

Assessment Writing Committee 1997-2000

Gina Barton	Lander University
Eve Branyon	Andrews Elementary School
Bonnie-jean Buckett	Aiken Elementary School
Adelaide Carpenter	Ravenel Elementary School
Harry Lehwald	Anderson College
Tracey Long	J. N. Kellett Elementary School
Gwen Massey	Northside Elementary School
Stephanie Richardson	Oakbrook Elementary School
Karen Roof	York Road Elementary School
Josey Templeton—Co-chair.	The Citadel
Peter Werner—Co-chair.	University of South Carolina

Video Assessment Evaluation Team 2000 - 2001

Jane Abbott	Pine Street Elementary School
Marie Andrus	The Citadel
Gina Barton—Co-chair.	Lander University
Marcia Berry	Pomaria-Garmany Elementary School
Don Carr	Forrest Hills Elementary School
Dianne Cotney	Whitmire Elementary School
Gina Hilts	Frances Mack Elementary School
Tammy Hodges	Cowpens Elementary School
Athena Hortis	Fork Shoals Elementary School
Kay Jackson	Griggs Road Elementary School
Kym Kirby	A. C. Moore Elementary School
Kelly Kowalchick	North Charleston Elementary School
Tracey Long	J. N. Kellett Elementary School
Kathy Manos	North Springs Elementary School
Gwen Massey	Northside Elementary School
Megan Righter	Fort Mill Primary School
Karen Stevens	Chester Park Elementary School
Josey Templeton—Co-chair.	The Citadel
Lou Thomson	Frances Mack Elementary School
Cindy Wilkerson	Springdale Elementary School

Assessment at the Conclusion of the Second and Fifth Grade Physical Education Programs Program and Student Performance Assessment Rubrics

The development of these materials was partially supported with a grant from SCAHPERD in conjunction with the South Carolina Department of Education.

Index

Credits	1
Index	2
What Is The SCPEAP For Elementary Schools?.....	3
When And How Will Elementary School Programs Be Assessed And Reported?.....	3
South Carolina Physical Education Assessment Program.....	4
General Protocols For Video Recorded Data Collection	6
Terminology	9
Elementary School Performance Indicators	10
Second Grade Performance Indicators	12
Dance—Line or Folk	13
Creative Movement.....	17
Educational Gymnastics	22
Locomotor Skills	25
Manipulative Skills — Toss & Catch	28
Fifth Grade Performance Indicators	33
Dance—Folk, Square/Contra, or Line	34
Creative Movement.....	38
Educational Gymnastics	44
Overhand Throwing	50
Games—(select one from each of the two categories listed below)	
Invasion—	
Basketball	55
Hockey	59
Soccer	62
Ultimate Frisbee	65
Net/Wall—	
Paddles	68
Racquets	71
Volleyball	74
Health Related Fitness	77
Appendices	83
Appendix A—Cycle Schedule.....	84
Appendix B—Dances	85
Appendix C—Resources.....	86
Appendix D—FITNESGRAM Error List	89
Appendix E—FITNESGRAM 8.0 Ordering Information	90

What Is The SCPEAP For Elementary Schools?

The South Carolina Physical Education Assessment Program (SCPEAP) is a program designed to do state level assessment of physical education programs in South Carolina. The state professional organization, the South Carolina Alliance for Health, Physical Education, Recreation and Dance (SCAHPERD), has been contracted by the South Carolina Department of Education to collect data on the extent to which school programs in South Carolina meet the state standards. The standards are described in the South Carolina Physical Education Standards that was approved by the Board of Education.

SCPEAP is an organizational structure of SCAHPERD. SCPEAP's mission is to develop appropriate assessment material for the state standards and to collect and report that data for the State Department of Education (SDE). Physical education assessment data is program data. Individual student scores will not be reported but rather the extent to which the program meets the state standards. A sample of second and fifth grade classes will be assessed and the Physical Education program will be given a rating.

At the elementary school level, SCPEAP has developed and piloted assessment materials for the second and fifth grade performance indicators. The State Legislature approved the performance indicators for the high schools in 1994 as expectations for every student in the one-year required high school physical education program. High school assessment began in the fall of 2000.

When And How Will Elementary School Programs Be Assessed And Reported?

One third of the districts in the state will be required to submit physical education assessment data each year. The chart in Appendix A lists each school district and assigns an assessment cycle. Each district will stay with the cycle they have been given and will submit data every three years.

Teachers are expected to collect student assessment data throughout the year but will submit that data during the spring of their assessment year. Physical education program assessment data is sample data, which means some classes will be assessed on the performance indicators for second and fifth grades. Teachers will be trained by SCPEAP to assess student performance. Appropriate sampling plans will be developed with SCPEAP for each school.

Data submitted by each school will be monitored for its completeness and accuracy. Data from all indicators from both grade levels will be combined for total school score. Individual teacher scores will be reported only to the school's administration.

South Carolina Physical Education Assessment Program

Elementary School Performance Indicators

Performance Indicators For Movement Skills:

Description of the performance indicators: The intent of these performance indicators is movement competence. The student who has the competence to participate in activities that involve movement skills is more likely to lead an active lifestyle as a youth and into adulthood. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition. Several factors are related to the potential of a student to attain movement competence. The first is that there must be basic movement skills in the program. What is important is that a program develops active participants. The second factor is that students must have sufficient time to develop skills. Although a student may not have the potential for the development of a high level of skill, with sufficient time and quality instruction each student can develop competence in the basic skills. The basic level of movement competence should give the student a level of confidence that would encourage the student to desire a physically active lifestyle.

Definitions:

Competence: Competence implies the ability to independently and safely participate in movement skills and to maintain a level of continuity in those skills that would make participation enjoyable.

Basic Skills: The term encompasses basic locomotor skills, basic manipulative skills, basic game playing skills and basic strategies, variations of skills, and skill combinations.

Critical Aspects of Performance:

Second Grade-

1. Students begin to work independently, safely, and enjoyably during activity.
2. Students can vary the manner in which skills are performed and should begin to use skills in combination with others.
3. Students can identify critical elements of basic movement patterns.
- 4.

Fifth Grade-

1. Students will begin to actively pursue lifelong physical activities that meet their own needs.
2. Students demonstrate refined movement patterns.
3. Students can use critical elements to refine personal performance in motor skills.

How Measured: Within each movement skill there are critical elements which are essential to the development of competence in a particular movement skill. Assessment tasks criterion and scoring rubrics have been established to reflect the development of these critical movement elements for a variety of activities. Most activities require teachers to video record students participating in the activity and then to score each student to determine his/her level of performance.

Fifth Grade Performance Indicator for Fitness: Meet the gender and age group health related physical fitness standard as published by the National Association for Sport and Physical Education.

Description of the performance indicator: The intent of this performance indicator is for the student to achieve and maintain a health-enhancing level of physical fitness. While a health-enhancing standard of fitness is considered minimum, students should be encouraged to develop higher levels of performance necessary for many work activities that are part of an active lifestyle. Measures for cardiovascular endurance, flexibility, muscular strength and endurance are included.

Definition:

Standard for health-related fitness: Currently published by NASPE for each component of health related fitness in the test administration manual for the FITNESSGRAM.

Critical Aspect of Performance:

The student meets or exceeds the specified standard for his/her age group for cardiovascular endurance, flexibility, muscular strength and endurance.

How Measured: Fitness measures are taken and reported using the FITNESSGRAM materials (Human Kinetics Publishers). Teachers have options for alternative measures where appropriate.

General Protocols For Video Recorded Data Collection

ALL VIDEO RECORDINGS MUST BE SUBMITTED ON VHS or VHS-C TAPES or DVD AT NORMAL SPEED AND CLEARLY LABELED WITH THE LABELS PROVIDED.

Eight mm tapes are not acceptable for submission.

At the beginning of the recording, state:

- *the school's name*
- *the teacher's name*
- *the class name/number as it appears on your computer printout of the class*
- *assessment task being video recorded*

1. All students on a class list are required to be video recorded unless students have an IEP, 504, or OHI that specifically excludes them or makes the video recorded assessment task inappropriate for them. The school resource teacher or other appropriate official must document all IEPs, 504s, and OHIs on Form G-1 (SCPEAP Policy and Procedures Manual, pg. PM 33) for Elementary School. Teachers may video record student performance at any time during the unit of instruction. Students absent or sick on the day of taping must do a “make up” test at another time. Place the “make up” performance at the end of the class recording.
2. All video recordings must clearly show student numbers. All students on camera should wear pinnies/jerseys with large white numbers that are at least 8 - 10 inches tall and 1 1/2 to 2 inches wide on each side. Use dark colored pinnies (i.e., black, navy blue, kelly green). You will need enough pinnies and enough numbers for the number of students in each class. Do not put two students with the same number and color on the same video recording for an activity. If you video record on two different days you still need to make sure two students do not have the same number and color.
3. Before students begin the assessment you should read the directions to all students on camera. If assessment must continue on another day, or if all students did not hear the directions, directions must be read again on camera. You may clarify the directions but they should get no further coaching from you on how to do the activity during the actual testing.
4. Immediately before a student performs, each student should state his/her FIRST/LAST NAME and NUMBER (include color with number if you have duplicated numbers on different colored pinnies) loudly into the camera. Students should stand approximately five feet from the camera. The teacher should restate the name and number into the camera after each student.
5. It is highly encouraged that students not be permitted to be an audience for the performance of other students. Teachers need to make arrangements for students not being tested to be engaged in other activities that will not distract testing.

6. All video recordings must clearly show all student performances. A camera set up and "testing situation" for each activity is specifically described. Make sure you follow the directions explicitly for each assessment. (Some cameras may have to be moved back a little further because they do not have as wide of an angle view.) However, the object is to get as close to the students performing as you can and still see the entire activity area needed for each assessment. The camera angle and distance from the activity is critical. In all cases the camera zoom should be opened as wide as possible.
7. If a video recording does not "come out clearly," the test must be redone at another time. Teachers may redo video recordings as many times as is necessary to get the technical quality of the recording needed to make good judgments about student performance. If the technical quality of the recording is so poor as to make it impossible for the monitoring committee to make judgments about student performance, teachers will not get credit for submitting data for that activity. **IT IS STRONGLY RECOMMENDED** that you not wait until the last week of school to redo recordings.
8. It is helpful and in some activities essential to have one person running the video recording and one person monitoring and organizing students.
- *9. Keep the camera running during the entire testing period; do not stop and start the camera. Once you begin filming students stating their names, keep the camera running until the last student has taken/performed the assessment task. *On occasion a teacher may request that a student(s) redo a performance on the recording if that performance does not represent what the student(s) is/are capable of doing. Students who redo their performance should be seen at the end of class taping and must be clearly indicated on the grading form.
10. Students should appear on the summary score sheet for an indicator in the exact order they appear on the video recording.
11. Each student's score is determined by using the assessment task scoring rubric and is recorded on the summary score sheet.
12. The final score for each student is determined by the lowest performance level indicted on the scoring rubric; the final performance score is not an average.

Submit the following information for *each performance indicator* to the school/district designated physical education test coordinator within two weeks after ALL the video recording is completed:

- A labeled envelope containing the accurately labeled VHS or VHS-C videotape or DVD.
- An official SASI computer generated class roll of students (current on the assessment collection date).
- The summary score sheet that accompanies each scoring rubric with a score for each student in the order that students appear on the video recording.
- Other written/typed materials that might be required for any assessment task (see form ES 3 in the SCPEAP Policy and Procedures Manual for Elementary School, PM 48-51).

The school/district designated physical education test coordinator is responsible for securing a place for completed data and test results until all testing is complete. The school/district designated physical education test coordinator is responsible for submitting collected data to the SCPEAP office between May 1st and the last day students attend school.

South Carolina Physical Education Assessment Program
Definition of Terms Used in All Observational Rubrics

Consistency of Performance

No observable errors/instances:	Observer cannot detect any instances/errors in performance
Few observable errors/instances:	Observer can detect no more than two instances/errors in performance
Consistently:	75% of the time or more
Inconsistent:	Anything less than 75% of the time
Usually:	50% - 74% of the time
Sometimes/Some:	More than 15% less than 50% of the time
Rarely/Little:	Less than 15% of the time

Appropriate Techniques/Form

Proficient:	No observable errors in technique
Near Proficient:	Few observable errors in technique
Good technique:	Most of the characteristics of good technique
Some technique:	Some evidence of appropriate technique but many errors
Poor technique:	Little evidence of appropriate technique

**South Carolina Physical Education Assessment Program
Elementary School
Performance Indicators**

Second Grade

- 25% Performance Indicator One:** Perform dance(s).
- 25% Performance Indicator Two:** Combine educational gymnastics movements into a smooth sequence.
- 25% Performance Indicator Three:** Combine locomotor patterns into a continuous sequence.
- 25% Performance Indicator Four:** Toss and catch a hand-sized object.

Fifth Grade

- 20% Performance Indicator One:** Perform dance(s).
- 20% Performance Indicator Two:** Create an educational gymnastics routine.
- 25% Performance Indicator Three:** Demonstrate an overhand throwing pattern.
- 25% Performance Indicator Four:** Demonstrate basic skills in different game categories.
- 10% Performance Indicator Five:** Meet the gender and age group health related physical fitness standards as published by the National Association of Sport and Physical Education.

Second Grade Performance Indicators

South Carolina Physical Education Assessment Program Elementary School Performance Indicators - 2nd Grade

Second Grade

25% Performance Indicator One: Perform dance(s).

25% Performance Indicator Two: Combine educational gymnastics movements into a smooth sequence.

25% Performance Indicator Three: Combine locomotor patterns into a continuous sequence.

25% Performance Indicator Four: Toss and catch a hand-sized object.

South Carolina Physical Education Assessment Program Elementary School Dance - 2nd Grade

Assessment Task: Perform one dance from the following choices: Folk (below*), Line (below*) or Creative (pages 17-21). The dance selected should be consistent with the level of dance identified in the South Carolina Visual and Performing Arts Curriculum Standards.

