

#### Prince Edward Island Physical Education Student Resource

# Samples of Specific Assessment Tools

Grade 10 PED401A



#### 2014

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# **SAMPLE**: Your Wellness Intelligence

Do you:	Rarely	Sometimes	Often
participate in 60 minutes of daily physical activity?	1	2	3
participate in everyday leisure activities?	1	2	3
participate in sports/activites 3-5 days/week?	1	2	3
partcipate in aerobic activities 3-5 days/week?	1	2	3
participate in muscle strength and endurance 2-4 days/week?	1	2	3
participate in flexibility exercises 4-5?	1	2	3
minimize computer time daily? (less than 2 hours)	1	2	3
choose foods from the milk group?	1	2	3
drink more than 2 glasses/day of milk/100% juice	1	2	3
eat breakfast?	1	2	3
drink sugar, sweetened beverages?	1	2	3
eat raw vegetables?	1	2	3
eat fruit?	1	2	3
walk instead of drive?	1	2	3
eat candy?	1	2	3
limit use of salt in/on food?	1	2	3
choose whole grain cereal or bread?	1	2	3
maintain healthy weight?	1	2	3
eat fried foods?	1	2	3
skip meals?	1	2	3
try new sports?	1	2	3
try new foods?	1	2	3
drink water?	1	2	3
eat healthy snack foods?	1	2	3
eat a variety of protein foods?	1	2	3
get 8-10 hours of sleep?	1	2	3
minimize TV viewing each day? (less than 2 hours)	1	2	3
read food labels for nutrition content?	1	2	3
Total			
l de la companya de		ı	

Scoring: 70 or above .....you're a winner 50-69 ......doing great

35-49 .....you're in the running

below 35 .....try harder

<sup>\*</sup> Students may need an explanation for the term "healthy snack."

# **SAMPLE**: Physical Education Goals Agreement

	ing the wing:		al education course, I	agree to work towards achieving the
1.	Phy	sical activity goals	during work/school time:	
	a)	I will walk instea	nd of taking transportation to pla	ces within walking distance.
	b)	I will spend	minutes a day standing inst	ead of sitting during lunch/recess hour.
	c)	I will walk up	flights of stairs at work/scho	ol.
	d)	I will spend	minutes during each school	/work break walking.
	e)	I will spend	minutes during each lunch	break walking outdoors.
2.	Phy	sical activity goals	during recreational or free time:	
	a)	I will spend	minutes daily doing stretch	ng activities to increase my flexibility.
	b)	I will spend	minutes at least four times p	per week doing aerobic activities to improve my
		cardiovascular fi	tness.	
	c)	I will spend	minutes at least three times	per week doing strength fitness activities.
	d)	I will spend	minutes Saturday and Sund	ay in active recreational activities.
	a) b) c) d) e) f) g)			
4.	Му	reward for achievir	ng my goals will be:	
	a)			
	b)			-
	C)			
	d)			
	e)			_
	f)			
l agr	ee to	follow this contract	until I reach my goals.	
Sign	ed			
Stud	ent:			Date:
Teac	cher:			Date:
Witr	ness:			Date:

#### **SAMPLE**: The Personal Plan for Wellness (PPW)

# Due Date: \_\_\_\_\_

Personal Plan for Wellness (PPW) - Students will be required to keep a PPW. The purpose of the PPW is to track fitness progress, collection and organization of PE materials, self-examination, demonstrate competencies/outcomes, and grade monitoring.

Your PPW will include:.

1. Journals

Name:

- 2. Fitness results
- 3. Wellness/physical education documents

Personal Plan for Wellness Assignment

4. Wellness/physical education assignments

The assignments could be as follows:

- 1. Mission Statement for Lifelong Physical Fitness
- 2. Daily Food Log
- 3. Dietary Analysis
- 4. Personal Fitness Challenge Score Card
- 5. Muscles of the Body Diagram/How the muscles of the body work
- 6. The Dangers and Benefits of Supplementation
- Goal Setting
- 8. The 5 Components of Health Related Fitness
- 9. The Different Types of Movement
- 10. The Power of Critical Questions/Thinking
- 11. Wellness Intentory
- 12. Training Principles
- 13. Injury Treatment and Prevention
- 14. PPW Goals
- 15. The 7 Components of Skill Related Fitness
- 16. Drugs Information
- 17. Fitness Log
- 18. Service Learning Information

Parents are sometimes surprised that physical education requires written work. Indeed, PPW for each student can be kept with the teacher to maintain all paperwork collected throughout the year. All handouts, quizzes, skill tests, fitness focuses and social skills sheets can be kept on file. Students are expected to keep their PE information in the PPW and the teacher will return them to students at the end of the school year. Parents may review their child's PPW at any time.

#### **SAMPLE**: Student - Personal Plan for Wellness

A PPW is a purposeful collection of the student's work that shows his/her effort, progress, and achievement over time. Items in a PPW can be suggested by the teacher or selected by the student. PPW provides information for a comprehensive assessment of student development. Criteria for evaluation can be established for each reporting period. Entries should be dated so the teacher can track each student's development over time.

PPW porfolios can include the student's planning and goal-setting worksheets and activities, photographs of a student's participation in healthy physical activities, journal entries, documents sharing out-of-school accomplishments in physical activity or student-generated art pieces reflecting on active lifestyle experiences. Entries should be dated so the teacher can track each student's development over time.

Student Reflection of the Activity		
Student Name:		
Date:		
Activity/Project Title:		
Student Comments	Teacher Comments	
Two reasons I chose this activity are:	Two positive things I noticed are:	
I want you to notice:	One specific thing to wok on is:	
Next time I might:		
Other comments:	Other comments:	
Signature:	Signature:	
Date:	Date:	

# **SAMPLE**: Personal Plan for Wellness Checklist

Journal Entry #	Date	Class/Topic/Reflection	Teacher Checked	

#### **SAMPLE**: Student Journal Writing

Assessment of student performance may also be supported through the use of journals. Student journals are a powerful tool for encouraging students to reflect on their experiences.

Journals may be structured or a general review of the events of the week in the physical education class. Entries may comment on a specific activity or topic or provide a broad reflection on progress or an issue. Journals are an important aspect of communication between the student and teacher. Students may ask questions, indicate successes, or identify areas where they need further assistance to develop skills.

Teachers can respond to student journals in a letter, with a short comment in the journal or verbally to the student.

#### **Prompts for Daily Journal Reflection/Free Write**

- Today we talked/learned/participated . . .
- I tried to . . .
- I asked . . .
- I found out . . .
- I wish I had . . .
- One question I'm taking away to think more about is . . .
- The steps I took to participate effectively were . . .
- To solve these problems I . . .
- The resources and people I used to help me were . . .
- I accomplished . . .
- I was happy when . . .
- I was proud when . . .
- I was frustrated when . . .
- I was a leader when . . .

# **SAMPLE**: Journal Entry

Name:	Class:
Date:	Journal Entry Number:
Today in physical education class we	
Something new I learned today (cognitive or underst	anding and applying) was:
Today I felt:	
How did I interact (affective or cooperation and resp	onsibility domain) with classmates today?
How do I rate my psychomotor (moving and doing)	performance?
My goals for next class are:	
Teacher response:	

# **SAMPLE**: Daily Physical Activity/Exercise Journal

Name:		Date: _	
			Time of Day:
Cardiorespiratory Activ	ities		
		ht/Resistance Exercises	
	Body Part/Muscle	Type of Exercise	
Heart Rate:		_	
Time spent exercising:		_	
Repetitions of exercises (the nunber of times a s	:	<u>)</u>	
	titions for a particular exercise		
Postive comments on th	ne routine:		
Challenge/difficulty wit	h the exercise routine:		

## **SAMPLE**: Fitness Journal

Na	me:
1.	What do you think of your fitness results? Are you where you want to be? Elaborate.
2.	What are you personal workout goals?
3.	What changes do you need to make?
4.	How does fitness relate to any other subject you now study in school?
5.	What do you need to do to increase your fitness (1-5) priority order)?

## **SAMPLE**: Student Reflections

	Student Reflections on the Activity/Project	
Stu	tudent Name:	
	Pate:	
	ctivity/Project Title:	
	Activity/Project Description	
•	The most surprising aspect of this activity/project for me was:	
•	I would like to find out more about:	
•	If I were to do this activity/project again I would:	
•	I could help a student doing a similar activity/project by:	
•	The biggest problem I had was:	
•	I solved this problem by:	
•	What I enjoyed most about this activity/project was:	

#### **SAMPLE**: The Interview

Interviews can provide valuable information about the understanding, thoughts and feelings of students about physical education. Interviews may give students an opportunity to reflect on the unit of study and the teacher a chance to gather information about the student's knowledge and attitudes as well as diagnose student needs. Interviews may take the form of a planned sequence of questions which lead to open-ended discussions, or they may require independent completion of specific questions. Informal interviews between the teacher and student should take place on a regular basis throughout instruction.

<ul> <li>How did you feel about your participation in this activity?</li> <li>What did you think about?</li> <li>How do your team/classmates feel about you?</li> <li>Did you have any new thoughts when?</li> <li>How did you go about?</li> <li>Tell me another way of doing?</li> <li>What would happen if?</li> <li>Why did you?</li> <li>What did or did not work?</li> <li>Tell me what you learned from?</li> <li>What else would you like to know?</li> <li>Is there anything you would like to change?</li> <li>How well do you think you've done?</li> <li>Tell me how, when, or where you may use</li> </ul>	Questions	Teacher Notes
<ul><li>What physical education skills were taught or learned?</li></ul>	How did you feel about your participation in this activity?  What did you think about?  How do your team/classmates feel about you?  Did you have any new thoughts when?  How did you go about?  Tell me another way of doing?  What would happen if?  What did or did not work?  Tell me what you learned from?  What else would you like to know?  Is there anything you would like to change?  How well do you think you've done?  Tell me how, when, or where you may use?  What physical education skills were taught or	

#### **SAMPLE**: Daily Observation Sheet 1

Observation sheets may be used to assess an individual student or a cooperative activity. It is recommended that teachers focus their assessment by selecting only a few attributes for each observation. In any one class time, teachers will find time to be a limiting factor and may only observe a small portion of the students in the class. This information is useful when reporting on individual student progress.

Student:	
Week:	
Observing:	-
Observation Notes:	

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# **SAMPLE**: Daily Observation Sheet 2

Name(s):			
Date	Activity	Observed Behaviour	Suggestions

#### **SAMPLE**: Social Skills Observation Sheet

Criteria	Occurrence	Reflection (List Examples)
Were you encouraged?		
Were any put downs used?		
Is it unusual to praise another individual?		
Is it unusual to receive praise from another individual?		

