

Stephen-Argyle Central Physical Education



Standards and Assessments

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Grade-Level Standards and Assessments

7-10th Grade

Physical Education

**Created by:
Nevin Lubarski**

Mission Statement:

The mission of the Stephen-Argyle Central Physical Education Program is to create an environment in which participants are engaged in activities to help them grow into a physically literate individual.

Program Goals:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a ***physically literate individual****:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Stephen-Argyle Central High School
Physical Education
Standards and Assessments
Instructor: Mr. Lubarski

7th Grade Power Standards

Unit: Team Sports

Standard: Throws with a mature pattern for distance or power appropriate to the activity in a *dynamic environment*. (S1.M2.7)

Activity: Cones—two teams similar to dodge ball; however, instead of the goal of trying to remove the opposing team’s players by hitting them, the goal is to knock the opponent’s cones down.

Assessment: Observation with documentation

Skill/Activity: Throwing			
Essential Elements Assessed: Demonstrates ready position for the throw such as holding object away from the body (“wind up”). Rotates upper body during the throw. Steps with opposition during the throw. Follows through to target.			
4— Proficient/Consistently Evident	3—Competent/Evident	2— Progressing/Developing	1—Emerging
Demonstrates all essential elements with fluid motion.	Demonstrates 3 of the essential elements.	Demonstrates 2 of the essential elements.	Demonstrates less than 2 of the essential elements.

Standard: Throws, *while moving*, a leading pass to a moving receiver. (S1.M5.7)

Activity: Boccer—<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9424#.U2omuv3e5g0>

Assessment: Observation with documentation

Skill/Activity: Throwing while moving (forward and laterally)				
Essential Elements Assessed: Demonstrates ready position for the throw such as holding object away from the body (“wind up”). Rotates upper body during the throw. Moves feet throughout the motion—does not disconnect feet from arm action. Anticipates location of receiver when the ball will be arriving. Follows through with arm and feet to target.				
5— Proficient/Consistently Evident	4— Competent/Evident	3—Progressing	2—Developing	1—Emerging
Demonstrates all essential elements with fluid motion.	Demonstrates 4 of the essential elements.	Demonstrates 3 of the essential elements.	Demonstrates 2 of the essential elements.	Demonstrates less than 2 of the essential elements.

Standard: Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.7)

Activity: Basketball

Assessment: Observation with documentation

See attached rubric.

Standard: Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7)

Activity: Volleyball

Assessment: Observation with documentation

Skill/Activity: Underhand serve			
4—Mastered	3—Proficient	2—Passing	1—Needs Improvement
Student successfully serves the volleyball into the designated area 5 out of 5 tries.	Student successfully serves the volleyball into the designated area 4 out of 5 tries.	Student successfully serves the volleyball into the designated area 2 or 3 times out of 5 tries.	Student successfully serves the volleyball into the designated area 0 or 1 times out of 5 tries.

See attached rubric as well.

Standard: Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.M20.7)

Activity: Hammer Q Ball—underhand pitch softball, played with a Q-tip stick.

Assessment: Observation with documentation

Skill/Activity: Striking			
4—Mastered	3—Proficient	2—Passing	1—Needs Improvement
Student strikes a pitched ball successfully 5 out of 5 tries throughout Hammer Q Ball.	Student strikes a pitched ball successfully 4 out of 5 tries throughout Hammer Q Ball.	Student strikes a pitched ball successfully 2 or 3 times out of 5 tries throughout Hammer Q Ball.	Student strikes a pitched ball successfully 0 or 1 times out of 5 tries throughout Hammer Q Ball.

8th Grade Power Standards

Unit: Team Sports

Standard: Throws with a mature pattern for distance or power appropriate to the activity *during small-sided game play*. (S1.M2.8)

Activity: Cones—two teams similar to dodge ball; however, instead of the goal of trying to remove the opposing team's players by hitting them, the goal is to knock the opponent's cones down.

