supportive of all others regardless of differences in performance, gender, or body types. |  |  |
| 4.4 | The student executes activities safely and responsibly. |  |  |
| 5.1 | The student demonstrates how physical activity provided them personal meaning and enjoyment. |  |  |
| 5.4 | The student recognizes how being physically active can help them overcome stress. |  |  |
| 5.4 | The student explains how physical activity positively impacts social interaction. |  |  |
|  | **Totals:** |  |  |

### 

### Self-Reflection

**Circle the response that best describes your fitness experience. Please explain your answer.**

1) Heredity plays a role in fitness testing. **(4.3)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |

2) The exercise/physical activity I did during this unit improved my overall daily feeling. **(5.4)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |

3) I would actively seek out regular activities in order to achieve and maintain fitness. If not, explain. If you agree, what are some ways you believe that you could include exercise into your lifestyle? **(5.1)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |