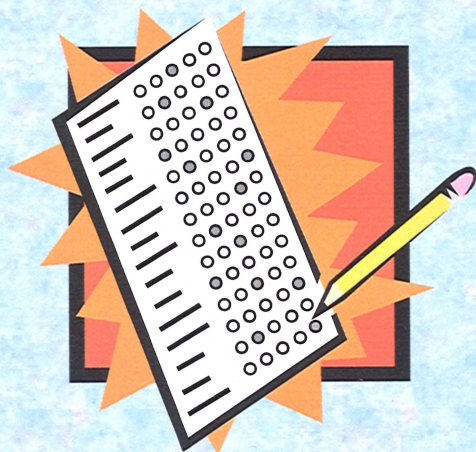


Physical Education Assessments
Rubrics and Task Cards
Grades K-8



Anna J. Adams, Supervisor
Physical Education & Health

Revised 2009

**Paterson Public Schools
Paterson, New Jersey**



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The Paterson Public School District acknowledges the contributions and work of:

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Under the direction of Anna J. Adams, Supervisor of Physical Education and Health, these committee members worked diligently to develop task cards and rubrics for the Physical Education curriculum aligned with the core curriculum content standards.

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New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education

STANDARDS 2.1 (WELLNESS) ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

STANDARDS 2.2 (INTEGRATED SKILLS) ALL STUDENTS WILL USE HEALTH ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard

STANDARDS 2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

STANDARDS 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.

STANDARDS 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

STANDARDS 2.6 (FITNESS) ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Physical Education Assessments

Performance based assessments represent a set of strategies for the application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students. This type of assessment provides teachers with information about how a child understands and applies knowledge. In addition, teachers can integrate performance-based assessments into the instructional process to provide additional learning experiences for students. If teacher-made assessments are used, please be mindful that short answers, open-ended questions, and essay questions should be scored higher than objective questions. Written answers should be scored by using the New Jersey Registered Holistic Rubric.

In order to administer any good assessment, you must have a clearly defined purpose.

Several important questions should be asked:

- ✧ What concept, skill, or knowledge am I trying to assess?
- ✧ What should my students know?
- ✧ At what level should my students be performing?
- ✧ What type of knowledge is being assessed: reasoning, memory, or process?

Good performance assessments should:

- ✧ Meet academic standards
- ✧ Require an evaluation of knowledge and skills
- ✧ Encourage high-order thinking skills
- ✧ Include well-defined tasks
- ✧ Reflect real life experiences
- ✧ Contain progressive outcomes
- ✧ Exercise skills for relevant complex problems

Task Cards

When task cards are used indicate whether or not certain elements are present in the student's performance.

Rubrics

A rubric is a scoring tool that lists criteria for success in a particular skill or performance. A rubric articulates gradation of quality for each criterion set. Through the use of rubrics students can improve their performance and monitor success by making teacher's expectations clear and by showing them how to meet those expectations. Practice is essential when using rubrics in order to become accustomed to the standards established and the criteria to meet the task. Rubrics can be developed for group, individual work, written and spoken assignments, and for skill performance.*

Empowering students with the necessary skills will encourage students to think critically, communicate, solve problems, and respond positively to the new opportunities and challenges they will encounter throughout life.

Rubric Scoring

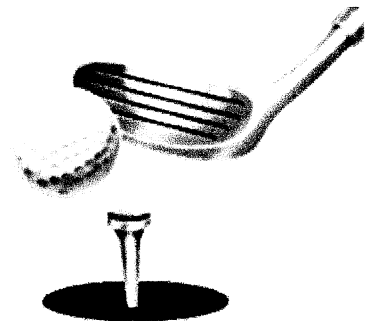
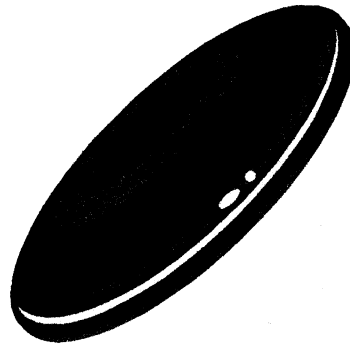
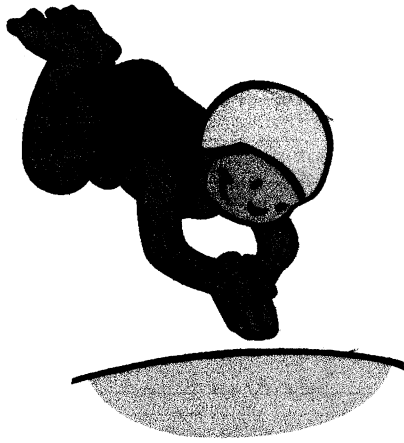
Identify the level of proficiency for each individual student according to the following criteria:

- 4- Task Completed
- 3- Partial Completion
- 2- Needs Improvement
- 1- Unacceptable
- 0- Try Again

*New Jersey State Department of Education (2006) <http://www.state.nj.us/education/frameworks/chpe/appendixc.pdf>

Insert

*Physical Education
Grades 6-8
Appendix A*



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The Paterson Public School District acknowledges the contributions and work of:

Samantha Drummond
Maria Francisco
David Gurrieri

Rayna Gorga
Kenya Hearn
Therese Hipkins

Patrick Pitcher

Under the direction of Anna J. Adams, Supervisor of Physical Education and Health, these committee members worked diligently to develop task cards and rubrics for the Physical Education curriculum aligned with the core curriculum content standards.

2002

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Table of Contents

GRADES 6-8

APPENDIX A - TASK CARDS

APPENDIX B - RUBRICS

RUBRICS

GRADE	ACTIVITY	PAGE
<hr/> Kindergarten		
	Ball Handling Skills	1
	Cooperative Games	2-3
	Hoops	4
	Low Level Games	5-6
	Physical Fitness	7
	Relays	8
	Scooters	9
	Tumbling	10-11
<hr/> First		
	Ball Handling Skills	12-16
	Dance	17-21
	Hoops	22
	Jump Rope	23
	Low Level Games	24-25
	Physical Fitness	26
	Relays	27
	Tee-Ball	28-29
	Tumbling	30-31
<hr/> Second		
	Basketball	32-34
	Bowling	35-37
	Dance	38-42
	Football	43-45
	Jump Rope	46-48
	Physical Fitness	49
	Soccer	50-52
	Tumbling	53-55
	Volleyball	56-58

Third

Basketball	59-61
Bowling	62-64
Dance	65-69
Football	70-71
Hockey	72-75
Jump Rope	76-78
Physical Fitness	79
Racquet Sports	80-82
Soccer	83-85
Tee-Ball	86-88
Tumbling	89-91
Volleyball	92-94

Fourth

Basketball	95-97
Bowling	98-100
Dance	101-105
Football	106-108
Hockey	109-111
Jump Rope	112-114
Physical Fitness	115
Racquet Sports	116-118
Soccer	119-121
Tee-Ball	122-124
Track and Field	125-127
Tumbling	128-130
Volleyball	131-133

Fifth and Sixth

Basketball	134-136
Bowling	137-139
Dance	140-144
Football	145-147
Hockey	148-150
Jump Rope	151
Physical Fitness	152
Soccer	153-155
Softball	156-158

Fifth and Sixth (Continuation)

Tennis	159-161
Track and Field	162
Tumbling	163-164
Volleyball	165-167

Seventh and Eighth

Basketball	168-170
Bowling	171-173
Dance	174-178
Football	179-181
Hockey	182-184
Jump Rope	185
Physical Fitness	186
Soccer	187-189
Softball	190-192
Tennis	193-195
Track and Field	196
Tumbling	197-198
Volleyball	199-201

TASK CARDS

GRADE	ACTIVITY	PAGE
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Kindergarten

Ball Handling Skills	202-203
Cooperative Games	204-205
Hoops	206
Low Level Games	207-208
Physical Fitness	209
Relays	210-211
Scooters	212
Tumbling	213-214

First

Ball Handling Skills	215-216
Dance	217-220
Hoops	221
Jump Rope	222
Low Level Games	223-224
Physical Fitness	225
Relays	226-227
Tee-Ball	228-230

Second

Basketball	231-233
Bowling	234-236
Dance	237-240
Football	241-243
Jump Rope	244-246
Physical Fitness	247
Soccer	248-249
Tumbling	250-252
Volleyball	253-255

Third

Basketball	257-258
Bowling	259-261
Dance	262-265
Football	266-268
Hockey	269-270
Jump Rope	271-273
Physical Fitness	274
Racquet Sports	275-277
Soccer	278-280
Softball/Tee-Ball	281-283
Tee-Ball	284-286
Tumbling	287-289
Volleyball	290-292

Fourth

Basketball	293
Bowling	294-295
Dance	296-299
Football	300-302
Hockey	303-305
Jump Rope	306-308
Physical Fitness	309
Racquet Sports	310-312
Soccer	313-315
Softball/Tee-Ball	316-318
Track and Field	319-321
Tumbling	322-324
Volleyball	325-327

Fifth and Sixth

Basketball	328-330
Bowling	331-333
Dance	334-338
Football	339-341
Hockey	342-344
Jump Rope	345
Physical Fitness	346
Soccer	347-349
Softball	350-352
Tennis	353-355
Track and Field	356
Tumbling	357-359
Volleyball	360-362

Seventh and Eighth

Basketball	363-365
Bowling	366-368
Dance	369-373
Football	374-376
Hockey	377-379
Jump Rope	380
Physical Fitness	381

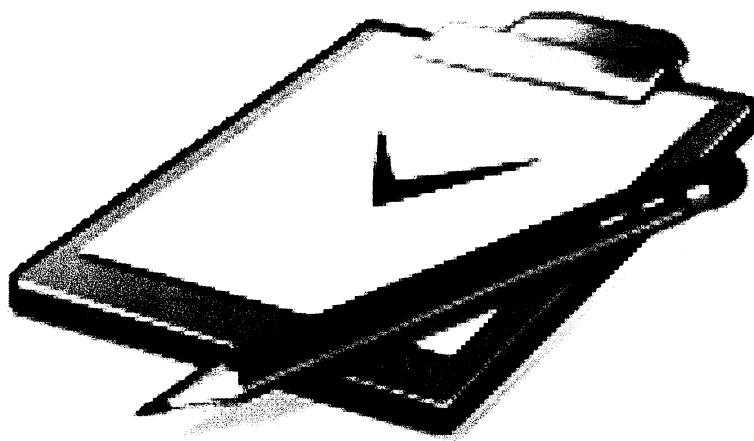
Seventh and Eighth (Continuation)

Soccer	382-384
Softball	385-386
Tennis	387-389
Track and Field	390
Tumbling	391-393
Volleyball	394-395
Appendix	396

Grades 6-8 Table of Contents
Task Cards and Rubrics

Activity	Appendix A - Section I Task Cards Pages	Appendix A - Section II Rubrics Pages
Aquatics/Swimming	1-4	36-39
Golf	5-7	40-42
International Dance	8-15	43
Lacrosse	16-19	44-47
Line Dancing	20-24	48-52
Power Walking	25-28	53-56
Rock/Wall Climbing	29	57
Ultimate Frisbee	30-31	58-59
Yoga	32-35	60-63

***Physical Education
Grades 6-8***



***Appendix A
Section I
Task Cards***

**Grades 6-8 Table of Contents
Task Cards and Rubrics**

Activity	Appendix A - Section I Task Cards Pages
Aquatics/Swimming	1-4
Golf	5-7
International Dance	8-15
Lacrosse	16-19
Line Dancing	20-24
Power Walking	25-28
Rock/Wall Climbing	29
Ultimate Frisbee	30-31
Yoga	32-35

Task Card – Aquatic Safety and Swimming

Basic Flotation

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Prone Float/Glide Student is able to prone glide across width of shallow end using flutter kicks	
2	Back Float/Glide Students is able to back glide with flutter kicks	
3	Leveling Students will be able to level off from a vertical position	
4	Water Entry Students will be able to jump into shallow end of pool from side of the pool	
5	Change of Direction Student will demonstrate the ability to change directions while switching from prone and supine float	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Aquatic Safety and Swimming

Basic Strokes

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Crawl Stroke Students will demonstrate the crawl with coordinating arms, legs, and breathing across width of pool 4x	
2	Back Crawl Stroke Students will demonstrate the back crawl with coordinating arms, legs, and breathing across width of pool 4x	
3	Underwater swimming Student will demonstrate the ability to swim across the width of pool underwater	
4	Breast Stroke Students will demonstrate the breast stroke with coordinating arms, legs, and breathing across width of pool 4x	
5	Elementary Back Stroke Students will demonstrate the elementary back stroke with coordinating arms, legs, and breathing across width of pool 4x	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Aquatic Safety and Swimming

Basic Aquatic Safety

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Personal Floatation Device Student will be able to throw personal floatation device to troubled swimmer and pull them to the side of the pool.	
2	Sheppard's Crook Students will be able to assist troubled swimmer using Sheppard's crook.	
3	Floatation Device Student will be able to decide out of 5 ordinary items which are possible floatation devices	
4	Rescue Breathing Students will demonstrate proper sequence in performing rescue breathing	
5	Survival Skills Student will demonstrate the proper way of drown proofing.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Aquatic Safety and Swimming

Basic Water Skills

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Water Entry Student is able to enter pool and walk across width of pool in shallow end	
2	Submerged Student is able to be submerged underwater to 5 sec.	
3	Controlled Breathing Student is able to bob up and down (submerging) across width of shallow end of pool	
4	Float Student is able to float horizontally	
5	Underwater item Student is able to retrieve item form bottom of shallow end of pool	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Golf

Chip

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt to chip a ball into a 5 foot circle while standing 6 feet away successfully 7 out of 10 times.	
2	Student will attempt to chip a ball into a 5 foot circle while standing 12 feet away successfully 7 out of 10 times.	
3		
4		
5		

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Golf

Drive

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt to drive a ball 20+ yards.	
2	Student will attempt to drive a ball 35+ yards.	
3	Student will attempt to drive a ball 50+ yards.	
4		
5		

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Golf

Putt

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt to putt the ball into the cup from 5 feet.	
2	Student will attempt to putt the ball into the cup from 10 feet.	
3	Student will attempt to putt the ball into the cup from 15 feet.	
4	Student will attempt to putt the ball into the cup from off the green.	
5		

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – International Dance

Bollywood Dance

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Limp Step Perform 2x in stationary position Perform 4x right back and 4x left forward	
2	Around the World Perform 2x as a whole going to the right and to the left Pause between each	
3	Crossover Turn 2x without arms 2x with arms	
4	Limp Step with Toe Touches 3x with 3 different arm movements	
5	Jump Steps 2x to right and left without arms 2x to right and left with arms	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – International Dance

Merengue

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Demonstrate proper holding posture, leg and feet position as an individual. As a leader and a follower	
2	Basic Step Lift your feet toe the beat of the music. Drag or shuffle feet Slightly	
3	Posture and Body Demonstrate proper holding posture, leg position, and feet position with partner As a leader and a follower	
4	Leader With partner perform steps as the leader for 1 minute	
5	Follower With partner perform steps as the follower for 1 minute	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – International Dance

Rhumba

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Posture and Body Alignment Demonstrate proper holding posture, leg and feet position as an individual. As a leader and a follower	
2	Basic Step 2/4 or 4/4 beat. Left foot 2 ft. to left. Follow with right. Step with left foot forward 2 ft. Follow with right foot. Step with left foot 2 ft. forward. Right foot 2 ft. forward and to the right 2 ft. left meets right. Step right foot back 2 ft. Bring left to meet right.	
3	Posture and Body Demonstrate proper holding posture, leg position, and feet position with partner As a leader and a follower	
4	Leader With partner perform steps as the leader for 1 minute	
5	Follower With partner perform steps as the follower for 1 minute	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – International Dance

Salsa

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Posture and Body Alignment Demonstrate proper posture, leg and feet position as an individual. As a leader and a follower	
2	Basic Step Mimic the rhythm of the drums with your feet. Take small steps to music, the faster the music the smaller the steps. Bend leg then straighten with every step you take.	
3	Posture and Body Demonstrate holding posture, leg position, and feet position with partner As a leader and a follower	
4	Leader With partner perform steps as the leader for 1 minute	
5	Follower With partner perform steps as the follower for 1 minute	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – International Dance

Mambo

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Posture and Body Alignment Demonstrate proper holding posture, leg and feet position as an individual. As a leader and a follower	
2	Basic Step Starting on second beat, Step back with right and complete steps through eight beat	
3	Posture and Body Demonstrate proper holding posture, leg position, and feet position with partner As a leader and a follower	
4	Leader With partner perform steps as the leader for 1 minute	
5	Follower With partner perform steps as the follower for 1 minute	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – International Dance

Cha-Cha

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Posture and Body Alignment Demonstrate proper holding posture, leg and feet position as an individual. As a leader and a follower	
2	Basic Step Step to the left and slightly backward with your left foot. Step forward with right. Bring left foot into your right and close feet together. Bring left foot into your right and close feet together. Step right and slightly forward with your right foot. Step forward with left foot, rocking up on your right heel. Step back with right foot. Step to the left with left foot and bring right foot in to close the step	
3	Posture and Body Demonstrate proper holding posture, leg position, and feet position with partner As a leader and a follower	
4	Leader With partner perform steps as the leader for 1 minute	
5	Follower With partner perform steps as the follower for 1 minute	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – International Dance

Tango

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Posture and Body Alignment Demonstrate proper holding posture, leg and feet position as an individual. As a leader and a follower	
2	Basic Step First beat walk slowly with left foot heel first then toes. Step forward with right foot passing left. Step forward with left foot sliding right foot quickly to the right side and shift weight to that foot. Bring left foot slowly to right foot. Shift weight to left foot and do a right forward rock step. Half turn clockwise shift weight to left foot. Right foot step forward to complete half turn. Feet together.	
3	Posture and Body Demonstrate proper holding posture, leg position, and feet position with partner As a leader and a follower	
4	Leader With partner perform steps as the leader for 1 minute	
5	Follower With partner perform steps as the follower for 1 minute	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – International Dance

Samba

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Posture and Body Alignment Demonstrate proper holding posture, leg and feet position as an individual. As a leader and a follower	
2	Basic Step Step back with right foot, quick bounce. Feet together. Step forward with left foot, quick bounce. Feet together. (bend knee slightly)Take step to right side, quick bounce. (Cuban step) Feet together. Left side quick bounce. Feet together. Move forward with left foot and turn slightly with right foot. Propel body around 100 degrees moving with left foot and guiding with right. Transition back to Cuban step.	
3	Posture and Body Demonstrate proper holding posture, leg position, and feet position with partner As a leader and a follower	
4	Leader With partner perform steps as the leader for 1 minute	
5	Follower With partner perform steps as the follower for 1 minute	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Lacrosse

Ground Pick-Ups

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt stationary pick ups without a ball 10 times using a scooping motion with a lacrosse stick	
2	Student will attempt stationary pick ups with a ball 10 times using a scooping motion with a lacrosse stick.	
3	Student will attempt going away pick ups without a ball 10 times.	
4	Student will attempt going away pick ups with a ball 10 times.	
5	Student will attempt going away pick ups with a ball against a defender 10 times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Lacrosse

Shooting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt an unobstructed shot on goal using their strong side, making 6 of 10 shots.	
2	Student will attempt an unobstructed shot on goal using their weak side, making 6 of 10 shots.	
3	Student will attempt a shot on goal using their strong side with a stationary obstruction, making 6 of 10 shots.	
4	Student will attempt a shot on goal using their weak side with a stationary obstruction, making 6 of 10 shots.	
5	Student will attempt a shot on goal with an active goalkeeper, making 6 or 10 shots.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Lacrosse

Cradling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt 1 handed cradling with stick vertically positioned while walking 5 feet forward 5 times.	
2	Student will attempt 1 handed cradling with a ball while stick is vertically positioned walking 5 feet forward 5 times.	
3	Student will attempt two handed cradling with stick vertically positioned, top hand swing and bottom hand across the body while walking 5 feet forward 5 times.	
4	Student will attempt two handed cradling with a ball while the stick is vertically positioned, top hand swing and bottom hand across the body while walking 5 feet forward 5 times.	
5	Student will attempt two handed cradling with a ball while the stick is vertically positioned, top hand swing and bottom hand across the body while running 5 feet forward 5 times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Lacrosse

Passing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt to pass the ball to a 5 foot wall target while standing 5 feet away successfully 7 out of 10 times.	
2	Student will attempt to pass the ball to a 5 foot wall target while standing 10 feet away successfully 6 out of 10 times.	
3	Student will attempt to pass the ball with dominant hand to a 5 foot wall target while standing 10 feet away successfully 7 out of 10 times.	
4	Student will attempt to pass the ball with non-dominant hand to a 5 foot wall target while standing 10 feet away successfully 6 out of 10 times.	
5	Student will attempt to pass the ball to a partner while walking 5 feet forward 5 times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Line Dancing

Mississippi Mudslide

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Combo's 1 & 2 Right foot stomp, Left foot stomp Cha-Cha with your right Cha-Cha with your left Repeat 2x	
2	Combo's 3 & 4 Turn to the left, move to the left Back up and jump Repeat 2x	
3	Complete Cycle Put steps together and complete cycle 4x through without music	
4	Put steps together with 2 other classmates and go through 4 complete cycles without music.	
5	Complete Cycle Put all steps together and go through cycle to music completing whole song	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Line Dancing

Electric Slide

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Grapevine Perform to music 8x	
2	Step, Dig Step forward with left foot dig Step backward with right foot dig Perform to music 8x	
3	Grapevine with Quarter Turn Perform to music 2 complete turns	
4	Electric Slide Perform the first segment of dance 4x	
5	Electric Slide Perform 2x completely through	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Line Dancing

Cha-Cha Slide

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Cha-Cha Left foot in place, move right foot forward, together, back, together	
2	Criss Cross Jump up in air and take your right foot over your left and land that way. Jump in the air and bring feet back to starting positions	
3	Reverse Jump in air and turn 180 degrees, land, repeat	
4	Charlie Brown & Slide Lean forward and shift weight from foot to foot while swinging arms forward and backward. Repeat Slide to right, slide to left	
5	Complete Cycle Put all steps together and go through cycle 4x to music	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Line Dancing

College Hustle

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Combo 1 Step right touch, touch left, in, out, in Step left touch, touch right, in, out, in Repeat 4x	
2	Combo 2 Side step right, touch left behind right foot, sidestep left, touch behind, sidestep right, kick left across right, turn step ¼ turn left, kick right forward Repeat	
3	Combo 3 Walk forward on right, left, and right, kick left, forward, walk back on left, right, left, touch right toe back	
4	Combo 4 Walk forward on right, left, right, kick left forward, walk back on left, right, left, touch right toe beside left	
5	Complete Cycle Put all steps together and go through cycle 4x to music	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Line Dancing

Alley Cat

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Toe Touches to the Side Right side 2x, switch, left side 2x Repeat	
2	Toe Touches to the Back Right side 2x, switch, left side 2x Repeat	
3	Raise the Knees Lift right knee up 2x, switch, lift left knee up 2x Repeat	
4	Raise the Knees and Turn Raise right knee, down, switch, raise left knee, down. Clap hands together, hold, turn right, and hold	
5	Complete Cycle Put all steps together and go through cycle 8x to music	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Power Walking

Foot Placement

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Students will attempt to keep one foot in constant contact with the ground.	
2	Students will attempt not to over-stride.	
3	Students will attempt to land on their heel, ankle flexed within their range of motion.	
4		
5		

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Power Walking

Torso Positions

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Students will attempt to maintain a straight and relaxed stance while power walking.	
2	Students will attempt to keep their abdominals firm while power walking.	
3	Students will attempt to keep their shoulders relaxed while power walking.	
4		
5		

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Power Walking

Arm Positions

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt to keep their arms bent at a 85-90 degrees while power walking.	
2	Student will attempt to swing arms loosely and vigorously while power walking.	
3	Student will attempt to keep their hands close to the body while power walking.	
4	Students will attempt to have relaxed hands and loosely clenched fists while power walking.	
5		

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Power Walking

Posture

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt to keep their head level and spine aligned.	
2	Student will attempt to keep their eyes approximately 20 yards ahead.	
3	Students will attempt to keep a relaxed neck and jaw.	
4		
5		

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Rock Climbing

Climbing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Low Climb Wall	
2	Swinging Log	
3	Nitro Crossing	
4	Transverse Walk	
5	Trust Fall	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Ultimate Frisbee

Throwing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt to throw the Frisbee to a 5 foot wall target while standing 10 feet away successfully 7 out of 10 times.	
2	Student will attempt to throw the Frisbee to a 5 foot wall target while standing 15 feet away successfully 7 out of 10 times.	
3	Student will attempt to throw the Frisbee with dominant hand to a 5 foot wall target while standing 10 feet away successfully 7 out of 10 times.	
4	Student will attempt to throw the Frisbee with non-dominant hand to a 5 foot wall target while standing 10 feet away successfully 7 out of 10 times.	
5	Student will attempt to pass the Frisbee to a partner while standing 10 feet away successfully 5 times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Ultimate Frisbee

Catching

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt to catch the Frisbee using the pancake/sandwich technique from a partner while standing 5 feet away successfully 7 out of 10 times.	
2	Student will attempt to catch the Frisbee using the pancake/sandwich technique from a partner while standing 10 feet away successfully 7 out of 10 times.	
3	Student will attempt to catch the Frisbee using one hand from a partner while standing 5 feet away successfully 7 out of 10 times.	
4	Student will attempt to catch the Frisbee using one hand from a partner while standing 10 feet away successfully 7 out of 10 times.	
5	Student will attempt to catch the Frisbee, while being defended, using any method from a partner successfully 5 times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Yoga

Shoulder Stand Cycle

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt the Shoulder Stand	
2	Student will attempt the Bridge	
3	Student will attempt the Plow	
4	Student will attempt the Fish	
5	Student will attempt the Corpse Pose	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Yoga

Lying Down Poses

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt the Single Leg Lift	
2	Student will attempt the Double Leg Lift	
3		
4		
5		

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Yoga

Start-Up Exercises

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt the Sun Salutation Pose	
2	Student will attempt the Forward Lunge	
3	Student will attempt the Leg Back	
4	Student will attempt the Push Up Pose	
5	Student will attempt the Inverted V	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Task Card – Yoga

Head Stand Sequence

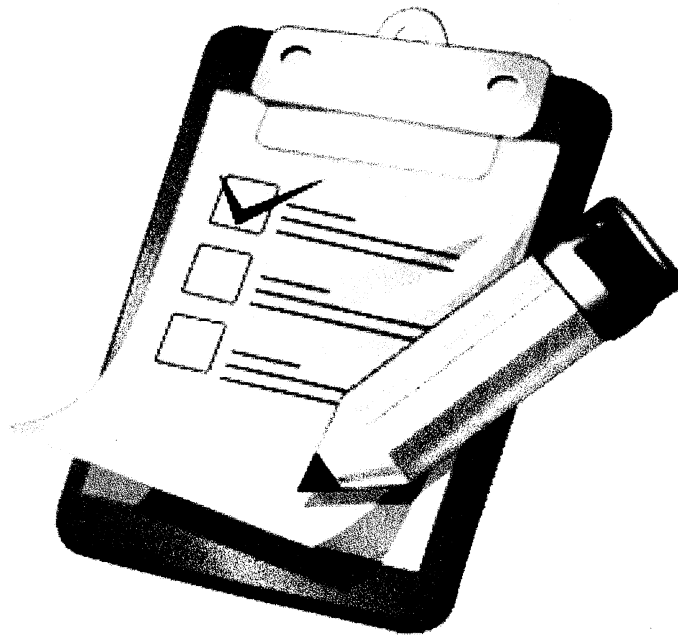
Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions

STATION	TASK	ACHIEVED?
1	Student will attempt the Child Pose	
2	Student will attempt the Dolphin Pose	
3	Student will attempt the Headstand	
4	Student will attempt the Coming out of Headstand	
5		

Task card scoring, students and/or teachers will check off if the skill was achieved at each station

Insert

***Physical Education
Grades 6-8***



***Appendix A
Section II
Rubrics***

**Grades 6-8 Table of Contents
Task Cards and Rubrics**

Activity	Appendix A - Section II Rubrics Pages
Aquatics/Swimming	36-39
Golf	40-42
International Dance	43
Lacrosse	44-47
Line Dancing	48-52
Power Walking	53-56
Rock/Wall Climbing	57
Ultimate Frisbee	58-59
Yoga	60-63

Aquatics/ Swimming Rubric Assessment Tool

Skill:
Basic Water Skills

4	The student is able to enter at the shallow end and walk across width of pool without hesitation and <u>consistently</u>
3	The student is able to enter pool and walk across width of pool without making <u>major errors</u> <ul style="list-style-type: none"> - not stopping - with confidence - following pool rules
2	The students makes <u>significant</u> errors but still accomplishes a rough entry in the water <ul style="list-style-type: none"> - holds onto side - stops constantly - not remembering pool rules
1	The student makes <u>many errors</u> while entering water but does not walk across
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
- 3= Good**
- 2= Needs Improvement**
- 1= Unacceptable**
- 0= Try Again**

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Aquatics/ Swimming Rubric Assessment Tool

Skill:
Flotation

4	The student is able to demonstrate and maintain position of prone, horizontal, diagonal, vertical, and jellyfish position <u>without hesitation and consistently</u>
3	The student is able to demonstrate and maintain position of prone, horizontal, diagonal, vertical, and jellyfish position without making <u>major errors</u> <ul style="list-style-type: none"> - with confidence - following pool rules - proper body alignment - maintaining buoyancy
2	The students makes <u>significant</u> errors but still accomplishes a rough demonstration of prone, horizontal, diagonal, vertical, and jellyfish position <ul style="list-style-type: none"> - not relaxing - head not in water - body alignment - not remembering pool rules
1	The student makes <u>many errors</u> while demonstrating prone, horizontal, diagonal, vertical, and jellyfish position
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Aquatics/ Swimming Rubric Assessment Tool

Skill:
Aquatic Safety

4	The student is able to demonstrate proper steps and sequence in the process of assisting a troubled swimmer from a land/water rescue with PFD with <u>consistency.</u>
3	The student is able to demonstrate proper steps and sequence in the process of assisting a troubled swimmer from a land/water rescue with PFD without making <u>major errors</u> <ul style="list-style-type: none"> - steps are in order - use of proper PFD - confidence - shows leadership skills
2	The students makes <u>significant</u> errors but still accomplishes a rough demonstration of proper steps and sequence in the process of assisting a troubled swimmer from a land/water rescue with PFD <ul style="list-style-type: none"> - not remembering pool rules - steps not in sequence - lack of confidence - wrong choice of PFD
1	The student makes <u>many errors</u> in demonstrating proper steps and sequence in the process of assisting a troubled swimmer from a land/water rescue with PFD
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Aquatics/ Swimming Rubric Assessment Tool

Skill:
Basic Strokes

4	The student is able to demonstrate proper arm, leg, breathing coordination with proper body alignment <u>with consistently.</u> For two lengths of the pool
3	The student is able to demonstrate proper arm, leg, breathing coordination with proper body alignment without making <u>major errors</u> For two lengths of the pool <ul style="list-style-type: none"> - following pool rules - proper body alignment - stroke is flowing
2	The students makes <u>significant</u> errors but still accomplishes a rough demonstration of proper arm, leg, breathing coordination and body alignment <ul style="list-style-type: none"> - not relaxing - lack of coordination - head not in water - body alignment - not remembering pool rules - flutter kick is not in rhythm
1	The student makes <u>many errors</u> in demonstrating proper arm, leg, breathing coordination and body alignment
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Golf Rubric Assessment Tool

**Skill:
Chip**

4	The student can perform the skill of chipping important to the game of golf without any major errors and <u>consistently</u> . Student controls the ball and understands key factors to performing the task.
3	The student can perform the skill of chipping sometimes without making <u>major errors</u> : <ul style="list-style-type: none"> - proper placement of hands - body in correct position - executes skill - executes desired skill
2	The student makes <u>significant</u> errors when performing the skill of chipping but still accomplishes a rough performance of the skill.
1	The student makes <u>many errors</u> in performing the skill of chipping, does not control the ball.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
- 3= Good**
- 2= Needs Improvement**
- 1= Unacceptable**
- 0= Try Again**

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Golf Rubric Assessment Tool

Skill:
Driving

4	The student can perform the skill of driving important to the game of golf without any major errors and <u>consistently</u> . Student controls the ball and understands key factors to performing the task.
3	The student can perform the skill of driving sometimes without making <u>major errors</u> : <ul style="list-style-type: none">- proper placement of hands- body in correct position- executes skill- executes desired skill
2	The student makes <u>significant</u> errors when performing the skill of driving but still accomplishes a rough performance of the skill.
1	The student makes <u>many errors</u> in performing the skill of driving, does not control the ball.
0	No judgment, <u>no progress, TRY AGAIN!</u>

4= Excellent
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Golf Rubric Assessment Tool

Skill:
Putt

4	The student can perform the skill of putting important to the game of golf without any major errors and <u>consistently</u> . Student controls the ball and understands key factors to performing the task.
3	The student can perform the skill of putting sometimes without making <u>major errors</u> : <ul style="list-style-type: none">- proper placement of hands- body in correct position- executes skill- executes desired skill
2	The student makes <u>significant</u> errors when performing the skill of putting but still accomplishes a rough performance of the skill.
1	The student makes <u>many errors</u> in performing the skill of putting, does not control the ball.
0	No judgment, <u>no progress, TRY AGAIN!</u>

4= Excellent
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

International Dance Rubric Assessment Tool

Skill:
Basic Movement

4	The student is able to perform movements as a part of the dance with/without a partner correctly, <u>consistently</u> and rhythmically. Student is able to be the leader and follower. Student understands rhythm and dancing with a partner.
3	The student is able to perform movements as a part of the dance with/without a partner without making <u>major errors</u> : <ul style="list-style-type: none"> - movements have flow - movements are mirroring partner - performs steps correctly - performs to the tempo of the music - understands posture and body alignment
2	The student makes <u>significant</u> errors but still accomplishes a rough performance of the dance.
1	The student makes <u>many errors</u> while performing the dance.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Lacrosse Rubric Assessment Tool

Skill:

Ground Ball Pick Ups

4	The student can perform the skill of ground ball pick ups important to the game of lacrosse without any major errors and <u>consistently</u> . Student controls the ball and understands key factors to performing the task.
3	The student can perform the skill of ground ball pick ups sometimes without making <u>major errors</u> : <ul style="list-style-type: none">- proper placement of hands- body in correct position- executes skill- executes desired skill depending on the position of the ball
2	The student makes <u>significant</u> errors when performing the skill of ground ball pick ups but still accomplishes a rough performance of the skill.
1	The student makes <u>many errors</u> in performing the skill of ground ball pick ups, does not control the ball.
0	No judgment, <u>no progress, TRY AGAIN!</u>

4= Excellent

3= Good

2= Needs Improvement

1= Unacceptable

0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Lacrosse Rubric Assessment Tool

**Skill:
Shooting**

4	The student can perform the skill shooting important to the game of lacrosse without any major errors and <u>consistently</u> . Student controls the ball and understands key factors to performing the task.
3	The student can perform the skill of shooting sometimes without making <u>major errors</u> : <ul style="list-style-type: none"> - proper placement of hands - body in correct position - executes skill - executes desired skill depending on the position of the ball
2	The student makes <u>significant</u> errors when performing the skill of shooting but still accomplishes a rough performance of the skill.
1	The student makes <u>many errors</u> in performing the skill of shooting, does not control or redirect the ball.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
- 3= Good**
- 2= Needs Improvement**
- 1= Unacceptable**
- 0= Try Again**

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Lacrosse Rubric Assessment Tool

**Skill:
Cradling**

4	The student can perform the skill of cradling important to the game of lacrosse without any major errors and <u>consistently</u> . Student controls the ball and understands key factors to performing the task.
3	The student can perform the skill of cradling sometimes without making <u>major errors</u> : <ul style="list-style-type: none"> - proper placement of hands - body in correct position - executes skill - executes desired skill depending on the position of the ball
2	The student makes <u>significant</u> errors when performing the skill of cradling but still accomplishes a rough performance of the skill.
1	The student makes <u>many errors</u> in performing the skill of cradling, does not control or redirect the ball.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
- 3= Good**
- 2= Needs Improvement**
- 1= Unacceptable**
- 0= Try Again**

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Lacrosse Rubric Assessment Tool

Skill: Passing

4	The student can perform the skill of passing important to the game of lacrosse without any major errors and <u>consistently</u> . Student controls the ball and understands key factors to performing the task.
3	The student can perform the skill of passing sometimes without making <u>major errors</u> : <ul style="list-style-type: none">- proper placement of hands- body in correct position- executes skill- executes desired skill depending on the position of the ball
2	The student makes <u>significant</u> errors when performing the skill of passing but still accomplishes a rough performance of the skill.
1	The student makes <u>many errors</u> in performing the skill of passing, does not control or redirect the ball.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Line Dancing Rubric Assessment Tool

Skill:

Mississippi Mudslide

4	The student is able to complete dance cycle to the complete music piece and is able to coordinate the footwork and flow <u>consistently</u> .
3	The student is able to complete dance cycle without making <u>major errors</u> : <ul style="list-style-type: none">- movements contain timing- is able to feel the rhythm- is able to move to the tempo of the music
2	The student makes <u>significant</u> errors but still accomplishes a rough performance of the Mississippi Mudslide.
1	The student makes <u>many errors</u> in performing the Mississippi Mudslide.
0	No judgment, <u>no progress, TRY AGAIN!</u>

4= Excellent

3= Good

2= Needs Improvement

1= Unacceptable

0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Line Dancing Rubric Assessment Tool

Skill:
Electric Slide

4	The student is able to complete dance cycle to the complete music piece and is able to coordinate the footwork and flow <u>consistently</u> .
3	The student is able to complete dance cycle without making <u>major errors</u> : <ul style="list-style-type: none">- movements contain timing- is able to feel the rhythm- is able to move to the tempo of the music
2	The student makes <u>significant</u> errors but still accomplishes a rough performance of the Electric Slide.
1	The student makes <u>many errors</u> in performing the Electric Slide.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent
- 3= Good
- 2= Needs Improvement
- 1= Unacceptable
- 0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Line Dancing Rubric Assessment Tool

Skill:

Cha-Cha Slide

4	The student is able to complete dance cycle to the complete music piece and is able to coordinate the footwork and flow <u>consistently</u> .
3	The student is able to complete dance cycle without making <u>major errors</u> : <ul style="list-style-type: none">- movements contain timing- is able to feel the rhythm- is able to move to the tempo of the music
2	The student makes <u>significant</u> errors but still accomplishes a rough performance of the Cha-Cha Slide.
1	The student makes <u>many errors</u> in performing the Cha-Cha Slide.
0	No judgment, <u>no progress, TRY AGAIN!</u>

4= Excellent

3= Good

2= Needs Improvement

1= Unacceptable

0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Line Dancing Rubric Assessment Tool

Skill:
College Hustle

4	The student is able to complete dance cycle to the complete music piece and is able to coordinate the footwork and flow <u>consistently</u> .
3	The student is able to complete dance cycle without making <u>major errors</u> : <ul style="list-style-type: none">- movements contain timing- is able to feel the rhythm- is able to move to the tempo of the music
2	The student makes <u>significant</u> errors but still accomplishes a rough performance of the College Hustle.
1	The student makes <u>many errors</u> in performing the College Hustle.
0	No judgment, <u>no progress, TRY AGAIN!</u>

4= Excellent
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Line Dancing Rubric Assessment Tool

Skill:
Alley Cat

4	The student is able to complete dance cycle to the complete music piece and is able to coordinate the footwork and flow <u>consistently</u> .
3	The student is able to complete dance cycle without making <u>major errors</u> : <ul style="list-style-type: none">- movements contain timing- is able to feel the rhythm- is able to move to the tempo of the music
2	The student makes <u>significant</u> errors but still accomplishes a rough performance of the Alley Cat.
1	The student makes <u>many errors</u> in performing the Alley Cat.
0	No judgment, <u>no progress, TRY AGAIN!</u>

4= Excellent
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Power Walking Rubric Assessment Tool

Skill:
Foot Placement

4	The student can display proper foot placement important to power walking without any major errors and <u>consistently</u> . Student controls the body and understands key factors to performing the task.
3	The student can display proper foot placement sometimes without making <u>major errors</u> : <ul style="list-style-type: none"> - proper placement of hands - body in correct position - executes skill - executes desired skill depending on conditions of the course
2	The student makes <u>significant</u> errors when displaying proper foot placement but still accomplishes a rough performance of the skill, does not have the ability to correct form.
1	The student makes <u>many errors</u> in performing the skill, does not correct form.
0	No judgment, <u>no progress, TRY AGAIN!</u>

4= Excellent
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Power Walking Rubric Assessment Tool

Skill:
Torso Positioning

4	The student can display proper torso positioning important to power walking without any major errors and <u>consistently</u> . Student controls the body and understands key factors to performing the task.
3	The student can display proper torso positioning sometimes without making <u>major errors</u> : <ul style="list-style-type: none"> - proper placement of hands - body in correct position - executes skill - executes desired skill depending on conditions of the course
2	The student makes <u>significant</u> errors when displaying proper torso positioning but still accomplishes a rough performance of the skill, does not have the ability to correct form.
1	The student makes <u>many errors</u> in performing the skill, does not correct form.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
- 3= Good**
- 2= Needs Improvement**
- 1= Unacceptable**
- 0= Try Again**

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Power Walking Rubric Assessment Tool

Skill:
Arm Positioning

4	The student can display proper arm positioning important to power walking without any major errors and <u>consistently</u> . Student controls the body and understands key factors to performing the task.
3	The student can display proper arm positioning sometimes without making <u>major errors</u> : <ul style="list-style-type: none"> - proper placement of hands - body in correct position - executes skill - executes desired skill depending on conditions of the course
2	The student makes <u>significant</u> errors when displaying proper arm positioning but still accomplishes a rough performance of the skill, does not have the ability to correct form.
1	The student makes <u>many errors</u> in performing the skill, does not correct form.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Power Walking Rubric Assessment Tool

Skill:
Posture

4	The student can display proper head and neck posture important to power walking without any major errors and <u>consistently</u> . Student controls the body and understands key factors to performing the task.
3	The student can display proper head and neck posture sometimes without making <u>major errors</u> : <ul style="list-style-type: none"> - proper placement of hands - body in correct position - executes skill - executes desired skill depending on conditions of the course
2	The student makes <u>significant</u> errors when displaying proper head and neck posture but still accomplishes a rough performance of the skill, does not have the ability to correct form.
1	The student makes <u>many errors</u> in performing the skill, does not correct form.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
- 3= Good**
- 2= Needs Improvement**
- 1= Unacceptable**
- 0= Try Again**

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rock Wall Climbing Rubric Assessment Tool

**Skill:
Climbing**

4	The student can perform the skill of climbing with proper commands, follows directions of the belay team, climbs the equipment, and descends properly important to rock wall climbing without any major errors, <u>consistently</u> and quickly. Student understands key factors to performing the task.
3	The student can perform the climb without making <u>major errors</u> : <ul style="list-style-type: none"> - follows the commands of climbing - follows the directions of the belay team - climbs equipment properly - descends equipment properly
2	The student makes <u>significant</u> errors when performing the climb but still accomplishes a rough performance of the skill; does not climb following the correct procedure.
1	The student makes <u>many errors</u> in identifying equipment and demonstrating the use of the equipment but still accomplishes a rough performance of the skill; does not climb following the correct procedure.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
- 3= Good**
- 2= Needs Improvement**
- 1= Unacceptable**
- 0= Try Again**

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Ultimate Frisbee Rubric Assessment Tool

Skill:
Throwing

4	The student can perform the skill of throwing a Frisbee important to the game of Ultimate Frisbee without any major errors and <u>consistently</u> . Student is able to control the Frisbee and understand the key factors in performing the task.
3	The student can perform the throw sometimes without making <u>major errors</u> : <ul style="list-style-type: none"> - proper placement of hands - body in correct position - executes skill - executes desired skill depending on the position of the Frisbee
2	The student makes <u>significant</u> errors when performing the throw but still accomplishes a rough performance of the skill; does not have the ability to control or redirect the path of the Frisbee.
1	The student makes <u>many errors</u> in performing the skill; does not have the ability to control or redirect the path of the Frisbee.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent
- 3= Good
- 2= Needs Improvement
- 1= Unacceptable
- 0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Ultimate Frisbee Rubric Assessment Tool

Skill:
Catching

4	The student can perform the skill of catching a Frisbee important to the game of Ultimate Frisbee without any major errors and <u>consistently</u> . Student is able to control the Frisbee and understand the key factors in performing the task.
3	The student can perform the catch sometimes without making <u>major errors:</u> <ul style="list-style-type: none"> - proper placement of hands - body in correct position - executes skill - executes desired skill depending on the position of the Frisbee
2	The student makes <u>significant</u> errors when performing the catch but still accomplishes a rough performance of the skill; does not have the ability to control or redirect the path of the Frisbee.
1	The student makes <u>many errors</u> in performing the skill; does not have the ability to control the Frisbee.
0	No judgment, <u>no progress, TRY AGAIN!</u>

4= Excellent
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Yoga Rubric Assessment Tool

Skill:
Shoulder Stand Cycle

4	The student can perform the shoulder stand cycle poses important to the activity of yoga without any major errors and <u>consistently</u> . Student is able to understand the key factors in performing the task.
3	The student can perform the shoulder stand cycle poses sometimes without making <u>major errors</u> : <ul style="list-style-type: none"> - proper placement of hands - body in correct position - executes poses - breathing technique
2	The student makes <u>significant</u> errors when performing the shoulder stand cycle poses but still accomplishes a rough performance of the task; does not have the ability to make corrections.
1	The student makes <u>many errors</u> performing the shoulder stand cycle poses; does not have the ability to make corrections.
0	No judgment, <u>no progress, TRY AGAIN!</u>

4= Excellent
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Yoga Rubric Assessment Tool

Skill:
Lying Down Poses

4	The student can perform the lying down poses important to the activity of yoga without any major errors and <u>consistently</u> . Student is able to understand the key factors in performing the task.
3	The student can perform the lying down poses sometimes without making <u>major errors</u> : <ul style="list-style-type: none"> - proper placement of hands - body in correct position - executes poses - breathing technique
2	The student makes <u>significant</u> errors when performing the lying down poses but still accomplishes a rough performance of the task; does not have the ability to make corrections.
1	The student makes <u>many errors</u> performing the lying down poses; does not have the ability to make corrections.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Yoga Rubric Assessment Tool

Skill:
Start Up Exercises

4	The student can perform the start up exercises important to the activity of yoga without any major errors and <u>consistently</u> . Student is able to understand the key factors in performing the task.
3	The student can perform the start up exercises sometimes without making <u>major errors</u> : <ul style="list-style-type: none"> - proper placement of hands - body in correct position - executes poses - breathing technique
2	The student makes <u>significant</u> errors when performing the start up exercises but still accomplishes a rough performance of the task; does not have the ability to make corrections.
1	The student makes <u>many errors</u> performing the start up exercises; does not have the ability to make corrections.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
- 3= Good**
- 2= Needs Improvement**
- 1= Unacceptable**
- 0= Try Again**

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Yoga Rubric Assessment Tool

Skill:
Head Stand Sequence

4	The student can perform the head stand sequence important to the activity of yoga without any major errors and <u>consistently</u> . Student is able to understand the key factors in performing the task.
3	The student can perform the head stand sequence exercises sometimes without making <u>major errors</u> : <ul style="list-style-type: none"> - proper placement of hands - body in correct position - executes poses - breathing technique
2	The student makes <u>significant</u> errors when performing the head stand sequence exercises but still accomplishes a rough performance of the task; does not have the ability to make corrections.
1	The student makes <u>many errors</u> performing the head stand sequence exercises; does not have the ability to make corrections.
0	No judgment, <u>no progress, TRY AGAIN!</u>

- 4= Excellent**
3= Good
2= Needs Improvement
1= Unacceptable
0= Try Again

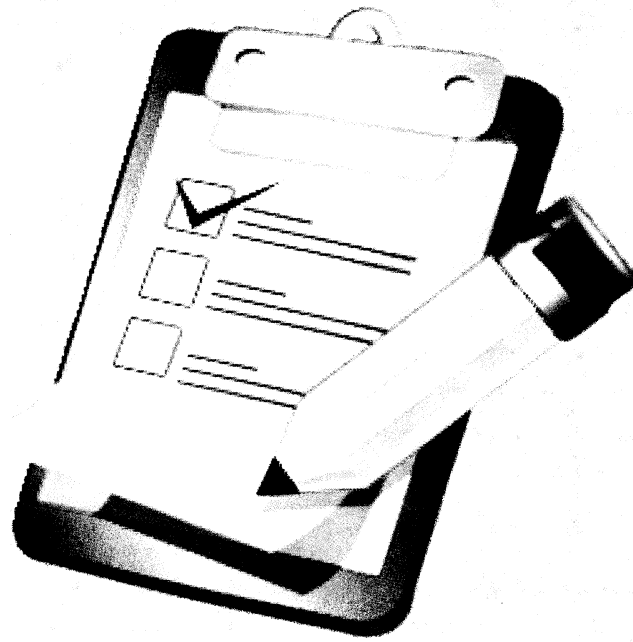
Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Insert

Physical Education

Grades K-8



Rubrics

Table of Contents

RUBRICS

GRADE	ACTIVITY	PAGE
<hr/> Kindergarten <hr/>		
	Ball Handling Skills	1
	Cooperative Games	2-3
	Hoops	4
	Low Level Games	5-6
	Physical Fitness	7
	Relays	8
	Scoters	9
	Tumbling	10-11
<hr/> First <hr/>		
	Ball Handling Skills	12-16
	Dance	17-21
	Hoops	22
	Jump Rope	23
	Low Level Games	24-25
	Physical Fitness	26
	Relays	27
	Tee-Ball	28-29
	Tumbling	30-31
<hr/> Second <hr/>		
	Basketball	32-34
	Bowling	35-37
	Dance	38-42
	Football	43-45
	Jump Rope	46-48
	Physical Fitness	49
	Soccer	50-52
	Tumbling	53-55
	Volleyball	56-58

Third

Basketball	59-61
Bowling	62-64
Dance	65-69
Football	70-71
Hockey	72-75
Jump Rope	76-78
Physical Fitness	79
Racquet Sports	80-82
Soccer	83-85
Tee-Ball	86-88
Tumbling	89-91
Volleyball	92-94

Fourth

Basketball	95-97
Bowling	98-100
Dance	101-105
Football	106-108
Hockey	109-111
Jump Rope	112-114
Physical Fitness	115
Racquet Sports	116-118
Soccer	119-121
Tee-Ball	122-124
Track and Field	125-127
Tumbling	128-130
Volleyball	131-133

Fifth and Sixth

Basketball	134-136
Bowling	137-139
Dance	140-144
Football	145-147
Hockey	148-150
Jump Rope	151
Physical Fitness	152
Soccer	153-155
Softball	156-158

Fifth and Sixth (Continuation)

Tennis	159-161
Track and Field	162
Tumbling	163-164
Volleyball	165-167

Seventh and Eighth

Basketball	168-170
Bowling	171-173
Dance	174-178
Football	179-181
Hockey	182-184
Jump Rope	185
Physical Fitness	186
Soccer	187-189
Softball	190-192
Tennis	193-195
Track and Field	196
Tumbling	197-198
Volleyball	199-201

Rubric Assessment Tool - Ball Handling Skills

Grade-Kindergarten Eye – Foot Coordination Ball Handling

4	The student is consistently able to kick a ball in a smooth fluid movement and with accuracy and direction, in eight of ten tries.
3	The student is sometimes able to kick a ball with some fluid movement and some accuracy, in eight of ten tries.
2	The student makes significant errors , is able to kick a ball with some fluid motion and little accuracy, in eight of ten tries.
1	The student makes many errors , is able to kick a ball with little fluid motion and there is no consistent use of a lead foot.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Cooperative Games

Grade-Kindergarten Stations – Following Directions

4	The student is consistently able to successfully participate in all of the stations.
3	The student is sometimes able to participate well in activities, completes four of five stations with minimal difficulties.
2	The student participates selectively in some stations, makes significant errors ; does not participate fully.
1	The student participates with little effort, is uncooperative in many stations and makes many errors .
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Cooperative Games

Grade-Kindergarten Parachute

4	The student is able to effectively hold and move the parachute as directed consistently , with thumbs tucked under, in four of five tries.
3	The student is able to hold and move the parachute sometimes as directed, with verbal prompting; often holds with thumbs tucked under, in four of five tries.
2	The student makes significant errors holding and moving the parachute; sometimes lets go, inconsistently holds with thumbs tucked under in four of five tries.
1	The student makes many errors holding and moving the parachute, often lets go; consistently places thumbs on top of the parachute.
0	No judgment, no progress , <u>TRY AGAIN</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria

Rubric Assessment Tool - Hoops

Grade-Kindergarten Hoops

4	The student is consistently able to successfully manipulate the hoops in eight of ten tries.
3	The student sometimes has difficulty manipulating the hoops in eight of ten tries; may drop or lose control.
2	The student often has difficulty and makes significant errors manipulating the hoops in eight of ten tries, often drops or loses control.
1	The student often has difficulty and makes many errors manipulating the hoops in eight of ten tries; often drops or loses control, shows signs of frustration at inability.
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Low Level Games

Grade-Kindergarten-Safety Practices (games)

4	The student exhibits safety practices consistently during physical activity; exhibits an understanding of self and general space while active, in four of five tries.
3	The student sometimes exhibits safety practices during physical activity; often exhibits an understanding of self and general space while active, in four of five tries.
2	The student exhibits significant errors in safety practices with an awareness of self and general space while active, in four of five tries.
1	The student has many errors in practicing safety practices with little regard to self and general space in four of five tries.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Low Level Games

Grade-Kindergarten Games

The students will be able to demonstrate developmentally appropriate motor skills:

4	The student is able to consistently participate actively during games, exhibits teamwork and follows the rules of the game, with verbal prompting only, in four of five tries.
3	The student is sometimes able to participate actively, has some difficulty following rules; sometimes relies on watching others, in four of five tries.
2	The student is able to participate; makes significant errors and has some trepidation and often needs repeated demonstration in four of five tries.
1	The student is active, making many errors , with no regard to rules or sportsmanship.
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Physical Fitness