# **SAMPLE**: Class Self-Evaluation of Engagement

Name:			Date:		
Level 1 Very Limited Seldom or never	Level 2 Limited Occasionally	Level 3 Accomplished Frequently	Level 4 Strong Usually	Ou	evel 5 tstanding nsistently
<b>Positive Statements</b>	S			Yes	No
1. I was prepared to	o learn today.				
2. I participated in	today's activities.				
3. I attained a posit	ive attitude and enjoyed	today's lesson.			
4. I was polite to m	y classmates and teacher	today.			
5. I worked hard to	day. I stayed on task toda	ay. I did all that was asked o	of me.		
6. I wrote in my jou	urnal and remembered to	bring it to class when requi	ired to do so.		
7. I reached my targ	get heart rate zone today	when required.			
8. I assisted others	today.				
Bonus: Personal red (see the teacher)	cords or cool fitness activ	rities you participated in out	side of school.		
Total mark for toda	y's lesson:				

## **SAMPLE**: Affective (Cooperation & Responsibility) Evaluation Criteria

Rating	Student Self-Evaluation Rubric
Level 5 Outstanding/ Consistently	<ul> <li>Always concentrates on activities at hand - always on task</li> <li>Works well and is polite and positive with all members of the group</li> <li>Works at a challenging level</li> <li>Always uses good judgement, always displays honesty</li> <li>Responsible and cooperative beyond teacher expectations</li> <li>Always comes prepared to learn</li> </ul>
Level 4 Strong/ Usually	<ul> <li>Almost always concentrates on activities at hand - almost always on task</li> <li>Usually works well and is positive with most classmates</li> <li>Almost always works at a challenging level</li> <li>Almost always uses good judgement; almost always displays honesty</li> <li>Displays cooperative and responsible behaviour consistent with teacher expectations</li> <li>Almost always comes prepared to learn</li> </ul>
Level 3 Accomplished/ Frequently	<ul> <li>Concentrates on activities at hand most of the time - on task most times</li> <li>Requires teacher input/motivation to attempt to be positive and work well with classmates</li> <li>When supervised displays good judgement and good behaviour</li> <li>Requires teacher reminders to follow-up on responsibilities</li> </ul>
Level 2 Limited/ Occasionally	<ul> <li>Often off task, unless closely supervised</li> <li>Frequently does not attempt to work well with others</li> <li>Does not put forth a responsible effort</li> <li>Does not work at a challenging level</li> <li>Displays poor judgement when not supervised by teacher</li> <li>Is not cooperative; avoids responsibility for actions and duties</li> </ul>
Level 1 Seldom or Never	<ul> <li>Almost never concentrates on activities at hand - usually off task</li> <li>Continually displays uncooperative behaviour; is rude to teacher and classmates</li> <li>Consistently makes little or no effort</li> <li>Frequently displays irresponsible and uncooperative behaviour</li> </ul>

# **SAMPLE**: Assessing Group Presentations

tivity:					
utcome:					
Group Members:	High	1			Low
were organized and prepared	5	4	3	2	1
<ul> <li>worked well together as a team</li> </ul>	5	4	3	2	1
<ul> <li>demonstrated knowledge of topic</li> </ul>	5	4	3	2	1
<ul> <li>used a variety of presentation techniques</li> </ul>	5	4	3	2	1
<ul> <li>clearly communicated ideas and concepts</li> </ul>	5	4	3	2	1
<ul> <li>provided opportunities for questions</li> </ul>	5	4	3	2	1
<ul> <li>provided opportunities for class involvement</li> </ul>	5	4	3	2	1
adhered to allotted class time	5	4	3	2	1

## **SAMPLE**: Student/Teacher Conference

t Name:	
1: Development of a fitness program following	the FITT Principle
2:	
Sample Student Response	Sample Teacher Comments
Provide a ten minute cardio- vascular workout.	Did not provide a warm-up/cool down.
2.	2.
3.	3.
PPW: Studen	t/Teacher Conference
t Name:	
t Name:	
t Name: : 1:	
t Name:	
t Name: : 1:	
t Name:	
t Name:  :  1:  2:  Sample Student Response	Sample Teacher Comments

# **SAMPLE**: Setting FITT Goals

Frequency	Intensity	Time	Туре
How many times do you feel exercise is required per week? Always start easy and remember SMART goals. (Specific, Measurable, Achievable, Realistic and Timely)	What type(s) of exercise are you most comfortable with? Start with light intensity and work your way up slowly.	In order to remain healthy you need to exercise! Light/Moderate/ Vigorous: 60 minutes (4-6 days per week)	Record the exercise sessions you want to participate in over the next three weeks.
How many exercise sessions will you complete?	The # of exercise sessions you will complete for each intensity	How long do you want to work at each intensity?	Week 1:
Week 1:	Week 1:  Light:  Moderate:  Vigorous:	Week 1: Light: Moderate: Vigorous:	
Week 2:	Week 2:  Light: Moderate: Vigorous:	Week 2:  Light:  Moderate:  Vigorous:	Week 2:
Week 3:	Week 3:  Light: Moderate: Vigorous:	Week 3:  Light: Moderate: Vigorous:	Week 3:
Total exercise sessions:	Light: Moderate: Vigorous:	Total time at each intensity:  Light: Moderate: Vigorous:	Achieve your goals? Yes - Make sure you aren't making them too easy. No - Don't make them too hard

# **SAMPLE**: Creating Your Own Workout

Muscle Group	Exercise Ball	Stretch Tubing/ Resistance Bands	Free Weights	Own Body	Purpose of exercise NOTE: these descriptions can be applied to any of the body parts
Chest	- Push-up	- Chest Press - Flies	<ul><li>Bench Press</li><li>Incline</li><li>Bench</li><li>Press</li><li>Flies</li></ul>	- Push-up - Chest Pass - Power Drop	Power: to explosively move as much weight as you can one or two times.  • Reps: 1-3  • Sets: 3-5
Back	- Prone Row - Extension - Back Extensions	- Bent Over Row - Pull Downs	- Pull Downs	- Back Extensions	<ul> <li>Load: 85% of Max</li> <li>Rest between sets: 3 minutes</li> </ul>
Biceps	- Bicep Curls	- Bicep Curls - Hammer Curls - Twist Curls	- Bicep Curls - Hammer Curls - Twist Curls	- Chin-ups	Strength: to increase overall strength.  Reps: 6 or less Sets: 2-6 Load: 90% of Max
Triceps	- Triceps Extensions - Punch-up	- Triceps Curl	- Triceps Extension	- Push-up - Dips	• Rest between sets: 2 minutes
Shoulders	- Prone Row - Extensions	- Lateral Raise - Frontal Raise - Flies	- Flies - Military Press - Lateral Raise - Shoulder Raise		Hypertrophy: to increase muscle growth.  • Reps: 6-12  • Sets: 3-6  • Load: 75% of Max  • Rest between sets: 30
Legs	- Split Squat/ Lunge - Wall Squats - Split Squat - Lunge	- Leg Extensions - Squat	- Hamstring Curl - Leg Extensions - Squats - Calf Extensions - Calf Press - Abductors	- Lunges - Squats/Squat Jumps - Leg Lifts - Calf Raises - Lateral Leg Raises - Tuck Jump - Split Squat Jump - Lateral Barrier Hop - Power Skip - Squat Box Jump	seconds - 1 minute  Muscular Endurance: to repeatedly move more weight over an extended period of time.  Reps: 12 or more Sets: 2-3 Load: 66% of Max Rest between sets: 30 seconds or less
Core (i.e., abdomi- nals	- Crunch - Side Crunch - Roll Out			- Crunch - Chest Pass - 45 Degree sit-up	

## **SAMPLE**: Exercise and Percentage of Maximum Heart Rate

Name:	Date:	
i tarric.	Dutc.	

#### **Target Heart Rate Zones**

Age	Target heart rate zone (60%-85%)	Predicted maximum heart rate
9	126-180	211
10	126-178	210
11	125-177	209
12	124-177	208
13	124-176	207
14	124-175	206
15	123-174	205
16	122-173	204
17	122-172	203
18	121-171	202
19	121-171	201
20	120-170	200
30	114-162	190
40	108-153	180
50	102-145	170
60	96-136	160
70	90-123	150

G				
	Your maxim	um pulse is determined	d by subtracting your age	from 220.
	220 -	(your age) = _	(maximum hear	t rate)
90% is	beats per minut	te		
30% is	beats per minut	te		
70% is	beats per minut	te		
60% is	beats per minut	te		
50% is	beats per minut	te		
Target Heart-Rat	e Zone			
Ü		60% of maximum heart rate)	(80% of maximum heart rate)	

- \* To gain aerobic or cardiovascular benefits, you must exercise at an intensity that makes your heart beat at a pace somewhere in your target heart zone.
- \* Create a list of moderate to vigorous activities that you will participate in that will ensure you achieve and maintain your target heart rate zone.