*Perform one Folk or Line dance accurately and with good technique. The dance should include at least **three** of the following elements:

- Locomotor skills/dance steps – at least one other than walk or run
- Directions– travel in at least two different directions (up, down, forward, backwards, sideways, diagonally, over, under)
- Changing pathways, speeds, or levels at least once
- Nonlocomotor skills/dance skills-Turn, twist, or spin at least 360° during the dance (could be ¼ turn four times)
- Steady beat gestures (i.e. clapping, patting, stomping, snapping)

Criteria for Assessment:

Folk or Line (dance forms):

- The student can perform the dance with balance and coordination.
- The student can perform the dance steps or sequences (technique).
- The student can move to the rhythm of the music.
- The student can perform the dance steps cooperatively with a partner or group.
- The student can express the feelings or the spirit of the dance.

Specific Protocol-Directions to Students

You will be asked to perform a folk or line dance that you have previously performed in your physical education class. You will be given time before video recording to practice the dance. You will be assessed on your balance and coordination in the performance of the steps and figures while moving to the music and your ability to follow the directions for the dance. You will also be assessed on your ability to perform the steps of the dance cooperatively with your partner or group. You should express the feelings or the spirit of the dance through your movements.

Equipment/Facilities/Materials

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure and tape to mark lines on floor to indicate camera location, clipboard, pen or pencil and all necessary equipment (player, speaker, etc.) for playing and performing the selected dance.

Camera Location and Operation

The number of students that can be filmed at one time depends on the nature of the organization of the dance. Only those students who can be clearly viewed by the camera should dance at one time. It is recommended that no more than 6 students be filmed at once. The camera will be zoomed in so that the entire bodies of the students just fit in the vertical space of the viewfinder.

Directions to the Teacher:

Students may be given an opportunity to practice the dance before you begin to video record. The teacher must include a written narrative of the basic steps of the dance. This will explain what has been taught and include any modifications that may have been made. Folk and line dances should be performed from memory without use of external cues or directions.

Testing Situation

Position the students so that their dance can be performed entirely in front of the camera. The size of the groups may be adjusted (if the dance permits) so that all students may be viewed the entire dance. Students should be filmed performing the dance at least two times or as many additional times as necessary to be viewed for at least 64 counts for assessment/scoring purposes. Folk and line dances should be performed from memory without use of external cues or directions.

Examples of dances that meet the criteria are in Appendix B.

**South Carolina Physical Education Assessment Program
Elementary School Dance - 2nd Grade
Assessment Task Scoring Rubric**

Level 3:

- Consistently (75% of the time or more) demonstrates balance and coordination
- Consistently demonstrates good technique in performing the steps of the dance
- Consistently demonstrates rhythm
- Consistently performs cooperatively with a partner or group
- Usually shows the spirit of the dance*

Level 2:

- Usually (50%-74% of the time) demonstrates balance and coordination
- Usually demonstrates good technique in performing the steps of the dance
- Usually demonstrates rhythm
- Consistently performs cooperatively with a partner or group
- Usually shows the spirit of the dance*

Level 1:

- Sometimes (15%-49% of the time) demonstrates balance and coordination
- Sometimes shows good technique in performing the steps of the dance
- Sometimes demonstrates rhythm
- Usually performs cooperatively with a partner or group
- Sometimes shows the spirit of the dance*

Level 0:

- Rarely (<15% of the time) demonstrates balance and coordination
- Rarely shows good technique in performing the steps of the dance
- Rarely demonstrates rhythm
- Usually performs cooperatively with a partner or group
- Rarely shows the spirit of the dance*

***Spirit of the dance**

- o Performs dance movements demonstrating feeling that is characteristic of the culture/history of the dance
- o Uses facial expressions, gestures, vocalizations, and/or body movements appropriate to the dance

South Carolina Physical Education Assessment Program Elementary School Creative Movement Dance - 2nd Grade

Assessment Task: Perform one dance from the following choices: Folk (pages 13-16), Line (pages 13-16) or Creative (below*). The dance selected should be consistent with the level of dance identified in the South Carolina Visual and Performing Arts Curriculum Standards.

*Create and perform a movement sequence of at least 32 counts and immediately accurately **repeat** that same sequence. The sequence must include a clear beginning, middle, and ending and it **must** have rhythmic accompaniment. It must be performed with a partner or small group. It **must** include:

- 2 different body actions (one axial/nonlocomotor movement and one locomotor movement other than walk and run)
- 2 different body shapes at different levels (show one shape at a level and a different shape at another level)
- use of a straight and a curved pathway **or** traveling in two different directions (i.e., forward, backward, sideward, diagonally, turning)
- use of one of Laban's effort actions of force or time

Criteria for Assessment:

- Include required elements
- Perform sequences with control (balance and coordination)
- Perform movements to the rhythm of the accompaniment
- Perform movements accurately (uses clear shapes and distinct movements)
- Perform sequence with continuity/smooth transitions with partner or group or object
- Communicate feeling(s) or idea(s) through the sequence

Specific Protocol-Directions to Students

You will be asked to perform a creative movement sequence that you have previously performed in your physical education or dance class. You will be given time before videotaping to practice the sequence. You will be assessed on your ability to use at least 2 different body actions and 2 different body shapes while demonstrating balance and coordination. You will need to show at least two levels, use of time or force, and use two pathways or change directions. You should move smoothly with your partner or group as you communicate feelings or ideas through the sequence. Your performance must be done to accompaniment and match the written sequence. You will perform the sequence and immediately repeat it in front of the camera.

Equipment/Facilities/Materials

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure and tape to mark lines on floor to indicate camera location, clipboard, pen or pencil, any appropriate stimulus for the creative expression, and all necessary equipment (player, speaker, etc.) for playing and performing the selected dance.

Camera Location and Operation

The number of students that can be filmed at one time depends on the nature of the organization of the sequence. Only those students who can be clearly viewed by the camera should perform at one

time. It is recommended that no more than 6 students are filmed at once. The zoom lens *must* be set so that the subjects' entire bodies can be seen within the viewfinder throughout the sequence.

Directions to the Teacher

Students may be given an opportunity to practice the sequence before you begin to video record. This sequence can be based on any topic chosen by you (the teacher), such as words, stories, sounds, feelings, sport and nature themes, or school subjects. The sequence can be accomplished through various body movements, movements in or through space, or movements in relation to partners and/or objects. The sequence must be performed to rhythmic accompaniment. The teacher must include a written narrative (use Form ES 5A in the SCPEAP Policy and Procedures Manual for Elementary School) of the sequence of the elements in the dance (see example on the following page). Refer to the National Standards for Dance Education (NDA) and the South Carolina Visual and Performing Arts Curriculum Standards (SCDA) when preparing to use this assessment task.

Testing Situation

Position the students so that their sequences can be performed entirely in front of the camera. Groups should be filmed separately so they can be clearly and completely seen through the viewfinder for the entire sequence.

South Carolina Physical Education Assessment Program**Creative Movement Dance****School** _____**Second Grade****Class** _____

The dance needs to include the following:

_____ 32 count sequence (that is repeated)

_____ a clear beginning, middle, and ending

_____ 2 different body actions (one axial/nonlocomotor movement and one locomotor movement other than walk and run)

_____ 2 different body shapes at different levels (show one shape at a level and a different shape at another level)

_____ use of a straight and a curved pathway **or** traveling in two different directions (i.e., forward, backward, sideward, diagonally, turning)

_____ use of one of Laban's effort actions of force or time

Write the skills performed in order below*:**Begin-- in a low level curled (ball) shape—4 counts****Turning to stand—4 counts****High level stretched (stork stand) shape—4 counts****Middle--Skip away in a curved pattern—4 counts****Sharp hand moves in place (snatching/reaching)—4 counts****Slide together in a straight pattern—4 counts****Ending--Slowly slump to a—4 counts****Side lying low level shape—4 counts****Idea—searching and not finding****Repeat***This is an acceptable sample and not the required sequence of elements or the specific elements to be included.

South Carolina Physical Education Assessment Program
Elementary School Creative Movement Dance - 2nd Grade
Assessment Task Scoring Rubric

Level 3:

- Consistently (75% of the time or more) moves to the rhythm of the accompaniment
- Consistently uses clear shapes and distinct movements in performing the elements
- Consistently performs control (balance and coordination)
- Consistently performs with continuity/smooth transitions with a partner or group or object
- Usually (50%-74% of the time) communicates feeling(s) or idea(s) through the sequence
- Repeats the same sequence of required elements

Level 2:

- Usually (50%-74% of the time) moves to the rhythm of the accompaniment
- Usually uses clear shapes and distinct movements in performing the elements
- Usually performs control (balance and coordination)
- Usually performs with continuity/smooth transitions with a partner or group or object
- Sometimes (15%-49% of the time) communicates feeling(s) or idea(s) through the sequence
- Repeats the same sequence of required elements

Level 1:

- Sometimes (15%-49% of the time) moves to the rhythm of the accompaniment
- Sometimes uses clear shapes and distinct movements in performing the elements
- Sometimes performs control (balance and coordination)
- Sometimes performs with continuity/smooth transitions with a partner or group or object
- Sometimes communicates feeling(s) or idea(s) through the sequence
- Does not repeat the same sequence or does not include all the required elements

Level 0:

- Rarely (<15% of the time) moves to the rhythm of the accompaniment
- Rarely uses clear shapes and distinct movements in performing the elements
- Rarely performs control (balance and coordination)
- Rarely performs with continuity/smooth transitions with a partner or group or object
- Rarely communicates feeling(s) or idea(s) through the sequence
- Does not repeat the same sequence and does not include the required elements

***Required elements:**

- 32 count sequence that is repeated
- a clear beginning, middle, and ending
- rhythmic accompaniment
- performed with a partner or small group a written documentation of the movements in order of performance (provided by the teacher)
- include:
 - 2 different body actions (one axial movement and one locomotor movement other than walk and run)
 - 2 different body shapes at different levels (show 1 shape at a level & a different shape at another level)
 - use of a straight and a curved pathway **or** traveling in two different directions (forward, backward, sideward, diagonally, turning)
- use of one of Laban's effort actions of force or time

South Carolina Physical Education Assessment Program Elementary School Educational Gymnastics - 2nd Grade

Assessment Task: Demonstrate a sequence of a balance, a roll, and a different balance

Criteria for Assessment:

- Show a clear, still beginning and ending holding the balances for a minimum of 3 seconds with clear body shapes
- Balances must show at least 2 of these changes: base of support, level, shape (A student using a standing upright position on 2 feet is **not** an acceptable balance for this assessment task.)
- Roll should be performed smoothly with good technique and control (The trunk should make contact with the mat during the roll.)
- Smooth transitions
- Repeats the same sequence in the second trial

Specific Protocol - Directions to Students

You will be asked to show a balance (a shape held still), a roll, and a different balance. Balances must show at least 2 of the following changes: base of support, level, shape. You will be assessed on the clear shapes at the beginning and the end of the sequence and your ability to hold these shapes still for 3 seconds each. You will also be assessed on how you perform the roll and the transitions (smoothness) getting into and out of the roll. You will perform the same sequence twice in front of the camcorder. (Suggestion: student should return to the “start” position to perform the sequence the second time.)

Equipment/Facilities/Materials

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure and tape to mark lines on floor to indicate camera location, clipboard, pen or pencil and all necessary equipment (mats) for performing the sequence.

Suggested class management: Set up enough stations to accommodate the students in the class. No more than 4 students at a station. A station should include at least one mat. The stations should be arranged so that the students can work safely at each of the locations.

Camera Location and Operation

The camcorder will be set up to view the test station. This location should place the camera so that the students in the class who are practicing are not in view. The camcorder should be set at wide angle to show the complete mat without the camera having to be adjusted. The camera should be set to view the side of the performer. Each student should repeat the sequence in front of the camcorder. (Suggestion: student should return to the “start” position to perform the sequence the second time.)

Testing Situation

Each student will perform his/her sequence using one mat. The student will perform movements that match his/her ability level regarding safety and knowledge of gymnastics. Each student will be given two opportunities to perform his/her routine in front of the camera.

The teacher must monitor the class carefully regarding his/her students’ personal safety; the choice of a roll is critical when a child is overweight or unskillful.

**South Carolina Physical Education Assessment Program
Elementary School Educational Gymnastics - 2nd Grade
Assessment Task Scoring Rubric**

Level 3:

- Show a clear beginning and ending by holding the balances* (3 balances must be held for 3 seconds and the other balance must be held at least 2 seconds)
- Balances show at least 2 of these changes: base of support, level, shape
- Performs rolls** smoothly with proficient technique and control
- Consistently (75% of the time or more) shows smooth transitions
- Repeats the same sequence in the second trial

Level 2:

- Show a clear beginning and ending by holding the balances* (all four balances held for at least 2 seconds)
- Balances show at least 2 of these changes: base of support, level, shape
- Performs rolls** smoothly with good technique and control
- Usually (50%-74% of the time) shows smooth transitions
- Repeats the same sequence in the second trial

Level 1:

- Shows an unclear beginning or ending (any balance* was held for less than 2 seconds)
- Changes one of the characteristics of the beginning and ending balances
- Performs rolls** smoothly with some technique and control
- Sometimes (15%-49% of the time) shows smooth transitions
- Does not repeat the same sequence in the second trial

Level 0:

- Shows an unclear beginning and/or ending (balances* were held for less than 2 seconds)
- Shows no changes in the characteristics of the beginning and ending balances
- Performs rolls** smoothly with poor technique
- Rarely (<15% of the time) shows smooth transitions
- Does not repeat the same sequence in the second trial

***A student using a standing upright position on 2 feet is NOT an acceptable balance.**

****The trunk should make contact with the mat during the rolls.**

South Carolina Physical Education Assessment Program Elementary School Locomotor Skills - 2nd Grade

Assessment Task: Combine the locomotor patterns slide, skip, run and jump from one foot to a soft landing on two feet into a continuous sequence

Criteria for Assessment:

- Executes sliding with mature form*
- Executes skipping with mature form*
- Executes jumping and landing with mature form*
- Performs sequence with smooth transitions**

Specific Protocol - Directions to Students

You will be asked to slide, skip, jump and land. First, you will **slide** to your left and then to your right from one side of the area to the other while facing the camera the entire time (do not turn your back to the camera). As you complete the slide, without stopping, you will then turn and **skip** to your right in a curved pathway around the cones. After rounding the second cone, we are looking to see if you **run** two to three steps and **jump** with a one-foot take-off to land softly and controlled on two feet (no steps taken after landing). Suggestion to Teachers: avoid using the cue “stick your landing” so that students will absorb force when landing softly and controlled.