Grade- Kindergarten-Eight Fitness

4	The student is consistently able to successfully participate in all of the stations.
3	The student is sometimes able to participate well in activities, completes four of five stations with minimal difficulties.
2	The student participates selectively in some stations, makes significant errors ; does not participate fully.
1	The student participates with little effort, is uncooperative in many stations and makes many errors .
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Relays

Grade-Kindergarten Relays

4	The student is consistently able to follow directions for the relay and quietly waits his/her turn with no verbal prompting needed.
3	The student is sometimes able to follow directions with verbal prompts and waits his/ her turn with some verbal reminders.
2	The student is able to complete the relay with significant errors and requires some verbal prompting to wait his/ her turn.
1	The student completes the relay with many errors and continual prompting to complete the relay and wait his/her turn.
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Scooters

Grade-Kindergarten Scooters

4	The student is consistently able to successfully move on the scooter with fluid motion and change direction when necessary with no verbal prompting necessary in four of five tries.
3	The student is sometimes able to change direction while on the scooter, on cue or when necessary while propelling the scooter in four of five tries.
2	The student makes significant errors while on the scooter, has some difficulty changing direction or method of movement (knees, stomach, etc.), moves with stiff motion; occasionally slips off, in four of five tries.
1	The student makes many errors on the scooter, often has difficulty propelling/ changing direction while on the scooter, slips off frequently, in four of five tries.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade-Kindergarten Tumbling Forward Roll

4	The student, while performing the forward roll consistently has; chin tucked with smooth weight transfer, body in tight, tucked position, and no hesitation of forward momentum.
3	The student, while performing the forward roll sometimes has; chin tucked, hesitation of weight transfer, body tucked, minimal hesitation in movement.
2	The student, while performing the forward roll, makes significant errors , chin tucked, limited body tuck, minimal weight transfer, rigid, stiff momentum roll to the side.
1	The student, while performing the forward roll, makes many errors , no chin tuck, limited body tuck, weight transferred to the top of the head, back generally straight.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade-Kindergarten Tumbling-Pencil Roll

4	The student is able to consistently roll in a rigid position with hands and toes pointed, rolls smoothly with correct form.
3	The student is sometimes able to roll in a rigid position, rolls smoothly, toes pointed, hands tucked into chest.
2	The student makes significant errors in rolling, is able to roll in a semi-rigid position; rolls with hands tucked into chest.
1	The student makes many errors in rolling; rolls off the mat at an angle, legs and/or arms held in open position.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Insert

Rubric Assessment Tool - Ball Handling Skills

Grade-One Eye - Hand Coordination Ball Handling - Catching

4	The student is consistently able to catch when tracking the ball using only the hands, with relaxed fingers, ten tries in a row.
3	The student is sometimes able to catch when tracking the ball using the hands and brings the ball into the body, ten tries in a row.
2	The student makes significant errors when catching, is able to catch the ball into the body using hands and cradles ball into the body, in eight of ten tries.
1	The student makes many errors when catching, is able to catch the ball primarily using the arms, pulling the ball into the midsection.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Ball Handling Skills

Grade-One Ball Handling Dribbling

4	The student is consistently able to dribble the ball (fluid motion) with control using the finger tips and wrist flexion, with the ball bouncing between hip and knee level ten times in a row.
3	The student is sometimes able to dribble the ball with control, using the palm and fingertips, with the ball bouncing at varying heights ten times in a row.
2	The student makes significant errors when dribbling, is able to dribble the ball with inconsistent control, often using the palm with inconsistent height of ball bounce, in five of ten tries.
1	The student makes many errors when dribbling, is able to dribble with little control using primarily a slapping motion (may dribble on own foot) in five of ten tries.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Ball Handling Skills

Grade-One Eye-Hand Coordination Ball Handling

4	The student is consistently able to demonstrate with confidence and accuracy and steps with the opposite foot, five times in a row successfully.
3	The student is sometimes able to throw, steps with opposite foot and uses follow through four times in a row successfully.
2	The student makes significant errors in throwing, steps with opposite foot with limited follow through three times in a row successfully.
1	The student makes many errors in throwing, steps with same foot and does not exhibit any follow through.
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Ball Handling Skills

Grade-One- Eye-Foot Coordination Ball Handling

4	The student is consistently able to track the ball to the foot and rests foot atop the ball to stop the momentum, in four of five tries.
3	The student is sometimes able to track the ball to the foot and receives ball with 'give' as it approaches, in four of five tries.
2	The student makes significant errors ; is able to track the ball and allows the ball to roll onto foot, in four of five tries.
1	The student makes many errors , appears to track the ball; no contact is made between the foot and the ball.
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Ball Handling Skills

Grade-One Eye-Foot Coordination Dribbling

4	The student is consistently able to dribble and slowly jog around stationary objects while using the insides of each foot, in fluid motion.
3	The student is sometimes able to dribble and slowly jog around stationary objects in fluid motion while using the inside of one foot a majority of the time.
2	The student makes significant errors , is able to dribble and slowly jog around stationary objects generally using the toe, with some fluid movement.
1	The student makes many errors , attempts to dribble and jogs with stiff erratic movements using only the toe.
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- One-Four Basics

4	The student can perform basic movements to music correctly, consistently and rhythmically. Student understands and can utilize concepts of Beat and Tempo. The student modifies simple movements stylistically in response to music style and beat.
3	The student can perform basic movements to music without making major errors: -executes proper body movements -movements correspond to beat -applies rhythm (beat / tempo of music) to locomotor and basic movements
2	The student makes significant errors in movement and or rhythm. Accomplishes rough performance but does not move to the beat.
1	The student makes many errors relating to movement and rhythm.
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- One-Four Combinations

4	The student can perform combination movements correctly, consistently and rhythmically. Student understands and can utilize concepts of Beat and Tempo. The student modifies simple movements stylistically in response to music style and beat. Combinations demonstrate flow and individual style.
3	The student can perform combination movements to music without making major errors: -demonstrates flow in performing sequential actions (steps) -all movements correspond to beat -indicates ability to follow and perform sequential movements -performs steps correctly
2	The student makes significant errors in steps, combinations, and or rhythm. Accomplishes rough performance but lacks flow (smooth execution).
1	The student makes many errors in steps, combination, and/or rhythm. Does not perform continuous movement- Stops at incorrect intervals.
0	No judgment, no progress, <u>TRY AGAIN</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria

Rubric Assessment Tool – Dance/Movement

Grade- One-Four Patterns

4	The student can perform modified, given formal universal dance patterns correctly, consistently and rhythmically. Student demonstrates creative concepts of pattern and rhythm while creating a dance sequence. Uses additional body movement (where appropriate) to accentuate mood and style of the music and / or steps.
3	The student can perform given dance pattern without making major errors: -executes all steps correctly -executes proper step sequence -understands a pattern and can follow it while creating a new series of steps -all movements correspond to beat (rhythm) -all sequential movement has flow -applies rhythm (beat / tempo of music) to locomotor and basic movements
2	The student makes significant errors but still accomplishes rough performance of the given pattern. Movements do not flow smoothly
1	The student makes many errors. Does not move to the beat, performs steps out of sequence or uses an incomplete sequence. Does not move to the beat.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- One-Four Square Dance - Couples

4	The student can perform movements as part of a square dance couple correctly, consistently and rhythmically. Student is able to interrelate own movements and partners.
3	The student can perform movements as part of a square dance couple without making major errors: -knows the role each partner plays in the couple -movements have flow -synchronizes movements with partner's -is able to perform as part of a square dance couple
2	The student makes significant errors but still accomplishes a rough performance of square dance couple movements.
1	Makes many errors related to square dance movement, the student's actions impede partner
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Dance/Movement

Grade- One-Four Square Dance – Sets/Squares

4	The student can perform as part of a square correctly, consistently and rhythmically. The student is an asset in the performance of the square. Student is aware of and can utilize set nomenclature and positions both when the set is stationary and while it is responding to simple calls
3	The student can perform movements as part of a square without making major errors: -movements have flow -understands simple calls and can move properly within the square in response to them -no hesitations or stops -is able to work as part of the square and understands positions on it
2	The student makes significant errors but still accomplishes a rough performance as a member of a set /square
1	The student makes significant errors but still accomplishes a rough performance as a member of a set /square
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Hoops

Grade-One Hoops

4	The student is consistently able to effectively participate with the hoops independently at each station; after directions are given.
3	The student is sometimes able to effectively participate with the hoops at each station after directions are given, minimal prompting is necessary.
2	The student makes significant errors , is able to participate with the hoops; has some difficulty following directions, needs verbal prompting and/or continued repetition of directions.
1	The student makes many errors with the hoops, often has difficulty following directions; is often distracted and/or distracts others.
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Jump Rope

Grade-One Jump Rope Self-Turn

4	The student is consistently able to self –turn, keeps elbows down, turns with wrist, jumps the rope as it comes towards feet, with fluid motion.
3	The student is sometimes able to self -turn, motion may not be fluid, elbows may turn out, is able to jump (four of five tries) rope as it comes towards feet, sometimes turns with large arm circles.
2	The student makes significant errors , while self- turning, the motion is not fluid, elbows may turn out, is able to jump (four of five tries) rope as it comes towards feet, often turns with large arm circles, wrist is used minimally.
1	The student has difficulty with turning and the jump sequence, making many errors ; movement is stiff and not fluid.
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Low Level Games

Grade-One Games

4	The student is consistently able to effectively adhere to the rules of the game independently, after directions are given.
3	The student is sometimes able to actively participate in the game, following the rules with minimal verbal prompting.
2	The student makes significant errors during the game, is able to participate in the game; has some difficulty following the rules; needs verbal prompting and/or continued repetition of the rules.
1	The student makes many errors during the game, often has difficulty following the rules of the game; is often distracted and/or distracts others.
0	No judgment, no progress , <u>TRY AGAIN!!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Low Level Games

Grade-One Games

4	The student is consistently able to participate actively in games; participates fully; often provides support to others; interacts openly with others.
3	The student is sometimes able to participate actively in games; participates well; may provide support to others; often interacts well during activities.
2	The student makes significant errors in games, does not participate fully in activity; moderately active in most areas, little or no interaction is exhibited, even with verbal prompting.
1	The student makes many errors in games, is often uncooperative/unsupportive; often uninvolved in the group; often unwilling to interact, even with verbal prompting.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Physical Fitness

Grade- Kindergarten-Eight Fitness

4	The student is consistently able to successfully participate in all of the stations.
3	The student is sometimes able to participate well in activities, completes four of five stations with minimal difficulties.
2	The student participates selectively in some stations, makes significant errors ; does not participate fully.
1	The student participates with little effort, is uncooperative in many stations and makes many errors .
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Relays

Grade-One Relays

4	The student is consistently able to participate actively, participates fully, interacts openly with others during various line relays.
3	The student is sometimes able to participate actively; participates well during most activities, interacts well with others during various line relays.
2	The student makes significant errors , is somewhat able to participate; does not participate to developmentally appropriate ability level, moderately active; interacts minimally with others during line relays.
1	The student makes many errors , is often uncooperative/unsupportive; often uninvolved in the group, often unwilling to interact with others during various relays.
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT
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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – T-Ball

Grade-One T-Ball Striking

4	The student consistently performs the skill of striking, transfers weight with sidestep, making contact with the ball and with a successful follow through with fluid motion.
3	The student sometimes performs the skill of striking; contact is made with the ball (absent weight transfer) with inconsistent fluid motion and follow through. Ball is appropriately tracked well.
2	The student makes significant errors , contact is made inconsistently with rigid, short movement pattern and minimal follow through. Some tracking is present, but without consistency.
1	The student makes many errors , movement to strike is rigid, contact is inconsistent and there is no follow through.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – T-Ball

Grade-One T-Ball Throwing

4	The student consistently performs the skill of throwing, points opposite shoulder and hip at partner, weight transfer is successful, steps with opposite foot and throws to hand of partner, five times in a row.
3	The student sometimes performs the skill of throwing, points shoulder, not hip; steps with opposite foot and throws to partner in head to waist area.
2	The student makes significant errors in throwing, steps with opposite foot, and there is no hip/shoulder direction or rotation. Throw to partner is in the head to toe area.
1	The student makes many errors in throwing, steps with same foot as throwing hand, no hip or shoulder point or rotation. Throw misses partner completely.
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT

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0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade-One Tumbling Forward Roll

4	The student, while performing the forward roll consistently has, chin tucked, smooth weight transfer, body in tight, tucked position, and no hesitation of forward momentum.
3	The student, while performing the forward roll sometimes has, chin tucked, hesitation of weight transfer, body tucked, minimal hesitation in movement.
2	The student, while performing the forward roll makes significant errors , chin is not tucked, limited body tuck, minimal weight transfer, rigid, stiff momentum roll to the side.
1	The student, while performing the forward roll makes many errors , no chin tuck, limited body tuck, weight transferred to the top of the head, back generally straight.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade-One Tumbling Pencil Roll

4	The student is able to consistently roll in a rigid position with hands and toes pointed, rolls smoothly with correct form.
3	The student is sometimes able to roll in a rigid position, rolls smoothly, toes pointed, hands tucked into chest.
2	The student makes significant errors rolling, is able to roll in a semi-rigid position held, smooth roll with hands tucked into chest.
1	The student makes many errors when rolling, rolls off the mat at an angle, legs and/or arms held in open position.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Insert

Rubric Assessment Tool - Basketball

Grade-Two Dribbling

4	The student can consistently perform the skill of dribbling without any major errors. Student is able to dribble in a variety of levels, directions and pathways.
3	The student can sometimes perform the skill of dribbling without major errors: * pushing ball slightly ahead with fingerpads * looking up to see where one is going * dribbling while moving * dribbling with non-dominating hand
2	The student makes significant errors when performing the skill of dribbling but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill and does not have the ability to dribble.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Basketball

Grade-Two Passing

4	The student can consistently perform the skill of passing without any major errors. Student is able to perform passing skill efficiently and understands the key factors of passing.
3	The student can sometimes perform passing skill without any major errors: * bounce pass with two hands pushing equally with both hands * stepping forward on pass to increase force on ball * following through in direction of pass and controlling force so ball is easily received
2	The student makes significant errors when performing the skill of passing. Does not have the ability to pass.
1	The student makes many errors in performing the skill and does not have the ability to pass.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Basketball

Grade-Two Shooting

4	The student can consistently perform the skill of shooting without any major errors. Student is able to perform the shooting technique and understands the key factors to performing the task.
3	The student can sometimes perform the shooting technique without major errors: * shoot with soft arc * make same legs extend to create force/power * follow through towards the basket after the shot
2	The student makes significant errors when performing the shot but still accomplishes a rough performance of the technique. Does not have the ability to shoot the ball.
1	The student makes many errors in performing the skill and does not have the ability to shoot.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade-Two Footwork

4	The student can consistently demonstrate good footwork without any major errors. Student understands the key factors to performing the task.
3	The student can sometimes perform good footwork without major errors: * the thumb comes out first on the release * the left foot is slightly in front of the right foot * ball held in right/left hand, waist high
2	The student makes significant errors when performing the technique, but still accomplishes a rough performance of the skill.
1	The student makes many errors when performing the skill; does not have the ability to demonstrate good footwork when bowling.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade-Two Grip

4	The student can consistently demonstrate a good grip without any major errors. Student understands the key factors to performing the task.
3	The student can sometimes perform a good grip without major errors: * the thumb comes out first on the release * the left foot is slightly in front of the right foot * ball held in right/left hand, waist high
2	The student makes significant errors when performing the grip, but still accomplishes a rough performance of the skill.
1	The student makes many errors when performing the skill; does not have the ability to demonstrate a good grip on ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade-Two Stance

4	The student can consistently demonstrate a good stance without any major errors. Student understands the key factors to performing the task.
3	The student can sometimes perform a good stance without major errors: * the body is slightly crouched * the left foot is slightly in front of the right foot * ball held in right/left hand, waist high
2	The student makes significant errors when performing the stance, but still accomplishes a rough performance of the skill.
1	The student makes many errors when performing the skill; does not have the ability to demonstrate a good stance.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- One-Four Basics

4	The student can perform basic movements to music correctly, consistently and rhythmically. Student understands and can utilize concepts of Beat and Tempo. The student modifies simple movements stylistically in response to music style and beat.
3	The student can perform basic movements to music without making major errors: -executes proper body movements -movements correspond to beat -applies rhythm (beat / tempo of music) to locomotor and basic movements
2	The student makes significant errors in movement and or rhythm. Accomplishes rough performance but does not move to the beat.
1	The student makes many errors relating to movement and rhythm.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- One-Four Combinations

4	<p>The student can perform combination movements correctly, consistently and rhythmically. Student understands and can utilize concepts of Beat and Tempo.</p> <p>The student modifies simple movements stylistically in response to music style and beat. Combinations demonstrate flow and individual style.</p>
3	<p>The student can perform combination movements to music without making major errors:</p> <ul style="list-style-type: none"> -demonstrates flow in performing sequential actions (steps) -all movements correspond to beat -indicates ability to follow and perform sequential movements -performs steps correctly
2	<p>The student makes significant errors in steps, combinations, and or rhythm.</p> <p>Accomplishes rough performance but lacks flow (smooth execution).</p>
1	<p>The student makes many errors in steps, combination, and/or rhythm.</p> <p>Does not perform continuous movement- Stops at incorrect intervals.</p>
0	<p>No judgment, no progress, <u>TRY AGAIN</u></p>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria

Rubric Assessment Tool – Dance/Movement

Grade- One-Four Patterns

4	The student can perform modified, given formal universal dance patterns correctly, consistently and rhythmically. Student demonstrates creative concepts of pattern and rhythm while creating a dance sequence. Uses additional body movement (where appropriate) to accentuate mood and style of the music and / or steps.
3	The student can perform given dance pattern without making major errors: -executes all steps correctly -executes proper step sequence -understands a pattern and can follow it while creating a new series of steps -all movements correspond to beat (rhythm) -all sequential movement has flow -applies rhythm (beat / tempo of music) to locomotor and basic movements
2	The student makes significant errors but still accomplishes rough performance of the given pattern. Movements do not flow smoothly
1	The student makes many errors. Does not move to the beat, performs steps out of sequence or uses an incomplete sequence. Does not move to the beat.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- One-Four Square Dance - Couples

4	The student can perform movements as part of a square dance couple correctly, consistently and rhythmically. Student is able to interrelate own movements and partners.
3	The student can perform movements as part of a square dance couple without making major errors: -knows the role each partner plays in the couple -movements have flow -synchronizes movements with partner's -is able to perform as part of a square dance couple
2	The student makes significant errors but still accomplishes a rough performance of square dance couple movements.
1	Makes many errors related to square dance movement, the student's actions impede partner
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Dance/Movement

Grade- One-Four Square Dance – Sets/Squares

4	The student can perform as part of a square correctly, consistently and rhythmically. The student is an asset in the performance of the square. Student is aware of and can utilize set nomenclature and positions both when the set is stationary and while it is responding to simple calls
3	The student can perform movements as part of a square without making major errors: -movements have flow -understands simple calls and can move properly within the square in response to them -no hesitations or stops -is able to work as part of the square and understands positions on it
2	The student makes significant errors but still accomplishes a rough performance as a member of a set /square
1	The student makes significant errors but still accomplishes a rough performance as a member of a set /square
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
 3=GOOD
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 0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Football

Grade-Two Carrying

4	The student can consistently perform the task of carrying the football without any major errors. Student understands the key factors to performing the task.
3	The student can sometimes perform the technique of carrying the ball without major errors: *carry ball close to body *when running, ball is tucked between elbow sockets and finger tips are covering the tips of the ball
2	The student makes significant errors when performing the skill of carrying, but still accomplishes a rough performance of the skill.
1	The student makes many errors when performing the skill; does not have the ability to carry the football.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
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1=UNACCEPTABLE
0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Football

Grade-Two Catching

4	The student can consistently perform the skill of catching a football without any major errors. The student is able to perform the skill of catching efficiently and understands the key factors to performing the task.
3	The student can sometimes perform the skill of catching without major errors: *catching a pass while watching the ball into the hands *reaching out with hands and fingers and pulling the ball into the body *making sure that thumbs are together forming the letter "w" and hands are out in front of you.
2	The student makes significant errors when performing the skill of catching, but still accomplishes a rough performance of the skill.
1	The student makes many errors when performing the skill; does not have the ability to catch the football.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Football

Grade-Two Passing

4	The student can consistently perform the passing skill without any major errors. Student is able to perform throwing technique efficiently and understands the key factors to performing the task.
3	The student can sometimes perform the throwing skill without major errors: *fingers are on laces properly *student can control ball while throwing it *brings arm straight back and forward past ear *steps forward with opposite hand/leg towards the target
2	The student makes significant errors when performing the throwing skill, but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill; does not have the ability to throw the football.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Jump Rope

Grade-Two Jogging Step

4	The student can perform the skill of the jogging step, which is important in rope jumping, consistently and without major errors.
3	The student can sometimes perform the jogging step consistently and without making major errors: * can turn rope and step over the rope with one foot * on the next turn of the rope, step over the rope with the other foot * jogs in place while jumping the rope
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill; does not have ability to jump rope.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Jump Rope

Grade-Two Single Bounce

4	The student can perform the single bounce by consistently jumping once over each rotation of the rope.
3	The student can sometimes perform a single bounce without making major errors: * proper placement of hands on handles * body is in correct position (feet, arms, and knees bent)
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill; does not have ability to perform a single bounce.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Jump Rope

Grade-Two Single Sideswing

4	The student can consistently perform the skill single sideswing, which is important in rope jumping, without any major errors.
3	The student can perform a single sideswing sometimes without making major errors. * puts his/her hands together while holding the handles * maintains control of rope * separates hands, swings the rope down, and jumps
2	The student makes significant errors when performing the skill, but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill; does not have ability to perform a single sideswing and jump.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Physical Fitness

Grade- Kindergarten-Eight Fitness

4	The student is consistently able to successfully participate in all of the stations.
3	The student is sometimes able to participate well in activities, completes four of five stations with minimal difficulties.
2	The student participates selectively in some stations, makes significant errors ; does not participate fully.
1	The student participates with little effort, is uncooperative in many stations and makes many errors .
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade-Two Dribbling

4	The student can consistently perform the skill dribbling, important to the game of soccer, without any major errors. The student is able to dribble with head up, tapping ball with inside of the feet. Student is able to control the dribble and understands the key factors.
3	The student can perform dribbling sometimes without any major errors: * keep the ball near the feet as you move * keep head up, look for open spaces to move * execute skill to teammate or opponent
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill; does not control dribble.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade-Two Passing

4	The student can consistently perform the skill of passing, important to the game of soccer without any major errors. The student is able to pass accurately and understand the key factors in performing the task.
3	The student can sometimes perform a pass without major errors: * passes the ball many times, each time with a different part of the foot * controlling a ball when passing to a teammate * make sure support foot is even with ball, body and head over the ball
2	The student makes significant errors when performing the skill. Student does not have the ability to control the pass.
1	The student makes many errors in performing the skill, does not pass accurately to a target.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade-Two Trapping

4	The student can consistently perform the skill of trapping, important to the game of soccer, without any major errors.
3	The student can perform a trap sometimes without making major errors. * lining up the ball * giving with the ball on contact * using the inside of the foot and the inside of the thigh
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill; does not trap the ball properly.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool -Tumbling

Grade-Two Animal Walks

4	The student consistently performs the animal walks (crab walk, inchworm, lame dog and ostrich) without any major errors. Student performs animal walks efficiently and understands the key factors in performing the task.
3	The student can sometimes perform animal walks without major errors: * animal walks come easily * combines gymnastics moves slowly and smoothly * recognizes the fitness components in animal walks
2	The student makes significant errors when performing the animal walks, but still accomplishes a rough performance.
1	The student makes many errors in performing the skill and does not have the ability to perform animal walks.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool -Tumbling

Grade-Two Balance

4	The student consistently performs the stunts without major errors. Student is able to perform the stunts efficiently and understands the key factors to performing the tasks.
3	The student can sometimes perform the stunts without major errors: * uses a variety of body parts and has balance in performing stunts * able to combine stunts smoothly * ability to have balance on one body part while moving other body parts
2	The student makes significant errors when performing the stunts but still accomplishes a rough performance.
1	The student makes many errors in performing the skill and does not have the ability to perform stunts.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool -Tumbling

Grade-Two Combining Moves

4	The student consistently performs the stunts without major errors. Student is able to perform the stunts efficiently and understands the key factors to performing the tasks.
3	The student can sometimes perform the stunts without major errors: * use a variety of body parts for support and balance * develop dynamic balance * coordinate force and balance with a partner
2	The student makes significant errors when performing the stunts but still accomplishes a rough performance.
1	The student makes many errors in performing the skill and does not have the ability to perform stunts.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade-Two Stance

4	The student can consistently perform the ready position without any major errors. Student is able to perform ready position and understands the key factors to performing the task.
3	The student can sometimes perform the ready position without major errors: * legs are bent and in a comfortable stride position to be able to move into position to play the ball * move in relation to the ball, both under it and catching it above the forehead * direct the ball into open space across the net
2	The student makes significant errors when performing the ready position but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill; does not have the ability to perform the ready position.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade-Two Passing

4	The student can consistently perform the skill of passing without any major errors and understands the key factors in performing the skill.
3	The student can sometimes perform the skill without major errors: * pass to a partner with overhead volley * make sure ball is under control * place ball in an empty space in the opponent's court
2	The student makes significant errors when performing the pass, but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill; does not have the ability to perform the pass.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade-Two Overhead Set

4	The student consistently performs the overhead volley without any major errors and understands the key factors to performing the task.
3	The student can sometimes perform overhead volley without major errors: * moves under the ball * legs and arms are flexed * extends legs and arms to create force as the ball is hit with fingers
2	The student makes significant errors when performing the overhead volley, but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill; does not have the ability to perform the overhand volley.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Insert

Rubric Assessment Tool - Basketball

Grade-Three Bounce Pass

4	The student can consistently perform the bounce pass without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can sometimes perform the bounce pass without making major errors: *gripping ball with fingers *stepping forward on release *snaps wrists to increase force
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the bounce pass; does not have the ability to complete pass.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Basketball

Grade-Three Defensive Stance

4	The student can consistently demonstrate the defensive stance without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can sometimes perform the defensive stance without making major errors: *proper placement of hands and feet *body is in correct position (feet, arm, knees bent) *positioning oneself between an opponent and the basket and by closing space to opponents
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the defensive stance; does not have the ability to demonstrate stance.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Basketball

Grade-Three Shooting, Jump Shot

4	The student can consistently demonstrate shooting the jump shot without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can sometimes perform the jump shot without major errors: *shoots a set shot using legs and wrists to create force *shoots ball from a variety of spots and distances
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the jump shot; does not have the ability to demonstrate jump shot.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade-Three Straight Ball

4	The student can consistently perform the skill of throwing the straight ball without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can perform the skill sometimes without major errors. *proper grip on ball *body in correct position *the thumb is placed on top of the ball in a 12 o'clock position
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill and does not have the ability to throw the straight ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade-Three Delivery and Approach to Foul Line