#### **SAMPLE**: Pulse Records

#### Keep track of how ofen and how well you engage in beneficial aerobic activity

Name:			_
Target Heart-Rate Zone	(60% of maximum	(80% of maximum	
	heart rate)	heart rate)	

Date	Activity	Pulse Rate	In Your Target Heart Rate? Yes / No

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# **SAMPLE**: Aerobic Fitness 12 Minute Run/Jog/Walk

Name:		Date:
Ins	tructions:	The objective is to cover the greatest possible distance in a 12 minute period.  Participants should perform on a track, in a gym, on a field or other accurately measured course.
A:	Prior to the	:he Run
•	= 100 m No eating Notify the	the distance of one lap of the gym, track or field to calculate total distance (e.g., one lap of the gym netres, 20 laps = 2000 metres or 2 km).  In go or drinking (except water) immediately prior to taking the test.  In the test of any concerns you have or medications you may be taking.  In propriate clothes (e.g., shorts, t-shirts, etc.) and running shoes.
B:	Administ	tration of the Run
1. 2. 3. 4. 5. 6. 7. 8.	Participal Participal Partners I Partners I Teacher of The partr to be known	participants into two groups. Ints in the first group should choose a partner from the second group. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. Ints complete a thorough warm-up session and slowly walk a lap around the track. I
C.	Interpreti	ing the Results
•		Its of the run/jog/walk are not to be used directly in establishing student grades or percentages (e.g., of laps $=$ a certain grade).
	Number	of Laps Goal Setting:
	Complete	red: Distance Covered:
	Target Ho	leart Rate Zone: 60 % of max. 80 % of max.
	Target He	leart Rate Zone Maintained?
		Yes No

## **SAMPLE**: Cardiorespiratory Fitness Tests

#### 12 Minute Run

Date:	Date:	Date:	Date:
Laps	Laps	Laps	Laps
X 60 m =			

#### **Shuttle Run (Beep Test)**

Date:	Date:	Date:	Date:
Level:	Level:	Level:	Level:

#### **Skipping Test**

Date:	2 min.	Date:	3 min.	Date:	4 min.	Date:	5 min.
_	Heart Rate: bpm		Heart Rate: bpm		Heart Rate: bpm	_	Heart Rate: bpm

Student N	Name: _					
Term: _						
Date(s):						
_ 0.00 (0):				•		
				•		

## **SAMPLE**: Physical Fitness Goals and Monitoring

Exercises	Date:	Date:	Date:	Date:
Push-ups	Max	Max	Max	Max
Partial Curl-up	Max	Max	Max	Max
Vertical Jump				
Flexibility				
Front Plank	Goal: 1:00 min.	Goal: 1:30 min.	Goal: 1:45 min.	Goal: 2:00 min.
Side Plank	Goal: 1:00 min.	Goal: 1:30 min.	Goal: 1:45 min.	Goal: 2:00 min.
Mountain Climbers	Goal: 30 sec.	Goal: 30 sec.	Goal: 30 sec.	Goal: 30 sec.
<b>Medicine Ball Slams</b>	Goal: 20 reps.	Goal: 20 reps.	Goal: 20 reps.	Goal: 20 reps.
Squats	Goal: 15 reps.	Goal: 20 reps.	Goal: 25 reps.	Goal: 30 reps.
Lunges	Goal: 20 reps.	Goal: 20 reps.	Goal: 20 reps.	Goal: 20 reps.

Place scores/time in the respective circles. For side planks, place a score in one half of the circle for the left side and the other for the right side.

# **SAMPLE**: Outcome Planning: Form One

Unit Title
Time Frame
Objectives for the Outcome Level A
Level B
Level C
Assessment and Evaluation
Level A
Level B
Level C
Resources
Safety
PEI Physical Education: Safety Guidelines for Policy Development
Introduction
How will I engage my students in the outcome and introduce the topic(s)?
Instructional Activities
What series of activities and specific lessons will help my students achieve the objectives?
Closure
How will I bring closure to the unit?

# **SAMPLE**: Unit Planning: Form Two

Unit Title	
Time Frame	
Learning Outcomes  • •	
• Common Indicators	Adaptive Dimension
•	• materials
• •	<ul><li>environment</li><li>instruction</li></ul>
Instructional Strategies and Methods  • • •	
Organization and Management  • •	Safety  • •
Assessment and Evaluation Techniques  • •	
Resources (print, audio/video, human, gender  •  •	equitable, Aboriginal, multicultural)  • • •

## **SAMPLE**: Lesson Planning: Form One

Location and Time	Outcomes and Activities
Decision-making Process Level	Resources and Safety
Learning Objectives Students will:	Assessment

Procedure Notes

# **SAMPLE**: Planning Form

Outcome	Time Frame
Foundational Objectives for the Outcome	
Learning Objectives for the Outcome	Instructional Approaches and Learning Activities
Zeaming Objectives for the Outcome	and Eduling / teavilles
Adapting the Environment for Individual Needs	Adapting Instruction for Individual Needs
Resources for	Adapting Resources for Individual Needs

## SAMPLE:

Matrix to Support Making a Decision in Physical Education

CRITERIA ALTERNATIVES	TIME Can I complete this within the time allotted?	SUPPORT Do I have the support of my family/teacher/ community?	EFFORT Will I be able to follow through and complete this strategy?	COST Is this idea affordable?	CHALLENGE Does this strategy Will this decision help me meet my have a positive challenge?	IMPACT Will this decision have a positive impact?
Alternative #1						
Alternative #2						
Alternative #3						
Alternative #4						
Alternative #5						

# **SAMPLE**: Student Self-assessment for Preparing and Conducting an Interview

Student Name:				
Interviewee Name:				
Date:				
CRITERIA	YES	NO	DATE OF COMPLETION	NOTES
Did you prepare a list of questions in advance?				
Were your questions reviewed by your teacher?				
Did you make revisions (if required) to your questions?				
Did you phone or e-mail the contact person ahead of time?				
Did you describe the purpose of the interview to the contact person?				
Did you explain to your contact person how or when the interview information is to be used?				
Did you set your appointment?				
Did you know proper interview techniques?				
Did you prepare a summation of your findings?				
Did you prepare a written report, if required?				
Did you prepare an oral presentation, if requested?				
Did you follow up with a written thank-you letter?				

### **SAMPLE**: Feedback to Student Volunteer

Name of Student							
Name of Staff Advisor							
Organization/Agency							
Date							
Where you have made observations, please provide feedback to the student volunteer on the following items. Use the rating scale below.							
Rating Scale:  1 2 3 4 Never Seldom Usually Always							
			1	2	3	4	Comments
1. Arrived on time, on agreed-to dates.							
2. Was prepared and informed.							
3. Was appropriately dressed.							
4. Spoke distinctly and audibly.							
5. Was respectful and tactful with others.							
6. Followed directions.							
7. Was a willing and energetic volunteer.							
8. Was pleasant and good-natured.							
9. Provided support to staff (and peer partner, if applicable).							
Signatures		(Student)					
		(Advisor)					

# **SAMPLE**: Co-operative Group Skills Assessment Form

*Some of the items listed below (e.g., I across cultures and individuals, and in Teachers should also be aware of secones that can be present in students' speciaccordingly.	accordance with the situation. nd language and dialectical differenc-	Hardly ever	Some of the time	Most of the time	All of the time
Encourage Looks Like	Sounds Like				
<ul><li> Smiling</li><li> Signaling thumps up</li><li> Nodding approval</li><li> Asumming open body posture</li></ul>	<ul><li> Awesome!</li><li> Good job</li><li> That's excellent!</li><li> I like your idea</li></ul>				
Listens Attentively Looks Like	Sounds Like				
<ul> <li>Looking at the teacher</li> <li>Leaning forward</li> <li>Concentrating on what is being said</li> <li>Smiling, nodding appropriately</li> </ul>	<ul> <li>Could I hear more about that? (or asking for more information</li> <li>Only talking when necessary</li> <li>Avoiding interruption</li> <li>Staying on topic</li> </ul>				
Disagrees in a Respectful Way Looks Like	Sounds Like				
<ul> <li>Minimizing gestures</li> <li>Listening carefully</li> <li>Criticizing ideas, not the person presenting the ideas</li> </ul>	<ul> <li>That's a possibility. Would you consider?</li> <li>I understand your position, however, would you?</li> <li>Yes, I see that. What about looking at it from the point of view that</li> <li>I disagree because</li> </ul>				
Summarizes for Understanding Looks Like	Sounds Like				
<ul> <li>Listening to all members</li> <li>Acknowledging ideas of other members</li> <li>Capturing key ideas from the discussion</li> </ul>	<ul> <li>These are the main points of our discussion as I see them</li> <li>Our major ideas seem to be</li> <li>Is what I have said clear? I can repeat it for you.</li> <li>Here are my thoughts about what our main points of discussion are. Are there any you wish to add?</li> </ul>				
	ced in a student's PPW and used repeatedl of ink or symbols (see below) to represent a				
X Month Date	* Month		. Date_		
# Month Date	+ Month		Date_		

### **SAMPLE**: Fall Semester Plan

Week of Semester	Monday	Tuesday	Wednesday	Thursday	Friday
Last Week of August					
September Week 1					
September Week 2					
September Week 3					
September Week 4					
October Week 1					
October Week 2					
October Week 3					
October Week 4					
November Week 1					
November Week 2					

# **SAMPLE**: Fall Semester Plan (cont'd)

Week of Semester	Monday	Tuesday	Wednesday	Thursday	Friday
November Week 3					
November Week 4					
December Week 1					
December Week 2					
December Week 3					
December Week 4					
January Week 1					
January Week 2					
January Week 3					
January Week 4					

# **SAMPLE**: Winter Semester Plan

Week of Semester Last Week of August	Monday	Tuesday	Wednesday	Thursday	Friday

# **SAMPLE**: Winter Semester Plan (cont'd)

Wednesday Thursday Friday										
Tuesday										
Monday										
Week of Semester	April Week 3	April Week 4	May Week 1	May Week 2	May Week 3	May Week 4	June Week 1	June Week 2	June Week 3	June Week 4

# Movement Activity Activity Sample Plans

### **SAMPLE**: Abdominal Exercises Chart

Name:_						_	
Date:	Crunches: # of reps	Oblique Crunch: # of reps	Side Crunch: # of reps	Supine V-up: # of reps	Leg Raise: # of reps		

Adapted from Physical Education Curriculum Guide 2100 & 2101, Newfoundland

# **SAMPLE**: Aerobic Dance Choreography Worksheet

Date

Teacher		Class
S	tudents in group	Responsibility (see list below)
1.		
2.		
3.		
4.		
5.		
6.		
<b>Responsibilitie</b> Provide the mugroup.		n the group, teach the class, demonstrate, and take notes for the
		Notes
Music selection and title		
Duration of the song		
Length of the introduction		
Beats per measure		
Goal of the routine (see list below)		
		eart rate in fat-burning zone, intermittently raise heart rate to naintain continuous motion within target zone, cool down, and
		Notes
Energy level		
Target heart rate for this routine		
Group formation		
Direction of movement		»continued

From Isobel Kleinman, 2009, Complete Physical Education Plans for Grades 5 to 12, Second Edition (Champaign, IL: Human Kinetics).

Name

# **SAMPLE**: Aerobic Dance Choreography Worksheet

Choose direction of movement; whether the routine is done solo, in pairs, or in a group formation; what the footwork will be; the frequency of each type of step; and what the arms, hips, and shoulders do.