Equipment/Facilities/Materials

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure and tape to mark lines on floor to indicate camera location and other needed lines, clipboard, pen or pencil and all necessary equipment (cones, etc.) for performing the sequence.

An area approximately 20’ X 20’ should be marked off. Two cones, two poly spots (or carpet squares), and a take-off line should be placed in the area. (See diagram below.)

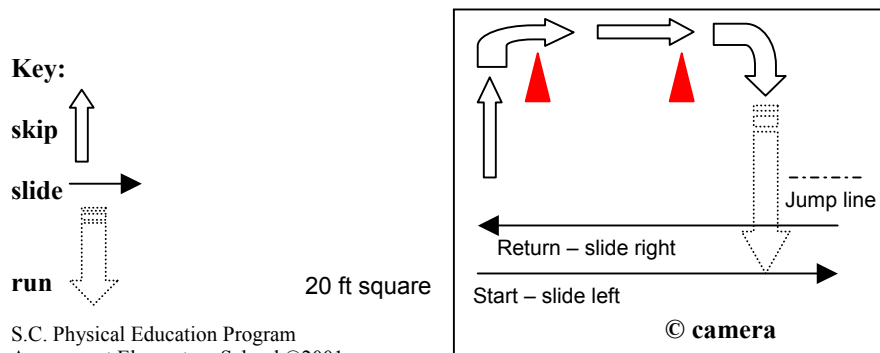
Camera Location and Operation

The camera should be placed far enough in front of and to the center of the area to view the entire testing area (approximately 12 feet back). Be sure the entire sequence can be seen on the camera, **including the landing**. (See diagram below.)

Testing Situation

TEACHER DEMONSTRATES ALL 3 SKILLS CORRECTLY AT THE APPROPRIATE SPEED.

One student will perform the assessment task at a time. When sliding, students will stand on the sideline facing the camera. Upon command “Slide,” the student will slide left to the sideline then back to his/her right, to the other sideline. The student will then turn and skip to his/her right in a curved pathway. After rounding the second cone, the student will run toward the camera. After running at least two to three steps, the student will execute a one-foot take-off to jump over a line or a slanting rope before landing softly on two feet under control.



Equipment set-up: (approximate distances)	
Start line to cone 1:	17 feet
Cone 1 to cone 2:	17 feet
Start line to jump line:	3 feet

**South Carolina Physical Education Assessment Program
Elementary School Locomotor Skills - 2nd Grade
Assessment Task Scoring Rubric**

Level 3:

- Performs all 3 locomotor skills (slide, skip, jump and land) using near proficient technique (mature form)*.
- Performs sequence with all 3** transitions completed smoothly.

Level 2:

- Performs 2 of the 3 locomotor skills (slide, skip, jump and land) using near proficient technique (mature form)*.
- Performs sequence with 2 of the 3 transitions** completed smoothly.

Level 1:

- Performs 1 of the 3 locomotor skills (slide, skip, jump and land) using some technique (mature form)*.
- Performs sequence with 1 of the 3 transitions** completed smoothly.

Level 0:

- Shows poor technique in locomotor skills (slide, skip, jump and land).
- Performs sequence with no smooth transitions**.

***Mature form is identified with the following performance cues:**

Sliding

- Smooth, rhythmical sideways action on the balls of the feet
- Demonstrates lead leg without crossover
- Hips (torso) facing forward

Skipping

- Body erect with head up
- Stride taken followed by a short hop with a knee lift
- Arms swing rhythmically in opposition to the legs and provide momentum

Jump and Land

- One foot take-off to two foot landing
- Uses flexion of hips, knees, and ankles with soft landing (for force absorption)
- Lands from balls of feet to heels (no flat foot landing)
- Show controlled landing (no steps taken)

**Transitions occur: 1-slide left to slide right, 2-slide to skip, 3-skip to run, jump and land

South Carolina Physical Education Assessment Program Elementary School Toss and Catch - 2nd Grade

Assessment Task: Toss and catch a hand-sized object at different levels

Criteria for Assessment:

- Tosses object above the head (**uses a one hand underhand** toss pattern; object tossed to a height just above extended hand reach) while remaining in personal space
- Catches above the head and at waist level or below using two hands with proper technique
- Successfully catches 8 of 10 tosses

Specific Protocol - Directions to Students

You will be asked to toss and catch a hand-sized object 5 times. Each toss should be an underhand toss using one hand. You will be asked to toss the object above your head, just beyond your reach, while staying within your personal space. You should catch these five one-hand tosses above your head with two hands, thumbs in and palms out. Keep a silent count of your five tosses.

You will receive the next five tosses from your teacher. You should catch the toss at or below waist level with two hands, your pinkies in and palms up. Remember to “**reach** and give” with the catch (soft hands).

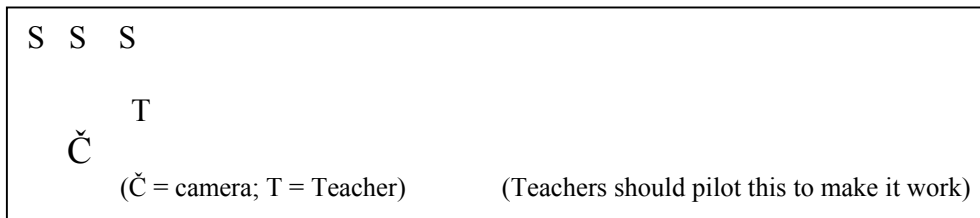
Equipment/Facilities/Materials

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure and tape to mark lines on floor to indicate camera location and other needed lines, clipboard, pen or pencil and all necessary equipment (poly spots, bean bags, etc.) for performing the task.

Floor markers* for students to stand on may be tape, carpet squares, poly spots etc. Hand-sized objects for tossing and catching may be bean bags, yarn balls, etc.

Camera Location and Operation

One to three students can be filmed at one time (use teacher’s discretion). Camera location should be directly in front of the middle of the group and far enough away to allow all students to be completely inside the viewfinder on the first five catches. For the teacher-tossed catches, the student should face the camera and the teacher should be to the side of the camera but NOT blocking the camera lens. Note: students should be facing the camera for all 10 tosses.



Directions to the Teacher

Arrange floor markers allowing for personal space (approximately 3 feet between students)*. The teacher may demonstrate the assessment task. When students complete the toss and catch assessment task, students should wait on the teacher’s directions to change groups. You will give directions to each set of students. “Toss with one hand five times and catch with both hands five times above the head counting silently and then stop.” After the first five tosses say, “Now I will

toss to you five more times. This time you will catch at or below your waist with two hands remembering to ‘reach and give’.” When you score students, combine both sets of 5 catches to get your total of 10.

Testing Situation

Position students on the floor markers*. Be sure that all students are within the camera viewfinder. Start camera at the beginning of the first group and stop it after all groups have completed their turns. Use one to three students (use teacher discretion) in each group. Change groups after each group completes their 10 tosses and catches. For the teacher tosses, the teacher should position him/herself approximately 10 feet from the student being careful not to block the camera viewfinder (see diagram on previous page). The teacher will use an underhand toss pattern five consecutive times to each student.

* The use of floor markers to outline personal space for students and to ensure that students will be in the camera view is suggested as a management strategy for student placement during the assessment task. However, if you find that using floor markers constrain student performance, then the use of floor markers is not mandatory.

**South Carolina Physical Education Assessment Program
Elementary School Toss and Catch - 2nd Grade
Assessment Task Scoring Rubric**

Level 3:

- Uses a one-hand underhand toss pattern just above extended reach of the hand while remaining in personal space 4 out of 5 times.
- Uses near proficient technique* for the above the head catches.
- Uses near proficient technique* for the catches at or below the waist level.
- Successfully** catches 8 out of 10 times.

Level 2:

- Uses a one-hand underhand toss pattern just above extended reach of the hand while remaining in personal space 3 out of 5 times.
- Uses good technique* for the above the head catches.
- Uses good technique* for the catches at or below the waist level.
- Successfully** catches 7 out of 10 times.

Level 1:

- Uses a one-hand underhand toss pattern just above extended reach of the hand while remaining in personal space 2 out of 5 times.
- Uses some technique* for the above the head catches.
- Uses some technique* for the catches at or below the waist level.
- Successfully** catches 5-6 times out of 10.

Level 0:

- Uses a one-hand underhand toss pattern just above extended reach of the hand while remaining in personal space 1 or 0 out of 5 times.
- Uses poor technique* for the above the head catches.
- Sometimes uses proper technique* for the catches at or below the waist level.
- Successfully** catches 4 or less times out of 10.

***Catching technique is identified with the following performance cues:**

- Catches above head: Two hand catch with palms out, thumbs in, fingers pointing up
- Catches at or below waist level: Two hand catch with palms up, little fingers in, “**reach** and give” with the catch (soft hands)

****Successfully catching the object is identified as:**

- Maintains control without dropping object using two hands.

Fifth Grade Performance Indicators

South Carolina Physical Education Assessment Program Elementary School Performance Indicators - 5th Grade

Fifth Grade

20% Performance Indicator One: Perform dance(s).

20% Performance Indicator Two: Create an educational gymnastics routine.

25% Performance Indicator Three: Demonstrate an overhand throwing pattern.

25% Performance Indicator Four: Demonstrate basic skills in different game categories.

10% Performance Indicator Five: Meet the gender and age group health related physical fitness standards as published by the National Association of Sport and Physical Education.

South Carolina Physical Education Assessment Program Elementary School Dance - 5th Grade

Assessment Task: Perform two dances from the following choices: Folk (below*), Square/Contra (below*), Line (below*) or Creative (pages 38-43). The dance selected should be consistent with the level of dance identified in the South Carolina Visual and Performing Arts Curriculum Standards.

*Perform two Folk, Square/Contra or Line dances accurately and with good technique. The dances selected should include at least **four** of the following elements:

- Locomotor skills/dance steps sequences or figures – include two other than walk or run.
- Directions-Traveling in at least two different directions (up, down, forward, backward, sideways, diagonally, over, under).
- At least two changes in pathways, speeds, or flow.
- Nonlocomotor skills-Turn, twist, or spin at least one complete 360° (includes turning figures like do si do).
- Relationships with a partner or group

Criteria for Assessment:

Folk, Square/Contra, Line (dance forms):

- The student can perform the dance with balance and coordination.
- The student can perform the dance steps/sequences or the calls for the dance with good technique.
- The student can move to the rhythm of the music with smooth transitions.
- The student can perform the dance steps cooperatively with a partner or the group.
- The student can express the feelings or the spirit of the dance.

Specific Protocol-Directions to Student

You will be asked to perform a folk, square/contra, or line dance that you have previously performed in your physical education class. You will be given time before videotaping to practice the dance. You will be assessed on your balance and coordination in the performance of the steps and figures while moving to the music and your ability to follow the directions for the dance. You will also be assessed on your ability to perform the steps of the dance smoothly and cooperatively with your partner or group. You should express the feelings or the spirit of the dance through your movements.

Equipment/Facilities/Materials

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure and tape to mark lines on floor to indicate camera location, clipboard, pen or pencil and all necessary equipment (player, speaker, etc.) for playing and performing the selected dance.

Camera Location and Operation

The number of students that can be filmed at one time depends on the nature of the organization of the dance. Only those students who can be clearly viewed by the camera should dance at one time. A maximum of 8 students is recommended. The camera will be zoomed in so that the entire bodies of the students just fit in the vertical space of the viewfinder.

Directions to the Teacher

Students may be given an opportunity to practice the dance before you begin to video record. The teacher must include a written narrative of the basic steps of the dance. This will explain what has been taught and include any modifications that may have been made. If the dance is a square/contra dance with a caller, a written narrative of the basic steps of the dance is not needed to explain what has been taught and included.

Folk, line or contra dances should be performed from memory without use of external cues or directions. Square dance may use a caller, recorded or live, but the calls must be clearly heard on the video/DVD recording. They should be traditional calls and not “cues”.

Testing Situation

Position the students so that their dance can be performed entirely in front of the camera. The size of the groups may be adjusted (if the dance permits) so that all students may be viewed the entire dance. Students should be filmed performing the dance at least two times or as many additional times as necessary to be viewed for at least 64 counts for assessment/scoring purposes.

Teachers are to video record and assess the first half* of the class performing one dance and video record and assess the second half of the class performing a different dance. Use separate video recordings to record each dance. A fifth grade class may not perform the same dance performed by a second grade class in the same school.

*Example for 5th grade: Video record and assess students #1-13 (or the number of students in the first half of the class) on the official alphabetical class roster performing the Irish Mixer and then video record and assess students #14-26 (or the second half of the class) on the official roster performing the Virginia Reel. Use separate video recordings to record each dance.

REMEMBER: Folk, line or contra dances should be performed from memory without use of external cues or directions. Square dance may use a caller, recorded or live, but the calls must be clearly heard on the video/DVD recording. They should be traditional calls and not “cues”.

Examples of dances that meet the criteria are in Appendix B.