4	The student can consistently perform the skill of approaching the foul line without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can perform the delivery and approach to the foul line skill sometimes without major errors. *proper push away of ball and swing *forward swing and release of the ball *bowler starts with a four step delivery
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill and does not have the ability to approach the foul line
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade-Three Hookball

4	The student can consistently perform the skill of hookball without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can perform the delivery and hookball skill sometimes without major errors. *proper placement of fingers *make sure to hook wrist and fingers do not turn or rotate *thumb placed at the 10 o'clock position, so that the V formed by thumb and forefinger points down the lane
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill and does not have the ability to throw the hookball
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- One-Four Basics

4	The student can perform basic movements to music correctly, consistently and rhythmically. Student understands and can utilize concepts of Beat and Tempo. The student modifies simple movements stylistically in response to music style and beat.
3	The student can perform basic movements to music without making major errors: -executes proper body movements -movements correspond to beat -applies rhythm (beat / tempo of music) to locomotor and basic movements
2	The student makes significant errors in movement and or rhythm. Accomplishes rough performance but does not move to the beat.
1	The student makes many errors relating to movement and rhythm.
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- One-Four Combinations

4	The student can perform combination movements correctly, consistently and rhythmically. Student understands and can utilize concepts of Beat and Tempo. The student modifies simple movements stylistically in response to music style and beat. Combinations demonstrate flow and individual style.
3	The student can perform combination movements to music without making major errors: -demonstrates flow in performing sequential actions (steps) -all movements correspond to beat -indicates ability to follow and perform sequential movements -performs steps correctly
2	The student makes significant errors in steps, combinations, and or rhythm. Accomplishes rough performance but lacks flow (smooth execution).
1	The student makes many errors in steps, combination, and/or rhythm. Does not perform continuous movement- Stops at incorrect intervals.
0	No judgment, no progress, <u>TRY AGAIN</u>

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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria

Rubric Assessment Tool – Dance/Movement

Grade- One-Four Patterns

4	The student can perform modified, given formal universal dance patterns correctly, consistently and rhythmically. Student demonstrates creative concepts of pattern and rhythm while creating a dance sequence. Uses additional body movement (where appropriate) to accentuate mood and style of the music and / or steps.
3	The student can perform given dance pattern without making major errors: -executes all steps correctly -executes proper step sequence -understands a pattern and can follow it while creating a new series of steps -all movements correspond to beat (rhythm) -all sequential movement has flow -applies rhythm (beat / tempo of music) to locomotor and basic movements
2	The student makes significant errors but still accomplishes rough performance of the given pattern. Movements do not flow smoothly
1	The student makes many errors. Does not move to the beat, performs steps out of sequence or uses an incomplete sequence. Does not move to the beat.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- One-Four Square Dance - Couples

4	The student can perform movements as part of a square dance couple correctly, consistently and rhythmically. Student is able to interrelate own movements and partners.
3	The student can perform movements as part of a square dance couple without making major errors: -knows the role each partner plays in the couple -movements have flow -synchronizes movements with partner's -is able to perform as part of a square dance couple
2	The student makes significant errors but still accomplishes a rough performance of square dance couple movements.
1	Makes many errors related to square dance movement, the student's actions impede partner
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Dance/Movement

Grade- One-Four Square Dance – Sets/Squares

4	The student can perform as part of a square correctly, consistently and rhythmically. The student is an asset in the performance of the square. Student is aware of and can utilize set nomenclature and positions both when the set is stationary and while it is responding to simple calls
3	The student can perform movements as part of a square without making major errors: -movements have flow -understands simple calls and can move properly within the square in response to them -no hesitations or stops -is able to work as part of the square and understands positions on it
2	The student makes significant errors but still accomplishes a rough performance as a member of a set /square
1	The student makes significant errors but still accomplishes a rough performance as a member of a set /square
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Football

Grade-Three Punting

4	The student can consistently punt the football without any major errors. Student is able to control the flight of the ball.
3	The student can sometimes perform a punt without making major errors: * proper placement of hands and feet * body is in correct position to punt ball * the leg is slightly bent while kicking the ball
2	The student makes significant errors when performing the skill, but still has the ability to punt the ball.
1	The student makes many errors in performing the skill; does not have ability to punt ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Football

Grade-Three Carrying

4	The student can consistently perform the skill of carrying, which is important in the game of football, without making major errors.
3	The student can sometimes carry the ball without major errors: * ball is carried in outside hand towards the side * point of the ball is covered at all times * body is in correct position
2	The student makes significant errors when performing the skill, but still has ability to carry football.
1	The student makes many errors in performing the skill; does not have ability to carry a football.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Hockey

Grade-Three Passing

4	The student can consistently perform the skill of passing a hockey puck without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can perform the skill of passing a hockey puck sometimes without major errors: *push pass in a forehand manner to a teammate with accuracy and proper force *makes sure he/she sweeps the puck with the stick and follows through slightly ahead of receiver
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill of passing; does not have the ability to pass the puck.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Football

Grade-Three Throwing

4	The student can consistently throw the ball, which is important in the game of football, without major errors. Student is able to control the path of the ball.
3	The student can sometimes perform the skill of throwing the football without making major errors: * proper placement of fingers on the laces * body is in correct throwing alignment * opposite foot/opposite hand when throwing
2	The student makes significant errors when performing the skill, but still has ability to throw football.
1	The student makes many errors in performing the skill; does not have ability to throw ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Hockey

Grade-Three Passing

4	The student can consistently perform the skill of passing a hockey puck without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can perform the skill of passing a hockey puck sometimes without major errors: *push pass in a forehand manner to a teammate with accuracy and proper force *makes sure he/she sweeps the puck with the stick and follows through slightly ahead of receiver
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill of passing; does not have the ability to pass the puck.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Hockey

Grade-Three Shooting

4	The student can consistently perform the skill of shooting a hockey puck without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can perform the shooting skill sometimes without major errors: *shoots accurately at goal *follows through in direction of the corner of the goal
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill of shooting; does not have the ability to shoot the puck.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Jump Rope

Grade-Three Jumping and Hopping

4	The student consistently performs the skill of jumping and hopping with a jump rope without any major errors.
3	The student can sometimes perform the jumping and hopping skill without major errors: *can jump in and out of the rope circle *hops in and out of the circle on the right and left foot *jumps backward around the circle
2	The student makes significant errors when performing the hopping/jumping activity, but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill; does not have the ability to jump and hop with a rope.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Jump Rope

Grade-Three Leg Swing

4	The student consistently performs the skill of the leg swing which is important to rope jumping without any major errors. The student is able to perform the leg swing efficiently and understands the key factors to performing the task.
3	The student can sometimes perform the leg swing without major errors: *for leg swings, perform a one foot-double jump and swing the free leg diagonally across the jumping leg. Alternate the jumping foot.
2	The student makes significant errors when performing the leg swings, but still manages to accomplish a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to jump rope.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Jump Rope

Grade-Three Partner Jumping

4	The student can consistently perform the partner rope jumping activities without any major errors.
3	The student can sometimes perform the skill of jumping with a partner without major errors: *partners jumps face to face *partners jump front to back 360 degrees *partners jump back to face *partners jump face to face *create a new partner trick
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have the ability to perform jump rope skill with a partner.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Physical Fitness

Grade- Kindergarten-Eight Fitness

4	The student is consistently able to successfully participate in all of the stations.
3	The student is sometimes able to participate well in activities, completes four of five stations with minimal difficulties.
2	The student participates selectively in some stations, makes significant errors ; does not participate fully.
1	The student participates with little effort, is uncooperative in many stations and makes many errors .
0	No judgment, no progress , <u>TRY AGAIN!</u>

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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool –Racket Sports

Grade-Three Forehand Stroke

4	The student can consistently perform the skill of the forehand stroke without major errors.
3	The student can sometimes perform a forehand stroke without making major errors: *legs are flexed *racket is brought back and then forward with a level swing *makes contact with the ball to the side and slightly ahead of the forward foot
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill; does not have the ability to perform forehand stroke.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool –Racket Sports

Grade-Three Racket Control

4	The student can consistently perform the skill of holding/controlling different rackets, which is important in racket sports, without major errors. Student is able to control the racket while striking an object.
3	The student can sometimes perform the skill of holding/controlling the racket without making major errors: *proper placement of hands (shaking hands with racket) *body is in correct position *executes skill depending on position of the ball
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill; does not have the ability to perform the skill of holding/controlling.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool –Racket Sports

Grade-Three Serving

4	The student consistently performs the serve, which is important in racket sports without major errors. Student is able to control a serve and understands the key factors in performing the task.
3	The student can sometimes perform the serve without making major errors: *proper placement of hand(s) *body is in correct position *executes skill to an opponent
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill; does not have the ability to perform the serve.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade-Three Dribbling

4	Student can consistently perform the skill of dribbling a soccer ball without any major errors. The student is able to perform the dribbling skill efficiently and understands the key factors to performing the task.
3	The student can sometimes dribble without major errors: *dribbles with head up *dribbles under control while moving with ball *knows how and when to dribble
2	The student makes significant errors when performing the skill of dribbling, but accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill; does not have the ability to dribble the ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade-Three Heading

4	The student consistently performs the skill of heading without any major errors. Student is able to perform skill efficiently and understands the key factors to performing the task.
3	The student can sometimes perform the task of heading the ball without major errors: *heads ball from a forward/backward stride position *makes sure the upper body and head are back to watch the ball coming to forehead and project the head through the ball
2	The student makes significant errors when performing the skill of heading, but accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill; does not have the ability to head the ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade-Three Passing

4	The student consistently performs the passing skill without any major errors. The student performs the skill efficiently and understands key factors to the task.
3	The student sometimes performs the passing skill without major errors: *passes ball ahead of the receiver with the inside or outside foot *controls force so that the ball might be controlled easily
2	The student makes significant errors when performing the skill of passing, but accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill; does not have the ability to pass the ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Softball / Tee-Ball

Grade-Three Catching

4	The student can consistently catch a wiffle ball without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can sometimes catch the wiffle ball without making major errors: *places heels of hands together *watches ball into hands *cushions ball into palm
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when attempting to catch the wiffle ball; does not have the ability to catch.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Softball / Tee-Ball

Grade-Three Hitting

4	The student can consistently hit a ball off of a tee and run the bases without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can sometimes bat a ball off a tee and run the bases without making major errors: *make sure hands are holding bat correctly *make sure eyes watch the bat hit the ball *make sure the swing is downward
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when attempting to hit ball and run bases; does not have the ability to hit and run.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Softball / Tee-Ball

Grade-Three Running

4	The student can consistently run around the bases without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student sometimes performs the skill without making major errors: *runs around the bases, touching each base with correct foot *plays "pickle" with two other partners *does the shuttle run
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when running the bases; does not have the ability to run bases.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade-Three Balancing

4	The student can consistently perform the skill of balancing at various levels without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can sometimes perform the skill of balancing without major errors: *balance at various levels *support body on a variety of body parts *ability to perform a variety of balances emphasizing a stable base and weight that is evenly distributed
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill of balancing; does not have the ability to balance.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade-Three Rolls

4	The student can consistently perform a shoulder roll, backward roll and forward roll without any major errors. Skill is performed efficiently and student understands the key factors to performing the tasks.
3	The student can sometimes perform a shoulder roll, backward roll and forward roll without major errors: * shoulders maintain the tuck position * makes sure to push with hands in forward or backward roll
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the rolls; does not have the ability to complete rolls.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade-Three Tumbling Routines

4	The student can consistently perform tumbling routines without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can sometimes perform a tumbling routine without major errors: *perform tumbling inversions, locomotor, dance movement with good body control *moves smoothly from skill to skill
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill of balancing; does not have the ability to balance.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade-Three Floater Serve

4	The student can consistently demonstrate the floater serve without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can sometimes perform the floater serve without making major errors: *controls ball toss *steps forward with opposite foot *contacts ball with open hand high and in front of the body
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the floater serve; does not have the ability to complete the serve.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade-Three Forearm Pass

4	The student can consistently demonstrate the forearm pass without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can sometimes perform the forearm pass without making major errors: *gets under ball *keeps forearm level
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the forearm pass; does not have the ability to complete pass.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
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1=UNACCEPTABLE
0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade-Three Underhand Serve

4	The student can consistently demonstrate the underhand serve without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can sometimes perform the underhand serve without making major errors: *steps on opposite foot *contacts ball at waist height *follows through in desired direction
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the underhand serve; does not have the ability to complete the serve.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Insert

Rubric Assessment Tool - Basketball

Grade- Four Dribbling

4	The student can consistently perform the skill of dribbling without making any major errors. The student understands the key factors in performing the task.
3	The student can sometimes perform the skill of dribbling without making major errors: *proper placement of ball on fingertips *body is in correct position *executes skill to teammate or opponent
2	The student makes significant errors when performing the skill of dribbling but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to dribble.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Basketball

Grade- Four Teamwork

4	The student can consistently work with others without making any major errors. The student understands the key factors in performing the task.
3	The student can sometimes work with others without making any major errors: *understands when to pass the ball *understands when to shoot the ball *can recognize when a player is open
2	The student makes significant errors when working with others but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to work with others.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Basketball

Grade- Four Shooting

4	The student can consistently make various types of shots without making any major errors. The student understands the key factors in performing the task.
3	The student can sometimes make various types of shots without making major errors: *demonstrates proper shooting form *body is in correct position *executes skill to teammate or opponent
2	The student makes significant errors when performing various types of shots but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to make various types of shots.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade- Four Delivery and Approach to Foul Line

4	The student can consistently perform the skill of approaching the foul line without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can perform the delivery and approach to the foul line skill sometimes without major errors. *proper push away of ball and swing *forward swing and release of the ball *bowler starts with a four step delivery
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill and does not have the ability to approach the foul line
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade- Four Hookball

4	The student can consistently perform the skill of hookball without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can perform the delivery and hookball skill sometimes without major errors. *proper placement of fingers *make sure to hook wrist and fingers do not turn or rotate *thumb placed at the 10 o'clock position, so that the V formed by thumb and forefinger points down the lane
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill and does not have the ability to throw the hook ball
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade- Four Straight Ball

4	The student can consistently perform the skill of throwing the straight ball without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can perform the skill sometimes without major errors. *proper grip on ball *body in correct position *the thumb is placed on top of the ball in a 12 o'clock position
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when performing the skill and does not have the ability to throw the straight ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- Four Basics

4	The student can perform basic movements to music correctly, consistently and rhythmically. Student understands and can utilize concepts of Beat and Tempo. The student modifies simple movements stylistically in response to music style and beat.
3	The student can perform basic movements to music without making major errors: -executes proper body movements -movements correspond to beat -applies rhythm (beat / tempo of music) to locomotor and basic movements
2	The student makes significant errors in movement and or rhythm. Accomplishes rough performance but does not move to the beat.
1	The student makes many errors relating to movement and rhythm.
0	No judgment, no progress, <u>TRY AGAIN!</u>

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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- Four Combinations

4	<p>The student can perform combination movements correctly, consistently and rhythmically. Student understands and can utilize concepts of Beat and Tempo.</p> <p>The student modifies simple movements stylistically in response to music style and beat. Combinations demonstrate flow and individual style.</p>
3	<p>The student can perform combination movements to music without making major errors:</p> <ul style="list-style-type: none"> -demonstrates flow in performing sequential actions (steps) -all movements correspond to beat -indicates ability to follow and perform sequential movements -performs steps correctly
2	<p>The student makes significant errors in steps, combinations, and or rhythm. Accomplishes rough performance but lacks flow (smooth execution).</p>
1	<p>The student makes many errors in steps, combination, and/or rhythm. Does not perform continuous movement- Stops at incorrect intervals.</p>
0	<p>No judgment, no progress, <u>TRY AGAIN</u></p>

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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria

Rubric Assessment Tool – Dance/Movement

Grade 4 - Four Patterns

4	The student can perform modified, given formal universal dance patterns correctly, consistently and rhythmically. Student demonstrates creative concepts of pattern and rhythm while creating a dance sequence. Uses additional body movement (where appropriate) to accentuate mood and style of the music and / or steps.
3	The student can perform given dance pattern without making major errors: -executes all steps correctly -executes proper step sequence -understands a pattern and can follow it while creating a new series of steps -all movements correspond to beat (rhythm) -all sequential movement has flow -applies rhythm (beat / tempo of music) to locomotor and basic movements
2	The student makes significant errors but still accomplishes rough performance of the given pattern. Movements do not flow smoothly
1	The student makes many errors. Does not move to the beat, performs steps out of sequence or uses an incomplete sequence. Does not move to the beat.
0	No judgment, no progress, <u>TRY AGAIN!</u>

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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- Four Square Dance - Couples

4	The student can perform movements as part of a square dance couple correctly, consistently and rhythmically. Student is able to interrelate own movements and partners.
3	The student can perform movements as part of a square dance couple without making major errors: -knows the role each partner plays in the couple -movements have flow -synchronizes movements with partner's -is able to perform as part of a square dance couple
2	The student makes significant errors but still accomplishes a rough performance of square dance couple movements.
1	Makes many errors related to square dance movement, the student's actions impede partner
0	No judgment, no progress, <u>TRY AGAIN!</u>

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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Dance/Movement

Grade- -Four Square Dance – Sets/Squares

4	The student can perform as part of a square correctly, consistently and rhythmically. The student is an asset in the performance of the square. Student is aware of and can utilize set nomenclature and positions both when the set is stationary and while it is responding to simple calls
3	The student can perform movements as part of a square without making major errors: -movements have flow -understands simple calls and can move properly within the square in response to them -no hesitations or stops -is able to work as part of the square and understands positions on it
2	The student makes significant errors but still accomplishes a rough performance as a member of a set /square
1	The student makes significant errors but still accomplishes a rough performance as a member of a set /square
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Football

Grade- Four Centering / Running

4	The student can consistently perform the skills of centering and running without any major errors. The student understands key factors in performing tasks.
3	The student can sometimes perform centering and running skills without making major errors: *proper placement of hands *body in correct position *executes skill to teammate or opponent
2	The student makes significant errors when performing the skills of centering and running but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to center and run.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Football

Grade- Four Kicking / Punting

4	The student can consistently perform the skills of kicking and punting without any major errors. Student is able to control flight of ball.
3	The student can sometimes perform kicking and punting without making major errors: *proper placement of hands/feet *body is in correct position *executes the skill depending on position of the ball
2	The student makes significant errors when performing the skills of kicking and punting but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to kick and punt.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Football

Grade- Four Passing and Catching

4	The student can consistently perform the skills of passing and catching without any major errors. The student understands the key factors in performing the task.
3	The student can sometimes perform the skills of passing and catching without making major errors: *proper placement of hands *executes skill to teammate or opponent
2	The student makes significant errors when performing the skills of passing and catching but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to pass and catch.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Hockey

Grade- Four Defense

4	The student can consistently perform the skill of defense without making any major errors. The student understands the key factors in performing the task.
3	The student can sometimes perform the skill of defense without making major errors: *proper placement of feet and hands *body is in correct position *executes desired skill depending on position of puck
2	The student makes significant errors when performing the skill of defense but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to play the defensive position.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Hockey

Grade- Four Goalie Actions

4	The student can consistently play the position of goalie without making any major errors. The student understands the key factors in performing the task.
3	The student can sometimes play the position of goalie without making major errors: *proper placement of feet and hands *body is in correct position *executes desired skill depending on position of puck
2	The student makes significant errors when performing in the position of goalie but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to play goalie.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Hockey

Grade- Four Puck Control

4	The student can consistently control the puck without making any major errors. The student understands the key factors in performing the task.
3	The student can sometimes control the puck without making major errors: *proper placement of feet and hands *body is in correct position *executes desired skill depending on position of puck
2	The student makes significant errors when attempting to control the puck but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to control puck.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Jump Rope

Grade- Four Agility

4	The student can consistently jump rope with agility without making major errors. The student understands the key factors in performing the skill.
3	The student can sometimes jumps rope with agility without making major errors: *demonstrates good balance *body is in correct position (feet, arms and knees bent) *proper placement of hands on handles
2	The student makes significant errors when attempting to jump rope with agility but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to jump rope with agility.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Jump Rope

Grade- Four Anaerobic

4	The student can consistently demonstrate appropriate anaerobic endurance while jumping rope without making major errors. The student understands the key factors in performing the skill.
3	The student can sometimes demonstrate appropriate anaerobic endurance while jumping rope without making major errors: *demonstrates proper speed *body is in correct position (feet, arms and knees bent) *proper placement of hands on handles
2	The student does not demonstrate the necessary anaerobic endurance required but still accomplishes a rough performance of the task.
1	The student demonstrates poor anaerobic endurance; does not have ability to jump rope for a short period of time.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Jump Rope

Grade- Four Endurance

4	The student can consistently demonstrate appropriate endurance while jumping rope without making major errors. The student understands the key factors in performing the skill.
3	The student can sometimes demonstrate appropriate endurance while jumping rope without making major errors: *demonstrates good stamina *body is in correct position (feet, arms and knees bent) *proper placement of hands on handles
2	The student does not demonstrate the necessary endurance required but still accomplishes a rough performance of the task.
1	The student demonstrates poor endurance; does not have ability to jump for any length of time.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Physical Fitness

Grade- Kindergarten-Eight Fitness

4	The student is consistently able to successfully participate in all of the stations.
3	The student is sometimes able to participate well in activities, completes four of five stations with minimal difficulties.
2	The student participates selectively in some stations, makes significant errors ; does not participate fully.
1	The student participates with little effort, is uncooperative in many stations and makes many errors .
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Racket Sports

Grade- Four Backhand

4	The student can consistently perform the skill of backhand without making any major errors. The student understands the key factors in performing the task.
3	The student can sometimes perform the skill of backhand without making any major errors: *proper placement of hands and feet *body is in correct position *executes skill to teammate or opponent
2	The student makes significant errors when attempting the skill of backhand but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to perform backhand.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Racket Sports

Grade- Four Footwork

4	The student can consistently maintain proper foot placement without making any major errors. The student understands the key factors in performing the task.
3	The student can sometimes maintain proper foot placement without making any major errors: *proper placement of feet *body is in correct position *executes skill to teammate or opponent
2	The student makes significant errors when attempting to maintain proper foot placement but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to maintain foot placement.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Racket Sports

Grade- Four Racket Control

4	The student can consistently control the racket without making any major errors. The student understands the key factors in performing the task.
3	The student can sometimes control the racket without making any major errors: *proper grip on racket *body is in correct position while contacting the ball *executes skill to teammate or opponent
2	The student makes significant errors when performing the skill of racket control but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to control racket.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade- Four Ball Control

4	The student can consistently control the ball without making any major errors. The student understands the key factors in performing the task.
3	The student can sometimes control the ball without making major errors: *proper placement of feet *body is in correct position *executes desired skill depending on position of ball
2	The student makes significant errors when performing the skill of ball control but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to control ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade- Four Dribbling / Trapping

4	The student can consistently perform the skill of dribbling/trapping without making major errors. The student understands the key factors in performing the task.
3	The student can sometimes perform the skill of dribbling/trapping without making major errors: *proper placement of feet *body in correct position *execute skill to teammate or opponent
2	The student makes significant errors when performing the skill of dribbling/trapping but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to dribble/trap.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade- Four Goalie Actions

4	The student can consistently play the position of goalie without making any major errors. The student understands the key factors in performing the task.
3	The student can sometimes play the position of goalie without making major errors: *proper placement of feet and hands *body is in correct position *executes desired skill depending on position of ball
2	The student makes significant errors when performing in the position of goalie but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to play goalie.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Softball / Tee-Ball

Grade- Four Catching

4	The student can consistently catch a wiffle ball without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can sometimes catch the wiffle ball without making major errors: *places heels of hands together *watches ball into hands *cushions ball into palm
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when attempting to catch the wiffle ball; does not have the ability to catch.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Softball / Tee-Ball

Grade- Four Hitting

4	The student can consistently hit a ball off of a tee and run the bases without any major errors. Skill is performed efficiently and student understands the key factors to performing the task.
3	The student can sometimes bat a ball off a tee and run the bases without making major errors: *make sure hands are holding bat correctly *make sure eyes watch the bat hit the ball *make sure the swing is downward
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when attempting to hit ball and run bases; does not have the ability to hit and run.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Softball / Tee-Ball

Grade- Four Pitching

4	The student can consistently pitch the ball underhand without any major errors. Skill is performed efficiently and student understands the <u>key</u> factors to performing the task.
3	The student sometimes performs the skill without making major errors: *able to turn side to the receiver *able to transfer weight back to front foot *able to follow through in direction of receiver
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the task.
1	The student makes many errors when pitching underhand; does not have the ability to perform skill.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Track and Field

Grade- Four Endurance Running

4	The student can consistently perform the skill of endurance running without making major errors. The student understands the key factors in performing the skill.
3	The student can sometimes perform the skill of endurance running without making errors: *comfortable stride; arms swinging forward and backward *rhythmical breathing *head is stationary
2	The student makes significant errors when performing the skill of endurance running but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to run long distances.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Track and Field

Grade- Four Hurdling

4	The student can consistently perform the skill of hurdling without making major errors. The student understands the key factors in performing the skill.
3	The student can sometimes perform the skill of hurdling without making major errors: *leading with the same foot *reaching with opposite hand staying low to hurdle
2	The student makes significant errors when performing the skill of hurdling but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to hurdle.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Track and Field

Grade- Four Sprinting

4	The student can consistently perform the skill of sprinting without making major errors. The student understands the key factors in performing the skill.
3	The student can sometimes perform the skill of sprinting without making major errors: *comfortable stride; arms swinging forward and backward *arms driving, knees lifted and running at full speed *head is stationary
2	The student makes significant errors when performing the skill of sprinting but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to sprint.
0	No judgment, no progress, <u>TRY AGAIN!</u>

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade- Four Balance Beam Movements

4	The student can consistently perform various balance beam movements without making major errors. The student understands the key factors in performing the skill.
3	The student can sometimes perform balance beam movements without making major errors: *walks with good body control *maintains movement control while on beam
2	The student makes significant errors when performing balance beam movements but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to perform balance beam movements.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade- Four Rolling

4	The student can consistently perform various types of rolls without making major errors. The student understands the key factors in performing the skills.
3	The student can sometimes perform various types of rolls without making major errors: *keeps tuck and pushes with hands *maintains position throughout roll *keeps body curled and rolls smoothly from knee to shoulder
2	The student makes significant errors when performing the skill of rolling but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to roll.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade- Four Spotting

4	The student can consistently perform the skill of spotting classmates on various equipment without making major errors. The student understands the key factors in performing the skill.
3	The student can sometimes perform the skill of spotting without making major errors: *proper placement of hands while spotting *recognizes the importance of safety
2	The student makes significant errors when performing the skill of spotting but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to spot classmates.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade- Four Blocking

4	The student can consistently perform the skill of blocking without making major errors. The student understands the key factors in performing the skill.
3	The student can sometimes perform a block without making major errors: *proper placement of hands *body is in correct position *executes desired skill depending on position of ball
2	The student makes significant errors when performing the skill of blocking but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to block.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade- Four Spiking