	First four measures	Second four measures	Third four measures	Final four measures
Direction of movement				
Solo, pairs, or group formation				
Footwork (describe steps and list frequency of steps)				
Body movement (describe steps and list frequency of steps)				
Arm movements (describe steps and list frequency of steps)				

### **SAMPLE**: Advanced Basketball Skills Rubric

Name _			Date		
Teacher _			Class		
	-1	2	2	4	F
Skill	<ul> <li>Finds legal ways to move the ball.</li> <li>Selects appropriate times to shoot.</li> <li>Has stamina to play offense and defense.</li> <li>Takes responsibility for a position.</li> </ul>	<ul> <li>Makes fast, accurate passes.</li> <li>Jumps to rebound, catch, shoot, or block.</li> <li>Runs to get open on offense and to close in on defense.</li> <li>Stays between opponent and hoop.</li> </ul>	<ul> <li>Shots from outside are not forced and are sometimes successful.</li> <li>Can catch while on the go.</li> <li>Won't let opponent take an unguarded shot.</li> </ul>	<ul> <li>Is scoring threat.</li> <li>Gets open.</li> <li>Effective on defense and rarely fouls.</li> <li>Anticipates teammates' cuts and can pass to the person cutting to the inside of the key.</li> </ul>	<ul> <li>Can drive to basket to score.</li> <li>Makes offensive rebounds that usually lead to a score.</li> <li>Feeds open player for score.</li> <li>Has developed outside shot for score.</li> <li>Causes turnovers.</li> </ul>
Position and transition	<ul> <li>Does not concentrate on play.</li> <li>Hardly plays position.</li> <li>Does not drop back for defense as necessary.</li> </ul>	<ul> <li>Tries to assume assigned position.</li> <li>Does not cause enforced turnovers.</li> <li>Attempts to get to defense position.</li> <li>Has stamina on both ends.</li> </ul>	<ul> <li>Changes direction as needed.</li> <li>Moves to cover defensive position before the ball arrives.</li> <li>Plays offensive role.</li> <li>Plays person-to-person without making unnecessary fouls.</li> </ul>	<ul> <li>Gets open on offense.</li> <li>Anticipates transition and tries to get there early.</li> <li>Can execute full-court press.</li> <li>Can switch from person-to-person or zone defense.</li> </ul>	<ul> <li>Screens for the ball carrier.</li> <li>Either slows down the ball on transition or gets to position ahead of it.</li> <li>Has skills to keep possession when double-teamed.</li> </ul>
Teamwork and attitude	<ul> <li>Blames others.</li> <li>Needs supervision to stay on task.</li> <li>Disrespectful behaviour.</li> <li>Tries to take over.</li> </ul>	<ul><li> Prepared to learn.</li><li> Warms up with team.</li><li> Plays within the rules.</li></ul>	<ul> <li>Works well with team-mates.</li> <li>Plays within the rules.</li> <li>Takes responsibility for position.</li> </ul>	<ul> <li>Consistently tries to play at personal best.</li> <li>Recognizes good team-mate effort and success.</li> <li>Shows good sportspersonship.</li> </ul>	<ul> <li>Inspires classmates.</li> <li>Backs up instead of taking over for classmates.</li> <li>Shows reliable, consistent leadership.</li> <li>Helps individual classmates</li> </ul>

From Isobel Kleinman, 2009, Complete Physical Education Plans for Grades 5 to 12, Second Edition (Champaign, IL: Human Kinetics).

improve.

# **SAMPLE**: Advanced Educational Gymnastics Skills Rubric

Name	Date
Teacher	Class

		2	3
Level of activity	Makes minimum effort to move.	Movement is limited and not on task.	Rehearses until told to stop.
Collaboration	<ul> <li>Self-engaged and self-indulgent.</li> <li>During partner or group activities, wants every decision to go his or her way even if this results in movements their partner cannot do.</li> </ul>	Willingly partners with other students.	Adapts to partner's abilities.
Form in space	Extends appendages when stationary.	Extends appendages while moving and stationary.	Extends through the neck, back, fingers, and toes at all times.
Weight	Moves along the ground without sound.	Returns to the ground without sound.	Changes direction and altitude without losing control.
Time	Changes the tempo of a move.	Builds up or builds down speed.	Synchronizes movement with one or more people.
Flow	Puts together a sequence of moves.	Uses connecting moves to move from one pose to another.	Makes a movement sequence look like one sentence.

### **SAMPLE**: Advanced Flag Football Skills Rubric

Name _			_ Date	
Teacher			Class	
			_	
		2	3	4

	1	2	3	4	5
Offense	<ul> <li>Can generally direct or control the football.</li> <li>Knows the team's general objective and uses skills to help meet it.</li> <li>Gets back to line of scrimmage at the end of each play.</li> </ul>	<ul> <li>If given ball, can maintain possession.</li> <li>Can assist the team in maintaining possession by faking or getting open.</li> </ul>	<ul> <li>Can play the game within the context of the rules.</li> <li>Has a good sense of the boundaries and end zones.</li> <li>Able to implement team strategies.</li> </ul>	<ul> <li>Can adapt to short or long plays.</li> <li>Uses speed and agility to avoid flag pulled.</li> <li>Can play a flowing game.</li> </ul>	<ul> <li>Understands responsibility and how it relates to the rest of the team.</li> <li>Able to call plays and adjust if play does not work the way planned.</li> <li>Finds a way to get the next down and score.</li> </ul>
Defense	<ul> <li>Knows to stop the ball carrier by pulling flags or tagging.</li> <li>Will leave the line of scrimmage once ball is snapped.</li> <li>Will use hands to reach for ball carrier or ball.</li> </ul>	<ul> <li>Capable of covering a person of equal speed and size.</li> <li>Covers assigned zone.</li> </ul>	<ul> <li>Can react to a handoff at the line of scrimmage.</li> <li>Does not let opponent get behind.</li> <li>Will drop person of zone once the ball is up and go after carrier.</li> <li>Plays within the rules.</li> </ul>	<ul> <li>Knows how to use positioning to cut off opponents' lanes.</li> <li>If unable to prevent the completed pass, prevents additional yardage.</li> <li>Runs down the ball carrier who gets away from teammates.</li> </ul>	<ul> <li>Able to intercept passes and change direction of the game.</li> <li>Effective in regaining possession of the ball.</li> <li>Anticipates opposition.</li> <li>Helps team focus on the things on stop.</li> </ul>
Skills	<ul> <li>Generally successful in uncrowded field.</li> <li>Competent up to 10 yd (9 m).</li> </ul>	<ul> <li>Occasionally successful in com- petitive, crowded field.</li> <li>Competent up to 15 yd (14 m).</li> </ul>	<ul> <li>Undeterred from primary objective.</li> <li>Does not compromise team.</li> <li>Relatively consistent to 20 yd (18 m).</li> </ul>	<ul> <li>Can perform despite distractions.</li> <li>Consistent at most distances.</li> <li>More competent on either offense or defense.</li> </ul>	<ul> <li>Plays offense and defense equally well.</li> <li>Is the big play maker.</li> </ul>

### **SAMPLE**: Advanced Softball Skills Rubric

Name	Date	
Teacher	Class	

	1	2	3	4	5
Skills	<ul><li> Has proper swing.</li><li> Has proper mechanics.</li><li> Has erratic throw.</li><li> Walks instead of running.</li></ul>	<ul> <li>Bat meets ball.</li> <li>Blocks the batted ball in the field.</li> <li>Has slow, accurate throw to 60 ft (18 m).</li> <li>Catches slow balls thrown accurately.</li> </ul>	<ul> <li>Gets to base.</li> <li>Moves to the ball quickly.</li> <li>Swings at pitches in the strike zone.</li> <li>Runs the bases legally.</li> </ul>	<ul> <li>Has fast, accurate throws.</li> <li>Makes solid hits.</li> <li>Has smooth release of ball after catch.</li> <li>Moves to the ball instead of waiting for it.</li> </ul>	<ul> <li>Hits in runs.</li> <li>Plays position well.</li> <li>Assists in securing the out.</li> <li>Uses knowledge to make the most of base running.</li> </ul>
Teamwork	<ul> <li>Argues about assigned position.</li> <li>Doesn't cooperate with the team.</li> </ul>	<ul> <li>Plays assigned position.</li> <li>Forgets to back up teammates.</li> <li>Forgets where the lead runner is.</li> </ul>	<ul> <li>Responds to coaching hints.</li> <li>Backs up team.</li> <li>Remembers where to play the ball.</li> </ul>	<ul> <li>Anticipates hits and necessary coverage in field.</li> <li>Uses skill to advance the team, not self.</li> </ul>	<ul> <li>Helps keep the team focused.</li> <li>Takes leadership role.</li> </ul>
Sports- personship	<ul> <li>Blames others.</li> <li>Needs supervision to stay on task.</li> <li>Interferes with other team.</li> </ul>	<ul> <li>Gets to field on time.</li> <li>Warms up with team.</li> <li>Plays within rules.</li> </ul>	<ul> <li>Works well with class.</li> <li>Takes responsibility for position.</li> </ul>	<ul> <li>Consistently tries to play at personal best.</li> <li>Recognizes good team effort and successes.</li> <li>Exhibits good sportspersonship.</li> </ul>	<ul> <li>Allows classmates to play their position and backs them.</li> <li>Demonstrates reliable, consistent leadership.</li> <li>Helps classmates improve.</li> </ul>

# **SAMPLE**: Advanced Wrestling Quiz

Name		Date
Teacher		Class
True or	False	
false, w	rite an	tement carefully. If the statement is true, write a <b>T</b> in the column to the left. If the statement is <b>F</b> . If using a grid sheet, blacken in the appropriate column for each question, making sure to use imbered line for each question and its answer.
	1.	If a wrestler can never get this opponent's shoulders to the mat, he can never score.
	2.	Because being in a lower weight category yields great advantage, a good strategy for dropping weight is to avoid drinking fluids for 2 to 3 days before a match.
	3.	The sit-out can counter the cover.
	4.	If you control someone's head, the body will follow.
	_ 5.	There are successful escapes that use the hips to pop.
	6. –	The hip space between two wrestlers is enjoyed by the person on the bottom, but for a breakdown it should be minimized by the person on the top.
	7.	The initiator in a match has the least advantage.
	8.	Breakdowns are actions taken by the person on top in the referee's position.
	9.	The rotary and spiral move a person on the bottom from her feet and seat to her hips.

There are 3 points waiting for the wrestler who achieves a reversal.

From Isobel Kleinman, 2009, Complete Physical Education Plans for Grades 5 to 12, Second Edition (Champaign, IL: Human Kinetics).

10.

### **SAMPLE**: Advanced Wrestling Answer Key

- 1. **F** Points are also awarded for reversals (2 points) and escapes (1 point).
- 2. **F** Attempting to lose water weight will result in dehydration; it is very important to stay properly hydrated.
- 3. **T**
- 4. **T**
- 5. **T**
- 6. **T**
- 7. **F** Being the initiator gives you the element of surprise which is part of the ability to overtake opponents.
- 8. 1
- 9. **T**
- 10. **F** A reversal scores 2 points.