Assessment: Observation with documentation

Skill/Activity: Throwing			
Essential Elements Assessed: Able to transfer ball into pocket release position smoothly. Able to rotate shoulders and hips toward the target. Follows through to target.			
4— Proficient/Consistently Evident	3—Competent/Evident	2— Progressing/Developing	1—Emerging
Demonstrates all essential elements with fluid motion.	Demonstrates 3 of the essential elements.	Demonstrates 2 of the essential elements.	Demonstrates less than 2 of the essential elements.

Standard: Catches using an *implement* in a dynamic environment or modified game play. (S1.M2.8)

Activity: Lacrosse

Assessment: Observation with documentation

See attached rubrics (2).

Standard: Shoots on goal *with a long-handled implement* for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)

Activity: Lacrosse

Assessment: Observation with documentation

See attached rubrics (2).

Standard: Executes consistently (at least 70% of the time) a legal underhand *serve* for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)

Activity: Volleyball

Assessment: Observation with documentation

Skill/Activity: Underhand serve			
4—Mastered	3—Proficient	2—Passing	1—Needs Improvement
Student successfully serves the volleyball into the designated area 5 out of 5 tries.	Student successfully serves the volleyball into the designated area 4 out of 5 tries.	Student successfully serves the volleyball into the designated area 2 or 3 times out of 5 tries.	Student successfully serves the volleyball into the designated area 0 or 1 times out of 5 tries.

See attached rubric as well.

Standard: Strikes a pitched ball with an implement *for power to open space in a variety of small-sided games.* (S1.M20.8)

Activity: Hammer Q Ball—underhand pitch softball, played with a Q-tip stick.

Assessment: Observation with documentation

Skill/Activity: Striking			
4—Mastered	3—Proficient	2—Passing	1—Needs Improvement
Student strikes a pitched ball successfully 5 out of 5 tries throughout Hammer Q Ball.	Student strikes a pitched ball successfully 4 out of 5 tries throughout Hammer Q Ball.	Student strikes a pitched ball successfully 2 or 3 times out of 5 tries throughout Hammer Q Ball.	Student strikes a pitched ball successfully 0 or 1 times out of 5 tries throughout Hammer Q Ball.

9-12th Grade Power Standards

Unit: Individual Sports

Standard: Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).²⁴ (S1.H1.L1)

Activity: Yoga, Golf

Assessment: Lifetime Activity

Lifetime Activity Rubric	
Points	Explanation
10	Demonstrates the ability to self-assess and peer-assess. Demonstrates the ability to evaluate and provide useful feedback to self and others for skill improvement. Demonstrates the ability to analyze and utilize feedback to foster skill improvement. Demonstrates the ability to utilize time effectively to foster skill improvement.
8	Demonstrates how to self-assess and peer-assess. Demonstrates how to take information from assessment to provide feedback to self and others for skill improvement. Demonstrates the ability to analyze and utilize feedback to foster skill improvement. Demonstrates the ability at times to utilize time effectively to foster skill improvement.
6	Demonstrates basic knowledge of how to self-assess and assess classmates. Demonstrates a basic knowledge of using information from an assessment to foster skill improvement. Demonstrates a basic knowledge to translate feedback to aid in skill improvement. Demonstrates some utilization of time to foster skill improvement.
4	Demonstrates limited knowledge of how assessments are conducted. Demonstrates limited use of information received from an assessment to foster skill development. Does not utilize feedback from assessments to assist in skill development. Does not utilize time to foster skill development.
(adapted from Scarsdale High School)	

Standard: Identifies and discusses the historical and cultural roles of games, sports, and dance in a society.³⁶ (S2.H1.L2)

Activity: History of Sport presentation

Assessment: Presentation

Create a History of (Sport/Activity) presentation using a medium of your choice (i.e., PowerPoint, iMovie, Prezi, etc.).			
Essential Elements: Provides a brief history of the sport or activity explaining its origin. Describes people who have contributed to the sport or activity. Explains the basic rules and include any changes that have occurred. Discusses the role the game or activity has in society.			
4— Proficient/Consistently Evident	3—Competent/Evident	2— Progressing/Developing	1—Emerging
Student thoroughly incorporates all 4 essential elements.	Student fully incorporates 3 of the essential elements.	Student fully incorporates 2 of the essential elements and briefly touches on the others.	Student vaguely incorporates the essential elements.