4	The student can consistently perform the skill of spiking without making any major errors. Student understands key factors involved in skill.
3	The student can sometimes perform the skill of spiking without making any major errors: *makes sure ball is hit at peak height *body is in correct position *executes desired skill depending on position of ball
2	The student makes significant errors when performing the skill of spiking but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to spike.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade- Four Offensive Skills

4	The student can consistently perform the skills of bump, set, and overhand serve without making major errors. The student understands the key factors in performing the skills.
3	The student can sometimes perform the skills of bump, set, and overhand serve without making major errors: *proper placement of hands *body in correct position (feet, arms and knees bent) *executes desired skill depending on position of ball
2	The student makes significant errors when performing the skills of bump, set and overhand serve but still accomplishes a rough performance of the task.
1	The student makes many errors in performing the skill; does not have ability to perform the bump, set and overhand serve.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Insert

Rubric Assessment Tool - Basketball

Grade- Five and Six Dribbling

4	The student can perform the skill of (dribbling) important to the game of basketball without any major errors and consistently . Student controls a dribble and understands key factors to performing the task.
3	The student can perform a dribble sometimes without making major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Body in correct position (arms)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing a dribble but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing a dribble. Does not control a dribble.
0	No judgment, no progress, <u>TRY AGAIN!</u>

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Basketball

Grade- Five and Six Passing

4	The student can perform the skill of passing-chest and bounce important to the game of basketball without any major errors and consistently . Student controls a pass and understands key factors to performing the task.
3	The student can perform a specified pass sometimes without making major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Body in correct position (arms)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing a specific pass but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing a specific pass. Does not control a pass.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Basketball

Grade- Five and Six Shooting

4	The student can perform the skill of shooting important to the game of basketball without any major errors and consistently . Student controls a specific shot and understands key factors to performing the task.
3	The student can perform the skill of shooting sometimes without making major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Body in correct position (legs, arms, knees)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing a shot but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing a shot. Does not control a shot.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade- Five and Six Footwork

4	The student can perform footwork properly without any major errors and consistently . Student is able to place feet effectively and understand the key factors in performing the skill.
3	The student can perform footwork properly sometimes without major errors: <ul style="list-style-type: none">◆ Mechanics of gait◆ Timing/Rhythm◆ Balance◆ Finish/Recovery
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill. Does not have the ability to follow the specifications of timing and rhythm.
1	The student makes many errors in performing the skill, does not place feet correctly.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade- Five and Six Grip

4	The student can perform the skill of gripping the ball properly without any major errors and consistently . Student is able to place fingers properly and understand the key factors in performing the skill.
3	The student can perform the skill of gripping properly sometimes without major errors: <ul style="list-style-type: none">◆ Ball fit – Size, location, orientations of hold◆ Span of fingers◆ Ball weight
2	The student makes significant errors when gripping the ball but still accomplishes a rough performance of the grip. Does not have the ability to grip the ball properly for its use.
1	The student makes many errors in performing the skill, does not have the ability to grip the ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade- Five and Six Stance

4	The student can perform the stance properly without any major errors and consistently . Student is able to stand effectively and understand the key factors in performing the stance.
3	The student can perform the stance properly sometimes without major errors: <ul style="list-style-type: none">◆ Balance – Maintain control of center gravity during movement◆ Accuracy◆ “Squaring” – Holding back upright
2	The student makes significant errors when performing the stance but still accomplishes a rough performance of the skill. Does not have the ability to balance enough to use the stance.
1	The student makes many errors in performing the skill, does not have the ability to balance and stand.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- Five-Eight Basics

4	The student can perform basic movements to music correctly, consistently and rhythmically. Student understands and can utilize concepts of Beat and Tempo. The student modifies movement stylistically in response to music style and beat.
3	The student can perform basic movements to music without making major errors: -can differentiate between movements to beat and in slow time -executes proper body movements -movements correspond to beat -applies ideas of rhythm to basic movements
2	The student makes significant errors in movement and or rhythm. Accomplishes rough performance but does not move to the beat. Cannot alter speed (beat / time)
1	The student makes many errors relating to movement and rhythm.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- Five-Eight Combinations

4	The student can perform combination movements correctly, consistently and rhythmically. Uses additional body movements to accentuate mood and style of the music. Student demonstrates creative application of concepts of patterns, combination, and rhythm while creating a dance sequence.
3	The student can perform combination movements to music without making major errors: -demonstrates flow from one step to then next -all movements correspond to beat -able to perform movement combinations in proper sequence -performs steps correctly
2	The student makes significant errors in steps, combinations, and or rhythm. Accomplishes rough performance but cannot follow smoothly
1	The student makes many errors in steps, combination, and/or rhythm. Stops between steps.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Dance/Movement

Grade-Five-Eight Pattern

4	The student can perform given formal universal dance patterns correctly, consistently and rhythmically. Uses additional body movement (where appropriate) to accentuate mood and style of the music and / or steps.
3	The student can perform given dance pattern without making major errors: -executes all steps correctly -all movements correspond to beat -has flow from one step to another -repeats pattern (dance, dance sequence) without hesitation -works as part of a couple, understands the individual's performance/contributions within the dance sequence
2	The student makes significant errors but still accomplishes rough performance of the dance/pattern. Movements do not flow smoothly
1	The student makes many errors. Does not move to the beat, performs steps out of sequence. Does not move to the beat. In couple – impedes partner.
0	No judgment, no progress, <u>TRY AGAIN!</u>

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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Dance/Movement

Grade- Five-Eight Square Dance- Sets/Squares

4	The student can perform as part of a square correctly, consistently and rhythmically. The student is an asset in the performance of the square. Student understands and can identify relationships within the square and utilize them correctly during calls.
3	The student can perform movements as part of a square without making major errors: -movements have flow -understands simple calls and can move properly within the square in response to them -no hesitations or stops while executing calls -is able to work as part of the square and understands positions on it
2	The student makes significant errors but still accomplishes a rough performance as a member of the square
1	The student makes many errors while square dancing. Impedes the square.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- Five-Eight Square Dance- Couples

4	The student can perform movements as part of a square dance couple correctly, consistently, consistently and rhythmically. Student is able to interrelate own movements and partners.
3	The student can perform movements as part of a square dance couple without making major errors: -movements have flow -movements are synchronized with partner's -performs steps correctly -understands square dance terminology -movements correspond to beat -is able to perform as part of a square dance couple
2	The student makes significant errors but still accomplishes a rough performance of square dance couple movements.
1	Makes many errors related to square dance couple movement/actions. Impede partner.
0	No judgment, no progress, <u>TRY AGAIN!</u>

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Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Football

Grade- Five and Six Ball Carrying

4	The student can perform the skill ball carrying important to the game of football without any major errors and <u>consistently</u> . The student is able to control the ball and understand the key factors to performing each skill.
3	The student can perform the skill of ball carrying sometimes without making <u>major errors</u> : Proper placement of hands Body in correct position (feet, arms, knees bent) Executes skill (with teammate/opponent) Executes desired skill depending on position of the ball.
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to redirect the ball or position.
1	The student makes <u>many errors</u> in performing the skill; does not redirect or control the block/ball carry.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Football

Grade- Five and Six Passing

4	The student can perform the skill of passing important to the game of football without any major errors and <u>consistently</u> . The student is able to control a pass and understand the key factors in performing the task.
3	The student can perform passing sometimes without making <u>major errors</u> : Proper placement of hands Body in correct position (feet, arms, knees bent) Executes skill (static/dynamic) Executes desired skill depending on the position of the ball
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to control the ball.
1	The student makes <u>many errors</u> in performing the skill; does not control the ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Football

Grade- Five and Six Receiving

4	The student can perform the skill receiving important to the game of football without any major errors and <u>consistently</u> . The student is able to control the ball and understand key factors in performing the task.
3	The student can perform the skill of receiving sometimes without making <u>major errors</u> : Proper placement of hands Body in correct position (feet, arms, knees bent) Executes skill (independent; with teammate) Executes skill depending on height of ball
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to control the ball.
1	The student makes <u>many errors</u> in performing the skill; does not control the ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Hockey

Grade- Five and Six Dribbling / Puck Control

4	The student can perform the skill dribbling; puck control important to the game of hockey without any major errors and <u>consistently</u> . The student is able to control the puck and understand the key factors to performing the task.
3	The student can perform (dribbling; puck control) sometimes without making <u>major errors</u> : Proper placement of hands Body in correct position (feet; arms; knees bent) Executes skill (teammate; opponent) Executes desired skill depending on position of the puck/ball
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to redirect the puck/ball.
1	The student makes <u>many errors</u> in performing the skill; does not redirect or control the puck/ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Hockey

Grade- Five and Six Passing

4	The student can perform the skill passing important to the game of hockey without any major errors and <u>consistently</u> . The student is able to control the puck and understand the key factors to performing the task.
3	The student can perform passing sometimes without making <u>major errors</u> : Proper placement of hands Body in correct position (feet; arms; knees bent) Executes skill (teammate; opponent) Executes desired skill depending on position of the puck/ball
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to redirect the puck/ball.
1	The student makes <u>many errors</u> in performing the skill; does not redirect or control the puck/ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Hockey

Grade- Five and Six Shooting

4	The student can perform the skill shooting important to the game of hockey without any major errors and <u>consistently</u> . The student is able to control the puck and understand the key factors to performing the task.
3	The student can perform shooting sometimes without making <u>major errors</u> : Proper placement of hands Body in correct position (feet; arms; knees bent) Executes skill (teammate; opponent) Executes desired skill depending on position of the puck/ball
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to redirect the puck/ball.
1	The student makes <u>many errors</u> in performing the skill; does not redirect or control the puck/ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

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Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Jump Rope

Grade- Five and Six

4	The student can perform the skill of rope jumping without any major errors and consistently . Student is able to single/double bounce, land on balls of feet, jog step, land and understand the key factors of performing the task.
3	The student can perform the skill of rope jumping sometimes without making major errors: <ul style="list-style-type: none">◆ Single/double bounce◆ Land on balls of feet◆ Jog step
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill, does not perform the skill of rope jumping correctly.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Physical Fitness

Grade- Kindergarten-Eight Fitness

4	The student is consistently able to successfully participate in all of the stations.
3	The student is sometimes able to participate well in activities, completes four of five stations with minimal difficulties.
2	The student participates selectively in some stations, makes significant errors ; does not participate fully.
1	The student participates with little effort, is uncooperative in many stations and makes many errors .
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade- Five and Six Dribbling

4	The student can perform the skill dribbling important to the game of soccer without any major errors and consistently . The student is able to control the ball and understand the key factors to performing the task.
3	The student can perform dribbling a ball sometimes without making major errors : Proper placement of hands Body in correct position (feet; arms; knees bent) Executes skill (teammate; opponent) Executes desired skill depending on position of the ball
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to redirect the ball.
1	The student makes many errors in performing the skill; does not redirect or control the ball.
0	No judgment, no progress, TRY AGAIN!

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade- Five and Six Shooting

4	The student can perform the skill shooting important to the game of soccer without any major errors and <u>consistently</u> . The student is able to control the ball and understand the key factors to performing the task.
3	The student can perform in shooting a ball sometimes without making <u>major errors</u> : Proper placement of hands Body in correct position (feet; arms; knees bent) Executes skill (teammate; opponent) Executes desired skill depending on position of the ball
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to redirect the ball.
1	The student makes <u>many errors</u> in performing the skill; does not have effective eye foot coordination.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade- Five and Six Trapping

4	The student can perform the skill of trapping important to the game of soccer without any major errors and <u>consistently</u> . Student is able to control the ball and understands key factors in performing the task.
3	The student can perform in trapping a ball <u>sometimes</u> without making major errors: Proper control with feet Body in correct position (eye-foot coordination) Executes skill (independent; with teammate) Executes desired skill depending on position of the ball
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill. Does not have effective eye-foot coordination.
1	The student makes <u>many errors</u> in performing the skill, does not have effective eye-foot coordination.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Softball

Grade- Five and Six Base Running

4	The student can perform the skill of (base running) important to the game of softball without any major errors and consistently . Student controls the skill of base running and understands key factors to performing the task.
3	The student can perform the skill of base running sometimes without making major errors: <ul style="list-style-type: none">◆ Body in correct position (legs, arms, head,)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing the skill of base running but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill of base running. Does not control the run.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Softball

Grade- Five and Six Hitting

4	The student can perform the skill of (hitting) important to the game of softball without any major errors and consistently . Student controls the skill of hitting and understands key factors to performing the task.
3	The student can perform the skill of hitting sometimes without making major errors: <ul style="list-style-type: none">◆ Body in correct position (legs, arms, head,)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing the skill of hitting but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill of hitting. Does not have controlled hitting.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Softball

Grade- Five and Six Throwing

4	The student can perform the skill of (throwing) important to the game of softball without any major errors and consistently . Student controls the skill of throwing and understands key factors to performing the task.
3	The student can perform the skill of throwing sometimes without making major errors: <ul style="list-style-type: none">◆ Body in correct position (legs, arms, head,)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing the skill of throwing but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill of throwing. Does not control the throw.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tennis

Grade- Five and Six Forehand

4	The student can perform the forehand swing important to the game of tennis without any major errors and consistently . Student is able to control a swing and understands the key factors to performing the task.
3	The student can perform the forehand swing sometimes without making major errors : Proper placement of hands (grip) Body in correct position (feet, arms, knees bent) Executes desired skill depending on position of the ball
2	The student makes significant errors when performing the skill of the forehand swing but still accomplishes a rough performance of the skill; does not have the ability to redirect the ball.
1	The student makes many errors in performing the forehand swing skill; does not redirect or control the serve.
0	No judgment, no progress, TRY AGAIN!

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tennis

Grade- Five and Six Backhand

4	The student can perform the backhand swing important to the game of tennis without any major errors and consistently . Student is able to control a swing and understands the key factors to performing the task.
3	The student can perform the backhand swing sometimes without making major errors : Proper placement of hands (grip) Body in correct position (feet, arms, knees bent) Executes desired skill depending on position of the ball
2	The student makes significant errors when performing the skill of the backhand swing but still accomplishes a rough performance of the skill; does not have the ability to redirect the ball.
1	The student makes many errors in performing the backhand swing skill; does not redirect or control the serve.
0	No judgment, no progress, TRY AGAIN!

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tennis

Grade- Five and Six Serving

4	The student can perform the serve important to the game of tennis without any major errors and consistently . Student is able to control a serve and understands the key factors to performing the task.
3	The student can perform the serve sometimes without making major errors : Proper placement of hands (grip) Body in correct position (feet, arms, knees bent) Executes desired skill depending on position of the ball
2	The student makes significant errors when performing the skill of the serve but still accomplishes a rough performance of the skill; does not have the ability to redirect the ball.
1	The student makes many errors in performing the serve skill; does not redirect or control the serve.
0	No judgment, no progress, TRY AGAIN!

4=EXCELLENT

3=GOOD

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0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Track and Field

Grade- Five and Six Start/50 yard Dash

4	The student can perform the start and sprint without any major errors and consistently . Student is able to place each <u>body</u> segment in certain required positions to reduce ground time, improve stride frequency and stride length, and reduce air time.
3	The student can perform the start and sprint sometimes without major errors: <ul style="list-style-type: none"> ◆ Explosive departure from the starting blocks ◆ High heel recovery as heel leaves ground ◆ Support foot landing as close as possible to a point under center of mass ◆ Body slightly forward, head erect, very little lateral movement ◆ Proper arm motion ◆ Proper stride ◆ Lean at finish
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill. Does not have the ability to follow the specifications of the start/sprint.
1	The student makes many errors in performing the skill, does not start or sprint correctly.
0	No judgment, no progress, <u>TRY AGAIN!</u>

- 4=EXCELLENT**
3=GOOD
2=NEEDS IMPROVEMENT
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0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade- Five and Six Forward Roll / Backward Roll

4	The student can perform the skill of the roll important to the sport of tumbling properly without any major errors and consistently . Student is able to control the skill and understand the key factors in performing the skill.
3	The student can perform the roll properly sometimes without major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Body in correct position (feet, arms, knees bent)◆ Executes skill Executes desired skill depending upon body position
2	The student makes significant errors when performing the roll but still accomplishes a rough performance of the skill. Does not have the ability to control the roll.
1	The student makes many errors in performing the skill, cannot control the roll.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade- Five and Six Headstand

4	The student can perform the skill of a headstand important to the sport of tumbling properly without any major errors and consistently . Student is able to control the skill and understand the key factors in performing the skill
3	The student can perform the headstand properly sometimes without major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Proper position of head on mat◆ Proper placement of knees on elbows◆ Extension of legs straight up
2	The student makes significant errors when performing the roll but still accomplishes a rough performance of the skill. Does not have the ability to control the roll.
1	The student makes many errors in performing the skill, cannot control the headstand.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade- Five and Six Bumping

4	The student can perform the skill of (Bumping) important to the game of volleyball without any major errors and consistently . Student controls a Bump and understands key factors to performing the task.
3	The student can perform a Bump sometimes without making major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Body in correct position (legs, arms)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing a bump but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing a bump. Does not control the bump.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade- Five and Six Setting

4	The student can perform the skill of (Setting) important to the game of volleyball without any major errors and consistently . Student controls a set and understands key factors to performing the task.
3	The student can perform a set sometimes without making major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Body in correct position (legs, arms)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing a set but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing a set. Does not control the set.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade- Five and Six Underhand Serve

4	The student can perform the skill of (underhand serving) important to the game of volleyball without any major errors and consistently . Student controls an underhand serve and understands key factors to performing the task.
3	The student can perform an underhand serve sometimes without making major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Body in correct position (legs, arms)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing an underhand serve but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing an underhand serve. Does not control the underhand serve.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Insert

Rubric Assessment Tool - Basketball

Grade- Seven and Eight Dribbling

4	The student can perform the skill of (dribbling) important to the game of basketball without any major errors and consistently . Student controls a dribble and understands key factors to performing the task.
3	The student can perform a dribble sometimes without making major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Body in correct position (arms)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing a dribble but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing a dribble. Does not control a dribble.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Basketball

Grade- Seven and Eight Passing

4	The student can perform the skill of passing-chest and bounce important to the game of basketball without any major errors and consistently . Student controls a pass and understands key factors to performing the task.
3	The student can perform a specified pass sometimes without making major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Body in correct position (arms)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing a specific pass but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing a specific pass. Does not control a pass.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Basketball

Grade- Seven and Eight Shooting

4	The student can perform the skill of shooting important to the game of basketball without any major errors and consistently . Student controls a specific shot and understands key factors to performing the task.
3	The student can perform the skill of shooting sometimes without making major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Body in correct position (legs, arms, knees)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing a shot but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing a shot. Does not control a shot.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade- Seven and Eight Footwork

4	The student can perform footwork properly without any major errors and consistently. Student is able to place feet effectively and understand the key factors in performing the skill.
3	The student can perform footwork properly sometimes without major errors: <ul style="list-style-type: none">◆ Mechanics of gait◆ Timing/Rhythm◆ Balance◆ Finish/Recovery
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill. Does not have the ability to follow the specifications of timing and rhythm.
1	The student makes many errors in performing the skill, does not place feet correctly.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade- Seven and Eight Grip

4	The student can perform the skill of gripping the ball properly without any major errors and consistently . Student is able to place fingers properly and understand the key factors in performing the skill.
3	The student can perform the skill of gripping properly sometimes without major errors: <ul style="list-style-type: none">◆ Ball fit – size, location, orientations of hold◆ Span of fingers◆ Ball weight
2	The student makes significant errors when gripping the ball but still accomplishes a rough performance of the grip. Does not have the ability to grip the ball properly for its use.
1	The student makes many errors in performing the skill, does not have the ability to grip the ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Bowling

Grade- Seven and Eight Stance

4	The student can perform the stance properly without any major errors and consistently . Student is able to stand effectively and understand the key factors in performing the stance.
3	The student can perform the stance properly sometimes without major errors: <ul style="list-style-type: none">◆ Balance – Maintain control of center gravity during movement◆ Accuracy◆ “Squaring” – Holding back upright
2	The student makes significant errors when performing the stance but still accomplishes a rough performance of the skill. Does not have the ability to balance enough to use the stance.
1	The student makes many errors in performing the skill, does not have the ability to balance and stand.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
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0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- Five-Eight Basics

4	The student can perform basic movements to music correctly, consistently and rhythmically. Student understands and can utilize concepts of Beat and Tempo. The student modifies movement stylistically in response to music style and beat.
3	The student can perform basic movements to music without making major errors: -can differentiate between movements to beat and in slow time -executes proper body movements -movements correspond to beat -applies ideas of rhythm to basic movements
2	The student makes significant errors in movement and or rhythm. Accomplishes rough performance but does not move to the beat. Cannot alter speed (beat / time)
1	The student makes many errors relating to movement and rhythm.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- Five-Eight Combinations

4	The student can perform combination movements correctly, consistently and rhythmically. Uses additional body movements to accentuate mood and style of the music. Student demonstrates creative application of concepts of patterns, combination, and rhythm while creating a dance sequence.
3	The student can perform combination movements to music without making major errors: -demonstrates flow from one step to then next -all movements correspond to beat -able to perform movement combinations in proper sequence -performs steps correctly
2	The student makes significant errors in steps, combinations, and or rhythm. Accomplishes rough performance but cannot follow smoothly
1	The student makes many errors in steps, combination, and/or rhythm. Stops between steps.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Dance/Movement

Grade-Five-Eight Pattern

4	The student can perform given formal universal dance patterns correctly, consistently and rhythmically. Uses additional body movement (where appropriate) to accentuate mood and style of the music and / or steps.
3	The student can perform given dance pattern without making major errors: -executes all steps correctly -all movements correspond to beat -has flow from one step to another -repeats pattern (dance, dance sequence) without hesitation -works as part of a couple, understands the individual's performance/contributions within the dance sequence
2	The student makes significant errors but still accomplishes rough performance of the dance/pattern. Movements do not flow smoothly
1	The student makes many errors. Does not move to the beat, performs steps out of sequence. Does not move to the beat. In couple – impedes partner.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Dance/Movement

Grade- Five-Eight Square Dance- Sets/Squares

4	The student can perform as part of a square correctly, consistently and rhythmically. The student is an asset in the performance of the square. Student understands and can identify relationships within the square and utilize them correctly during calls.
3	The student can perform movements as part of a square without making major errors: -movements have flow -understands simple calls and can move properly within the square in response to them -no hesitations or stops while executing calls -is able to work as part of the square and understands positions on it
2	The student makes significant errors but still accomplishes a rough performance as a member of the square
1	The student makes many errors while square dancing. Impedes the square.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool – Dance/Movement

Grade- Five-Eight Square Dance- Couples

4	The student can perform movements as part of a square dance couple correctly, consistently, consistently and rhythmically. Student is able to interrelate own movements and partners.
3	The student can perform movements as part of a square dance couple without making major errors: -movements have flow -movements are synchronized with partner's -performs steps correctly -understands square dance terminology -movements correspond to beat -is able to perform as part of a square dance couple
2	The student makes significant errors but still accomplishes a rough performance of square dance couple movements.
1	Makes many errors related to square dance couple movement/actions. Impede partner.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
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0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Assessment Tool - Football

Grade- Seven and Eight Ball Carrying

4	The student can perform the skill ball carrying important to the game of football without any major errors and consistently. The student is able to control the ball and understand the factors to performing each skill.
3	The student can perform the skill of ball carrying sometimes without making <u>major errors</u> : Proper placement of hands Body in correct position (feet, arms, knees bent) Executes skill (with or without contact) Executes desired skill depending on position of the ball.
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to redirect the ball or position.
1	The student makes <u>many errors</u> in performing the skill; does not redirect or control the ball.
0	No judgment, no pass, <u>TRY AGAIN!</u>

- 4=EXCELLENT
- 3=GOOD
- 2=NEEDS IMPROVEMENT
- 1=UNACCEPTABLE
- 0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Football

Grade- Seven and Eight Passing

4	The student can perform the skill of passing important to the game of football without any major errors and consistently . The student is able to control a pass and understand the key factors in performing the task.
3	The student can perform passing sometimes without making major errors : Proper placement of hands Body in correct position (feet, arms, knees bent) Executes skill (static/dynamic) Executes desired skill depending on the position of the ball
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to control the ball.
1	The student makes many errors in performing the skill; does not control the ball.
0	No judgment, no progress, TRY AGAIN!

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Assessment Tool - Football

Grade- Seven and Eight

4	The student can perform the skill receiving important to the game of football without any major and consistently . The student is able to control the ball and understand errors in performing the task.
3	The student can perform the skill of receiving sometimes without making major errors : Proper placement errors Body in correct position (feet, arms, knees bent) Executes skill (independently ; with teammate) Executes skill dependently on height of ball
2	The student make significant errors when performing the skill but still accomplishes a reasonable performance of the skill; does not have the ability to control the ball.
1	The student make many errors in performing the skill; does not control the ball.
0	No judgment, no progress , TRY AGAIN!

- 4=EXCELLENT**
- 3=GOOD**
- 2=NEEDS IMPROVEMENT**
- 1=UNACCEPTABLE**
- 0=TRY AGAIN**

Scoring A Rubric

Identify **level** of proficiency for each individual Student **according** to the above mentioned criteria.

Rubric Assessment Tool - Hockey

Grade- Seven and Eight Passing

4	The student can perform the skill passing important to the game of hockey without any major errors and <u>consistently</u> . The student is able to control the puck and understand the key factors to performing the task.
3	The student can perform passing sometimes without making <u>major errors</u> : Proper placement of hands Body in correct position (feet; arms; knees bent) Executes skill (teammate; opponent) Executes desired skill depending on position of the puck/ball
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to redirect the puck/ball.
1	The student makes <u>many errors</u> in performing the skill; does not redirect or control the puck/ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Hockey

Grade- Seven and Eight Dribbling / Puck Control

4	The student can perform the skill dribbling; puck control important to the game of hockey without any major errors and <u>consistently</u> . The student is able to control the puck and understand the key factors to performing the task.
3	The student can perform (dribbling; puck control) sometimes without making <u>major errors</u> : Proper placement of hands Body in correct position (feet; arms; knees bent) Executes skill (teammate; opponent) Executes desired skill depending on position of the puck/ball
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to redirect the puck/ball.
1	The student makes <u>many errors</u> in performing the skill; does not redirect or control the puck/ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Hockey

Grade- Seven and Eight Shooting

4	The student can perform the skill shooting important to the game of hockey without any major errors and <u>consistently</u> . The student is able to control the puck and understand the key factors to performing the task.
3	The student can perform shooting sometimes without making <u>major errors</u> : Proper placement of hands Body in correct position (feet; arms; knees bent) Executes skill (teammate; opponent) Executes desired skill depending on position of the puck/ball
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to redirect the puck/ball.
1	The student makes <u>many errors</u> in performing the skill; does not redirect or control the puck/ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Jump Rope

Grade- Seven and Eight

4	The student can perform the skill of rope jumping without any major errors and consistently . Student is able to single/double bounce, land on balls of feet, jog step, land and understand the key factors of performing the task.
3	The student can perform the skill of rope jumping sometimes without making major errors: <ul style="list-style-type: none">◆ Single/double bounce◆ Land on balls of feet◆ Jog step
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill, does not perform the skill of rope jumping correctly.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Physical Fitness

Grade- Kindergarten-Eight Fitness

4	The student is consistently able to successfully participate in all of the stations.
3	The student is sometimes able to participate well in activities, completes four of five stations with minimal difficulties.
2	The student participates selectively in some stations, makes significant errors ; does not participate fully.
1	The student participates with little effort, is uncooperative in many stations and makes many errors .
0	No judgment, no progress , <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN!