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### **SAMPLE**: Arm Exercises

Name:
-------

Date:	Bicep Curl:	Tricep Curl:	Lateral Raise:	Frontal Raise:			
	# of reps	# of reps	# of reps	# of reps			

Adapted from Physical Education Curriculum Guide 2100 & 2101, Newfoundland

# **SAMPLE**: Assessing Dance

Name:						te:		
Class:								
Criteria		Г	Dance 1			D	Dance 2	
533553	Self	Peer	Teacher	Comments	Self	Peer	Teacher	Comments
Dance Skills								
• sequence of move- ment	/5	/5	/5		/5	/5	/5	
• synchronization with partner or group	/5	/5	/5		/5	/5	/5	
• time (on beat)	/5	/5	/5		/5	/5	/5	
• posture	/5	/5	/5		/5	/5	/5	
• start and finish positions	/5	/5	/5		/5	/5	/5	
• specific dance movements (e.g., turns, steps)	/5	/5	/5		/5	/5	/5	
<ul> <li>pathyways/lines of dance</li> </ul>	/5	/5	/5		/5	/5	/5	
Group Behaviours								
<ul><li>cooperation</li></ul>	/5	/5	/5		/5	/5	/5	
• listen actively to one another	/5	/5	/5		/5	/5	/5	
<ul> <li>offers and accepts feedback appropriately</li> </ul>	/5	/5	/5		/5	/5	/5	
Level 1 Very Limited/ Seldom or Never	Leve Limi Occasi	ted/	Accon	vel 3 nplished/ quently		el 4 Usually	Out	evel 5 standing/ sistently

### **SAMPLE**: Back Exercises

Name:			

Date:	T-Bar Row: # of reps	Bent Over Row: # of reps	Bent Fly: # of reps	Lateral Pull- Downs: # of reps		

Adapted from Physical Education Curriculum Guide 2100 & 2101, Newfoundland

### **SAMPLE**: Basketball Student Portfolio Checklist

Name	Date
Teacher	Class
	Can pass and catch the ball.
	Can dribble with the dominant hand.
	Can dribble with the non-dominant hand.
	Can shoot and score from inside the basketball key.
	Can shoot outside shots and hit the rim of backboard.
	Can play a game while following the rules of basketball.
	Can jump to catch and rebound.
	Can pass from the dribble without having to stop first.
	Can guard an opponent of equal ability.
	Knows common violations and the procedure for returning ball to play.
	Knows what causes fouls to be called and their penalties and procedures.
	Has learned to pass and go.
	Understands how a screen or pick is used.
	Knows the responsibilities of guards, forwards, and centers.
	Exhibits personal and social behaviour during games.

# **SAMPLE**: Beginner Basketball Skills Rubric

Name	Date
Teacher	Class

	1	2	3
Shooting	<ul><li> Uses proper body mechanics.</li><li> Focuses to aim.</li><li> Meets backboard.</li></ul>	<ul> <li>Will shoot when open.</li> <li>Sometimes successful inside key.</li> <li>Developing an outside shot.</li> </ul>	<ul><li>Frequently successful inside key.</li><li>Makes outside shots.</li><li>Follows in outside shots.</li></ul>
Pass	<ul> <li>Uses proper body mechanics.</li> <li>Accurate to 10 ft (3 m).</li> <li>Uses proper follow-through.</li> </ul>	<ul><li>Pass arrives accurately.</li><li>Can pass to someone on move.</li><li>Varies passes: bounce, chest.</li></ul>	<ul><li> Passes to open person.</li><li> Passes on the run.</li><li> Pass arrives with speed.</li></ul>
Dribble	<ul><li> Has proper fundamentals.</li><li> Begins dribble when moving.</li></ul>	<ul><li> Makes effort to keep eyes off ball.</li><li> Stops to defend the ball.</li><li> Dribbles only to gain ground.</li></ul>	<ul> <li>Rarely breaks dribble rules.</li> <li>Developing both hands.</li> <li>Uses dribble offensively.</li> </ul>
Defense	<ul> <li>Attempts to stay between hoop and opponent.</li> <li>Uses hands to block ball.</li> </ul>	<ul><li>Anticipates change of direction.</li><li>Attempts rebound.</li><li>Jumps to block shots.</li></ul>	<ul> <li>Goes to person or position on change of possession.</li> <li>Does not allow anyone near an open shot.</li> </ul>
Classwork and sportspersonship	<ul><li>Cooperates with classmates.</li><li>Hogs ball or blames others.</li></ul>	<ul><li>Tries to play within rules.</li><li>Does not hog ball.</li><li>Makes effort to improve weaknesses.</li></ul>	<ul><li>Leads class constructively.</li><li>Plays within the rules.</li><li>Is the go-to person.</li></ul>

# **SAMPLE**: Beginner Field Hockey Skills Rubric

Name	Date
Teacher	Class

	1	2	3
Level of activity	Begins on signal.	Continues activity until told to stop.	Willingly practices until told to stop.
Instructions and rules	Arrives with equipment and begins to practice.	Follows procedures to begin play and return out balls to play.	Does not commit personal fouls.
Dribbling	<ul> <li>Can move with the ball while walking.</li> <li>Dribbles during practice.</li> </ul>	<ul> <li>Can dribble on the run.</li> <li>Will use the dribble in the game.</li> </ul>	<ul> <li>Dribbles during the game.</li> <li>Tightens the dribble when in a crowd.</li> <li>Can move with the ball at top speed.</li> </ul>
Passing	<ul> <li>Has proper body mechanics.</li> <li>Can pass left or for- ward accurately up to 10 yd (9 m).</li> </ul>	Accurately to 20 yd (18 m) when passing left or forward.	<ul><li>Can pass left or right.</li><li>Capable of hitting the ball across the field.</li></ul>
Receiving and stopping	<ul><li> Has proper body mechanics.</li><li> Lines up to stop balls.</li></ul>	<ul> <li>Can slow balls down that are within reach.</li> <li>Able to get ball off a left-hand lunge.</li> </ul>	<ul> <li>Gets to and controls balls within 3 yd (1 m).</li> <li>Able to redirect the ball off the stop.</li> </ul>
Teamwork	<ul> <li>Tends to follow the ball.</li> <li>Understands each position's role.</li> </ul>	<ul> <li>Changes forward-back positioning as the game play goes from offense to defense.</li> <li>Strategically moves in position.</li> <li>Will pass to classmate to avoid opponent.</li> </ul>	<ul> <li>Can begin the attack after getting the ball from an opponent.</li> <li>Backs up, but does not interfere with, classmate playing the ball.</li> <li>Will move to cover an uncovered position when off the ball.</li> </ul>

# **SAMPLE**: Beginner Flag Football Skills Rubric

Name	Date	
Teacher	Class	

					_
Throw	Uses proper body mechanics during mimetics.     Has correct grip, forward foot, and follow through.	<ul> <li>Ball wobbles in flight.</li> <li>Ball drops before reaching stationary 5 yd (4.5 m).</li> </ul>	<ul> <li>Ball reaches stationary 5 yd (4.5 m) target.</li> <li>Pass has spin.</li> </ul>	• Ball reaches moving 5 yd (4.5 m) target. • Throw is accurate to a 10 yd (9 m) stationary target.	<ul> <li>Throw is accurate to variable moving targets at 10 yd (9 m) or more.</li> <li>Can change speed and maintain accuracy.</li> </ul>
Catch	<ul> <li>Changes position to be in line with ball.</li> <li>Watches ball in flight.</li> <li>Has proper hand position to receive ball.</li> </ul>	<ul> <li>Brings ball into body.</li> <li>Catches accurate 10 yd (9 m) pass while standing still.</li> <li>Watch ball into hands.</li> </ul>	<ul> <li>Can run and catch a ball thrown accurately to 5 yd (4.5 m) target.</li> <li>Can catch 10 yd (9 m) pass if feet are set.</li> </ul>	<ul> <li>Can adjust to inaccurate throw up to two steps from target area.</li> <li>Does not need to stop running in order to catch.</li> </ul>	<ul> <li>Can catch a ball thrown over head.</li> <li>Can catch while running full stride.</li> <li>Can catch ball thrown with speed or for distance.</li> </ul>
Patterns	<ul> <li>Runs hook or squares left and right on command.</li> <li>Turns in proper direction.</li> </ul>	<ul> <li>Makes clean cuts.</li> <li>Doesn't watch for the ball until the cut is made.</li> </ul>	<ul> <li>Can lose opponent and skill keep pattern.</li> <li>Can reliably run 10 yd (9 m) pattern and catch ball thrown accurately.</li> </ul>	<ul> <li>Knows when to cut back to the ball.</li> <li>Can run short and long patterns well.</li> </ul>	<ul> <li>If the quarter-back changes the running pattern, follows the call without confusion.</li> <li>Fakes opponent before making the cut.</li> <li>If open, will catch a ball on target.</li> </ul>

# **SAMPLE**: Beginner Golf Skills Rubric

Name	Date
Teacher	Class

	1	2	3	4	5
Chip	<ul> <li>Uses proper stance and grip.</li> <li>Places ball in proper position to chip.</li> <li>Has smooth practice swing.</li> </ul>	<ul> <li>Use correct club.</li> <li>Keeps wrists firm.</li> <li>Uses short backswing and longer follow-through.</li> </ul>	<ul> <li>Keeps weight forward.</li> <li>Occasionally reaches target.</li> <li>Contacts ball.</li> </ul>	<ul> <li>Reaches a variety of targets up to 30 yd (27 m).</li> <li>Has consistent ball contact.</li> </ul>	<ul> <li>Has smooth swing.</li> <li>Controls depth of shot.</li> <li>Reaches inter- mediary target frequently.</li> </ul>
Drive	<ul> <li>Takes correct stance in relation to the ball.</li> <li>Has good body mechan- ics on practice swings.</li> </ul>	<ul> <li>Keeps eyes on the ball through contact.</li> <li>Can contact ball.</li> <li>Finishes with proper hip rotation.</li> </ul>	<ul> <li>Frequently meets the ball.</li> <li>Has smooth, full swing.</li> <li>Keeps head down with ball in place.</li> </ul>	<ul> <li>Has many straight shots.</li> <li>Able to project ball 75 + yd (68.5 + m).</li> <li>Can contact ball using a wood.</li> </ul>	<ul> <li>Drives ball 100+ yd (91+ m).</li> <li>Rarely tops ball.</li> <li>Shots stay on fairway.</li> </ul>
Putt	<ul> <li>Uses proper stance and grip.</li> <li>Keeps head down.</li> <li>Reaches for putter.</li> </ul>	<ul> <li>Aligns self correctly.</li> <li>Follows through to the cup.</li> </ul>	<ul> <li>Has inconsistent success on flat surface.</li> <li>Follows proper etiquette on the green.</li> </ul>	<ul> <li>Is developing touch.</li> <li>Compensates for dips and dives.</li> <li>Able to complete all 5 yd (4.5 m) shots in two putts.</li> </ul>	<ul> <li>Is frequently able to sink 5 yd (4.5 m) putt.</li> <li>Has accurate approach on flat surfaces.</li> </ul>