Standard: Discuss the benefits of physically active lifestyle as it relates to college/career productivity. (S3.H1.L1)

Activity: PERSONAL FITNESS PLAN

Assessment: Presentation

Personal Fitness Plan Rubric	
Points	Explanation
10	Demonstrates the ability to create a personal fitness plan based on FitnessGram assessment results. Establishes goals for self-improvement. Creates alternative assessments. Demonstrates the active pursuit of this personal fitness plan and follows up with measurement of outcomes.
8	Demonstrates the ability to create a personal fitness plan based on FitnessGram. Establishes goals for improvement. Demonstrates some interest in pursuing their plan and follows up with measurement of outcomes.
6	Creates a fitness plan. Establishes goals. Shows little effort in pursuing, achieving, and measuring outcomes.
4	Creates a basic plan or no plan at all and shows little or no effort in pursuing, achieving, and measuring outcomes.
(adapted from Scarsdale High School)	

Standard: Demonstrate appropriate technique in resistance-training machines and free weights.³⁶ (S3.H7.L1)

Activity: Weight Circuit Training

Assessment: Observation with documentation

Skill/Activity: Weight lifting/resistance training technique			
4— Proficient/Consistently Evident	3—Competent/Evident	2— Progressing/Developing	1—Emerging
Student uses appropriate technique for each exercise.	Student uses appropriate technique in at least 90% of the exercises.	Student uses appropriate technique in at least 70% of the exercises.	Student uses appropriate technique in less than 70% of the exercises.

Standard: Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.⁴⁵ (S3.H14.L2)

Activity: Sensory Imaging/Visualization

Assessment: Oral Assessment







Skill/Activity: Stress management strategies.			
4— Proficient/Consistently Evident	3—Competent/Evident	2— Progressing/Developing	1—Emerging
Student is able to identify at least 4 different stress management strategies	Student is able to identify 3 different stress management strategies for given	Student is able to identify 2 different stress management strategies given	Student is able to briefly describe one stress management strategy for a given scenario.


for given scenarios.	scenarios.	scenarios.	
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ATTACHED ASSESSMENTS

Basketball Skills Assessment:







- All skills are assessed based on a **Kinetic Chain** – *Using multiple muscle groups in one fluid movement pattern.*


Basketball Skill		Attempts			Instructional Cues	
Shooting		1	2	3		
1	Triple Threat Position – (feet shoulder width apart, knees bent)				<p>Triple Threat Position</p> 	
2	Find the seams – (non dominant thumb on cross and dominant hand against seams)					
3	Eyes on target (back of the rim)					
4	Use legs for power					
5	Snap wrist and follow through toward basket					
Dribbling		1	2	3		
1	Triple Threat Position – (feet shoulder width apart, knees bent)				<p>Palms Down</p> 	<p>Eyes Up</p> 
2	Running forward with eyes up					
3	Palms down and use "finger pads"					
4	Waist high dribble					
5	Two foot jump-stop and pivot					
Defensive Slides		1	2	3		
1	Defensive stance – (knees bent shoulder width apart and back straight)					
2	Shuffle feet					
3	Front hand down and back hand up					
4	On balls of feet					
5	Hustle					

	Evaluators		Name
	Shooting		
	Dribbling		
	Defensive Slide		

Volleyball Skills Assessment:

- All skills are assessed based on a **Kinetic Chain** – *Using multiple muscle groups in one fluid movement pattern.*