Scoring A Rubric

Identify the level of proficiency for each individual student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade- Seven and Eight Dribbling

4	The student can perform the skill dribbling important to the game of soccer without any major errors and <u>consistently</u> . The student is able to control the ball and understand the key factors to performing the task.
3	The student can perform dribbling a ball sometimes without making <u>major errors</u> : Proper placement of hands Body in correct position (feet; arms; knees bent) Executes skill (teammate; opponent) Executes desired skill depending on position of the ball
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to redirect the ball.
1	The student makes <u>many errors</u> in performing the skill; does not redirect or control the ball.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade- Seven and Eight Shooting

4	The student can perform the skill shooting important to the game of soccer without any major errors and <u>consistently</u> . The student is able to control the ball and understand the key factors to performing the task.
3	The student can perform in shooting a ball sometimes without making <u>major errors</u> : Proper placement of hands Body in correct position (feet; arms; knees bent) Executes skill (teammate; opponent) Executes desired skill depending on position of the ball
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill; does not have the ability to redirect the ball.
1	The student makes <u>many errors</u> in performing the skill; does not have effective eye foot coordination.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Soccer

Grade- Seven and Eight Trapping

4	The student can perform the skill of trapping important to the game of soccer without any major errors and <u>consistently</u> . Student is able to control the ball and understands key factors in performing the task.
3	The student can perform in trapping a ball <u>sometimes</u> without making major errors: Proper control with feet Body in correct position (eye-foot coordination) Executes skill (independent; with teammate) Executes desired skill depending on position of the ball
2	The student makes <u>significant errors</u> when performing the skill but still accomplishes a rough performance of the skill. Does not have effective eye-foot coordination
1	The student makes <u>many errors</u> in performing the skill, does not have effective eye-foot coordination.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Softball

Grade- Seven and Eight Base Running

4	The student can perform the skill of (base running) important to the game of softball without any major errors and consistently . Student controls the skill of base running and understands key factors to performing the task.
3	The student can perform the skill of base running sometimes without making major errors: <ul style="list-style-type: none">◆ Body in correct position (legs, arms, head,)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing the skill of base running but still accomplishes a rough performance of the skill .
1	The student makes many errors in performing the skill of base running. Does not control the run
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Softball

Grade- Seven and Eight Hitting

4	The student can perform the skill of (hitting) important to the game of softball without any major errors and consistently . Student controls the skill of hitting and understands key factors to performing the task.
3	The student can perform the skill of hitting sometimes without making major errors: <ul style="list-style-type: none">◆ Body in correct position (legs, arms, head,)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing the skill of hitting but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill of hitting. Does not control the hit
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Softball

Grade- Seven and Eight Throwing

4	The student can perform the skill of (throwing) important to the game of softball without any major errors and consistently . Student controls the skill of throwing and understands key factors to performing the task.
3	The student can perform the skill of throwing sometimes without making major errors: <ul style="list-style-type: none">◆ Body in correct position (legs, arms, head,)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing the skill of throwing but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing the skill of throwing. Does not control the throw.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tennis

Grade- Seven and Eight Backhand

4	The student can perform the backhand swing important to the game of tennis without any major errors and consistently . Student is able to control a swing and understands the key factors to performing the task.
3	The student can perform the backhand swing sometimes without making major errors : Proper placement of hands (grip) Body in correct position (feet, arms, knees bent) Executes desired skill depending on position of the ball
2	The student makes significant errors when performing the skill of the backhand swing but still accomplishes a rough performance of the skill; does not have the ability to redirect the ball.
1	The student makes many errors in performing the backhand swing skill; does not redirect or control the serve.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tennis

Grade- Seven and Eight Forehand

4	The student can perform the forehand swing important to the game of tennis without any major errors and consistently . Student is able to control a swing and understands the key factors to performing the task.
3	The student can perform the forehand swing sometimes without making major errors : Proper placement of hands (grip) Body in correct position (feet, arms, knees bent) Executes desired skill depending on position of the ball
2	The student makes significant errors when performing the skill of the forehand swing but still accomplishes a rough performance of the skill; does not have the ability to redirect the ball.
1	The student makes many errors in performing the forehand swing skill; does not redirect or control the serve.
0	No judgment, no progress, TRY AGAIN!

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tennis

Grade- Seven and Eight Serving

4	The student can perform the serve important to the game of tennis without any major errors and consistently . Student is able to control a serve and understands the key factors to performing the task.
3	The student can perform the serve sometimes without making major errors : Proper placement of hands (grip) Body in correct position (feet, arms, knees bent) Executes desired skill depending on position of the ball
2	The student makes significant errors when performing the skill of the serve but still accomplishes a rough performance of the skill; does not have the ability to redirect the ball.
1	The student makes many errors in performing the serve skill; does not redirect or control the serve.
0	No judgment, no progress, TRY AGAIN!

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

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0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool – Track and Field

Grade- Seven and Eight Start/50 yard Dash

4	The student can perform the start and sprint without any major errors and consistently . Student is able to place each body segment in certain required positions to reduce ground time, improve stride frequency and stride length, and reduce air time.
3	The student can perform the start and sprint sometimes without major errors: <ul style="list-style-type: none"> ◆ Explosive departure from the starting blocks ◆ High heel recovery as heel leaves ground ◆ Support foot landing as close as possible to a point under center of mass ◆ Body slightly forward, head erect, very little lateral movement ◆ Proper arm motion ◆ Proper stride ◆ Lean at finish
2	The student makes significant errors when performing the skill but still accomplishes a rough performance of the skill. Does not have the ability to follow the specifications of the start/sprint.
1	The student makes many errors in performing the skill, does not start or sprint correctly.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade- Seven and Eight Forward Roll / Backward Roll

4	The student can perform the skill of the roll important to the sport of tumbling properly without any major errors and consistently . Student is able to control the skill and understand the key factors in performing the skill.
3	The student can perform the roll properly sometimes without major errors: ◆ Proper placement of hands ◆ Body in correct position (feet, arms, knees bent) ◆ Executes skill Executes desired skill depending upon body position
2	The student makes significant errors when performing the roll but still accomplishes a rough performance of the skill. Does not have the ability to control the roll.
1	The student makes many errors in performing the skill, cannot control the roll.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Tumbling

Grade- Seven and Eight Headstand

4	The student can perform the skill of a headstand <u>important</u> to the sport of tumbling properly without any major errors and consistently . Student is able to control the skill and understand the key factors in performing the skill.
3	The student can perform the headstand properly sometimes without major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Proper position of head on mat◆ Proper placement of knees on elbows◆ Extension of legs straight up
2	The student makes significant errors when performing the roll but still accomplishes a rough performance of the skill. Does not have the ability to control the roll.
1	The student makes many errors in performing the skill, cannot control the headstand.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade- Seven and Eight Bumping

4	The student can perform the skill of (bumping) important to the game of volleyball without any major errors and consistently . Student controls a bump and understands key factors to performing the task.
3	The student can perform an bump sometimes without making major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Body in correct position (legs, arms)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing a bump but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing a bump. Does not control the bump.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade- Seven and Eight Setting

4	The student can perform the skill of (setting) important to the game of volleyball without any major errors and consistently . Student controls a set and understands key factors to performing the task.
3	The student can perform a set sometimes without making major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Body in correct position (legs, arms)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing a set but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing an set. Does not control the set.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT
3=GOOD
2=NEEDS IMPROVEMENT
1=UNACCEPTABLE
0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Rubric Assessment Tool - Volleyball

Grade- Seven and Eight Underhand Serve

4	The student can perform the skill of (underhand serving) important to the game of volleyball without any major errors and consistently . Student controls an underhand serve and understands key factors to performing the task.
3	The student can perform an underhand serve sometimes without making major errors: <ul style="list-style-type: none">◆ Proper placement of hands◆ Body in correct position (legs, arms)◆ Executes skill◆ Executes desired skill
2	The student makes significant errors when performing an underhand serve but still accomplishes a rough performance of the skill.
1	The student makes many errors in performing an underhand serve. Does not control the underhand serve.
0	No judgment, no progress, <u>TRY AGAIN!</u>

4=EXCELLENT

3=GOOD

2=NEEDS IMPROVEMENT

1=UNACCEPTABLE

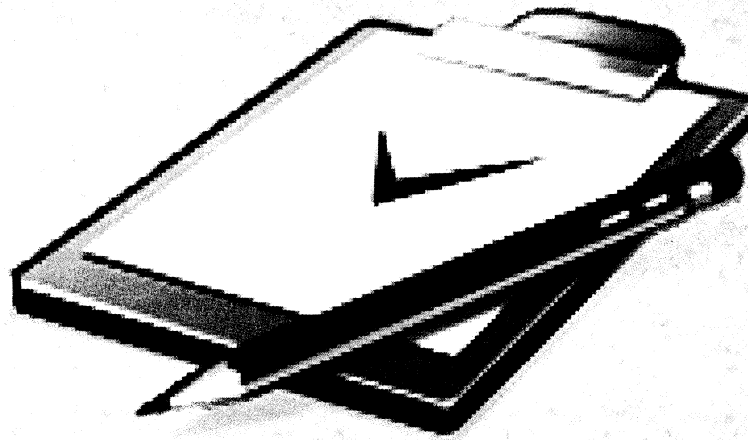
0=TRY AGAIN

Scoring A Rubric

Identify the level of proficiency for each individual Student according to the above mentioned criteria.

Insert

***Physical Education
Grades K-8***



Task Cards

Table of Contents

TASK CARDS

GRADE	ACTIVITY	PAGE
<hr/> Kindergarten <hr/>		
	Ball Handling Skills	202-203
	Cooperative Games	204-205
	Hoops	206
	Low Level Games	207-208
	Physical Fitness	209
	Relays	210-211
	Scooters	212
	Tumbling	213-214
<hr/> First <hr/>		
	Ball Handling Skills	215-216
	Dance	217-220
	Hoops	221
	Jump Rope	222
	Low Level Games	223-224
	Physical Fitness	225
	Relays	226-227
	Tee-Ball	228-230
<hr/> Second <hr/>		
	Basketball	231-233
	Bowling	234-236
	Dance	237-240
	Football	241-243
	Jump Rope	244-246
	Physical Fitness	247
	Soccer	248-249
	Tumbling	250-252
	Volleyball	253-255

Third

Basketball	257-258
Bowling	259-261
Dance	262-265
Football	266-268
Hockey	269-270
Jump Rope	271-273
Physical Fitness	274
Racquet Sports	275-277
Soccer	278-280
Softball/Tee-Ball	281-283
Tee-Ball	284-286
Tumbling	287-289
Volleyball	290-292

Fourth

Basketball	293
Bowling	294-295
Dance	296-299
Football	300-302
Hockey	303-305
Jump Rope	306-308
Physical Fitness	309
Racquet Sports	310-312
Soccer	313-315
Softball/Tee-Ball	316-318
Track and Field	319-321
Tumbling	322-324
Volleyball	325-327

Fifth and Sixth

Basketball	328-330
Bowling	331-333
Dance	334-338
Football	339-341
Hockey	342-344
Jump Rope	345
Physical Fitness	346
Soccer	347-349
Softball	350-352

Fifth and Sixth (Continuation)

Tennis	353-355
Track and Field	356
Tumbling	357-359
Volleyball	360-362

Seventh and Eighth

Basketball	363-365
Bowling	366-368
Dance	369-373
Football	374-376
Hockey	377-379
Jump Rope	380
Physical Fitness	381
Soccer	382-384
Softball	385-386
Tennis	387-389
Track and Field	390
Tumbling	391-393
Volleyball	394-395
Appendix	396

Task Card – Ball Handling

Grade-Kindergarten Eye-Foot Coordination Ball Handling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Bowling Pin Kick-using your foot, kick the ball towards the pins, knocking down as many as possible.	
2	Stand apart from your partner sharing a ball. Pass the ball back and forth gently using only your feet.	
3	Using the inside of your foot, kick the ball into the goal from the line designated on the floor. Take five turns, then switch with your partner	
4	While facing the wall, kick a foam ball as hard as possible at the wall. Kick the ball five times, then switch with your partner.	
5	Moving from one line, across the floor to the other opposite you, push the ball gently with your feet. Take a trip there and back, then switch with your partner.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Ball Handling

Grade-Kindergarten Eye-Hand Coordination

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	With short handled paddle, keep the small beachball up in the air for as long as possible.	
2	Standing across from a partner, toss the whiffle ball using the scoop in an underhand motion. Try to catch the ball with the scoop when your partner tosses it to you.	
3	Standing across from your partner, bounce the large ball back and forth to each other.	
4	Toss a beanbag in an overhand motion into a target area. After your toss, return to your partner, taking turns.	
5	Take turns with your partner rolling the ball to knock down as many bowling pins as possible. Reset the pins on the taped markings after your turn.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Games

Grade-Kindergarten Games

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	(GROUP WORK) Keep it up with a beachball, have markings on the floor and designate one child to be the 'chaser' if the ball leaves the circle.	
2	Wonderball (teacher instructed). Students sit in a circle passing the ball around the circle, while singing "the wonderball goes round and round, to pass it quickly you are bound. If you're the one, to hold it last, well then for you the game is past and you are O-U-T out!" Have that student perform a task and stay in the circle rather than be eliminated.	
3	Target Bouncing (box in center) Students stand around a box in an area of moderate proportion. All take turns attempting to bounce the ball into the box receiving a point when successful.	
4	Bowling with 5 pins at each lane. Set up four lanes side by side, with mats separating the lanes by the bowling pins, to avoid the ball hitting the pins in the other lanes.	
5	Cooperative Musical Hoops- Place hoops similar to the way chairs would be set, with one less than the number of students. Each time the music stops, remove another hoop. Encourage students to "share" a hoop with a student who does not have their own.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Games

Grade-Kindergarten Games

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	(Duck, Duck Goose)-students sit in circle, taking turns to walk around and lightly tap the heads of others while saying “duck.”	
2	(Duck, Duck Goose)-students take turns standing and running around the circle, and return to their space one at a time.	
3	(Duck, Duck Goose)-with teacher, students play the game, putting the tapping and running components together.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Hoops

Grade-Kindergarten Hoops

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Move throughout the area with the hoop, avoiding the obstacles placed on the floor.	
2	Roll your hoop and run alongside it. Take turns.	
3	With your hoop, try different ways to travel over, under and through- challenge yourself and others.	
4	Hop in and out of the hoops placed on the floor, on one foot, taking turns.	
5	Roll your hoop slowly and try to step through before the hoop falls.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Parachute

Grade-Kindergarten Parachute

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Changing Places-on cue, students lift the parachute until their arms are extended. When a color is called those students holding the color move under the parachute to grab hold on the same color.	
2	Pop- Students hold the parachute, with one ball in the center. Start with knees bent and parachute on the floor. On signal, lift chute up until arms are extended, then pull back down quickly. If successful, the ball will pop up to the ceiling.	
3	Boat On The Water-students hold the chute taught, with one ball. Following the signals, students either let the ball roll gently on the chute, or thrashing on the vigorously shaken sea.	
4	Fox and Goose- students sit in a circle, with two different color balls. The 'goose' goes first, being passed; once half way around, the 'fox ' is passed. Continue with both balls passing around the circle. If the fox (red) catches the goose (green) , the fox wins and vice versa.	
5	Wall Push-students stand arms length from the wall. Keeping the body stiff, lean toward the wall allowing elbows to bend-then push explosively away to standing position.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Parachute

Grade-Kindergarten Parachute

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Popcorn-students attempt to move the parachute vigorously and shake off the numerous items.	
2	Ripples and Waves-students use a variety of arm movements to create ripples by shaking vigorously, and wave with half the class raising their end and half the class lowering its end, then switch.	
3	Mushroom-students grasp the parachute, raise in unison, take a step into the center and pull the chute behind without letting go while lowering to a sitting position.	
4	Modified Simon Says, to enhance the ability to follow direction.	
5	Wall Pushes-students stand arms length from the wall, allowing the elbows to bend as they lean, then using explosive effort to push away from the wall back to standing.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Cards - Physical Fitness

NAME _____ GRADE _____

	PRE PHYSICAL FITNESS ASSESSMENT SCORE	POST PHYSICAL FITNESS ASSESSMENT SCORE
SHUTTLE RUN	_____	_____
6-LAP WALK-RUN	_____	_____
FLEXED ARM HANG	_____	_____
LONG JUMP	_____	_____
CURL-UPS	_____	_____
50 YARD DASH	_____	_____
SIT UPS	_____	_____
PUSH UPS	_____	_____

TOTAL _____

Task Card – Relays

Grade-Kindergarten Relays

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	While in a crouched position, weave through the cones and return to the team. *All students get one turn, then sit quietly for all relays.	
2	Hold onto the baton while skipping to the cone opposite the team, return and hand the baton to the next person in line.	
3	Gallop to the cone and return to the team as quickly as possible.	
4	Drop and Fetch Relay-Take a beanbag from the pail beside your team; run to the hoop directly across from your team. (each hoop color is different to avoid confusion).	
5	Two Stunt Relay; jump into hoop (two feet) and out, go to further line and touch, jump hoop again and return to team	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card –Relays

Grade-Kindergarten Relays

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Beanbag balance on head, move to cone and back to the end of the line. *All students have one turn and sit quietly for relays.	
2	Jog to the ropes (the 'river'), jump over, touch line and return to end of line.	
3	While walking to the cone opposite the team, gently tap the balloon to keep it from falling to the ground.	
4	While on tip-toe, weave in and out through the cones without coming into contact with the cones.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card –Scooters

Grade–Kindergarten Scooters

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Obstacle course while on belly, moving forward, with hands and feet.	
2	Obstacle course while on knees, moving forward, with hands only.	
3	Obstacle course while sitting, using feet only, moving forward to the line opposite your team, and moving backward on the way back.	
4	Scooter Tag-one child designated "it." All others wear flag strips. If tagged, player becomes a helper, attempting to tag other players. The last tagged is "it" for the next game.	
5	Free style movement throughout designated area, with student choosing method of propulsion.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade-Kindergarten Forward Roll

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	While standing balances on mats.	
2	While walking balances-along line; jump rope on floor.	
3	Bridges formed with varying combinations- left hand right foot; etc.	
4	(Teacher assisted) Forward Roll- From feet, squat and tuck body tight; look for snapping fingers, then tip over while tucking in chin-keep body tucked tight like a ball throughout motion.	
5	(Teacher Spotted Only) Forward Roll- From feet, squat and tuck body tight; look for snapping fingers, then tip over while tucking in chin-keep body tucked tight like a ball throughout motion.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card –Tumbling

Grade-Kindergarten Log Roll

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Partner challenge (take card from the pail in the center of the floor). Can you imitate what appears on the card:? (motions include laying straight on belly; back; rolling into tight ball; on side, back, front)	
2	Partner challenge, partner takes card from pail on floor. Various cards include illustrations of balances, such as: right foot right hand; one knee and opposite hand; same side knee and hand-switch sides; one knee and toe of opposite foot-switch; head and two feet; head and one foot.	
3	Practice log roll on the mat; help your partner with corrections.	
4	Rock with Partner- practice keeping the body in a straight position, see how many ways you can rock on the mat (sitting, on back, on tummy side).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Ball Handling

Grade-One Eye-Foot Coordination Ball Handling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	While weaving through cones, push the ball lightly with your feet.	
2	Using a kicking motion, using the inside of the foot with the toes pointed downward, knock as many pins down as possible. After your turn, retrieve the ball and give it to the next child.	
3	Using a kicking motion, using the inside of the foot with the toes pointed downward, hit the targets on the wall. When it returns, try to stop it from rolling past you with your feet.	
4	Stand opposite your partner and gently pass the ball to each other using a gentle kicking motion with the inside of the foot and the toes pointed downward.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card –Ball Handling

Grade-One Eye-Hand Coordination Ball Handling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Using a short handled paddle, keep the beachball up in the air while weaving through the cones. Take turns with your partner and offer (verbal) guidance when possible.	
2	Using the scoops with a partner, play catch using an underhand motion.	
3	Standing across from a partner, bounce the large ball back and forth to each other, changing the height of the bounces.	
4	Toss a beanbag into the targets, using an overhand motion. Take turns with your partner.	
5	Taking turns with your partner, roll the ball, knocking over as many pins as possible. Reset the pins on the taped markings after your turn.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card –Dance/Movement

Grade–One-Four Combinations

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
- 1	Step touch: to music eight times	
2	Walk and touch: 3 steps and touch, side to side four times	
3	Point together: to the music, vary the direction of your point-side/back/forward for a total of eight times	
4	Point knee up: to the music, three times with each leg	
5	Point knee up and touch: to the music, three times with each leg	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-One-Four Patterns

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Rock Around the Clock: in 'count down' mode Eight points front left/right Eight points side left/right Eight points front left/right Repeat the pattern: four points, two points, one point	
2	Charleston Walk/ Charleston Your choice, perform either the modified Charleston walk or the Charleston to music	
3	Line Dance Step: perform the first segment of the line dance to the music, two times.	
4	Line Dance with Jump Turns: to the music until you have faced each way twice	
5	Line Dance: put together three of our basics or combinations plus the jump turn to form your own line dance. Perform it to music until you have faced each way twice.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-One-Four Square Dance - Couples

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Stand together as couples/partners Who is the traveling partner? Who represents the home position?	
2	Do-Se-Do your partner: three times, pause between each	
3	Forward and Back: perform as a couple three steps each way. Do this two times, pausing between each time.	
4	Right Elbow Swing: perform with your partner twice around	
5	Promenade: with your partner once around the circle	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-One-Four Square Dance – Squares/Sets

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Stand Together as a Set: Who are the head couples? Who are the side couples? Which couple are you part of?	
2	Everyone turn to your corner Everyone turn to your partner	
3	Eight Hands Around: all join hands and circle to the left (around once)	
4	Allemande left your corner, allemande right your partner and promenade home	
5	Head couples forward and back Side couples forward and back Head couples Do-Se-Do Side couples Do-Se-Do Everybody promenade! (Perform this as a continuous call)	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Games

Grade-One Games

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	(GROUP WORK) Keep it up with a beachball, have markings on the floor and designate one child to be the 'chaser' if the ball leaves the circle.	
2	Wonderball (teacher instructed). Students sit in a circle passing the ball around the circle, while singing 'the wonderball goes round and round, to pass it quickly you are bound. If you're the one, to hold it last, well then for you the game is past and you are O-U-T out!' Have that student perform a task and stay in the circle rather than be eliminated.	
3	Target bouncing (box in center). Students stand around a box in an area of moderate proportion. All take turns attempting to bounce the ball into the box receiving a point when successful.	
4	Bowling with 5 pins at each 'lane'. Set up four lanes side by side, with mats separating the lanes by the bowling pins, to avoid the ball from hitting the pins in the other lanes.	
5	Cooperative Musical Hoops- Place hoops similar to the way chairs would be set, with one less than the number of students. Each time the music stops, remove another hoop. Encourage students to 'share' a hoop with a student who does not have their own.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Hoops

Grade-One Hoops

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Jump the Hoop- have hoops scattered throughout the area, and take turns moving through it in follow the leader fashion	
2	In one line, pass the hoop overhead, step through and pass to the child behind you. The last child then moves to the front of the line to begin again.	
3	All students with their own hoop, move the ball around various body parts-waist, arm, leg, etc. *Challenge each other-be original.	
4	With partner, while standing across from each other, roll your hoops back and forth.	
5	Hoop Jump- with hoops in hopscotch formation, take turns jumping feet apart where there are two hoops, and together where there is one.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Jump Rope

Grade-One Jump Rope Long Rope

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Ski Jumper-place ropes a few inches apart; students take turns jumping in skier motion down the length of the ropes to the other end.	
2	Ocean waves with figure eight	
3	Mountain climber	
4	Snake job with figure eight	
5	Large rope turn with teacher assistance. All students take turns attempting to enter rope when appropriate with verbal prompting.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Jump Rope

Grade-One Jump Rope Self -Turn

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Leaping over various ropes throughout area-take turns and lead with a different lead leg each time.	
2	Leap the Brook-Ropes are set on the floor about two feet apart. In relay type formation, all take turns, increasing the distance between the ropes after all successfully attempt.	
3	Self-Turn the rope with large arm circles. Watch for the rope in front of you-independently with your own rope.	
4	Blue Bells- two students stand apart holding the rope. As they swing it in a back and forth motion, students take a turn trying to leap in and/or over the moving rope.	
5	Snakes Alive! Two students hold the rope while crouched on the floor and make 'snake' motion while the students attempt to leap over without being "bitten."	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Cards - Physical Fitness

NAME _____ GRADE _____

	PRE PHYSICAL FITNESS ASSESSMENT SCORE	POST PHYSICAL FITNESS ASSESSMENT SCORE
SHUTTLE RUN	_____	_____
6-LAP WALK-RUN	_____	_____
FLEXED ARM HANG	_____	_____
LONG JUMP	_____	_____
CURL-UPS	_____	_____
50 YARD DASH	_____	_____
SIT UPS	_____	_____
PUSH UPS	_____	_____

TOTAL _____

Task Card – Relays

Grade-One Relays

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	While on a scooter, weave through the cones and return to the team. *All students get one turn, then sit quietly for all relays.	
2	Hold onto the baton while skipping to the cone opposite the team, return, and hand the baton to the next person in line.	
3	Gallop to the cone and return to the team as quickly as possible.	
4	Drop and Fetch Relay-Take a beanbag from the pail beside your team; run to the hoop directly across from your team. (each hoop color is different to avoid confusion).	
5	Two Stunt Relay; jump into hoop (two feet) and out, go to the designated line and touch it, jump hoop again and return to your team.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Relays

Grade-One Relays

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Beanbag balance on head, move to cone and back to the end of the line. *All students have one turn and sit quietly in a line for relays.	
2	Jog to the ropes (the 'river'), jump over, touch line and return to end of line.	
3	While walking to a cone opposite the team, gently tap the balloon to keep it from falling to the ground.	
4	While on tip-toe, weave in and out through the cones without coming into contact with the cones.	
5	While skipping, place a beanbag from the hoop by your team to the hoop on the line opposite your team, then return to the team while skipping.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – T-Ball

Grade-One T -Ball Batting/Striking

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	With the ball suspended from above, place feet on taped markings and take three full swings to hit the ball with the plastic bat. After your turn, place the bat on the floor and take a seat next to your partner.	
2	Bounce the ball lightly on the floor and attempt to hit the ball towards the wall. Do not swing until your feet are covering the tape marks. Take three turns, then switch with your partner.	
3	Modified Run (continuous around 'bases'), stay in base line and leave for the base only when the person ahead has moved to the next base.	
4	Continuously strike small lightweight ball using a handled paddle; try to move throughout marked area while continuing to strike the ball in an upward motion.	
5	Taking turns with your partner, place your feet on the tape markings and within two tries attempt to strike the ball from the tee towards the wall.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – T-Ball