**South Carolina Physical Education Assessment Program
Elementary School Dance - 5th Grade
Assessment Task Scoring Rubric**

Level 3:

- Consistently (75% of the time or more) demonstrates balance and coordination
- Consistently demonstrates good technique in performing the steps of the dance
- Consistently demonstrates rhythm
- Consistently performs cooperatively with a partner or group
- Usually shows the spirit of the dance*

Level 2:

- Usually (50%-74% of the time) demonstrates balance and coordination
- Usually demonstrates good technique in performing the steps of the dance
- Usually demonstrates rhythm
- Consistently performs cooperatively with a partner or group
- Usually shows the spirit of the dance*

Level 1:

- Sometimes (15-49% of the time) demonstrates balance and coordination
- Sometimes shows good technique in performing the steps of the dance
- Sometimes demonstrates rhythm
- Usually performs cooperatively with a partner or group
- Sometimes shows the spirit of the dance*

Level 0:

- Rarely (<15% of the time) demonstrates balance and coordination
- Rarely shows good technique in performing the steps of the dance
- Rarely demonstrates rhythm
- Usually performs cooperatively with a partner or group
- Rarely shows the spirit of the dance*

***Spirit of the dance includes:**

- o Perform dance movements demonstrating feeling that is characteristic of the culture/history of the dance
- o Uses facial expressions, gestures, vocalizations, and/or body movements appropriate to the dance

--	--	--	--	--	--	--	--	--

South Carolina Physical Education Assessment Program
Elementary School Creative Movement Dance - 5th Grade

Assessment Task: Perform two dances from the following choices: Folk (pages 34-37), Square/Contra (pages 34-37), Line (pages 34-37) or Creative (below*). The dances selected should be consistent with the level of dance identified in the South Carolina Visual and Performing Arts Curriculum Standards.

*Create and perform a movement sequence of at least 64 counts. The sequence must include a repetition of the first 32 counts in reverse **or** with variations of the selected movements. The sequence **must** include a clear beginning, middle, and ending and it may or may not have rhythmic accompaniment (must show change in meter and tempo if no accompaniment is used). It may be performed alone, with a partner, or in a small group. It **must** include:

- 3 different body actions (include one or two axial/nonlocomotor movements and one or two locomotor movements other than walk and run)
- 3 different body shapes at different levels (include one or two body shapes at one level and one or two body shapes at a different level)
- use of two different pathways (straight, curved, zigzag)
- travel in two different directions (i.e., forward, backward, sideward, diagonally, turning)
- use of one of Laban's effort actions of force, time, space
- a written documentation of the movements in order of performance (hand written by each student using appropriate dance vocabulary with elements identified by type)

Criteria for Assessment:

- Include required elements
- Perform sequence with control (balance and coordination)
- Perform movements to the rhythm of the accompaniment or demonstrate change in meter and tempo (if no accompaniment is used)
- Perform movements accurately (uses clear shapes and distinct movements)
- Perform sequence with continuity/smooth transitions (alone, with partner, or group and/or object)
- Communicate feeling(s) or idea(s) through the sequence

Specific Protocol-Directions to Students

You will be asked to perform a creative movement sequence that you have previously performed in your physical education or dance class. You will be given time before videotaping to practice the sequence. You will be assessed on your ability to use at least 3 different body actions and 3 different body shapes while demonstrating balance and coordination. You will need to show at least two levels, use two pathways, change directions, and use time, space, or force. You should move smoothly (alone, with your partner or group) as you communicate feelings or ideas through the sequence. Your written sequence and your performance must be the same. You will perform the sequence in front of the camera.

Equipment Needed

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure and tape to mark lines on floor to indicate camera location, clipboard, pen or pencil, any appropriate stimulus for the creative expression, and all necessary equipment (player, speaker, etc.) for playing and performing the selected dance.

Camera Location and Operation

The number of students that can be filmed at one time depends on the nature of the organization of the sequence. Only those students who can be clearly viewed by the camera should perform at one time. It is recommended that no more than 8 students are filmed at once. The zoom lens *must* be set so that the subjects' entire bodies can be seen within the viewfinder throughout the sequence.

Directions to the Teacher

Students may be given the opportunity to practice before you start the video recording. This sequence can be based on any topic chosen by you (the teacher), such as words, stories, sounds, feelings, sport and nature themes, or school subjects. The sequence can be accomplished through various body movements, movements in or through space, or movements in relation to partners and/or objects. The students should create the sequence and provide written documentation of their created dance on the form provided (make as many copies as needed of Form ES 11 in the SCPEAP Policy and Procedures Manual for Elementary School). Refer to the National Standards for Dance Education (NDA) and the South Carolina Visual and Performing Arts Curriculum Standards (SCDA) when preparing to use this assessment task. See an example of the written documentation on the following page.

Testing Situation

Position the students so that his/her (their) sequences can be performed entirely in front of the camera. Student(s)/groups should be filmed separately if they cannot be clearly and completely seen through the viewfinder for the entire sequence. Be sure the students include the written documentation of the movements in the sequence in the order they occur. The movements used to meet the required elements should be identified (see attached example).

South Carolina Physical Education Assessment Program**Creative Movement Dance – 5th Grade**

School _____

Class _____

Group Members _____

The dance you are to create for yourself or with your partner/group needs to include the following. When you have these items included, check them off.

_____ 32 count sequence (that is repeated in reverse or with variations)

_____ a clear beginning, middle, and ending

_____ 3 different body actions (one or two axial/nonlocomotor movement and one or two locomotor movement other than walk and run)

_____ 3 different body shapes at different levels (one to two body shapes at one level and one to two shapes at a different level)

_____ use of a straight and a curved pathway

_____ travel in two different directions (i.e., forward, backward, sideward, diagonally, turning)

_____ use of one of Laban's effort actions of force, time, space

Write the skills you will be doing in order below:*

Begin-- in a low level curled shape—4 counts

Slap hands on floor—4 counts

Spin on bottom and roll over to stand—8 counts

Middle--Skip away fast in a curved pattern—4 counts

High level still (stork stand) shape—4 counts

Sharp hand moves upward in place (punching)—4 counts

Slide together in a straight pattern—4 counts

Slide away in a curved pattern—4 counts

Sharp hand moves downward in place (punching)—4 counts

Stop and hold arms reaching out at middle level—4 counts

Skip together fast in a straight pattern—4 counts

Ending—Spinning drop to floor—4 counts

Roll to back lying stretched—4 counts

Slap palms on floor—4 counts

Roll to still front lying position—4 counts

Idea—frantic and angry

*This is an acceptable sample and not the required sequence of elements or the specific elements to be included

South Carolina Physical Education Assessment Program
Elementary School Creative Movement Dance - 5th Grade
Assessment Task Scoring Rubric

Level 3:

- The written documentation (including all required elements*) matches the performance
- Consistently (75% of the time or more) moves to the rhythm of the accompaniment or demonstrates change in meter and tempo
- Consistently uses clear shapes and distinct movements in performing the elements of the sequence
- Consistently performs control (balance and coordination)
- Consistently performs with continuity/smooth transitions (alone, with a partner, group and/or object)
- Consistently communicates feeling(s) or idea(s) through the sequence

Level 2:

- The written documentation (including all required elements*) matches the performance
- Usually (50%-74% of the time) moves to the rhythm of the accompaniment or demonstrates change in meter and tempo
- Usually uses clear shapes and distinct movements in performing the elements of the sequence
- Usually performs control (balance and coordination)
- Usually performs with continuity/smooth transitions (alone, with a partner, group and/or object)
- Usually communicates feeling(s) or idea(s) through the sequence

Level 1:

- The written documentation (including all required elements*) matches the performance
- Sometimes (15%-49% of the time) moves to the rhythm of the accompaniment or demonstrates change in meter and tempo
- Sometimes uses clear shapes and distinct movements in performing the elements of the sequence
- Sometimes performs control (balance and coordination)
- Sometimes performs with continuity/smooth transitions (alone, with a partner, group and/or object)
- Sometimes communicates feeling(s) or idea(s) through the sequence

Level 0:

- The written documentation (including all required elements*) matches the performance
- Rarely (<15% of the time) moves to the rhythm of the accompaniment or demonstrates change in meter and tempo
- Rarely uses clear shapes and distinct movements in performing the elements of the sequence
- Rarely performs control (balance and coordination)
- Rarely performs with continuity/smooth transitions (alone, with a partner, group and/or object)
- Rarely communicates feeling(s) or idea(s) through the sequence

*Required elements: (continued on next page)

*Required elements:

- 32 count sequence that is repeated in reverse or with variations (total 64 counts)
- a clear beginning, middle, and ending
- rhythmic accompaniment **or** show change in meter and tempo if no accompaniment is used
- performed alone, with a partner, or in a small group
- a written documentation of the movements in order
- include:
 - 3 different body actions (one or two axial/nonlocomotor movement and one or two locomotor movement other than walk and run)
 - 3 different body shapes at different levels (one-two body shapes at one level and one-two shapes at a different level)
 - use of two different pathways (straight, curved, zigzag)
 - travel in two different directions (i.e., forward, backward, sideward, diagonally, turning)
 - use of one of Laban's effort actions of force, time, space

South Carolina Physical Education Assessment Program Elementary School Educational Gymnastics - 5th Grade

Assessment Task: Create, write and perform a gymnastics sequence including a beginning balance and different ending balance with 4 different movement elements:

- Mount, travel along, dismount apparatus
- Turning or change of direction
- Change in speed
- Upright or inverted balance showing clear shape and extensions held for 3 seconds
- Aerial movement (i.e., no handed cartwheel, back flip, etc.) OR shape in flight
- A skill requiring some support on hands (handstand, cartwheel, round-off)
- Rolling (linking action)

Criteria for Assessment:

The sequence work must include the following components and these will be assessed:

- Clear beginning and different ending balance (held for at least 3 seconds with a clear body shape); a student using a standing upright position on 2 feet is **not** an acceptable balance for this assessment task.
- Demonstration of at least four movement elements with good technique
- Continuity/smooth transitions (one action logically linked to another with no extra steps)
- Controlled use of momentum and balance
- Written narrative matches performance

Specific Protocol - Directions to Students

You will be asked to perform a gymnastics/body management sequence in front of a camcorder. This sequence will be an individual sequence that you create, write, and perform. The written narrative must include gymnastic terminology (i.e., stork stand, V-sit, straddle jump), code/symbols, or drawing. Your written narrative and your performed videoed sequence should be the same. You may use a mat and a piece of apparatus (elevated platform, box, block, or bench). You must include a beginning balance and a different ending balance with a minimum of 4 different movement elements:

- Mount, travel along, dismount apparatus
- Turning or change of direction
- Change in speed
- Upright or inverted balance showing clear shapes and extensions held for 3 seconds
- Aerial movement (i.e., no handed cartwheel, back flip, etc.) OR shape in flight
- A skill requiring some support on hands (handstand, cartwheel, round-off)
- Rolling (linking action)

You will be allowed to practice your sequence before the videotaping.

Equipment/Facilities/Materials

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure and tape to mark lines on floor to indicate camera location, clipboard, pen or pencil and all necessary equipment (mats, etc.) for performing the sequence.

Suggested class management: Set up enough stations to accommodate the students in the class. No more than 4 students at a station. A station must include a mat and one of the following (if the student is using it): box, balance beam, bench or block. The stations should be arranged so that the students can work safely at each of the locations.

Camera Location and Operation

The camcorder will be set up to view the test station. This location should place the camera so that the students in the class who are practicing are not in view. The camcorder should be set at wide angle to show the complete mat and other equipment (if other equipment is used) without the camera having to be adjusted. The camera should be set to view the side of the performer. Each student will have one opportunity to perform his/her routine in front of the camcorder.

Testing Situation

Each student will perform his/her gymnastics sequence using equipment as needed. The student will perform gymnastics movements which match his/her ability level regarding safety and knowledge of gymnastics. Each student will be given one opportunity to perform his/her routine in front of the camera. The teacher should provide as many copies as necessary of the form on the following page for writing the routine (it may also be found as Form ES 13 in the SCPEAP Policy and Procedures Manual for Elementary School).

South Carolina Physical Education Assessment Program

Gymnastics Routine

Created by _____ at _____ School

1. Beginning balance						6. Ending balance
	2.	3.	4.	5.		

Directions for individual sequence:

You may use a mat and a piece of apparatus (elevated platform, box, block or bench). You must include a beginning balance, 4 different movement elements, and a different ending balance.

Check each of the elements demonstrated in your routine

- _____ Mount, travel along, dismount
- _____ Turn or change direction
- _____ Change in speed
- _____ Upright or inverted balance with clear shapes and extensions (hold each for 3 seconds)
- _____ Aerial movement or shape in flight
- _____ A skill requiring some support on hands (handstand, cartwheel, round-off)
- _____ Rolling (linking action)

Gymnastics Routine

Created by _____ at _____ School

<p>1. Beginning balance Tripod</p>	<p>2. Forward roll to a stand</p>	<p>3. Step up mount onto balance beam and walk forward to the middle of the beam</p>	<p>4. Complete a 1/2 turn on the balls of the feet to face the other direction; complete another 1/4 turn to stand facing away from the side of the beam</p>	<p>5. Jump off the beam making a straddle shape in flight and land on the feet</p>	<p>6. Ending balance Show a high level stork stand balance</p>
---	--	---	---	---	---

Directions for individual sequence:

You may use a mat and a piece of apparatus (elevated platform, box, block or bench). You must include a beginning balance, 4 different movement elements, and a different ending balance.