# **SAMPLE**: Beginner Lacrosse Skills Rubric

Name	Date	
Teacher	Class	

	1	2	3
Level of activity	Begins on signal.	Continues activity until told to stop.	Energetically practices until told to stop.
Moving with the ball	<ul><li>Moves with the ball while walking.</li><li>Can cradle during practice.</li></ul>	<ul><li>Can advance the ball on the run.</li><li>Will cradle during the game.</li></ul>	<ul> <li>Can run with the ball when challenged.</li> <li>Able to change direction while in possession of the ball.</li> </ul>
Passing	<ul> <li>Has proper body mechanics.</li> <li>Can pass left or forward accurately to 10 yd (9 m).</li> </ul>	Accurate to 20 yd (18 m) when passing left or forward.	<ul><li>Can pass to a player cutting to open field.</li><li>Capable of passing long.</li></ul>
Receiving, stopping	<ul> <li>Has proper body mechanics.</li> <li>Lines up to catch balls.</li> <li>Has successful pickups during practice.</li> </ul>	<ul> <li>Uses stick to slow balls within reach.</li> <li>Able to catch and maintain possession for a few steps.</li> <li>Can pick up the ball in the heat of the game.</li> </ul>	<ul> <li>Can move easily to a ball going to open space.</li> <li>Able to receive a long pass.</li> <li>Can redirect the ball off the catch.</li> </ul>
Teamwork	<ul> <li>Still tends to follow the ball.</li> <li>Understands each position's role.</li> </ul>	<ul> <li>Changes field positioning relative to opponent as team goes from offense to defense.</li> <li>Passes to classmate to avoid opponent.</li> </ul>	<ul> <li>If on defense, marks person.</li> <li>If on offense, cuts to open space to receive a pass.</li> <li>Will move to cover a player who broke away from person.</li> </ul>

### **SAMPLE**: Beginner Pickleball Skills Rubric

Name	Date
Teacher	Class

	1	2	3	4	5
Backhand	<ul> <li>Uses proper grip.</li> <li>Uses correct mimetics.</li> <li>Uses correct side of paddle.</li> <li>Meets object in center of paddle.</li> <li>Can make 5 consecutive hits during self-volley.</li> <li>Uses correct mimetics.</li> <li>Uses correct side of paddle.</li> <li>Meets object in center of paddle 5 times during self-volley.</li> </ul>	<ul> <li>Meets object coming from over net.</li> <li>Able to redirect ball to target 5 ft (1.5 m) away after it bounces.</li> <li>Pivots before hit.</li> <li>Can self-volley up and down 10 times.</li> <li>Can meet object coming from over net.</li> <li>Able to redirect ball to target after it bounces.</li> <li>Pivots before hit.</li> <li>Can self-volley up and down 10 times.</li> </ul>	<ul> <li>Moves to meet ball after the bounce.</li> <li>Able to rally over net 5 times with partner.</li> <li>Meets ball with paddle head up.</li> <li>Controls wall volley 5 times.</li> <li>Moves to meet ball after the bounce.</li> <li>Meets ball with paddle head up.</li> <li>Controls backhand wall volley 5 times.</li> </ul>	<ul> <li>Can run and redirect ball to target area.</li> <li>Meets ball in center of paddle with firm wrist.</li> <li>Can return ball with volley.</li> <li>Uses a full swing.</li> <li>Can run and redirect ball toward target.</li> <li>Can return ball with volley.</li> <li>Can return ball mith volley.</li> <li>Can return ball with volley.</li> <li>Can rally 5 times over net.</li> </ul>	<ul> <li>Can rally 10 times.</li> <li>Moves to cover wide shot.</li> <li>Chooses correctly between volley and full stroke.</li> <li>Is able to control depth and vary speed.</li> <li>Moves to cover backhand side.</li> <li>Successful whether volley or full stroke.</li> <li>Controls depth.</li> <li>Varies speed.</li> </ul>
Serve	<ul><li> Uses correct mimetics.</li><li> Uses correct grip.</li><li> Can get ball over net from self-toss.</li></ul>	<ul> <li>Occasionally able to put the ball in play.</li> <li>Able to direct ball on diagonal.</li> </ul>	<ul> <li>Consistently able to direct ball diagonally.</li> <li>Serve reaches service box more often than not.</li> </ul>	<ul> <li>Serves from off the court.</li> <li>Performs legal serve.</li> <li>Able to put the ball in play on a regular basis.</li> </ul>	<ul> <li>Consistent serving.</li> <li>Starting to vary speed or depth.</li> <li>Shows sign of strategic placement.</li> </ul>

# **SAMPLE**: Body Weight Exercises Chart

Name:_								
Date:	Push Ups Wide Grip: # of reps	Chin Ups: # of reps	Push Ups Narrow: # of reps	Squats: # of reps	Alternate Leg Kneel: # of reps			
						_		

Adapted from Physical Education Curriculum Guide 2100 & 2101, Newfoundland

### **SAMPLE**: Chest Exercises Chart

Name:_						_		
Date:	Push Ups with feet on Swiss Ball: # of reps	Swiss Ball Walk Around: # of reps	Prone Straight Arm Pull: # of reps	Curl Ups: # of reps	Single Arm Resistance Rope Fly: # of reps			
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Adapted from Physical Education Curriculum Guide 2100 & 2101, Newfoundland

# **SAMPLE**: Educational Gymnastics Student Portfolio Checklist

Name	Date
Teacher	Class
	Can complete a 5-minute gross-motor, cardiorespiratory workout daily.
	Can roll in any direction on the floor.
	Can absorb momentum by curling into a ball.
	Can balance long enough to stretch all body parts.
	Can balance and move on all different levels.
	Can make body move fast or slow.
	Can move in unison with a partner.
	Can change direction or that of a partner's by pushing or pulling.
	Can use partner to help balance in ways that would not be possible alone.
	Can accelerate or decelerate during motion.
	Can make changes in direction by twisting or turning.
	Can feel flight and control landings.
	Can roll out of or into a balance.
	Can put different movements and balance positions together.
	Can do a sequence of movements and balance positions together.
	Can work with a partner to form a symmetrical appearance of positions that are asymmetrical.
	Can tell the difference between rocking and rolling and use both to move.
	Has found many ways to be inverted and can describe what inversion means.
	Can go over or under objects or people in different ways.
	Can be bent or be arched.
	Can take the weight of a partner.
	Has been on many pieces of gym equipment.
	Can get on or off any piece of equipment in the gym.
	Can find a way to move while on the equipment in the gym.
	Can balance while off the floor.
	Can control movement so it makes no sound.

# **SAMPLE**: Exercise Ball Workout Record Chart

Exercise Used	Body Part Targeted	Time	Sets and Reps

Adapted from Physical Education Curriculum Guide 2100 & 2101, Newfoundland

# **SAMPLE**: Field Hockey Student Portfolio Checklist

Name	Date
Teacher	Class
	Can hold hockey stick.
	Can dribble the ball forward slowly.
	Can move the ball to a teammate with a push-pass.
	Knows how to reverse grip so can play ball to the right.
	Knows how to receive the ball with hockey stick.
	Often able to stop opponents if they dribble nearby.
	Can drive the ball 15 yards (14 meters).
	Can drive the ball 25 yards (23 meters).
	Knows what to do when playing position.
	Knows how the forwards count on their halfbacks and fullbacks.
	Can sense when to go back to get a pass.
	Can pass the ball to the right.
	Knows how the game starts.
	Knows how to return a ball to play after it goes over the sideline.
	Knows where players must be to legally shoot for goal.
	Knows what the obstruction rule is trying to prevent.
	Can dribble at top speed without losing the ball.
	Knows how to line up for a penalty corner.
	Knows why teams get awarded a free hit.
	Can dodge opponents and keep control of the ball.

# **SAMPLE**: Flag Football Student Portfolio Checklist

Name	Date
Teacher	Class
	Able to throw a football to a person 5 yards (4.5 meters) away.
	Able to throw 10 yard (9 meter) passes.
	Able to pass to someone running a pass pattern.
	Able to catch a football thrown from 10 yards (9 meters) away.
	Can run a hook football pattern.
	Can run a square left or right or a square out or in.
	Can catch while on the run.
	Understands the goals of the team in possession of the ball.
	Understands the goals of the team without the ball.
	Understands basic football terminology (downs, touchdown, throw-off, snap, line of scrimmage)
	Understands the contributions made by offensive players without the ball.
	Knows how to and can attempt to disrupt the successful play of opponents.
	Follows basic flag football rules.
	Exhibits sportspersonship during class.
	Plays without endangering the safety of others.