Grade-One T- Ball Throwing / Catching

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Target Toss-practice throwing the soft, small ball to the target on the wall from the line designated on the floor. Use an overhand motion throw stepping with the opposite foot of the hand you throw with. Try to stop the ball with (emerging) body stop technique.	
2	Partner Toss-practice throwing underhand to the partner you face from the line designated from the floor. Try to throw <u>to</u> your partner and catch the ball when tossed to you.	
3	Self toss into the air and catch the soft medium sized ball; try to catch it as it descends from above.	
4	While standing on the designated floor lines, have a catch with partner, using an underhand toss, with the plastic scoops and medium sized whiffle balls. (Use gallon milk jugs and tennis balls as a substitute if necessary).	
5	Skill Builder-Independently, toss ball underhand into air and catch with one or two bounces; overhand to floor, attempting to have it bounce into wall and catch with body stop technique.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card –T-Ball

Grade-One Eye Hand Coordination Striking T- Ball

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Strike the small, lightweight foam ball upward using the short handle paddle, letting it bounce between strikes.	
2	Strike the medium, beach ball continuously with the short handle paddle.	
3	Strike the suspended whiffle ball while feet are placed on the taped floor markings. Take five swings, then let your partner have a turn.	
4	Strike the ball towards the wall, off the tee/cone, trying not to hit the tee. Take five turns, then switch with your partner.	
5	Using a beach ball and large plastic bat, practice tossing to your partner and allowing him/her to hit the ball back to you. After 5 turns, switch places.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Insert

Task Card – Basketball

Grade - Two Dribbling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Dribble to the cone (five yards distance) and shoot in basket with ball under control (three attempts at shot). Using your dominant hand.	
2	Dribble to the cone (five yards distance) and pass to partner who will shoot basketball (three attempts). Using your dominant hand.	
3	Dribble throughout the designated area 10 x 10 grid, maintaining control and possession while opponent attempts to take possession (three minutes). Using your dominant hand.	
4	Dribble to foul line and shoot while opponent attempts to take possession (three attempts). Using your dominant hand.	
5	Dribble to the cone (five yards distance) and attempt a bounce pass while opponent attempts to take possession. Using your dominant hand.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Basketball

Grade - Two Passing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Bounce pass to the wall (ten times).	
2	Chest pass to partner (ten feet apart; ten times each).	
3	Pass to partner while moving to basket (five times each).	
4	Two handed pass while reversing the ball to partner (five times each).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Basketball

Grade - Two Shooting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Shoot ten foul shots. Should be able to complete five.	
2	Shoot ten jump shots with shooting hand, elbow extended. Should be able to complete five.	
3	Shoot ten lay-ups. Should be able to complete five.	
4	Shoot after one dribble in the paint. Repeat ten times. Should be able to complete five.	
5	Dribble to baseline and shoot a baseline jump shot. Repeat ten times. Should be able to complete five corner shots.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade - Two Footwork

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	While concentrating on a five step approach, first step with your non-ball hand, try to knock down as many pins as you can. (three trials)	
2	While concentrating on a five step approach, first step with your non-ball hand, set up 1-3 pin and attempt to knock them down. (three trials)	
3	While concentrating on a five step approach, first step with your non-ball hand, knock down three out of five pins.	
4	While concentrating on a five step approach, first step with your non-ball hand, knock down five out of seven pins	
5	While concentrating on a five step approach, first step with your non-ball hand, try to knock down all the pins (strike)	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade - Two Grip

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	While concentrating on hand grip, thumb, middle and ring finger in appropriate holes knock down as many pins as you can. Remember thumb comes out first.	
2	While concentrating on hand grip, thumb, middle and ring finger in appropriate holes try to knock down four out of ten pins.	
3	While concentrating on hand grip, thumb, middle and ring finger in appropriate holes knock down five out of ten pins.	
4	While concentrating on hand grip, thumb, middle and ring finger in appropriate holes knock down six out of ten pins	
5	While concentrating on hand grip, thumb, middle and ring finger in appropriate holes try to knock down all the pins (strike)	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade - Two Stance

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Prior to rolling the ball align yourself with your desired target. Using a hard rubber bowling ball or softball knock down as many pins as you can. Knock down the kingpin (number five pin)	
2	Knock down the number one pin (three trials)	
3	Knock down the number two pin (three trials)	
4	Knock down the number three pin (three trials)	
5	Try to knock down all the pins (three trials/ strike)	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card –Dance/Movement

Grade–One-Four Combinations

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Step touch: to music eight times	
2	Walk and touch: 3 steps and touch, side to side four times	
3	Point together: to the music, vary the direction of your point-side/back/forward for a total of eight times	
4	Point knee up: to the music, three times with each leg	
5	Point knee up and touch: to the music, three times with each leg	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-One-Four Patterns

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Rock Around the Clock: in 'count down' mode Eight points front left/right Eight points side left/right Eight points front left/right Repeat the pattern: four points, two points, one point	
2	Charleston Walk/ Charleston Your choice, perform either the modified Charleston walk or the Charleston to music	
3	Line Dance Step: perform the first segment of the line dance to the music, two times.	
4	Line Dance with Jump Turns: to the music until you have faced each way twice	
5	Line Dance: put together three of our basics or combinations plus the jump turn to form your own line dance. Perform it to music until you have faced each way twice.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-One-Four Square Dance - Couples

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Stand together as couples/partners Who is the traveling partner? Who represents the home position?	
2	Do-Se-Do your partner: three times, pause between each	
3	Forward and Back: perform as a couple three steps each way. Do this two times, pausing between each time.	
4	Right Elbow Swing: perform with your partner twice around	
5	Promenade: with your partner once around the circle	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-One-Four Square Dance – Squares/Sets

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Stand Together as a Set: Who are the head couples? Who are the side couples? Which couple are you part of?	
2	Everyone turn to your corner Everyone turn to your partner	
3	Eight Hands Around: all join hands and circle to the left (around once)	
4	Allemande left your corner, allemande right your partner and promenade home	
5	Head couples forward and back Side couples forward and back Head couples Do-Se-Do Side couples Do-Se-Do Everybody promenade! (Perform this as a continuous call)	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade - Two Accuracy

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Throw the ball through a hoola-hoop ten times. Distance should be five yards.	
2	Throw the ball through a hoola-hoop ten times. Distance should be twenty yards.	
3	Throw the football as far as you can three times. Record best throw.	
4	Throw the football at a moving receiver (approximately ten yards away) five times.	
5	Throw the football at a moving receiver (approximately twenty yards away) ten times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade - Two Carrying

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	While carrying the football, with ball tucked underneath arm and middle finger on point of ball, run between cones (five yards apart) and record times of three attempts.	
2	While holding the football, jump over cones ten times each. Record times of three attempts.	
3	Catch the football and carry it ten yards.	
4	While running (twenty yards) with the football, student should switch ball from left hand to right hand.	
5	Carry a ball (ten yards) while a partner tries to knock it out of your hands. Three attempts for each student.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade - Two Passing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Two students should stand five yards away and throw and receive the football five times.	
2	Two students should stand ten yards away and throw and receive the football ten times.	
3	Two students should stand fifteen yards away and throw and receive the football fifteen times.	
4	One student is the quarterback and one is the receiver. Throw the ball to the receiver while running. Must receive the ball five times out of ten from right side of quarterback.	
5	One student is the quarterback and one is the receiver. Throw the ball to the receiver while running. Must receive the ball ten times out of twenty from left side of quarterback	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Jump Rope

Grade - Two Single and Double Leg Jump

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	How many rotations can you jump without stopping? (At least ten times.)	
2	How many rotations can you jump in thirty seconds?	
3	How many rotations can you jump in sixty seconds?	
4	How many rotations can you jump in ninety seconds?	
5	How many rotations can you jump in three minutes? (At least 150 rotations)	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Jump Rope

Grade - Two Double Leg Jump

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	While jumping, jog to cone and back within ten seconds. Cone should be twenty yards away.	
2	While jumping, jog to cone within fifteen seconds. Cone should be twenty-five yards away.	
3	While jumping, jog to cone within twenty seconds. Cone should be thirty yards away.	
4	While jumping, jog in between cones (three yards apart from each other) as fast as you can. Cones should be twenty yards away (total distance of cones).	
5	While jumping, jog in between cones (three yards apart from each other) as fast as you can. Cones should be thirty yards away (total distance of cones).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Jump Rope

Grade – Two Single Leg Jump

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	With a partner see how many rotations you can each jump in thirty seconds.	
2	With a partner see how many rotations you can each jump in sixty seconds.	
3	With a partner see how many rotations you can each jump in ninety seconds.	
4	With a partner see how many rotations you can each jump in two minutes	
5	With a partner see how many rotations you can each jump in two and one half minutes.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Cards - Physical Fitness

NAME _____ GRADE _____

	PRE PHYSICAL FITNESS ASSESSMENT SCORE	POST PHYSICAL FITNESS ASSESSMENT SCORE
SHUTTLE RUN	_____	_____
6-LAP WALK-RUN	_____	_____
FLEXED ARM HANG	_____	_____
LONG JUMP	_____	_____
CURL-UPS	_____	_____
50 YARD DASH	_____	_____
SIT UPS	_____	_____
PUSH UPS	_____	_____

TOTAL _____

Task Card – Soccer

Grade - Two Dribbling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Dribble to cone (ten yards distance) and shoot at the goal. Utilize each foot and score accordingly.	
2	Dribble to cone (ten yards distance) and pass to partner, ten yards away, in horizontal directions (five attempts). Utilize each foot and score accordingly.	
3	Dribble throughout the designated area (10 x 10 grid), maintaining control and possession while opponent attempts to take possession (three minutes). Utilize each foot and score accordingly.	
4	Dribble to cone and shoot at the goal (ten yards distance) while opponent attempts to take possession (five attempts). Utilize each foot and score accordingly.	
5	Dribble to the cone (ten yards distance) and attempt a horizontal pass while opponent attempts to take possession (five attempts). Utilize each foot and score accordingly.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Soccer

Grade - Two Trapping

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Trap the ball from partner's pass ten times with ball of feet. Utilize each foot and score accordingly.	
2	Collect (or trap) the ball with inside of foot ten times. Utilize each foot and score accordingly.	
3	Collect (or trap) the ball with inside of thigh ten times. Utilize each thigh and score accordingly.	
4	Trap the ball with outside of foot ten times. Utilize each foot and score accordingly.	
5	Trap and shoot the ball ten yards away from the goal (five times each). Utilize each foot and score accordingly.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade - Two Tumbling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Use at least three animal walks in a routine.	
2	Use at least four animal walks in a routine.	
3	Use at least five animal walks in a routine.	
4	Use at least six animal walks in a routine.	
5	Use any moves you want in a combination of flexibility actions.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade - Two Tumbling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Use two to three stunts in combination moves.	
2	Use four to five stunts in combination moves.	
3	Use five to six stunts in combination moves.	
4	Use seven to eight stunts in combination moves.	
5	Use nine to ten stunts in combination to establish a routine.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade - Two Tumbling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	One to two students create a routine using three moves each.	
2	Two to three students create a routine using four moves each.	
3	Three to four students create a routine using five moves each.	
4	Four to five students create a routine using six moves each.	
5	Five or six students create a routine using seven moves each.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade - Two Setting, Forearm Pass

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	One partner tosses the ball up, passing it to the other partner who uses the overhand volley to return (ten times each).	
2	Overhand volley against wall (ten times each).	
3	Overhand volley against wall for one minute (at least twenty-five times).	
4	Partners face each other on opposite sides of net and complete overhand volley back and forth (ten times each).	
5	Moving in relation to ball, partner tosses ball so that it can be caught above forehead (ten times each).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade - Two Setting and Passing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Hit overhead set volley ten times against wall with good stance.	
2	Hit overhead set volley twenty times against wall with good stance.	
3	Hit overhead to partner with good stance. Hit for two minutes. Should be able to complete at least twenty-five.	
4	Set ball over net (five times; at least ten feet from net).	
5	Pass ball over net with good stance (five times; at least fifteen feet from net).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade - Two Passing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	With six cones on floor, pass to the space on the floor in front of the cones (should be able to hit four out of six targets).	
2	With eight cones on the floor, pass to the space on the floor in front of the cones (should be able to hit six out of eight targets).	
3	Partners pass the ball to each other, set - bump (ten times each).	
4	Person passes to partner who spikes ball, set - bump (five times each).	
5	Person tosses to partner who sets back to him/her and first partner spikes ball (five times each).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Insert

Task Card – Basketball

Grade - Three Chest Bounce Pass

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED
1	Bounce pass ten times against the wall.	
2	Bounce pass to a partner ten times	
3	Bounce to a partner who shoots (five times).	
4	Bounce pass to a partner who makes a lay-up (five times).	
5	Bounce pass with a partner from baseline to baseline (five times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Basketball

Grade - Three Defensive Stance

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Defensive slide from baseline to baseline ten times.	
2	Defensive slide around the basketball court three times.	
3	While dribbling from foul line to foul line, one person on defense tries to have a good stance with chest on ball.	
4	Defensive slide around cones (ten yards; three times each).	
5	Defensive slide ten times around the gym floor.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Basketball

Grade - Three Shooting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Shoot ten foul shots and record how many are made.	
2	Shoot five three pointers and record how many are made.	
3	Shoot ten jump shots from inside the three point line.	
4	Shoot five elbow jump shots and record how many are made.	
5	Take ten jump shots from anywhere on the court and record.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade - Three Delivery and Approach to Foul Line

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Knock down four out of ten pins (three trials).	
2	Practice picking up a spare and try to knock it down (three trials).	
3	Set up a split and try to knock it down (three trials).	
4	Three attempts at trying for a strike.	
5	Get in groups of three's and attempt to number the pins.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade - Three Hook Ball

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Knock down four out of ten pins (three trials).	
2	Practice picking up a spare and try to knock it down (three trials).	
3	Set up a split and try to knock it down (three trials).	
4	Three attempts at trying for a strike.	
5	Bowl to hit 1-3 pocket, making three out of five attempts.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade - Three Straight Ball

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Knock down four out of ten pins (three trials).	
2	Practice picking up a spare and try to knock it down (three trials).	
3	Set up a split and try to knock it down (three trials).	
4	Three attempts at trying for a strike.	
5	Get in groups of three's and attempt to number the pins.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card –Dance/Movement

Grade–One-Four Combinations

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Step touch: to music eight-times	
2	Walk and touch: 3 steps and touch, side to side four times	
3	Point together: to the music, vary the direction of your point-side/back/forward for a total of eight times	
4	Point knee up: to the music, three times with each leg	
5	Point knee up and touch: to the music, three times with each leg	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-One-Four Patterns

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Rock Around the Clock: in 'count down' mode Eight points front left/right Eight points side left/right Eight points front left/right Repeat the pattern: four points, two points, one point	
2	Charleston Walk/ Charleston Your choice, perform either the modified Charleston walk or the Charleston to music	
3	Line Dance Step: perform the first segment of the line dance to the music, two times.	
4	Line Dance with Jump Turns: to the music until you have faced each way twice	
5	Line Dance: put together three of our basics or combinations plus the jump turn to form your own line dance. Perform it to music until you have faced each way twice.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-One-Four Square Dance - Couples

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Stand together as couples/partners Who is the traveling partner? Who represents the home position?	
2	Do-Se-Do your partner: three times, pause between each	
3	Forward and Back: perform as a couple three steps each way. Do this two times, pausing between each time.	
4	Right Elbow Swing: perform with your partner twice around	
5	Promenade: with your partner once around the circle	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-One-Four Square Dance – Squares/Sets

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Stand Together as a Set: Who are the head couples? Who are the side couples? Which couple are you part of?	
2	Everyone turn to your corner Everyone turn to your partner	
3	Eight Hands Around: all join hands and circle to the left (around once)	
4	Allemande left your corner, allemande right your partner and promenade home	
5	Head couples forward and back Side couples forward and back Head couples Do-Se-Do Side couples Do-Se-Do Everybody promenade! (Perform this as a continuous call)	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade- Three Carrying

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Run with football in between cones (two yards apart for a distance of twenty yards). (The points of the football should be covered by fingertips)	
2	Run in between classmates (standing three yards apart) while they try to slap the ball out of your hands	
3	Receive handoff from quarterback five times and carry football through two cones that are spaced two yards apart.	
4	Run twenty yards while switching ball from left hand to right hand.	
5	Run thirty yards while switching ball from left hand to right hand.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade - Three Punting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Punt the football to partner (twenty yards away; five times each).	
2	Punt the football to partner (twenty yards away; ten times each).	
3	Starting at one end of the field, see how many punts it takes to get to the other end of the field. The ball must be punted from where it lands.	
4	Punt the football successfully at 15, 20, 25, 30 and 35 yards.	
5	Standing in the center of the field, punt the football four times to each side.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade - Three Throwing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Throw the football to a receiver who is standing ten yards away.	
2	Throw to a moving receiver who is fifteen yards away.	
3	Throw the ball as far as you can five times and record distance.	
4	Throw the ball to the right corner of the end-zone from a distance of twenty- five yards (five times).	
5	Throw the ball to the left corner of the end-zone from a distance of twenty-five yards (five times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Hockey

Grade- Third Shooting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Dribble by keeping puck close to stick and then shoot puck into goal five times.	
2	By yourself, shoot against wall ten times.	
3	Shoot puck at a goalie ten times and record goals.	
4	Pass to partner and shoot to goalie (five times each).	
5	Partners dribble, pass and shoot at various goals scattered around the playing area (five times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Hockey

Grade- Third Passing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Pass to self twenty five times.	
2	Dribble around cones for time -- three trials -- record best time.	
3	Pass to partner; exchange eight passes.	
4	Dribble and exchange push passes with partner. Exchange four passes with control	
5	Dribble and push pass into goal. Record number of goals scored out of eight attempts.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Jump Rope

Grade - Three Partner Jumping

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	One person runs in from the front, jumps five times face to face with partner and exits out the side.	
2	Partner jumps into the forward-turning rope and turns his or her back to partner's face. Perform five back to face jumps and make a smooth exit out the front. Change places with your partner and create something new.	
3	Two people go in, one in front and one in back and turn 360 degrees using quarter turns while jumping, then exit.	
4	Partner runs in front and then turns 360 degrees using quarter turns. Perform three to four, 360 degree spins and make a smooth exit out the side. Try this while turning rope backwards.	
5	Create your own partner trick for other jumps when you are ready.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Jump Rope

Grade - Three Leg Swings

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Four jumps with left leg swing.	
2	Four jumps with right leg swing.	
3	Two jumps with left leg swing.	
4	Two jumps with right leg swing.	
5	Three jumps with right leg swing.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Jump Rope

Grade - Three Jumping

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Jump in and out of the rope circle ten times.	
2	Jump in and out of the rope circle ten times on the right foot.	
3	Jump in and out of the rope circle ten times on the left foot.	
4	Jump around the circle once, twice, three times.	
5	Jump backwards around the circle three times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Cards - Physical Fitness

NAME _____ GRADE _____

	PRE PHYSICAL FITNESS ASSESSMENT SCORE	POST PHYSICAL FITNESS ASSESSMENT SCORE
SHUTTLE RUN	_____	_____
6-LAP WALK-RUN	_____	_____
FLEXED ARM HANG	_____	_____
LONG JUMP	_____	_____
CURL-UPS	_____	_____
50 YARD DASH	_____	_____
SIT UPS	_____	_____
PUSH UPS	_____	_____

TOTAL _____

Task Card – Racquet Sports

Grade- Third Batting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Using a racquet, bat hit the balloon five times without missing while standing in a thirty six inch hoop	
2	Walk forward while hitting the balloon off of the racket for a distance of ten feet without losing control.	
3	Using a sponge ball, hit the ball off the racket three times without missing while standing in a 36" hoop.	
4	Using a sponge ball, bat the ball off the racket while moving forward for a distance of ten feet, without losing control.	
5	Bat a sponge ball to yourself without missing (ten times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Racquet Sports

Grade- Third Serving

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Toss the ball into the air and hit it with your hand ten times in a row.	
2	Serve ten balls into each service court while using the racket.	
3	Return twenty balls tossed or served into each service court while using racket.	
4	Place hula-hoop in various positions within each service court. Hit ball in each hoop one time for each five attempts. (Should complete three out of five attempts).	
5	Serve twenty balls into each service court.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Racquet Sports

Grade- Third Forehand Stroke

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Play the ball off the wall using the forehand stroke ten times.	
2	While bouncing ball with a partner, hit back and forth to each other twenty times. (ten each without a miss)	
3	While sitting or kneeling, hit the ball in the air at head height eight times.	
4	While sitting or kneeling, hit the ball in the air at head height ten times.	
5	While hitting the ball in the air, go from a standing position to a kneeling position and back to standing eight times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Soccer

Grade - Three Dribbling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Dribble to self ten times around cones.	
2	Dribble around a defender three times.	
3	Dribble ten feet away from goal and shoot three times.	
4	Dribble and pass to a partner (ten feet apart) ten times.	
5	One partner attempts to dribble and control the ball keeping it from the other partner. When the ball is stolen, the other person becomes offense and the roles are switched. Partners should be in a small area (20x20 feet). (three times each.)	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Soccer

Grade - Three Heading

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Head ball to self (five times).	
2	Head the ball with a partner (eight times).	
3	One partner throws the ball and the other partner heads the ball (three times each).	
4	Head the ball against the wall ten times while aiming at the target.	
5	Head ball into goal five times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Soccer

Grade - Three Passing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Pass against the wall and trap ball with right foot on return five times.	
2	Pass against the wall and trap ball with left foot on return five times.	
3	Pass to a partner while moving (five times each).	
4	Lead teammate with the pass (five times).	
5	Three person passing -- one person from each line moves down the field passing from center to wings and back (twenty five yards).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Softball / Tee-Ball

Grade - Three Catching

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Toss a ball in the air ten times and catch it.	
2	Toss a ball in the air three to four feet high, turn around and catch it (five times).	
3	With a partner standing on a bench, holding a ball at head height, catch the ball when it is dropped. Try it with your hands on your hips before ball is dropped (three times each).	
4	Using velcro gloves, play short hop with your partner (the ball bounces off the ground a short distance from you). (three times each.)	
5	Facing a wall, throw a tennis ball into the wall, turn, and catch it over your shoulder (five to ten feet from wall; three times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Softball / Tee-Ball

Grade - Three Hitting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	With a ball suspended from a pole, hit it fifteen consecutive times.	
2	With a partner standing on a bench, hit a ball as it is dropped (ten times).	
3	Partner tosses ball to partner (on his/her knees) who hits it with a bat (ten times each).	
4	Bunt a ball tossed by a partner to a specific target (directly in front, to right side, to left side).	
5	With ball on tee, hit ball ten times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Softball / Tee-Ball

Grade - Three Running

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Run around the bases, touching each base on the inside with your right foot (three times).	
2	Play "pickle" with two others and successfully get to a base three times without being tagged.	
3	Do the shuttle run (running between two lines thirty feet apart) in 10.5 seconds (three times).	
4	With softball, place it between your feet, kick it up and catch it (three times).	
5	With a bat over your head and arms fully extended, jump over a line on the floor (ten times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade - Three Balance

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Balance on one foot for one minute	
2	Walk forward and pass under a wand three feet high.	
3	Walk backwards and pass under a wand three feet high.	
4	Bunny hop the length of the beam.	
5	Walk to center of beam, do a front scale, turn, and walk off backwards.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade - Three Tumbling Routines

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Perform three inversions.	
2	Perform three locomotor movements.	
3	Perform three dance movements.	
4	Perform three non-locomotor movements.	
5	Perform four locomotor movements.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade - Three Rolls

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Keep body curled and roll smoothly from knee to shoulder to back and then again to knee.	
2	Perform three backwards rolls in one motion.	
3	Perform three forward rolls in one motion.	
4	Combine two forward rolls and two backwards rolls into one routine.	
5	Combine one back, one forward, and one shoulder roll into a routine.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade - Three Forearm Volley

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Forearm volley against wall (ten times).	
2	Partners pass back and forth to each other (five times).	
3	Forearm volley to a spot on wall that has hoop taped to it.	
4	Forearm volley with four students keeping ball alive with continuous volleys. Must hit as a group ten times each.	
5	Pass ball high so your partner can forearm volley back to you (five times each).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade - Three Floater Serve

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Server serves ball over net (ten times) and receiver rolls it back.	
2	With a partner on the opposite side of the net, serve to the left corner (five times).	
3	Serve ball to a designated spot on the floor (five times).	
4	With a partner on the opposite side of the net, serve to the right corner (five times).	
5	With a partner on the opposite side of the net, serve to the middle of the court (five times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade - Three Underhand Serve

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Server serves ball over net (ten times) and receiver rolls it back.	
2	With a partner on the opposite side of the net, serve to the left corner (five times).	
3	Serve ball to a designated spot on the floor (five times).	
4	With a partner on the opposite side of the net, serve to the right corner (five times).	
5	With a partner on the opposite side of the net, serve to the middle of the court (five times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Insert

Task Card – Basketball

Grade – Four Dribbling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Dribble between cones by weaving in and out ten times.	
2	With right hand only, dribble down twenty feet and dribble back with your left hand (three times).	
3	Dribble to half court and perform a cross-over dribble, then shoot the ball once you reach the foul line (four times).	
4	Standing in place with eyes closed, dribble the ball ten times with one hand without missing.	
5	Standing with feet apart, dribble the ball in a figure eight around your legs	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Basketball

Grade – Four Shooting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Make five out of seven bank shots from fifteen feet out.	
2	Make five out of seven shots twelve feet in front of basket with good form.	
3	Make five out of seven lay-ups while standing underneath the basket.	
4	Make five out of seven bank shots from fifteen feet out.	
5	Make five out of seven lay-ups while dribbling to the basket.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Basketball

Grade – Four Teamwork

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Perform a three-man-weave with two other people for the length of the play area with no mistakes.	
2	With a partner ten feet away, bounce pass, hitting a cone placed midway between (seven to ten times).	
3	Make five bounce passes with a partner from one side of the wall and catch the rebound on the opposite side.	
4	With a partner, slide down thirty feet and back, bounce passing the ball the entire time.	
5	While walking, bounce the ball behind and through your legs and start dribbling in front while partner plays defense (three times each).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade – Four Delivery and Approach to Foul Line

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Knock down four out of ten pins (three trials .)	
2	Practice picking up a spare and try to knock it down (three trials).	
3	Set up a split and try to knock it down (three trials .)	
4	Three attempts at trying for a strike.	
5	Get in groups of three's and attempt to number the pins.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade – Four Hookball

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Knock down four out of ten pins (three trials .)	
2	Practice picking up a spare and try to knock it down (three trials.)	
3	Bowl to hit 1-2 pocket, making three out of five attempts.	
4	Three attempts at trying for a strike.	
5	Get in groups of three's and attempt to score a game.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade – Four Straight Ball

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Knock down four out of ten pins (three trials .)	
2	Practice picking up a spare and try to knock it down (three trials.)	
3	Bowl to hit 1-3 pocket, making three out of five attempts.	
4	Three attempts at trying for a strike.	
5	Get in groups of three's and attempt to score a game.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card –Dance/Movement