Check each of the elements demonstrated in your routine:

- Mount, travel along, dismount
- Turn or change directions
- Change in speed
- Upright or inverted balance with clear shapes and extensions (hold each for 3 seconds)
- Aerial movement or shape in flight
- A skill requiring some support on hands (handstand, cartwheel, round-off)
- Rolling (linking action)

**South Carolina Physical Education Assessment Program
Elementary School Educational Gymnastics - 5th Grade
Assessment Task Scoring Rubric**

Level 3:

- Demonstrates a clear and controlled (held for 3 seconds) beginning and different ending balance*
- Good technique in demonstrating 3 of the 4 chosen movements in sequence
- Demonstrates a smooth transition between each of the 4 movements
- Usually (50%-74% of the time or more) demonstrates controlled use of momentum and balance
- The written narrative description (using appropriate gymnastics terminology, code, symbols, or drawings) consistently (75% of the time or more) matches the performance

Level 2:

- Demonstrates a clear and controlled (held for 2-3 seconds) beginning and different ending balance*
- Some technique in demonstrating 2 of the 4 chosen movements in sequence
- Demonstrates a smooth transition between 2 of the 4 movements
- Usually (50%-74% of the time) demonstrates controlled use of momentum and balance
- The written narrative description (using appropriate gymnastics terminology, code, symbols, or drawings) consistently matches the performance

Level 1:

- Demonstrates either a clear and controlled (held for 2-3 seconds) beginning or ending balance*
- Some technique in demonstrating 1 of the 4 movements in sequence
- Demonstrates only 1 smooth transition between any of the 4 movements
- Sometimes (15%-49% of the time) demonstrates controlled use of momentum and balance
- The written narrative description (using appropriate gymnastics terminology, code, symbols, or drawings) usually matches the performance

Level 0:

- Does not demonstrate a clear beginning or ending balance*
- Poor technique in demonstrating 1 of the 4 movements in sequence
- Lacks smooth transitions
- Rarely (<15% of the time) demonstrates controlled use of momentum and balance
- The written narrative description (using appropriate gymnastics terminology, code, symbols, or drawings) sometimes or rarely matches the performance

***A student using a standing upright position on 2 feet is not an acceptable balance.**

South Carolina Physical Education Assessment Program Elementary School Overhand Throw - 5th Grade

Assessment Task: Throw a hand-sized ball with force to demonstrate a mature overhand throwing pattern

Criteria for Assessment:

- Side to target
- Extended step forward with the opposite foot
- Dominant throwing arm should be in a laid back L shape position
- Weight transfer with differentiated rotation and follow-through

Specific Protocol - Directions to Students

Throwing to a wall

You are going to throw a hand-sized ball overhand to the wall as hard as you can. You will need to start your throw from behind this line (line that is marked 50 feet from the wall). It is okay if you step on or over the 50-foot line when you throw. You want to throw the ball as hard as you can to the wall in front of you so that the ball will hit the wall above the taped line. You will be assessed on your throwing form. REMEMBER: Throw as hard or as far as you can to the wall in front of you. You will have four throws.

Throwing to a fence

You are going to throw a hand-sized ball overhand to the fence as hard as you can. You will need to start your throw from behind this line (or cone that is marked 50 feet from the fence). It is okay if you step on or over the 50-foot line (or past the cone) when you throw. You want to throw the ball as hard as you can to the fence in front of you so that the ball will hit the fence above the taped/marked line. You will be assessed on your throwing form. REMEMBER: Throw as hard or as far as you can to the fence in front of you. You will have four throws.

Throwing over a suspended rope

You are going to throw a hand-sized ball overhand over the suspended rope in front of you. You want to throw the ball as hard as you can over the rope. You will need to start your throw from behind this line (or cone that is marked 50 feet from the suspended rope.) It is okay if you step on or over the 50-foot line (or past the cone) when you throw. You want to throw the ball as hard (or as far) as you can so that the ball will fly over the rope in front of you. You will be assessed on your throwing form. REMEMBER: Throw as hard or as far as you can over the rope. You will have four throws.

Equipment/Facilities/Materials

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure and items (tape, rope, cones, etc.) to mark lines on floor/ground to indicate camera location and other needed lines, clipboard, pen or pencil and all necessary equipment (hand-sized objects) for performing the task.

Equipment for each situation is on the following page.

Throwing to a wall

- Four hand-sized balls (tennis balls or incrediballs – incrediballs will have less rebound effect)
- Two-inch tape (preferably color tape or survey tape) approximately 10 feet long to mark wall 4 feet from the floor
- Tape measure

Throwing to a fence

- Four hand-sized balls (tennis balls or incrediballs – incrediballs will have less rebound effect)
- Two-inch tape (preferably color tape or survey tape) approximately 10 feet long to mark fence 4 feet from the ground
- Four foot high cone(s) if tape does not stick to fence or a brightly colored rope may be woven through the fence to mark the 4 foot line
- Tape measure

Throwing over a suspended rope

- Four hand-sized balls (tennis balls or incrediballs – incrediballs will have less rebound effect) are needed
- Two poles/standards or something to secure a rope 4 feet from the ground
- Survey tape to tie around the middle of the rope (so that students will be able to identify the rope)
- Cones or lines to mark 50-foot distance from thrower
- Tape measure

Camera Location and Operation

The camera angle should be at **a 90-degree angle to the thrower (a side view)**. Position the camera on the throwing-arm side so the camera will be focused on the entire body of the student. You should be able to clearly see the student's entire body in the viewfinder. The wall, fence or suspended rope is not to be in the view at any time. Keep the camera stationary throughout the throws and focused on the thrower. REMEMBER: **The camera is on the side of the throwing arm.**

Testing Situation

All students will warm-up together. Read the testing protocol to students. Students will throw four times consecutively. REMEMBER: Keep the camera running during the entire throwing assessment. Stopping and starting the camera between throws will cut out crucial parts of the throwing trials. Again, remember to position the camera on the side of the throwing arm. If you have a left-handed thrower, you will need to reposition the camera location. Placing all left-handed students at the beginning or end of the right-handed students will speed things along.

Throwing to a wall

Students will throw a hand-sized ball overhand to a wall from 50 feet away. The student is to be reminded to throw forcefully (hard) to the wall. REMEMBER: Encourage students to throw as hard as they can (or as far as they can). Mark a horizontal line that can be easily seen on the wall that is approximately 4 feet up from the floor. Student throws need to contact the wall "anywhere" above the 4-foot line on the wall. The key to this assessment task is that students need to throw as hard as they can to the wall at a trajectory greater than 4 feet.

Alternative (Throwing to a fence)

If you do not have wall space inside, an alternative to throwing to a wall could be throwing to a fence outside. The fence would need to be at least 10 feet in height so that the students will not throw over the fence. Students will throw a hand-sized ball overhand to a fence from 50 feet away. Students are to be reminded to throw forcefully (hard) to the fence. REMEMBER: Encourage students to throw as hard as they can (or as far as they can). Mark a horizontal line that can be easily seen on the fence that is approximately 4 feet up from the ground. Student's throws need to contact the fence "anywhere" above the 4-foot line on the fence. The key to this assessment task is that students need to throw as hard as they can to the wall at a trajectory greater than 4 feet.

Alternative (Throwing over a suspended rope)

If you do not have access to a wall/fence or adequate space for which to follow protocol, you may have students throw in an open space (outside) over a rope suspended between two poles. The rope should be at a height of 4 feet from ground level. Use brightly colored survey tape to tie in the middle of the rope so students can identify the rope. Students will throw a hand-sized ball overhand across the suspended rope from a distance of 50 feet away. REMEMBER: Encourage students to throw as hard as they can over the suspended rope. The key to this assessment task is that students need to throw as hard as they can to the wall at a trajectory greater than 4 feet.

**South Carolina Physical Education Assessment Program
Elementary School Overhand Throw - 5th Grade
Assessment Task Scoring Rubric**

Level 3:

- Side to target 3 out of 4 times
- Demonstrates an extended* step with the opposite foot 3 out of 4 times
- Exhibits a laid back** L-shaped dominant throwing arm 3 out of 4 times
- Transfers weight with hip rotation (differentiated rotation***) and follow through

Level 2:

- Side to target 3 out of 4 times
- Demonstrates an extended* step with the opposite foot 2 out of 4 times
- Exhibits a laid back** L-shaped throwing arm 2 out of 4 times with some degree beyond vertical
- Transfers weight with some differentiated hip rotation*** and follow through

Level 1:

- Side to target 2 out of 4 times
- Demonstrates an extended* step with the opposite foot 1 out of 4 times
- Exhibits a laid back** L-shaped dominant throwing arm **before** or **after** hips have already rotated and are facing forward
- Transfers weight with block rotation**** and follow through

Level 0:

- Side to target 1 out of 4 times
- Does not demonstrate an extended* step with the opposite foot
- Does not exhibit a laid back** L-shaped throwing arm
- Transfers weight with no hip rotation

Mature throwing form is indicated by the following performance cues:

*Extended step is defined by:

- the length/distance of the step with the opposite foot is greater than half of the student's standing height

**Forearm is in a laid back L position (beyond vertical) occurring at the moment hips face forward

***Differentiated hip rotation is defined by:

- weight transfer and hip rotation occur simultaneously **and prior to** shoulder rotation

******Block rotation is defined as the upper and lower trunk region rotating as one unit**

South Carolina Physical Education Assessment Program Elementary School Basketball - 5th Grade

Assessment Task: Dribble and pass a basketball with a partner at medium speed for 60-70 feet and back two consecutive times (i.e., down and back, down and back)

Criteria for Assessment

- Dribbles with control (minimum of 2) while moving
- Uses a chest or bounce pass with good technique
- Executes an accurate lead pass
- Receives ball with control while moving
- Maintains adequate spacing (approximately 12 - 15 feet) and medium speed (jog) between partners

Specific Protocol-Directions to Student

You and a partner will be assessed on your ability to dribble and pass back and forth to each other the length of a lane and back **two consecutive times**. You will dribble (a minimum of 2 dribbles) as you jog before executing a lead chest or bounce pass to your partner. Execute a lead pass and catch with control. You will need to maintain adequate spacing between you and your partner.

Equipment/Facilities/Materials

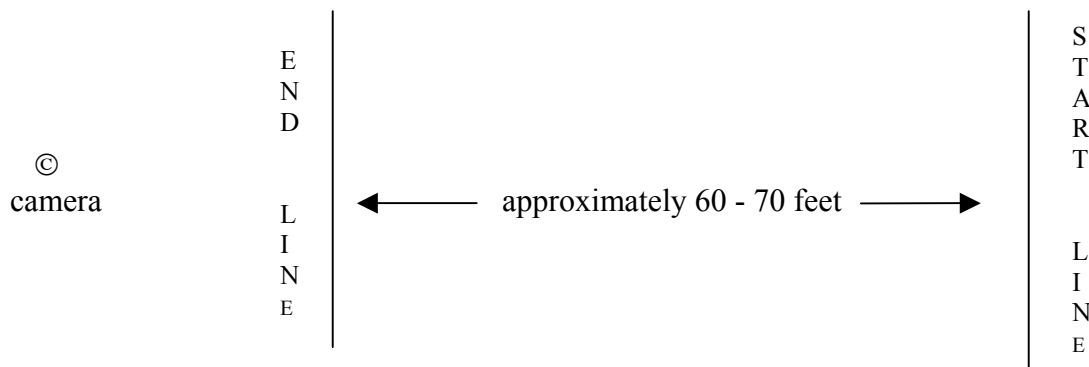
You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, cones (poly spots, taped lines or chalk marked lines for paved areas) on the floor to indicate lane (movement pathway) and camera location, clipboard, pen or pencil, a junior size basketball and any other equipment necessary for performing the task.

Camera Location and Operation

Camera view should encompass entire assessment area. See diagram below.

Testing Situation

Mark off start and end lines. Students will begin on the start line dribbling and passing **toward** the camera. Partners being tested should be visible on camera for the entire trial. **Students should be paired by ability.**



**South Carolina Physical Education Assessment Program
Elementary School Basketball - 5th Grade
Assessment Task Scoring Rubric**

Level 3

- Dribbles* with near proficient technique while moving at a medium speed (jog, not walk)
- Consistently (75% of the time or more) executes a chest or bounce pass to partner with near proficient technique**
- Consistently executes an accurate lead ***chest or bounce pass to partner
- Consistently receives**** an accurate pass while moving
- Consistently maintains adequate spacing (approximately 12-15 feet) between partners

Level 2

- Dribbles* with good technique while moving at a medium speed (jog, not walk)
- Usually (50%-74% of the time) executes a chest or bounce pass to partner with good technique**
- Usually executes an accurate lead*** chest or bounce pass to partner
- Usually receives**** an accurate pass while moving
- Usually maintains adequate spacing (approximately 12-15 feet) between partner

Level 1

- Dribbles* with some technique while moving at a slow speed
- Sometimes (15%-49% of the time) executes a chest pass to partner with some technique**
- Sometimes executes an accurate lead*** chest or bounce pass to partner
- Sometimes receives**** an accurate pass while moving
- Has difficulty maintaining adequate spacing (approximately 12-15 feet) between partner

Level 0

- Dribbles* with poor technique
- Rarely executes a chest pass to partner with poor technique**
- Rarely (<15% of the time) executes an accurate lead*** chest or bounce pass to partner
- Rarely receives**** an accurate pass while moving
- Rarely maintains adequate spacing and speed between partner

***Dribbling technique control is identified with the following performance cues:**

- The dribble is a “push” action rather than a slap
- The dribble is out in front (as opposed to directly on the side) of the student within one stride
- The dribble is at waist level or below
- The dribble is performed at a medium speed under control

****Passing technique is identified with the following performance cues:**

- Catchable lead chest pass pushed from chest level with follow through
- Catchable lead bounce pass pushed from chest to waist level with follow through

*****Accuracy of lead pass is identified with the following performance cues:**

- Continuous forward movement of receiver is allowed
- Ball within 1-2 steps of receiver at catchable height (between knees and shoulders)

******Receives an accurate pass is identified with the following performance cues:**

- Receives pass with control
- Continuous forward movement
- Maintains body balance and control
- Maintains control of ball

South Carolina Physical Education Assessment Program Elementary School Hockey - 5th Grade

Assessment Task: Maintains control of the puck/ball and passes with a partner while moving at a medium speed for 60-70 feet and back two consecutive times (i.e., down and back; down and back)

Criteria for Assessment:

- Maintains control of puck/ball while moving at a medium speed (jogging)
- Uses accurate lead pass with good technique, assessed only from the dominant side
- Receives ball/puck with control while moving
- Maintains adequate spacing (approximately 9-12 feet)

Specific Protocol-Directions to Student

You and a partner will be assessed on your ability to control the ball/puck and pass back and forth to each other the length of the lane and back **two consecutive times**. You will control the puck/ball for a minimum of 2 touches (or the advancement of 2 steps) at a medium speed (jogging, not walking) before executing a lead pass to your partner. You will need to maintain adequate spacing.