# **SAMPLE**: Intermediate Badminton Skills Rubric

Name	Date
Teacher	Class

	1	2	3	4	5
Serve	<ul> <li>Uses proper motions during mimetics.</li> <li>Able to serve legally from one side of the court.</li> </ul>	<ul> <li>Capable of legally serving from both sides of the court.</li> </ul>	• Has a consistent serve.	<ul><li> Has good low serve.</li><li> Aims the serve strategically.</li><li> Occasionally can serve high.</li></ul>	<ul> <li>Varies depth, height of serve.</li> <li>Very consistent.</li> <li>Serve can put opponents on the defensive.</li> </ul>
Skills	<ul> <li>Uses at least one overhead stroke.</li> <li>Hits an under- hand stroke on one side.</li> </ul>	<ul> <li>Clears often fall deep in opponent's court.</li> <li>Can receive from back line and clear past midcourt.</li> <li>Varies depth occasionally.</li> </ul>	<ul> <li>Covers shots up to 7 ft (2 m) away.</li> <li>When possible, moves up to hit a smash.</li> <li>Has occasional- ly success with smash or drop shot.</li> </ul>	<ul> <li>Directs shuttle-cock to open court.</li> <li>Chooses to smash at proper moments.</li> <li>Able to change direction of play.</li> </ul>	<ul> <li>Wins points by moving opponent or using speed.</li> <li>Covers large part of the court.</li> <li>Has mastered one offensive shot.</li> </ul>
Classwork	• Is prepared and equipped to learn.	<ul> <li>Follows service and receiving rules.</li> <li>Assumes respon- sibility for own territory on court.</li> </ul>	<ul> <li>Switches sides with partner to keep court fully covered.</li> <li>Keeps score legally.</li> <li>Has occasionally success at offensive strategy.</li> </ul>	<ul> <li>Has four offensive strategies: place, smash, fake-out, or exploit weaknesses.</li> <li>Backs up partner without taking over partner's position.</li> </ul>	<ul> <li>Detects opponent's weaknesses and sets strategy to exploit them.</li> <li>Is focused.</li> <li>Demonstrates good sporting behaviour.</li> </ul>

## **SAMPLE**: Intermediate Basketball Skills Rubric

Name _	Date	
Teacher	Class	

	1	2	3
Offensive skills	<ul><li> Passes to open player.</li><li> Succeeds at inside shots.</li><li> Catches passes.</li></ul>	<ul> <li>Always works to get open.</li> <li>Scores when open.</li> <li>Can pass or catch on the go.</li> <li>Developing a specialty.</li> </ul>	<ul><li> Usually scores.</li><li> Able to evade opponent.</li><li> Creates opportunities.</li></ul>
Defensive skills	<ul> <li>Finds zone or opponent on change of possession.</li> <li>Uses hands to block the path of the ball.</li> <li>Makes legal contact with ball.</li> </ul>	<ul> <li>Stays between hoop and opponent.</li> <li>Is legally able to break up opponents' plays.</li> </ul>	<ul> <li>Can block shot in air.</li> <li>Will rebound if not guarding shooter.</li> </ul>
Court transition	<ul> <li>Not confused by change of possession.</li> <li>Does not shoot at wrong basket or pass to opponent.</li> </ul>	<ul> <li>Has good anticipation of role change.</li> <li>Gets into new position quickly.</li> <li>Avoids fouls during exchange.</li> <li>Gets open on offensive side.</li> </ul>	<ul> <li>Leads directional changes with dribble or leading passes.</li> <li>Creates legal change- overs.</li> </ul>
Tactics and Strategies	<ul><li>Starting to learn position.</li><li>Developing specific skills.</li></ul>	<ul> <li>Plays both offensive and defense.</li> </ul>	Has excellent skills to perform class/team tactics and strategies.

From Isobel Kleinman, 2009, Complete Physical Education Plans for Grades 5 to 12, Second Edition (Champaign, IL: Human Kinetics).

#### **SAMPLE**: Intermediate Flag Football Skills Rubric

Name _	Date								
Teacher _		Class							
Offensive skills	<ul> <li>Can generally direct or control the football.</li> <li>Knows the team's general objective and uses skills to help meet it.</li> <li>Gets back to line of scrimmage at the end of each play.</li> </ul>	• If given the ball, can maintain possession.  • Can assist the team in maintaining possession by faking or getting open.	<ul> <li>Can play the game within the context of the rules.</li> <li>Has a good sense of the boundaries and the end zone.</li> <li>Able to implement team strategies.</li> </ul>	<ul> <li>Can adapt to short or long plays.</li> <li>Will block for ball carrier.</li> <li>Can play a flowing game.</li> </ul>	<ul> <li>Understands responsibility and how it relates to the rest of the team.</li> <li>Able to catch plays and adjust if play does not work the way planned.</li> <li>Finds a way to get</li> </ul>				
Defensive skills	Knows to stop the ball carrier by pulling flags.      Will leave the line of scrimmage on the snap.      Will use hands to reach for ball carrier or ball.	<ul> <li>Capable of covering a person of equal speed and size.</li> <li>Covers assigned zone.</li> </ul>	<ul> <li>Can react to a handoff at the line of scrimmage.</li> <li>Does not let opponent get behind.</li> <li>Will drop person or zone once the ball is up and go after the ball carrier.</li> <li>Plays within the rules.</li> </ul>	<ul> <li>Knows how to use positioning to cut off opponents' lanes.</li> <li>If unable to prevent a completed pass, prevents additional yardage.</li> <li>Will run down the ball carrier who gets away from teammates.</li> </ul>	<ul> <li>Able to intercept passes and change direction of the game.</li> <li>Effective in regaining possession of the ball.</li> <li>Can anticipate opposition.</li> <li>Helps teammates focus on the things to stop.</li> </ul>				
Run, catch, pass	<ul> <li>Very reliable up to 5 yd (4.5 m) on offense.</li> <li>Very reliable up the 10 yd (9 m) on defense.</li> <li>Prepares for game (flags) and arrives on correct field in a timely fashion.</li> </ul>	<ul> <li>Offensively effective to 10 yd (9 m).</li> <li>Defensively effective to 15 yd (14 m) if the person covered is the ball carrier or if the ball carrier enters the zone covered.</li> </ul>	<ul> <li>Leaves own defensive assignment only if the ball is up and not going to the person covered.</li> <li>Has the stamina to play aggressive.</li> <li>Reliable to go the ball when open.</li> </ul>	<ul> <li>Plays aggressively within the rules.</li> <li>Can run a variety of plays in front and behind the line of scrimmage.</li> <li>Can focus and catch balls in a crowd.</li> <li>Though not designate within the rules.</li> </ul>	<ul> <li>Can throw accurately long and short.</li> <li>Can catch a ball thrown fast, high, low, or off target a few steps.</li> <li>Handles power, speed, and long distances with</li> </ul>				

From Isobel Kleinman, 2009, Complete Physical Education Plans for Grades 5 to 12, Second Edition (Champaign, IL: Human Kinetics).

· Will get open and

run evasively.

nated quarterback,

down field.

can pass accurately

· Can change direc-

tion immediately.

## **SAMPLE**: Intermediate Tennis Skills Rubric

Name	Date
Teacher	Class

	1	2	3	4	5
Forehand	<ul> <li>Has proper body pivot.</li> <li>Uses proper grip and mechanics.</li> <li>Able to rally inside service box 10 times.</li> </ul>	<ul> <li>Can return ground strokes.</li> <li>Able to volley during game if ball is not hit too hard.</li> </ul>	<ul> <li>Moves up to four steps away for ball.</li> <li>Can control baseline rally up three times.</li> <li>Able to return service.</li> </ul>	<ul> <li>Volleys are directed.</li> <li>Ground strokes are directed.</li> </ul>	<ul> <li>Able to control depth and vary speed.</li> <li>Has complete backswing and follow-through when hitting the ball.</li> </ul>
Serve	<ul> <li>Has correct mechanics.</li> <li>Toss is above head.</li> <li>Able to direct ball on diagonal.</li> </ul>	<ul> <li>Toss is correct height.</li> <li>Swings up to meet the ball.</li> <li>Occasionally able to put the ball in play.</li> <li>Serves from the correct place on the court.</li> </ul>	<ul> <li>Usually puts ball in play.</li> <li>First serve reaches service box one of four tries.</li> </ul>	<ul> <li>Makes sure second serve goes in.</li> <li>Can serve deep into service box occasionally.</li> <li>Serve is consistent.</li> </ul>	<ul> <li>Serve is a weapon.</li> <li>Serves with power and depth.</li> <li>Shows sign of strategic placement.</li> </ul>
Court	<ul> <li>On the court promptly.</li> <li>Goes to correct position for serve.</li> </ul>	<ul> <li>Shifts in direction of the ball.</li> <li>Covers most shots on own side of court if shots are in front.</li> </ul>	<ul> <li>Covers own alley.</li> <li>Volleys shots down the middle if close.</li> <li>Backs up balls over partner's head.</li> </ul>	<ul> <li>Tactically moves to poach.</li> <li>Takes the ball in the air when overhead.</li> <li>Switches sides to keep court covered.</li> </ul>	<ul> <li>Puts ball away when shifting to poach.</li> <li>Comes to net at every opportunity.</li> <li>Recovers quickly if drawn off court.</li> </ul>

From Isobel Kleinman, 2009, Complete Physical Education Plans for Grades 5 to 12, Second Edition (Champaign, IL: Human Kinetics).

#### **SAMPLE**: Intermediate Volleyball Quiz

lame			Da	nte		
eacher		(	Cla	ass		
True or Fa	alse					
false, writ	n statement carefully. If the statement is true, write the an <b>F</b> . If using a grid sheet, blacken in the approprient numbered line for each question and its answers.  According to the diagram, the gold team will be se	riate ( ver.	col			
2.	first. Player 3 on either team can legally spike a ball set net. Player 5 on the purple team may not spike in front	up at	t th		Gold team 5	4
4.   5.	foot (3-meter) line. Purple 1 will commit a service violation if remainir place on the court when she serves. The team that serves first during the first game is th	1	10-foot line	3		
6.	that must. If playing time ends when the score is 8 to 7 with t purple team in the lead, the game is a tie. Volleyball players may not enter the other team's c			4	3 10-foot line	2
8.   9.	even if they go over the center line an inch. 8. If the ball has been hit, players may contact the net on the follow-through.				Purple team 6	
10.	The best first-tap strategy for the gold team is to but ball to area 4.	mp tl	he			1
Read one Decide w	ng Questions  numbered item at a time. Then look at each of the hich item in the right-hand column best matches wilding letter on the blank space to left of the number	ith o	ne	e in the left-ha		
1.	legal limit of taps per team	a.	S	spike		
2.	. ,	b.		15		
3.	1.20	_	-	<u></u>		
4.	'	c. d.		o 2 points		

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g. set

h. reverse set

6. number of points one player can get in a game f. 10-foot line

7. kill shot

8. surprise

#### **SAMPLE**: Intermediate Volleyball Answer Key

#### **Diagram Questions - True or False**

- 1. **F** Purple will be serving first; the first server is in the proper place in the rotation order.
- 2. **T** Both are net players.
- 3. **T** Player 5 is still a back-line player and may only spike from behind the 10 foot (2 meter) line.
- 4. **T** The server must move off the court until the serve is hit.
- 5. **F** Teams alternate who serves first at the beginning of each new game in a match.
- 6. **T** Unless one team leads by 2 points, the game is a tie.
- 7. **T** Crossing the center line is a centerline violation.
- 8. **F** Touching the net is illegal at any time.
- 9. **T**—
- 10. **F** The best bump pass goes to the middle of the court.