Volleyball Skill		Attempts			Instructional Cues	
Serve		1	2	3		
1	Holds ball in non-dominant hand					
2	Feet face 45 degrees/Non-dominant foot forward					
3	Uses a pendulum arm swing					
4	Hits bottom of ball with heel of hand					
5	Ball lands in bounds					
Bump Pass		1	2	3		
1	Athletic stance (knees bent, feet shoulder width apart)					
2	Hands together, thumbs even					
3	Bumps ball with forearms, elbows do not bend					
4	Use legs for power					
5	Ball goes towards net & is playable					
Set Pass		1	2	3		
1	Athletic stance (knees bent, feet shoulder width apart)					
2	Fingers form a diamond above forehead with elbows bent					
3	Contact ball with finger pads above & in front of forehead					
4	Use wrists to push up and away					
5	Ball goes towards net & is playable					

	Evaluators	Name
	Bump Pass	
	Set Pass	
	Underhand Serve	

Lacrosse Skills Rubric
(mtnbrook.k12.al.us)

Cradle:

- Stick is vertical with one hand high and one hand low.
- Hip to hip and shoulder to shoulder motion (pocket faces forward when at the sides and when stick is in front of the body it faces toward the player).
- Able to Switch hands at the side of the body (not in the front).

Scoop:

- Position body low with bent knees.
- Which ever hand is at the head of the stick lead with that foot.
- Lead foot is close to the ball.
- Stick position is lowered, especially the back hand.
- As the ball enters the stick, gradually cradle into an upright position.

Throw:

- Step with opposition.
- Body should be turned sideways.
- Over the shoulder, not side arm.
- Bottom hand on the bottom, drop the top hand a few inches.

Catch:

- Stick face is open.
- Lead shoulder should be pointing down the field.
- Stick head should be facing back towards the thrower showing a target.
- Continuously watch the ball into the pocket, as soon as the ball enters the stick it should be absorbed "soft give", then right into a cradle.

--Students will be assessed by the instructor (observation) based on the above cues or rubric. Students must show that they can do all of the above or understand the concepts of how to do each skill. The skills assessment will be documented on a skills checklist sheet with a grading scale from 1-5:

5-extremely good

4-great

3-almost there

2-trying but not there yet

1-needs work

0-did not put forth any effort at all

Basic Lacrosse Skills


	Poor 1 pts	Fair 2 pts	Average 3 pts	Good 4 pts	Perfect 5 pts
Throwing	<p>Poor</p> <p>Poor throwing motion and not able to complete a pass.</p>	<p>Fair</p> <p>Was able to throw the ball. Needs work on throwing motion, velocity, and accuracy. Was able to complete at least 3/10 passes.</p>	<p>Average</p> <p>Was able to throw the ball. Needs work on either throwing motion, accuracy, or velocity. Was able to complete at least 5/10 passes.</p>	<p>Good</p> <p>Good throwing motion, velocity, and accuracy. The student is able to make perfect passes at least 7/10 times.</p>	<p>Perfect</p> <p>Perfect throwing motion, velocity, and accuracy. The student is able to throw the ball perfectly at least 9/10 times.</p>
Catching	<p>Poor</p> <p>Poor catching technique and not able to catch a pass.</p>	<p>Fair</p> <p>Was able to catch the ball. Needs work on catching technique. Was able to catch at least 3/10 passes.</p>	<p>Average</p> <p>Was able to catch the ball. Needs work on catching technique. Was able to catch at least 5/10 passes.</p>	<p>Good</p> <p>Good catching technique. The student is able to catch the ball efficiently at least 7/10 times.</p>	<p>Perfect</p> <p>Perfect catching technique. The student is able to catch the ball perfectly at least 9/10 times.</p>
Ground Balls	<p>Poor</p> <p>Poor ground ball technique and not able to pick up ground balls.</p>	<p>Fair</p> <p>Was able to pick up ground balls. Needs work on ground ball techniques. Was able to pick up at least 3/10 ground balls.</p>	<p>Average</p> <p>Was able to pick up ground balls. Needs work on ground ball technique. Was able to pick up at least 5/10 ground balls.</p>	<p>Good</p> <p>Good ground ball technique. The student is able to pick up the ball efficiently at least 7/10 times.</p>	<p>Perfect</p> <p>Perfect ground ball technique. The student is able to pick up ground balls perfectly at least 9/10 times.</p>