Equipment/Facilities/ Materials

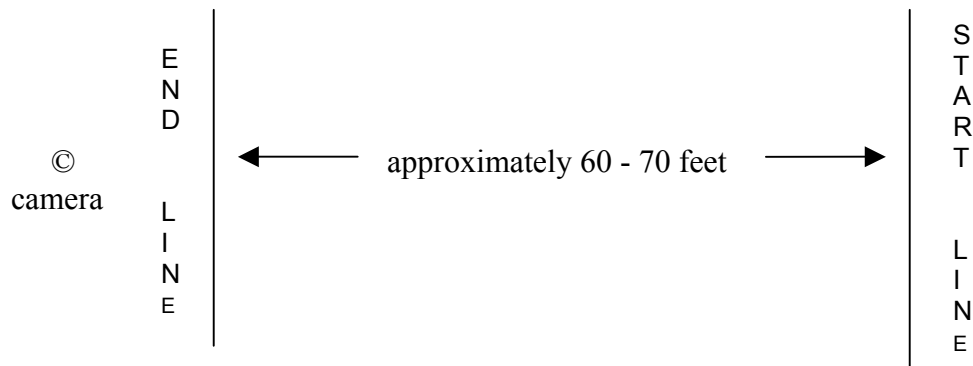
You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, cones (or poly spots, taped or marked line) on an appropriate surface (i.e., floor or paved area) are preferred to indicate lane (movement pathway), tape to mark camera location, clipboard, pen or pencil, a hockey puck/ball or whiffle ball, hockey sticks and any other equipment necessary for performing the task.

Camera Location and Operation

Camera view should encompass entire assessment area. See diagram below.

Testing Situation

Mark off start and end lines. Students will begin on the start line dribbling and passing **toward** the camera. Partners being tested should be visible on camera for the entire trial. **Students should be paired by ability.**



**South Carolina Physical Education Assessment Program
Elementary School Hockey - 5th Grade
Assessment Task Scoring Rubric**

Level 3

- Consistently (75% of the time or more) taps (minimum of 2) the puck/ball with control* while moving at a medium speed (jog, not walk)
- Consistently executes an accurate lead** pass to partner with near proficient technique
- Consistently receives*** an accurate pass while moving
- Consistently maintains adequate spacing**** from partner while moving forward

Level 2

- Consistently (75% of the time or more) taps the puck/ball with control* while moving at a medium speed (jog, not walk)
- Usually (50%-74% of the time) executes an accurate lead** pass to partner with good technique
- Usually receives*** an accurate pass while moving
- Usually maintains adequate spacing**** from partner while moving forward

Level 1

- Usually taps the puck/ball with control* while moving at a medium speed
- Sometimes (15%-49% of the time) executes an accurate lead** pass to partner with some technique
- Sometimes receives*** an accurate pass while moving
- Sometimes has difficulty maintaining adequate spacing**** from partner while moving forward

Level 0

- Sometimes taps the puck/ball with control* while moving at a medium speed
- Rarely (<15% of the time) executes an accurate lead** pass to partner using poor technique
- Rarely receives*** an accurate pass while moving
- Rarely maintains adequate spacing**** from partner while moving forward

***Puck/Ball control is identified with the following performance cues:**

- Keeping ball/puck close to the hockey stick with soft touches
- Minimum of two consecutive touches or 2 steps at a medium speed (jog, not walk)

****Lead pass is identified with the following performance cues:**

- Slightly in front of receiver
- Passed with medium force

*****Receives an accurate pass is identified with the following performance cues**

- Receives pass with two hands on the stick
- Continuous forward movement
- Maintains body balance and control
- Maintains control of ball/puck

******Adequate spacing is staying out of stick reach of each other**

South Carolina Physical Education Assessment Program Elementary School Soccer - 5th Grade

Assessment Task: Dribble and pass a soccer ball with a partner at medium speed approximately 90 feet and back two consecutive times (i.e., down and back, down and back)

Criteria for Assessment:

- Dribbles with control while moving at a medium speed (jog, not walk), down and back twice.
- Uses accurate lead pass with good technique
- Receives ball with control while moving
- Maintains adequate spacing (approximately 9-15 feet) between partners

Specific Protocol-Directions to Student

You and a partner will be assessed on your ability to dribble and pass back and forth to each other the length of the field and back **two consecutive times**. You will dribble (minimum of 2) at a medium speed before executing a lead pass to your partner while maintaining adequate spacing.

Equipment/Facilities/Materials

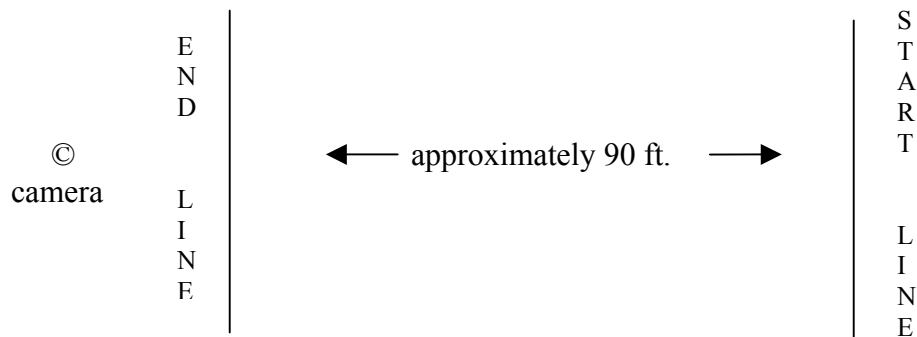
You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, cones (or poly spots, taped or marked line) on the ground to indicate lane (movement pathway) and camera location, clipboard, pen or pencil, a junior size soccer ball or soccer trainer and any other equipment necessary for performing the task.

Camera Location and Operation

Camera view should encompass entire assessment area. See diagram below.

Testing Situation

Mark off start and end lines. Students will begin on the start line dribbling and passing **toward** the camera. Partners being tested should be visible on camera for the entire trial. **Students should be paired by ability. This activity must be done outside.**



**South Carolina Physical Education Assessment Program
Elementary School Soccer - 5th Grade
Assessment Task Scoring Rubric**

Level 3:

- Dribbles* with near proficient technique while moving at a medium speed (jog, not walk) (down and back twice)
- Consistently (75% of the time or more) executes an accurate lead** pass to partner, using near proficient technique
- Consistently receives*** an accurate pass while moving
- Consistently maintains adequate spacing**** from partner while moving forward

Level 2:

- Dribbles* with good technique while moving at a medium speed (jog, not walk) (down and back twice)
- Usually (50%-74% of the time) executes an accurate lead** pass to partner, uses good technique
- Usually receives*** an accurate pass while moving
- Usually maintains adequate spacing**** from partner while moving forward

Level 1:

- Dribbles* with some technique while moving at a medium to slow speed
- Sometimes (15%-49% of the time) executes an accurate lead** pass to partner, uses some technique
- Sometimes receives*** an accurate pass while moving
- Has difficulty maintaining adequate spacing**** from partner while moving

Level 0:

- Dribbles* with poor technique while moving at a medium to slow speed
- Rarely (<15% of the time) executes an accurate lead** pass to partner, uses poor technique
- Rarely receives*** an accurate pass while moving
- Rarely maintains adequate spacing**** from partner while moving

*** Dribbling technique is identified with the following performance cues:**

- Uses soft touches while moving at a medium speed
- Uses inside or outside of either foot
- Keeps ball close to the body/foot while moving forward
- Moves at a medium speed

**** Lead passing with good technique is identified with the following performance cues:**

- Passes slightly in front of receiver
- Uses medium force

***** Receives an accurate pass is identified with the following performance cues:**

- Continuous forward movement
- Maintains body balance and control
- Maintains control of ball

****** Adequate spacing is staying 9-15 feet away from each other**

South Carolina Physical Education Assessment Program Elementary School Ultimate Frisbee - 5th Grade

Assessment Task: Play a game of “Keep Away,” with three players on offense and one playing semi-active defense

Criteria for Assessment:

- Receives catchable passes
- Throws catchable passes
- Moves to open space
- Establishes a pivot foot

Specific Protocol - Directions to Student

You will be asked to play a game of “Keep Away.” Three players will play offense and one player will play semi-active defense. Semi-active defense means that the defender plays defense with hands behind his/her back when guarding/marketing the offense and attempts to cut off passing angles. You will play the game for one minute and then change positions on the signal. Following the basic rules of Ultimate Frisbee (no change of possession), your team will try to make as many passes as possible. As an offensive player, you will be assessed on your ability to move to open space, receive a catchable pass, throw a catchable pass, and to establish a pivot foot (like in basketball-NO traveling with frisbee).

Equipment/Facilities/Materials

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, cones on the floor or ground to indicate playing area, tape to mark camera location, clipboard, pen or pencil, several Frisbees of any size and any other equipment necessary for performing the task.

Camera Location and Operation

Camera view should encompass entire assessment area.

Testing Situation

Mark off a 24-foot by 24-foot area with four cones. Put students in groups of four. Each group will perform the task inside the marked area. The group of four students must be taped for a total of four minutes. During that time, each player will play one minute of defense. **The teacher needs to state which student is on defense to the camera at the beginning of each minute.** Shagged Frisbees may be placed in a box for the group to retrieve as needed. **Each student needs an appropriate number of opportunities to perform each task.**

**South Carolina Physical Education Assessment Program
Elementary School Ultimate Frisbee - 5th Grade
Assessment Task Scoring Rubric**

Level 3:

- Consistently (75% of the time or more) receives catchable passes
- Consistently throws catchable passes
- Usually (50%-74% of the time or more) moves to open space*
- Consistently establishes a pivot foot

Level 2:

- Usually (50%-74% of the time) receives catchable passes
- Usually throws catchable passes
- Sometimes (15%-49% of the time or more) moves to open space*
- Usually establishes a pivot foot

Level 1:

- Sometimes (15%-49% of the time) receives catchable passes
- Sometimes throws catchable passes
- Rarely (<15% of the time) moves to open space*
- Sometimes establishes a pivot foot

Level 0:

- Rarely (<15% of the time) receives catchable passes
- Rarely throws catchable passes
- Rarely moves to open space*
- Rarely establishes a pivot foot

*** Moves to open space is identified with the following performance cues:**

- Stays spread out
- Moves to space that allows passer to make “easy” passes

South Carolina Physical Education Assessment Program Elementary School Paddle Skills - 5th Grade

Assessment Task: Strike a hand size ball (rubber, foam or tennis) continuously with a paddle over a low barrier with a partner

Criteria for Assessment:

- Chooses the appropriate stroke to return the ball
- Appropriately executes the chosen strokes
- Moves to the ball to continue a rally
- Demonstrates the ability to rally

Specific Protocol-Directions to Student

You will rally with a partner across a low barrier. The rally will last for 2 minutes and you will alternate the start of each rally after a miss. You will work cooperatively with your partner to try and keep the ball going. The ball must be returned after no more than one bounce. You will be assessed on your ability to move to the ball to continue a rally. You will be given ample time to warm-up before the activity begins.

Equipment/Facilities/Materials

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, cones (or poly spots, taped or marked line) on the floor to indicate playing area (court), tape to mark camera location, clipboard, pen or pencil, at least three balls (i.e., whiffle, rubber, foam or tennis) should be available, an appropriate paddle for both players and any other equipment necessary for performing the task.

A court approximately 16' x 32' will be used. The barrier can consist of anything 12" high (i.e., cones or a suspended line, rope, etc.).

Camera Location and Operation

The camera should be centered at the **side** of the playing area and far enough away to be able to view both sides of the court with as large a picture as possible. Keep the camera stationary and recording once play has started.

Testing Situation

The students should be paired according to ability. Allow students ample warm-up time prior to assessment task. Warm-up should occur off the camera – warm-up should not be video-taped.

**South Carolina Physical Education Assessment Program
Elementary School Paddle Skills - 5th Grade
Assessment Task Scoring Rubric**

Level 3:

- Usually (50%-74% of the time) chooses appropriate strokes (i.e., underhand, forehand, and/or backhand) to hit the ball
- Consistently (75% of time or more) executes strokes with proper technique*
- Consistently moves body to the ball to continue rally
- Consistently hits ball continuously (rally)

Level 2:

- Sometimes (15%-49% of the time) chooses appropriate strokes (i.e., underhand, forehand, and/or backhand) to hit the ball
- Usually executes strokes with proper technique*
- Usually moves body to the ball to continue rally
- Usually hits ball continuously (rally)

Level 1:

- Rarely (<15% of the time) chooses appropriate strokes (i.e., underhand, forehand, and/or backhand) to hit the ball
- Sometimes executes strokes with proper technique*
- Sometimes moves body to the ball to continue rally
- Sometimes hits the ball continuously (rally)

Level 0:

- Rarely chooses appropriate strokes (i.e., underhand, forehand, and/or backhand) to hit the ball
- Rarely executes strokes with proper technique*
- Rarely moves body to the ball to continue rally
- Rarely hits the ball continuously (rally)

***Proper technique is identified with the following performance cues:**

Underhand Stroke

- Body square to target
- Uses underhand swing pattern

Forehand/Backhand stroke

- Side to target
- Swings low to high with paddle face square to target
- Steps into the swing
- Firm wrist

South Carolina Physical Education Assessment Program Elementary School Racquet Skills - 5th Grade

Assessment Task: Using a racquet, strike a hand-sized ball (rubber, foam, or tennis) continuously against a wall.

Criteria for Assessment:

- Chooses the appropriate stroke to return the ball
- Appropriately executes the chosen strokes
- Moves to the ball to continue a rally
- Demonstrates the ability to rally

Specific Protocol-Directions to Students

You will rally in a bounce-strike pattern against a wall for 1 minute. You will be assessed on your ability to demonstrate use of proper swing with side to target and your ability to move to the ball during rally. You will be given ample time to warm-up before the activity begins.