#### **Matching Questions**

- 1. e
- 2. c
- 3. g
- 4. f
- 5. d
- 6. b
- 7. a
- 8. h

## **SAMPLE**: Intermediate Volleyball Skills Rubric

Name	Date
Teacher	Class

	1	2	3
Serve  Bump pass	<ul> <li>Uses proper body mechanics.</li> <li>Has inconsistent success.</li> <li>Serves behind service line.</li> <li>Uses proper body mechanics.</li> <li>Can direct upward arc.</li> </ul>	<ul> <li>Consistently puts ball in play.</li> <li>Performs legal serve.</li> <li>Moves under ball.</li> <li>Directs ball upward after moving to it.</li> </ul>	<ul> <li>Has good placement.</li> <li>Has good speed.</li> <li>Pass stays on the same side of the net.</li> <li>Can direct the ball to spot or player.</li> </ul>
Set	<ul> <li>Makes legal contact with the ball.</li> <li>Has proper body mechanics.</li> <li>Performs legal upward tap.</li> </ul>	Moves eyes under ball to tap legally.	<ul> <li>Controls direction, height, and target.</li> <li>Will send over if third tap.</li> </ul>
Strategy	Tries to send third tap over the net.	<ul> <li>Uses speed and direction for taps going over net.</li> <li>Makes effort to set or to spike.</li> </ul>	<ul><li>Spikes or uses third tap offensively.</li><li>Has depth, speed, and direction.</li></ul>
Teamwork, class behaviour	<ul><li> Avoids rules.</li><li> Blames others.</li></ul>	<ul> <li>Tries to improve.</li> <li>Works well with classmates.</li> <li>Violations are unintentional.</li> </ul>	<ul><li>Plays within rules.</li><li>Is a team leader.</li><li>Helps others.</li></ul>

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## **SAMPLE**: Intermediate Wrestling Quiz

Name _	Date
Teacher _	Class
True or	False
statemer	ch statement carefully. If the statement is true, write a <b>T</b> in the column to the left. If the it is false, write an <b>F</b> . If using a grid sheet, blacken in the appropriate column for each , making sure to use the correct numbered line for each question and its answer.
1. 2. 3.	The best way to increase your base of support when someone is pulling from behind is take the foot closest to him and move it back. Lifting an opponent will result in a score. Avoid bringing your hips under an opponent you intend to lift.
4. 5. 6.	The best strategy is to engage your opponent slowly and methodically.  Many escapes finish with a turn so the two opponents face each other.  Pushing you back into your opponent is a good method of getting out from under her.
7. 8. 9.	The person on the bottom scores 2 points if he ends on top of the opponent.  Back-stepping, arching, and then popping your hips can lead to a throw.  The cut roll pulls the opponent forward rather than pushing the opponent back.  An advantage of the cut roll is that it can be done from the standout and sit-out.

From Isobel Kleinman, 2009, Complete Physical Education Plans for Grades 5 to 12, Second Edition (Champaign, IL: Human Kinetics).

#### **SAMPLE**: Intermediate Wrestling Answer Key

- 1. **T** The most important lesson in footwork is to increase the base of support by using the foot closest to the pressure to widen the base.
- 2. **F** Being able to lift only results in neutralizing an opponent and preventing scoring.
- 3. **F** Using the hips and legs to lift is of primary importance; therefore, it is necessary to get the hips under the opponent's center of gravity. One must move in and under in order to do that.
- 4. **F** Quick movement and explosive force is most effective.
- 5. **T**
- 6. **T** That is why the standout and sit-out are humorously called the *stand-back* and *sit-back*.
- 7. **T** Reversal results in 2 points.
- 8. **T**
- 9. **T**
- 10. **T**

#### **SAMPLE**: Lacrosse Student Porfolio Checklist

Name	Date
Teache	r Class
	Can hold crosse.
	Can run with the ball slowly.
	Can pass the ball to a teammate with an overarm throw.
	Knows how to receive the ball with crosse.
	Often able to catch a ball sent straight.
	Can throw the ball 15 yards (14 meters).
	Can throw the ball 25 yards (23 meters).
	Can throw the ball 40 yards (37 meters).
	Knows what to do when playing position.
	Knows how the offense counts on the defense.
	Can sense when to go back to get a pass.
	Can pass the ball to the right.
	Can legally pick up balls that are on the ground.
	Knows how the game starts.
	Knows how to return a ball to play after it goes over the sideline.
	Knows that the defense cannot hang around in the critical scoring area.
	Does not hold stick close to head and body.
	Can run at top speed without losing the ball.
	Knows what to do if an opponent is awarded a free position.
	Knows why teams are awarded a free position.
	Can dodge opponents and keep control of the ball.
	Can explain and execute an outlet pass.
<u></u>	Can explain and execute an inlet pass.

From Isobel Kleinman, 2009, Complete Physical Education Plans for Grades 5 to 12, Second Edition (Champaign, IL: Human Kinetics.

## **SAMPLE**: Leg Exercises Chart

me:							
Date:	Squat: # of reps	Seated Leg Raises: # of reps	Prone Leg Curl using a Swiss Ball: # of reps	Calf Raises: # of reps	Back Foot on a Swiss Ball: # of reps		

## **SAMPLE**: Lower Body Exercises Chart

Name:								
Date:	Wall Squat using a Swiss Ball: # of reps	Prone Leg Curl using a Swiss Ball: # of reps	Alternate Leg Lunges: # of reps	Standing Calf- raise: # of reps	Lateral Leg Raise with a Swiss Ball: # of reps	Prone Opposite Arm and Leg Raise # of reps		

## **SAMPLE**: Movement Skills Rubric 1

Activity:					
Student Name	Develop and Practice /5				Cues for Suggestions
	Tactic a	nd Strate	egies /5		
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	
	D/P	/5	T/S	/5	

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently
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## **SAMPLE**: Movement Skills Rubric 2

Activity:		
Students should be able to perform the student can only demonstrate the development.	ne required skills in a game situation w skill in a drill scenario, he/she remain	while under teacher observation. If s in the lowest stage of skill
Skill:	Level	Needs Improvement and cues for Suggestions

Adapted from Physical Education Curriculum Guide 2100 & 2101, Newfoundland

Accomplished/

Frequently

Strong/Usually

**Outstanding**/

#### **SAMPLE**: Movement Skills Rubric 3

Activity:				
Class:				
Term:				
Name	SKILL 1	SKILL 2	SKILL 3	Comment

Level 1
Very Limited/
Seldom or Never

Level 2
Limited/
Occasionally

Level 3
Accomplished/
Frequently

Level 4
Strong/Usually

Consistently

# **SAMPLE**: Projecting Objects Rubric

Outcome:				
Students	Steps with the opposite foot	Turns the hips to face the target	Turns the chest and shoulders to face the target	Brings the throwing arm forward and follows through to the target

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently
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#### **SAMPLE**: Scoring Rubric for Receiving Objects

Outcome:				
Students	Stage 1: The arms are held out and the object is trapped against	Stage 2: Anticipatory movement made to catch the object	Stage 3: Contact made with the hands first	Stage 4: Caught with the hand/hands and the full force of the ball is

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently
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Source: Pangrazzi

## **SAMPLE**: Soccer Student Portfolio Checklist

Name	Date
Teacher	Class
	Is able to stop a ball from a dribble.
	Is able to stop a ball from a 10-yard (9-meter) pass.
	Is able to gain control of a ball coming from a long pass.
	Is able to pass a soccer ball 10 yards (9 meters) to the left.
	Can use a tight soccer dribble.
	Uses a loose dribble only in an open field.
	Uses different parts of the body to trap or volley a high ball.
	Positions self correctly when the team has possession of the ball.
	Adjusts positioning when the team loses possession of the ball.
	Follows coaching hints when they use basic soccer terminology.
	Actively repositions self to be effective though not playing the ball.
	Knows how to and can attempt to disrupt the successful play of opponents.
	Able to follow basic soccer rules.
	Exhibits good sportspersonship.
	Plays without endangering the safety of others.

#### **SAMPLE**: Softball Student Portfolio Checklist

Name	Date
Teache	r Class
	Throws accurately to 30 feet (9 meters).
	Throws accurately to 40 feet (12 meters).
	Throws accurately to 60 feet (18 meters).
	Can trap the ball in the pocket of a softball glove.
	Is able to catch a softball.
	Can catch a ball that is 5 feet (1.5 meters) off target.
	Can run the bases.
	Can stop ground balls.
	Can catch pop-ups within a four-step radius.
	Has learned and can assume responsibility for one defensive position.
	Has learned softball rules.
	Has learned the batter's stance and how to swing and meet the ball.
	Can identify the strike zone.
	Exhibits sportspersonship.
	Plays without endangering the safety of others.
	•

From Isobel Kleinman, 2009, Complete Physical Education Plans for Grades 5 to 12, Second Edition (Champaign, IL: Human Kinetics.

## **SAMPLE**: Teaching and Learning Strategies Checklist

Skills/Tactics/Strategies Outcome:						
Students	Responds to teacher signals	Responds using locomotor and non- locomotor movement	Travels safely	Participates in movement activities	Cooperates with others	

Level 1
Very Limited/
Seldom or Never

Level 2
Limited/
Seldom or Never

Level 3
Accomplished/
Frequently

Level 4
Strong/Usually
Consistently

## **SAMPLE**: Teaching and Learning Strategies Checklist

Name:				-	
			red skills in a game situ a drill scenario, he/she		
Skill: Ready Position			Competent	Needs In	nprovement and
Weight on the balls of	f the feet				
Knees are relaxed					
Feet are slightly apart					
Hand is relaxed on th	e grip				
Elbows are slightly be	nt				
Racket is in front of the	ne body				
Racket head is higher	than the grip				
Level 1 Very Limited/ Seldom or Never	Level 2 Limited Occasiona	′	Level 3 Accomplished/ Frequently	Level 4 ong/Usually	Level 5 Outstanding/ Consistently

# **SAMPLE**: Upper Body Exercises Chart

Name:									
Date:	Walk Out Push Ups on a Swiss Ball: # of reps	Push Up on a Swiss Ball: # of reps	Kneeling Straight Arm Pull on a Swiss Ball: # of reps	Curls using a Resistance Band: # of reps					

## **SAMPLE**: Volleyball Student Portfolio Checklist

Name	Date
Teache	r Class
	Can perform the underhand volleyball serve.
	Can perform the bump pass.
	Knows the rules of service and how to rotate.
	Can play a game while following the rules.
	Can perform the setup pass.
	Has learned to tip the ball over the net.
	Will attempt to save a ball out of the net.
	Can direct the ball to different places on the court.
	Knows and understands rules involving net play.
	Has learned and can perform the overhead serve.
	Has learned the spike.
	Has learned the block.
	Is able to play an offensive game.
	Knows the official rules.
	Has learned basic volleyball strategies.
	Exhibits responsibility and sportspersonship during competition.
	Has learned to specialize and take responsibility for the team.
	Can interchange position during play within the rules.