Equipment/Facilities/Materials

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, cones (or poly spots, taped or marked line) on the floor to indicate playing area, tape to mark camera location, clipboard, pen or pencil, at least three balls (i.e., whiffle, rubber, foam or tennis) should be available, an appropriate racquet for students and any other equipment necessary for performing the task.

A smooth surfaced wall with a minimum 30' x 25' playing area is needed. The playing area should be at least 20 feet from a wall on each side to allow for ample playing area. Students need to start at least 12 feet from the wall (marking a start line is helpful).

Camera Location and Operation

The camera should be centered at the side of the playing area. The camera should be far enough away to be able to view the entire playing area. Keep the camera stationary and recording once play has started.

Testing Situation

Allow students ample warm-up time prior to assessment task. Warm-up should occur off the camera – warm-up should not be video-taped.

**South Carolina Physical Education Assessment Program
Elementary School Racquet Skills - 5th Grade
Assessment Task Scoring Rubric**

Level 3:

- Usually (50%-74% of the time) chooses appropriate strokes (i.e., forehand or backhand) to hit the ball
- Consistently (75% of the time or more) executes strokes with proper technique*
- Consistently moves to the ball to continue rally
- Consistently hits ball continuously (rally)

Level 2:

- Sometimes (15%-49% of the time) chooses appropriate strokes (i.e., forehand or backhand) to hit the ball
- Usually executes strokes with proper technique*
- Usually moves to the ball to continue rally
- Usually hits ball continuously (rally)

Level 1:

- Rarely (<15% of the time) chooses appropriate strokes (i.e., forehand or backhand) to hit the ball
- Sometimes executes strokes with proper technique*
- Sometimes moves to the ball to continue rally
- Sometimes hits the ball continuously (rally)

Level 0:

- Rarely chooses appropriate strokes (i.e., forehand or backhand) to hit the ball
- Rarely executes strokes with proper technique*
- Rarely moves to the ball to continue rally
- Rarely hits the ball continuously (rally)

***Proper technique is identified with the following performance cues:**

Forehand/Backhand stroke

- Side to target
- Swings low to high with racquet face square to target
- Steps into the swing
- Firm wrist

South Carolina Physical Education Assessment Program Elementary School Volleyball Skills - 5th Grade

Assessment Task: Execute a forearm pass and an overhead pass from a toss

Criteria for Assessment:

- Uses good technique in the forearm pass
- Uses good technique in the overhead pass
- Directs the ball upward and back to the tosser

Specific Protocol - Directions to Students

You will receive 4 tosses for the forearm pass and 4 tosses for the overhead pass. You will direct the ball back toward the tosser.

Equipment/Facilities/Materials

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, cones (or poly spots, taped or marked line) on the floor to indicate testing space, tape to mark camera location, clipboard, pen or pencil, at least three trainer volleyballs should be available and any other equipment necessary for performing the task.

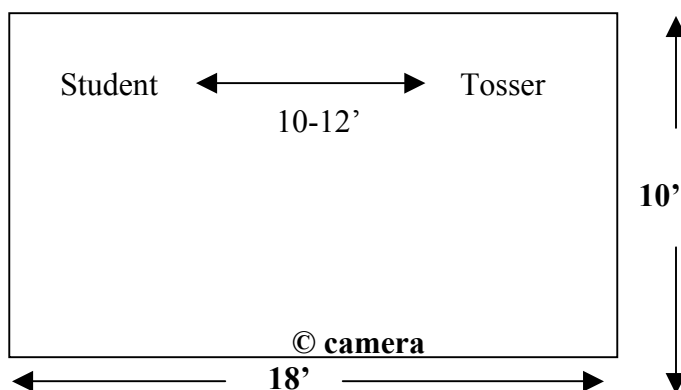
An 18 x 10-foot space is needed for testing. Trainer volleyballs will be needed for practice as well as for the testing. It is recommended that each school provide one trainer volleyball for every 2-3 students in the class.

Camera Location and Operation

One camcorder will be needed. Place the camera far enough away to view both the tosser and the passer. The camera should be placed to view the center space between the passer and the tosser. See below.

Testing Situation

Students will be paired with tossers and allowed practice time before testing. The teacher (preferred) or an accurate tosser will be used to administer the toss during testing. The teacher/tosser should be 10-12 ft. from the student. The teacher/tosser will toss the ball 4 times so that it can be returned with a forearm pass and 4 times so that it can be returned with an overhead pass. These tosses should be to the right or left side of the student so that he/she must **move** (not more than one to two steps up/back or side to side) to return the toss using the overhead or forearm pass back to the tosser.



**South Carolina Physical Education Assessment Program
Elementary School Volleyball Skills - 5th Grade
Assessment Task Scoring Rubric**

Level 3:

- Executes 3 out of 4 forearm passes using good technique*
- Executes 2 out of 4 overhead passes using good technique*
- Directs ball upward and back to tosser 6 out of 8 times

Level 2:

- Executes 2 out of 4 forearm passes using good technique*
- Executes 1 out of 4 overhead passes using good technique*
- Directs ball upward and back to tosser 4 out of 8 times

Level 1:

- Executes 2 out of 4 forearm passes using some technique*
- Executes 1 out of 4 overhead passes using some technique*
- Directs ball upward and back to tosser 2 out of 8 times

Level 0:

- Rarely executes forearm passes using some technique*
- Rarely executes overhead passes using some technique*
- Directs ball upward and back to tosser 1 or less times

***Proper technique is identified with the following performance cues:**

Forearm Pass

- Move to ball so that hips and shoulders are under the ball
- Feet in stride with hips, knees, and ankles flexed
- Hands and wrists together to contact ball with the forearms
- Shoulder shrug to push
- Extend hips, knees, and ankles
- Follow through with arms below shoulders

Overhead Pass

- Move to ball so that hips and shoulders are under the ball
- Feet in stride with knees bent
- Spread fingers, bend elbows
- Contact ball above and in front of the forehead with finger pads
- Extend knees and elbows upward on contact

South Carolina Physical Education Assessment Program Elementary School Health Related Fitness - 5th Grade

Assessment Task: Meet the requirements for the healthy fitness zone for aerobic capacity, abdominal strength and endurance, upper body strength and endurance, and flexibility as measured by the FITNESSGRAM--produced by Human Kinetics Publishers, 3rd ed. (2004).

Criteria for Assessment:

Achieves the healthy fitness zone by age and gender for FITNESSGRAM assessment of aerobic capacity, abdominal strength and endurance, upper body strength and endurance, and flexibility. The following rubric will be used to determine competence in PI-4.

FITNESSGRAM Scoring Rubric

Level 3 =	4 components in the healthy fitness zone
Level 2 =	3 components in the healthy fitness zone
Level 1 =	2 or 1 components in the healthy fitness zone
Level 0 =	0 components in the healthy fitness zone

Specific Protocol - Directions to Students

You will perform **5*** components of the FITNESSGRAM. Consult FITNESSGRAM (2004) test manual for specific instructions to the students. You will be video recorded performing the curl-up test.

Directions to the Teacher

You will provide written data on all children in the class on the following tests:

1. Aerobic capacity: Pacer or one mile walk/run (select one)
2. Abdominal strength: Curl-up*
3. Upper body strength: Push-up, Pull-up, modified pull-up or flexed arm hang (student choice)
4. Flexibility: Healthy back saver sit and reach
5. Body Composition BMI or Electrical Impedance

*If you have only one class of 5th graders, you will video record every student on your official class roster. If you have more than one class, video record every third student on your roster beginning with student #1 (i.e., student #1, student #4, student #7...) performing the curl-up test. Videotaping will end when the student(s) commits the second error or until the student reaches the healthy fitness zone for his/her age and gender. Teacher will verbally indicate each error by name. The curl-up score indicated on the sheet should match the video recorded performance.

Protocol For FITNESSGRAM

- A. The exact testing protocols to be used for each test are found in the FITNESSGRAM Manual. The protocols must be used as stated unless otherwise indicated. Teaching the protocols and practicing their use should be done throughout the unit/block/semester/year in which fitness testing is to occur.
- B. FITNESSGRAM scores may be obtained at any time in a unit/block/semester/year.

- C. Students will be video recorded as they do the curl-up test. Use only VHS or VHS-C tape or DVD format.
1. Students being video recorded must wear a numbered pinnie. Have each student introduce him/herself (first and last name), and identify pinnie color and number immediately before their performance. Have the camera operator repeat student information before the student moves away from the camera.
 2. The camera location used should allow the head, hands, feet and the testing strip to be observed on the video recording. The teacher must practice locating the camera in the best location to see all of the above components. One student is video recorded at a time. All of the above stated criteria must be easily observed for credit to be given.
 3. The student assistant protecting the performer's head is to call out the number of the curl-up being done. If an error is observed (See FITNESSGRAM Manual), the error type is called out and noted as error number one by the teacher. The count of correctly done curl-ups is continued until two errors have occurred or the student reaches the healthy fitness zone for his/her age and gender. No teacher coaching or teaching is allowed during the test.
 4. When videotaping the Curl-up, adjustments of the body relative to the testing strip is permissible and does not count as an error. The student observers should be taught to carry out this task.
 5. The number of correctly done curl-ups should be recorded on the Elementary School Student Fitness Record Sheet (ES-22) for **your** records. This form is not to be submitted.
- D. The teacher transfers the scores for the four tests to the Elementary School Teacher Summary Score Sheet (ES-23) and indicates with a Y = yes or N = no whether the student's score is in the Healthy Fitness Zone (HFZ) as found in the FITNESSGRAM Manual – pp. 61-62 (3rd Edition). Indicate on ES-23 the FITNESSGRAM Version being used (6.0 or 8.0). **This form (ES-23) is to be submitted with video to SCPEAP.**
- E. Finally, in the "Total # in HFZ" column, the teacher records a number (0-4, not including Body Composition) representing the total number of items the student was in the HFZ. Finally, the teacher records the Level of competence for the student in the "Level" column, using the FITNESSGRAM scoring rubric.
- F. Form G-1 (Documentation of Student Exceptionality), as appropriate, must be attached to the SASI class list submitted for any student not having FITNESSGRAM scores.

Equipment/Facilities/Materials

You will need numbered pinnies for all students, camcorder, videotape or DVD, extension cord at least 25 feet long, tape measure, tape to mark camera location, clipboard, pen or pencil and other equipment necessary for performing the FITNESSGRAM.

- FITNESSGRAM Manual/Instruction/Equipment requirements
- Exercise mat
- Curl-up measuring strips
- Pull up bar (if using modified pull-ups or flexed arm hang) for upper body strength
- FITNESSGRAM cadence tape(s) / CD(s)
- Sit and reach box
- Track or set-up for Pacer test
- Tape player / CD player
- 1 camcorder and videotape or DVD
- Bioelectric Impedance Analyzer
- Individual fitness charts to record data and/or FITNESSGRAM computer-generated data sheets

Camera Location and Operation

Line the camera up at a distance from the student that will allow viewing of the entire testing area. Have the monitor stand on the **far side** of the student being tested during the curl-up test to avoid blocking the camera view of the student being tested.

Testing Situation

Review FITNESSGRAM testing protocol with all students prior to testing.

**South Carolina Physical Education Assessment Program
Elementary School Health Related Fitness - 5th Grade
Assessment Task Scoring Rubric**

Competent: Healthy fitness zone in three or more areas
(Body Composition not included – for data only).

Not-competent: Healthy fitness zone in two or fewer areas
(Body Composition not included – for data only).

FITNESSGRAM Scoring Rubric

- Level 3 = 4 components in the healthy fitness zone
- Level 2 = 3 components in the healthy fitness zone
- Level 1 = 2 or 1 components in the healthy fitness zone
- Level 0 = 0 components in the healthy fitness zone

5 COMPONENTS OF FITNESSGRAM:

1. Aerobic Capacity – Pacer, One-mile walk/run (choose only one)
2. Abdominal Strength and Endurance – Curl-up
3. Upper Body Strength and Endurance – Push-up, Pull up, Modified pull up or Flexed arm hang (student choice)
4. Flexibility – Back-Saver Sit and Reach
5. Body Composition – BMI / Electrical Impedance (Submitted as data ONLY; Body Composition data must be included – does not count toward “Acceptable or Unacceptable” student performance)

**South Carolina Physical Education Assessment Program
Performance Indicator Five
Elementary School Student Fitness Record Sheet
Form ES-22**

Name: _____ I.D. #: _____ Birthday: _____ Sex: _____

Age: _____ Grade: _____ Teacher: _____

Trial #1

Trial #2

Trial #1				Trial #2					
	My Score	Health Standard	Yes	No		My Score	Health Standard	Yes	No
Pacer/Mile	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Pacer/Mile	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Curl-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Curl-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Push-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Push-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Pull-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Pull-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Modified Pull-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Modified Pull-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Flexed Arm Hang	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Flexed Arm Hang	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Back Saver Sit and Reach	L R <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	Back Saver Sit and Reach	L R <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Body Composition					Body Composition				
BMI	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	BMI	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Electrical Impedance	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Electrical Impedance	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Appendices

South Carolina Physical Education Assessment Program
Physical Education Assessment District Cycle
(Random drawing May 5, 2000)

Sample selection: This drawing was determined by dividing all districts in this state into three equal groups by school population and then randomly determining which of the three groups would be in which cycle.

<u>CYCLE 1</u>	<u>CYCLE 2</u>	<u>CYCLE 3</u>
High School 2008-2009 Middle School 2008-2009 Elementary 2008-2009	High School 2006-2007 Middle School 2006-2007 Elementary 2006-2007	High School 2007-2008 Middle School 2007-2008 Elementary 2007-2008
Abbeville Anderson 1 Anderson 5 Bamberg 2 Barnwell 29 Beaufort Charleston Chesterfield Clarendon 1 Clarendon 3 Dorchester 4 Edgefield Florence 3 Hampton 1 Hampton 2 Laurens 56 Lexington/Richland 5 Marion 7 Oconee Richland 1 Richland 2 Saluda Spartanburg 3 Spartanburg 4 Spartanburg 6 Sumter 17 Union Williamsburg	Allendale Anderson 2 Anderson 3 Anderson 4 Calhoun Cherokee Chester Colleton Darlington Dillon 1 Dillon 3 Dorchester 2 Fairfield Florence 2 Florence 4 Florence 5 Georgetown Greenville Greenwood 50 Lee Lexington 1 Lexington 4 Orangeburg 3 Orangeburg 4 Spartanburg 1 Spartanburg 5 Spartanburg 7 York 3 York 4	Aiken Bamberg 1 Barnwell 19 Barnwell 45 Berkeley Clarendon 2 Dillon 2 Florence 1 Greenwood 51 Greenwood 52 Horry Jasper Kershaw Lancaster Laurens 55 Lexington 2 Lexington 3 Marion 1 Marion 2 Marlboro McCormick Newberry Orangeburg 5 Pickens Spartanburg 2 Sumter 2 York 1 York 2

Line, Folk, and Square Dances that meet the criteria*

*The versions checked for the following dances met the criteria. You must check each dance you plan to use for the SCPEAP Assessment to see that it meets the criteria. The version of a dance in one source may differ from the version reviewed for this page.

If in doubt:

- review the criteria for the grade level for which you wish to use the dance

If you are still not sure:

- completely write out the version you wish to have your class perform
- submit it with your Assessment Plan
- request that it be reviewed to be sure it meets the criteria

There are many more dances that would meet the criteria for each grade level. These are only ones that were submitted to be checked.

Second Grade

A Hunting We Will Go—Kirchner, PE for Elementary School Children

Bleking—Kirchner, PE for Elementary School Children

Captain Jinks—World of Fun (WOF)

Chimes of Dunkirk—WOF (94) only if made progressive

Circasian Circle-World of Fun

Kinderpolka—if like on SCPEAP training video recording

La Raspa--WOF

Line Dance—must write out and make sure it meets criteria

Little Brown Jug—Kirchner, PE for Elementary School Children

Looby Loo with skip or slide—Kirchner, PE for Elementary School Children

Patty Cake Polka-World of Fun

Seven Steps—WOF with variation #II

Space Jam—PE Central version

Tinikling—must write out and make sure it meets criteria

5th Grade Dances

D'hammerschmieds g'selln-- Christy Lane's Multicultural Folk Dance series

El Jarabe Tapatio (the real Mexican Hat Dance)-- Christy Lane's Multicultural Folk Dance series

Highlife-- Christy Lane's Multicultural Folk Dance series

Kalvelis—WOF

Korobushka-- Christy Lane's Multicultural Folk Dance series

Norwegian Mountain March-- Kirchner, PE for Elementary School Children

Oh, Suzanna--Kirchner, PE for Elementary School Children

Red River Valley Square—WOF

Siege of Ennis—Christy Lane's Multicultural Folk Dance series

Tarantella-- Christy Lane's Multicultural Folk Dance series

Teeton Mountain Stomp—Dynamic PE ed. 13

Troika (w/partner change) and without variations in WOF

Virginia Reel with variation #1 in WOF

Yanko-- Christy Lane's Multicultural Folk Dance series

REMEMBER THAT A WRITTEN VERSION OF THE DANCE(S) THE CLASS PERFORMS MUST BE INCLUDED WITH THE VIDEO recording.

Resources Recommended by South Carolina Teachers

Performance Indicators

Dance:

- o All Time Favorite Dances (Kimbo)
- o Around the World with Me (The Hop Till You Drop Series-Hal Leonard Corporation) (CD)
- o Beginning Folk Dance Series (Phyllis Weikart) (CD's and videos)
- o Children of the World (Kimbo) (CD)
- o Children's Folk Dance (Georgina Stewart-Kimbo) (CD)
- o Contemporary Tinikling (Kimbo)
- o Dance a While-6th edition-Handbook of Folk, Square, Contra, and Social Dance (Jane Harris, Anne M. Pittman, Marlys S. Walker)
- o Don Puckett Line Dancing Video Dances: Irish Jig, Italian Tarantella, German Clap Dance, Bele Kawe, Simplified Virginia Reel, The New Jersey Wave, The Three Kick Continental
- o Everybody Dance (Kimbo)
- o Folk Dance Fun (Kimbo) (CD)
- o Perceptual Motor Rhythm Games (Jack Capun, Rosemary Hallum)
- o Rhythmically Moving (High Scope Press)
- o Teaching Children Dance (Theresa M. Purcell)
- o Teaching Movement and Dance: A Sequential Approach to Rhythmic Movement- 4th edition (Phyllis Weikart)

Educational Gymnastics:

- o Teaching Children Gymnastics (Peter H. Werner)
- o Teaching Gymnastic Skills to Men and Women (Phyllis Cooper; Milan Trnka)

Health Related Fitness:

- o Assessing and Improving Fitness in Elementary Physical Education (Shirley Ann Holt/Hale)
- o Fit to Try by a Video Marketing Group
- o Fitness for Children (Curt Hinson)
- o Hooked on Fitness (James C. Harrison)
- o Motor Fitness Rhythm Games (Jack Capun, Rosemary Hallum)
- o Physical Best Activity Guide-Elementary Level (AAHPERD)
- o Physical Fitness Fireworks! (Jane B. Doss)
- o Physical Fitness Games and Activities Kit (Mary Kotnour)

Manipulatives:

- o First Swing Manual (PGA)

Ultimate Frisbee:

- <http://www.upa.org> Ultimate Players Association
- <http://www.ultimatehandbook.com> Ultimate Handbook

Racquets:

- o U.S. Tennis Association Schools Program Curriculum (USTA)

Other:

- o Assessing Motor Skills in Elementary Physical Education (Holt/Hale)
- o Bears in the Night (Stan and Jan Berenstain)
- o Children Moving, A Reflective Approach to Teaching Physical Education-3rd edition and 4th edition (Graham, Shirley Holt/Hale, Melissa Parker)
- o Creating Rubrics for Physical Education (Jacalyn Lea Lund)
- o Dynamic Physical Education for Elem. School Children (Dauer and Pangrazi)
- o Dynamic PE for Elem. School Children book/lesson plans (R. Pangrazi)
- o Foundations in Elementary Education Movement (Phyllis Weikart, Elizabeth Carlton)
- o Games Kids Should Play at Recess (Curt Hinson)
- o Great Games for Young People (Marilee A. Gustafson, Sue K. Wolfe, Cheryl L. King)
- o Harold's Runaway Nose (Harriet Sonnenschein)
- o Inside Outside Upside Down (Stan and Jan Berenstain)
- o Jump, Frog, Jump (Robert Kalan)
- o Meaningful Movement-A Developmental Theme Approach to Physical Education for Children-2nd edition (James F. Young, Steve L. Klesius, Hubert A. Hoffman)
- o Meaningful Movement-A Developmental Theme Approach to Physical Education for Children-Lesson Plans (Helen H. Hughes, Rose Anne Alfonso)
- o Multicultural Games (Lorraine Barbarash) (75 games from 43 cultures)
- o Outcomes for Teaching Elementary Physical Education (Hoppel)
- o On the Move-Lesson Plans to Accompany Children Moving-3rd and 4th editions (Shirley Holt/Hale p. 305)
- o P.E. Teachers-Skill by Skill Activities Program (L.F. "Bud" Turner and Susan L. Turner)
- o Physical Education Curriculum Activities Kit (Keg Wheeler and Otto Spilker)
- o Positive Behavior Management Strategies for Physical Educators (Barry W. Lavay, Ron French, Hester L. Henderson)
- o Ready to use PE Activities for grades K-2, 3-4, 5-6, 7-9 (Landy)
- o Standards-Based Assessment of Student Learning (Leslie T. Lambert)
- o Sports and Recreation Activities-9th edition (Mood, Musker, and Rink)
- o Teaching Children Series-Becoming a Master Teacher (Dance) (Theresa M. Purcell)
- o Teaching for Outcomes in Elementary Physical Education (Christine Hopple)
- o That's Good! That's Bad! (Margary Guyler)
- o The Fraggles Over, Under, and Between (Laurie Berns)
- o The Cooperative Sports and Games Book (Terry Orlick)
- o The Best of Great Activities! (Great Activities Publishing)
- o You'll Never Guess What We Did in Gym Today (Kenneth G. Tillman and Patricia Rizzo Toner)

Dance Music:

- o Children's Folk Dance by Georgina Stewart-Kimbo Educational Activities, Inc. Freeport, NY.
- o Folk Dance Fun by Georgina Stewart-Kimbo (instructional guide)
- o Honor Your Partner Album 10. Folk Dances, Play Party, and Singing Games
- o Kid's Dance Party CD's (volume 1 & 2) can be purchased at Best Buy
- o Multicultural Folk Dance Treasure Chest Human Kinetics (includes video, music, and New World of Fun-Around the World in Folk Dance. Instructional Manual and Album Set. Melody House.

Websites:

<http://espnnet.sportszone.com> ESPN Sports Zone
<http://www.gospelcom.net/rbc/ss/ssm> Sports Spectrum Magazine
<http://www.gymcloset.com> PE stuff
<http://pathfinder.com/si/simagazine.html> Sports Illustrated for Kids
<http://pe.central.vt.edu> PE Central
<http://schools.eastnet.ecu.edu/pitt/ayden/physed8.htm>
<http://www.pelinks4u.org> newsletter
www.amazon.com books and music
www.argus.com posters, stickers, etc.
www.edact.com CD's for Physical Education
www.erckids.com 1-800-438-1637
www.humankinetics.com books and periodicals
www.phdirect.com
www.scholastic.com educational stuff
www.trendenterprises.com posters, stationary, stickers, etc.

FITNESSGRAM Error List

(Based on 2nd Edition FITNESSGRAM Test Administration Manual)

1. PACER (Two (2) errors end test) pp. 28-32
 - Failure to reach the end line prior to the beep is an error
 - Two errors ends the test

2. SKINFOLD ERRORS (If errors occur, test is not judged a zero but must be redone with no errors noted) pp. 35-39
 - Pinching below the caliper
 - Not measuring correctly by not going ½ inch below the pinch
 - Triceps-not measuring at the midpoint of the right arm triceps muscle
 - Calf-not measuring at the maximal calf girth on the inside of the right leg
 - Leg not flexed to 90°
 - Not trying three times to take the median score
 - Not taking the score to the nearest 5mm.
 - Arm or leg not relaxed.

3. CURL-UPS (Two (2) errors ends the test) pp. 42-45
 - Knee bend inappropriate
 - Not staying on cadence
 - Heels come off floor
 - Feet held or braced and feet off of the mat
 - Head doesn't touch
 - Finger tips not getting to far side of strip and/or returning to near edge of strip
 - Swim action with arms and hands
 - Doing a full sit-up
 - Incorrect strip for age group
 - Elbows assist curl

Note: Repositioning body/strip is allowed without an error being noted.

4. PUSH-UPS (Two (2) errors ends the test) pp. 47-49
 - Doesn't start in up position
 - Elbows do not go to 90° with the upper arms parallel to floor
 - Arms do not fully extend in up position
 - Both feet (toe tips) on floor
 - Back and hips do not remain in straight alignment (No arching or sagging)
 - Stopping to rest or getting off cadence

5. BACK SAVER SIT AND REACH (Test is not judged a zero but must be redone with no errors noted.) p. 53-55
 - Shoes not taken off
 - Knee is bent on straight leg
 - Three warm up stretches not completed
 - Fourth slide not held for one second
 - Hand and finger tips not on top of one another
 - Bent leg foot not flat on floor and/or is more than 2-3 inches from straight leg
 - Ballistic stretching is not acceptable
 - Both right and left leg not tested
 - Hips not square to box

FITNESSGRAM 8.0 is the newest version and the only version currently sold by Human Kinetics.

To: South Carolina Principals and Physical Education Teachers
 From: Dick Hohn, Physical Education Assessment Program
 Re: Reduced price purchase opportunity for FITNESSGRAM 8.0 Health Related Fitness testing kit

We have negotiated with Human Kinetics for a reduced price for the New FITNESSGRAM/ACTIVITYGRAM 8.0 testing kit. The kit is available in stand-alone versions, network versions for schools and also network versions for whole districts.

- Stand-Alone Version (Non-Network) (price per school building)

Includes Test Kit, CD-Rom & Manual (0-7360-5962-8)	Includes CD-Rom & Manual (no test kit) (0-7360-5863-X)
Price: \$209.00 + 5.95 shipping/handling	Price: \$174.00 + 5.95 shipping/handling

- Small Network Version (to link several computers within a single school)

Includes Test Kit, CD-Rom & Manual (0-7360-5961-x)	Includes CD-Rom & Manual (no test kit) (0-7360-5960-1)
Price: \$223.00 + 5.95 shipping/handling	Price: \$188.00 + 5.95 shipping/handling

- District SQL Server Version

The District SQL Server version allows school districts of all sizes to compile data from multiple schools within the district.
 Price: \$1500 per district + a site license fee per school.
 For additional information on the Server version, go to www.FITNESSGRAM.net and check system requirements. If you have further questions contact Ms. Cheri Scott at Human Kinetics at 800-747-4457 ext. 2412.

*Note:
 Shipping on additional kits = \$1.75*

Guidelines for ordering the FITNESSGRAM kit:

- 1 - Request and have completed a purchase order from your district or school.

- 2 - The purchase order should be made out to Human Kinetics in care of Ms. Cheri Scott and should include the code "SC 2005".

- 3 - The purchase order should include the following information:
 - Version of FITNESSGRAM 8.0 preferred
 - A choice of Windows or MAC format must be noted.
 - ISBN number stated above
 - Discount price + shipping/handling

- 4 - Mail or fax the purchase order to:

Human Kinetics c/o Mrs. Cheri Scott P.O. Box 5076 Champaign, IL 61825-5076 Fax # 217-351-2674	Customer Service at Human Kinetics: 800-747-4457 ext. 2910.
---	---

We, in the PEAP office, hope this is helpful to you and to your physical education program. Please call or fax if you have any questions.

SCOPEAP phone and fax: 803-777-3816