Grade–One-Four Combinations

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Step touch: to music eight times	
2	Walk and touch: 3 steps and touch, side to side four times	
3	Point together: to the music, vary the direction of your point-side/back/forward for a total of eight times	
4	Point knee up: to the music, three times with each leg	
5	Point knee up and touch: to the music, three times with each leg	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-One-Four Patterns

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Rock Around the Clock: in 'count down' mode Eight points front left/right Eight points side left/right Eight points front left/right Repeat the pattern: four points, two points, one point	
2	Charleston Walk/ Charleston Your choice, perform either the modified Charleston walk or the Charleston to music	
3	Line Dance Step: perform the first segment of the line dance to the music, two times.	
4	Line Dance with Jump Turns: to the music until you have faced each way twice	
5	Line Dance: put together three of our basics or combinations plus the jump turn to form your own line dance. Perform it to music until you have faced each way twice.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-One-Four Square Dance - Couples

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Stand together as couples/partners Who is the traveling partner? Who represents the home position?	
2	Do-Se-Do your partner: three times, pause between each	
3	Forward and Back: perform as a couple three steps each way. Do this two times, pausing between each time.	
4	Right Elbow Swing: perform with your partner twice around	
5	Promenade: with your partner once around the circle	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-One-Four Square Dance – Squares/Sets

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Stand Together as a Set: Who are the head couples? Who are the side couples? Which couple are you part of?	
2	Everyone turn to your corner Everyone turn to your partner	
3	Eight Hands Around: all join hands and circle to the left (around once)	
4	Allemande left your corner, allemande right your partner and promenade home	
5	Head couples forward and back Side couples forward and back Head couples Do-Se-Do Side couples Do-Se-Do Everybody promenade! (Perform this as a continuous call)	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade – Four Centering / Running

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Center the ball to a partner who is five yards behind; run a short pass pattern and catch the pass from the partner (three times).	
2	Center the ball to a partner ten yards behind; run a short pass pattern and catch the pass from the partner (three times).	
3	Run a zigzag pattern around and through the cones. Set the course for five to seven cones one to two yards apart (three times).	
4	Set up an area 15x10 yards. One person is at one end and the other person is at the opposite end. Person "A" throws the ball to person "B." "B" catches the ball and tries to run past "A's" goal line without getting the flag stolen. Try for three out of six touchdowns.	
5	Center the ball to a partner twelve yards behind, run a short pass pattern and catch the pass from partner (three times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade – Four Punting / Kicking

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Punt the ball relatively straight so that it covers a distance of about twenty yards (should be accurate at least three out of six attempts).	
2	Punt the ball in the air so that it has a hang time of about two to four seconds (three times).	
3	Kick the ball towards a target (about fifteen yards away) so that it lands within the width of the goal post (three times).	
4	Punt the ball in the air so that it has a hang time of six or more seconds.	
5	Kick the ball towards a target twenty yards away so that it lands within the width of the goal post (three times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade – Four Throwing / Catching

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Standing twenty feet from a partner, run back five steps, stop and throw the ball to a partner who is stationary (three times).	
2	Standing twenty feet from a partner, run back five steps, stop and throw to a partner who is running (three times).	
3	Standing twenty feet from a partner, run towards the partner and laterally pass the ball while partner is stationary (three times).	
4	Stand twenty feet away from partner. On signal, both run towards each other and laterally pass the ball.	
5	Using a flying disc, throw and catch accurately with a partner, twenty feet away (ten times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Hockey

Grade – Four Defense

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	While standing in a goal box, block five shots made from fifteen feet away (five times out of ten should be successful).	
2	While standing in a goal box, block five shots made from twenty feet away (five times out of ten should be successful).	
3	With a partner, "steal" the puck while both of you are moving (three trials).	
4	Standing in a ten foot circle, play one on one with your partner. A point is scored by a person moving the puck out of the circle and trapping it within one foot of partner (three times).	
5	Intercept a pass and immediately begin to move the puck forward (three times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Hockey

Grade – Four Goalie Actions

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	As a goalie, block eight out of ten shots made on goal by two opponents.	
2	As a goalie, block eight out of ten shots made on goal by two opponents, passing.	
3	Partners should stand fifteen feet away from goalie and shoot ten slap shots each.	
4	Partners should stand fifteen feet away from goalie and shoot ten slap shots each. Goalie can only stop shots with glove.	
5	Partners should stand fifteen feet away from goalie and shoot ten slap shots each. Goalie can only stop shots with stick.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Hockey

Grade – Four Puck Control

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Using a "half" hockey stick (stick cut in half) continuously move the puck in a figure eight rotation between your legs for thirty seconds while remaining stationary.	
2	Using a "half" hockey stick (stick cut in half) continuously move the puck in a figure eight rotation between your legs for sixty seconds while remaining stationary.	
3	Keep control of the puck while moving through a series of cones, while moving forward (three trials).	
4	Keep control of the puck while moving through a series of cones, while moving backwards (three trials).	
5	Quickly move the puck through a series of cones making a complete circle around each cone (three trials).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Jump Rope

Grade – Four Agility

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	While jumping rope, jog to wall (twenty feet away) and back.	
2	While jumping rope, weave in between cones (three feet apart) and back.	
3	Keeping feet close together, jump six inches to each side (three trials).	
4	Keeping feet close together, jump six inches forward and backward (three trials).	
5	Keeping feet close together, jump while twisting hips and feet to one side three trials).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Jump Rope

Grade – Four Anaerobic

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Perform a basic cross jump for 30 seconds (three trials).	
2	Perform a basic cross jump for 45 seconds (three trials).	
3	Perform a 180 degree turn with cross jump (five times).	
4	Perform a 180 degree turn with cross jump (seven times).	
5	Combine a two foot jump with a crisscross jump (three times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Jump Rope

Grade – Four Endurance

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Bring the rope overhead. Just before the jump cross the arms in front (hint: keep the hands at hip level close to the body and the rope handles held close to the outside of the body). (three trials; one minute each)	
2	Hop on left foot and touch the right toe to the floor behind (three trials; one minute each).	
3	Hop on right foot and touch the left toe to the floor behind (three trials; one minute each).	
4	Keep alternating steps on each turn of the rope for one minute (three trials).	
5	Perform a basic two foot jump five times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Cards - Physical Fitness

NAME _____ GRADE _____

	PRE PHYSICAL FITNESS ASSESSMENT SCORE	POST PHYSICAL FITNESS ASSESSMENT SCORE
SHUTTLE RUN	_____	_____
6-LAP WALK-RUN	_____	_____
FLEXED ARM HANG	_____	_____
LONG JUMP	_____	_____
CURL-UPS	_____	_____
50 YARD DASH	_____	_____
SIT UPS	_____	_____
PUSH UPS	_____	_____
TOTAL	_____	

Task Card – Racket Sports

Grade – Four Backhand

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Standing ten feet from the wall, hit the ball into the wall with a backhand return fifteen times without missing.	
2	Standing fifteen feet from the wall, hit the ball into the wall with backhand return twenty times without missing.	
3	While sitting in a chair, bounce the ball using a backhand grip, in the air fifteen times without a miss.	
4	Bounce a ball on your racket with a backhand grip while running to a line thirty feet away and back.	
5	Drop-hit a backhand to your partner, turn a full circle and return partner's hit (five times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Racket Sports

Grade – Four Controlling the Racket

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Balance ball on racket for one minute.	
2	Roll ball around edges of racket without it falling off for two minutes.	
3	Bounce ball off racket in the air without it touching the floor (one minute).	
4	Bounce ball off racket in the air and catch it with your other hand (two minutes).	
5	Dribble ball with racket from stationary position (one minute).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Racket Sports

Grade – Four Footwork

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Balance ball on racket while sliding back and forth (one minute).	
2	Balance ball on racket while sliding back and forth (two minutes).	
3	Roll ball on edges of racket while moving forward and backward (one minute).	
4	Bounce ball off racket without it touching the floor while walking forward (one minute).	
5	Dribble ball on floor with racket while weaving between cones (two minutes).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Soccer

Grade – Four Ball Control

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Using the inside/outside, toe/heel of your foot, pass a ball off of a wall and make it come back to your partner. Keep alternating parts of your foot (ten times each).	
2	Dribble a ball through a series of five cones, three feet apart and return through the cones.	
3	Using a "foot bag" perform inside and outside kicks to yourself. Pass to a partner. Receive pass.	
4	Standing twenty feet from a goal, take shots while standing still, moving forward, and then moving laterally (five shots of each type).	
5	Standing thirty feet from a goal, take shots while standing still, moving forward, and then moving laterally (five shots of each type).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Soccer

Grade – Four Dribbling / Trapping

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	While moving with a partner, dribble a ball and change directions when the signal is given by your partner. Pass the ball to your partner after thirty seconds and give the change direction signal (two minutes).	
2	Standing within a 15'x15' area, keep the ball away from your partner for five seconds, ten seconds, and twenty seconds.	
3	Bounce the ball off of three different parts (foot to knee to chest) of the body.	
4	Using a "foot bag," bounce it off your knee, foot, and chest without losing control.	
5	Dribble through ten cones that are one to two feet apart (three times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Soccer

Grade – Four Goalie Actions

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Goalie kicks ball as far as he/she can (five times).	
2	One partner rolls the ball to the goalie who scoops ball up (five times).	
3	Goalie dives to left side of goal (five times).	
4	Goalie dives to the right side of the goal (five times).	
5	Goalie angle kicks to right and left side (five times each).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Softball / Tee-Ball

Grade– Four Catching

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Toss a ball in the air ten times and catch it.	
2	Toss a ball in the air three to five feet high, turn around and catch it (five times).	
3	With a partner standing on a bench, holding a ball at head height, catch the ball when it is dropped. Try it with your hands on your hips before ball is dropped (three times each).	
4	Using velcro gloves, play short hop with your partner (the ball bounces off the ground a short distance from you). (three times each.)	
5	Facing a wall, throw a tennis ball into the wall, turn, and catch it over your shoulder (five to ten feet from wall; three times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Softball / Tee-Ball

Grade – Four Hitting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	With a ball suspended from a pole, hit it fifteen consecutive times.	
2	With a partner standing on a bench, hit a ball as it is dropped (ten times).	
3	Partner tosses ball to partner (on his/her knees) who hits it with a bat (ten times each).	
4	Bunt a ball tossed by a partner to a specific target (directly in front, to right side, to left side).	
5	With ball on tee, hit ball ten times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Softball / Tee-Ball

Grade – Four Pitching

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Pitch underhand and hit a 24"x 24" target taped on a wall fifteen feet away (should hit target seven out of ten times).	
2	Pitch underhand and hit a 24"x 24" target taped on a wall twenty feet away (should hit target seven out of ten times).	
3	Pitch underhand and hit a 24"x 24" target taped on a wall twenty-five feet away (should hit target seven out of ten times).	
4	Pitch underhand and hit a 24"x 24" target taped on a wall thirty feet away (should hit target seven out of ten times).	
5	Pitch underhand and hit a 24"x 24" target taped on a wall thirty-five feet away (should hit target seven out of ten times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Track and Field

Grade – Four Endurance Running

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Run two laps around the track (two trials; record best time).	
2	Run four laps around the track (two trials; record best time).	
3	As a group of five students, determine a breakdown of laps for each individual making sure to achieve 500 yards.	
4	As a group of eight students, run a relay totaling 800 yards.	
5	Each student must run five laps in twenty minutes.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Track and Field

Grade – Four Hurdling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Sprint 50 yards clearing three hurdles (two trials).	
2	Sprint 75 yards clearing three hurdles (two trials).	
3	Sprint 100 yards clearing three hurdles (two trials).	
4	Sprint 400 yards clearing three hurdles (two trials).	
5	In a 2 partner relay, sprint 400 yards clearing twelve hurdles (two trials).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Track and Field

Grade – Four Sprinting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Sprint 50 yards (three trials).	
2	Sprint 100 yards (three trials).	
3	Sprint 50 yards to a partner, pass the baton and have that partner continue an additional 50 yards (two trials).	
4	With four students, sprint the 4 x 100 relay.	
5	Sprint one lap around the track (two trials).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade – Four Balance

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Cat walk across the balance beam.	
2	Bunny hop across the balance beam.	
3	Stand on right foot, eyes closed, and count number of seconds balance is and then stand and walk off.	
4	Walk forward to the center of the beam, kneel, place a beanbag on your head and then stand and walk off.	
5	With a beanbag on your head, walk to center, step over a wand 15" above beam, do a full turn and walk off.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade – Four Rolling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Shoulder roll five times in a row (keep body curled and roll smoothly from knee to shoulder, to back and then again to knee).	
2	Forward roll using a variation of pike, stag and straddle rolls (keep tuck, push hands and maintain position throughout roll).	
3	Backward roll using a variation of pike, stag, straddle and back extension (push with hands at shoulders and maintain position throughout roll).	
4	Combine any two forward rolls and two backward rolls into a routine.	
5	Combine any three forward rolls and three backward rolls into a routine.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade – Four Spotting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Walk on balance beam with eyes closed (have two spotters assist).	
2	Walk to center, do five push-ups, stand, and walk off (have spotters assist).	
3	Bunny hop across the beam (have spotters assist).	
4	Walk to middle, do a v-sit, rise, and walk to end of beam (have spotters assist).	
5	Walk to middle of beam, balance on one foot (scale), turn around on this foot, and walk backward to end of beam (spotters to assist).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade – Four Blocking

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Standing at the net, block (two hand block) a partner's throw from across the low net (five feet). Should achieve five out of ten attempts.	
2	Standing at the net, block (two hand block) a partner's throw from across the low net (ten feet). Should achieve eight out of ten attempts.	
3	Standing at the net, move laterally (min. four feet) and block a ball tossed by your partner from across the low net (five feet). Should achieve five out of ten attempts.	
4	Repeat the second and third tasks using a regulation net (for your class and ability).	
5	Block a partner's spike from across a low/regulation net. Should achieve six out of eight attempts.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade – Four Offensive Skills

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Bump a ball against the wall above eight foot line from five feet away. Should succeed eight out of ten times.	
2	Complete eight out of ten successful overhand serves from the regulation service line.	
3	Set or bump a ball into the air, turn ninety degrees, and bump or set it again (five times).	
4	Toss a ball into the wall and rebound it with a bump or dig. Should succeed eight out of ten times.	
5	Toss a ball into the air, spike it into the wall, and set the rebound (five times).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade – Four Spiking

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Spike a ball set by your partner over a low net (five times).	
2	Spike a ball set by your partner over a regulation size net (five times).	
3	Spike to a designated spot on the opposite side of the court (five times).	
4	Spike a ball set by your partner over the net. Should succeed eight out of ten times.	
5	One partner spikes the ball and the other digs it (five times each).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Insert

Task Card – Basketball

Grade - Five and Six Dribbling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED
1	Dribble with head up and eyes on target, using non-dominant hand down to half court and back to squad.	
2	Dribble with head up and eyes on target, using dominant hand down to half court and back to squad.	
3	Dribble with head up down to half court while alternating hands and return to squad without losing control of the ball.	
4	Dribble down to half court while alternating hands around three cones keeping control of ball and head up.	
5	Dribble down to half court alternating hands and shoot at an assigned basket from a pre-determined area on the court.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Basketball

Grade - Five and Six Shooting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Lying on back with ball in hand above shooting shoulder, shoot ball straight up in the air about five feet and catch with two hands. Three attempts.	
2	Set a cone three feet from a basket. With ball in right hand, shoot “stressing an arc” at basket. Three attempts.	
3	Set a cone three feet from a basket. With ball in left hand, shoot “stressing an arc” at basket. Three attempts.	
4	Standing five feet from basket (center) with ball in right hand in front of and above shooting shoulder with left hand behind back shoot up and in at basket. Three attempts.	
5	Repeat station four with left hand.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Basketball

Grade - Five and Six Passing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Standing five feet away from a partner, complete five chest passes, step forward with dominant foot and have hands out at chest level.	
2	Start at baseline with a partner (five feet apart), complete as many chest passes while moving to half court and back, using slide/shuffle step.	
3	Standing five feet away from partner, complete five bounce passes. Dominant foot forward, hands at chest level and extend arms downward and outward.	
4	Start at baseline with a partner (five feet apart), complete as many bounce passes while moving to half court and back, dominant foot forward, hands at chest level and extend arms downward and outward.	
5	Standing five feet away from partner, complete five overhead passes, dominant foot forward, arms extended overhead and snap wrists to target.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade - Five and Six Footwork

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	(Using the Four step approach) Without a ball student will walk to a line and place feet together. Count one, swing side (ball side) knee up and on “two” back straight, shoulders square, swing side, heel down on one. Sliding leg knee up, sliding leg heel down on two. Three times	
2	Swing side knee up, anchor swing side heel on “three.” Sliding leg knee up, sliding sole down on “four.” Push into slide, sit tall, anchor swing side foot (release ball). Three times	
3	With a ball, repeat station one, three times.	
4	With a ball, repeat station two, three times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card - Bowling

Grade - Five and Six Grip

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will pick up bowling ball holding it in non-bowling hand, insert the middle and ring fingers of your bowling hand into the two adjacent holes, up to your second joint. Three times	
2	From previous position: To finish, spread your index finger and pinky around the ball and in a relaxed, comfortable way insert your thumb. Three times	
3	Extend your pinky and your index finger comfortable on either side of finger holes. Roll your hand back so that your palm is nearly flat on the ball and insert your thumb into the thumb hole. Three times	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade - Five and Six Footwork

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	(Using the Four step approach) Without a ball student will walk to a line and place feet together. Count one, swing side (ball side) knee up and on “two” back straight, shoulders square, swing side, heel down on one. Sliding leg knee up, sliding leg heel down on two. Three times	
2	Swing side knee up, anchor swing side heel on “three.” Sliding leg knee up, sliding sole down on “four.” Push into slide, sit tall, anchor swing side foot (release ball). Three times	
3	With a ball, repeat station one, three times.	
4	With a ball, repeat station two, three times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card - Bowling

Grade - Five and Six Grip

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will pick up bowling ball holding it in non-bowling hand, insert the middle and ring fingers of your bowling hand into the two adjacent holes, up to your second joint. Three times	
2	From previous position: To finish, spread your index finger and pinky around the ball and in a relaxed, comfortable way insert your thumb. Three times	
3	Extend your pinky and your index finger comfortable on either side of finger holes. Roll your hand back so that your palm is nearly flat on the ball and insert your thumb into the thumb hole. Three times	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade - Five and Six Stance

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will go to a designated line with a ball in their hand. With shoulders square (to designated target), and feet together bend knees slightly, eyes on target. Move left foot up so it is just in front of right foot with weight evenly distributed. Grip ball and raise it to chest level. Three times	
2	Repeat station one. Raise ball in front of you. Roll bowling hand so it is nearly under the ball, at about 5 o'clock (7 o'clock for lefties). Wrist is straight and firm but not frozen. Use non-bowling hand to support the ball on the left side of ball. Three times	
3	Repeat station two. Take a deep breath to relax and focus on target. Keep ball at same height from body, shift is slightly out to bowling side. Three times	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card - Dance/Movement

Grade-Five-Eight Basic Skills

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Thigh Tapping, Rhythm Awareness: Sit cross-legged, tap silently on thighs To the beat three measures Slow time two measures	
2	Heel Raising To the music: to the beat, your interpretation Slow time ten times	
3	Point together Perform to the music eight times	
4	Step Touch: to the music eight times	
5	Walk Touch: three steps and touch Perform to the music Side to Side six times	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-Five-Eight Combinations

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Point knee up/Point knee up touch: Perform each to the music Left point four times Right point four times	
2	Grapevine Step: perform to the music four times	
3	Line Dance: Perform the first segment of the line dance, to the music four times	
4	Line Dance and Turn: Perform to the music so that you have faced each way twice	
5	Line Dance: Using any number of Basic or Combination steps plus the turn, create your own line dance and perform it, to music, twice around	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-Five-Eight Patterns

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	The Charleston: Perform left foot starting forward one minute	
2	The Double Lindy: Perform, to the music, without a partner - the basic step	
3	The Double Lindy (Jitterbug): Perform in couples, basic step only one to two minutes	
4	Waltz Box Step: In couples, ballroom position, one minute	
5	Two Step: In couples, ballroom positions, one minute	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-Five-Eight Square Dance - Couples

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Honor Your Partner: Perform three times, pause between each	
2	Do-Se-Do: Perform three times with your partner, pause between each	
3	Partner Swing: Right Elbow Swing two revolutions Partner Positions two revolutions	
4	Promenade: Complete the "circle" with your partner once around	
5	Allemande Allemande right your partner and back to position Repeat for a total of three times	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-Five-Eight Square Dance – Sets/Squares

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	<p>The Set/Square Stand square formation Each pair: Identify your partner, identify your corner State your number in the set Are you a head couple or a side couple? Does everybody agree with each pair's answer?</p>	
2	<p>Eight Hands Around/Circle Round Circle left twice, pausing between completions</p>	
3	<p>Ladies Chain: Perform the following as a continuous call/ pause then repeat Head two ladies chain across, turn 'em boys, don't get 'em lost, Chain on back, that same old track and make your feet go clickety clack. Side two ladies chain across, chain 'em boys, don't get 'em lost, chain on back, that same old track, and make your feet go clickety clack.</p>	
4	<p>Grand Right and Left: Perform the following call allemande left with your left hand and here we go with a right and left grand... meet your partner and promenade home.</p>	
5	<p>Dive for the Oyster/Dig for the Clam Perform the following: Couple number one-dive for the oysters, couples number three dig for the clam Couple number two, dive for the oyster, couple number four dig for the clam</p>	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade - Five and Six Ball Carrying

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Run through cones (three feet apart total of four cones) while carrying the ball five trips total.	
2	While carrying the ball sprint from cone to cone ten yards away and jog back. Repeat three times.	
3	Jog through cones (three feet apart total of four cones) while carrying the ball simulating a one arm block. Repeat three times.	
4	While carrying the ball jog from cone to cone ten yards away using the one arm block. Repeat three times.	
5	Jog the perimeter of the area while carrying the ball. Repeat while carrying the ball in the other arm.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade - Five and Six Passing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Pass the ball to a partner five yards away successfully four out of five times. (place fingers in between seams of football, bring ball to ear and pass forward).	
2	Pass the ball through a suspended hoop a distance of five yards four out of five times. (place fingers in between seams of football, bring ball to ear and pass forward).	
3	Pass the ball to a partner standing ten yards away four out of five times. (After each success, move apart two yards). (have partner give a target-arms out in front of chest).	
4	Pass the ball as your partner moves away glancing over their shoulder in the attempt to catch four of five tries while travelling in a straight path. (let partner know which side you will be throwing to. Drop that shoulder and follow the path of the ball do not take your eyes off the ball).	
5	Pass the ball as your partner moves away glancing back in the attempt to catch four of five tries while changing pathways. (same technique as above).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade - Five and Six Receiving

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Receive the ball from your partner five yards away with success in four out of five tries. (arms out in front of your body, when ball is caught tuck it into your side).	
2	Receive the ball from your partner while moving in a horizontal direction. A distance of at least five yards, complete four out of five tries.	
3	Receive the ball from your partner five yards away with the correct hand position to attempt to catch a high lateral toss, complete four out of five tries.	
4	Receive the ball from your partner five yards away with correct hand position to catch a low lateral toss, complete four out of five tries.	
5	Receive a centered ball from your partner five yards away in four out of five tries.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Hockey

Grade - Five and Six Dribbling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Without a puck, dribble to designated cone and back five yards away. Three times. (slide dominant hand halfway down the stick, use “shake-hands” grip with non-dominant hand at the top of the stick).	
2	With a puck, dribble to designated cone and back five yards away. Three times.	
3	Without a puck, dribble five yards to designated cone and switch hands on the way back. Three times.	
4	With a puck, repeat station three.	
5	With a partner and a puck, dribble to a designated cone five yards away and back. Three times (partner plays defense).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Hockey

Grade - Five and Six Passing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	With a partner, pass puck back and forth while separated by five yards. Ten times. (place dominant hand halfway down the stick, use a “shake-hands” grip with non-dominant hand at the top of the stick).	
2	Partners are spaced five yards apart continuously moving to cones in the distance and back while passing (one minute).	
3	Pass puck/ball back and forth with partner five yards away through two cones placed midway three yards apart. Ten passes total. (weave in and out of the cones).	
4	Pass puck/ball back and forth to partner five yards away through two cones placed midway five yards apart. Five passes total. (Use front sweep motion.)	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Hockey

Grade - Five and Six Shooting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Dribble to the cone (five yards distance) and shoot at the goal with the puck under control using the slap shot three times. With stick on right side of the body, slide stick across the floor towards goal, “snap” stick towards goal while pushing the puck/ball).	
2	Dribble to the cone (five yards distance) and pass to partner five yards away in horizontal direction three times.	
3	Using dominant hand, dribble in and around four cones and shoot at designated goal without a goalie.	
4	Repeat station three using non-dominant hand.	
5	Alternating hands, dribble in and around four cones and shoot at a designated goal with a defender. Three times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Jump Rope

Grade - Five and Six Jumping

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	While partner holds the rope and turns over, rope moves along the floor while student jumps over it as it approaches. Five times	
2	Without a rope, simulate a jump. Form large arm circles at sides of hips while visualizing rope passing in front of face and jump. Five times	
3	With a rope, swing rope over body. When rope passes in front of face, jump over it. Five times (with two feet or alternating feet).	
4	Repeat station three continuously as many times as you can. Goal: Ten times	
5	While two people turn the ends of the rope, another person attempts to “jump in” on the downswing of the turn and continues to jump in place. Five times	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Cards - Physical Fitness

NAME _____ GRADE _____

	PRE PHYSICAL FITNESS ASSESSMENT SCORE	POST PHYSICAL FITNESS ASSESSMENT SCORE
SHUTTLE RUN	_____	_____
6-LAP WALK-RUN	_____	_____
FLEXED ARM HANG	_____	_____
LONG JUMP	_____	_____
CURL-UPS	_____	_____
50 YARD DASH	_____	_____
SIT UPS	_____	_____
PUSH UPS	_____	_____

TOTAL _____

Task Card – Soccer

Grade - Five and Six Shooting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Push pass four of five passes with right foot from a distance of five yards between two cones five yards apart. (use the inside of the foot to control the pass).	
2	Push pass three of five passes with left foot from a distance of five yards between two cones five yards apart.	
3	Shoot ball with right foot from ten yards into an empty goal five times. (do not use the toes, keep body relaxed, do not lean backwards).	
4	Repeat station three with left foot.	
5	With a partner, standing between two cones five feet apart, take three shots on goal with preferred foot from five yards away then switch.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Soccer

Grade - Five and Six Trapping

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Roll ball to partner five yards away and trap with instep of right foot five times.	
2	Repeat station one with left instep five times.	
3	With partner five yards apart, rolling the ball, trap the ball with sole of right foot five times.	
4	Repeat station three with sole of left foot.	
5	Partners side by side ten feet from the wall a three foot mark on wall from the floor. One passes the ball to the target. The partner moves up to trap using the foot and passes back to the target for his partner to rebound. This continues until ten passes are complete.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Soccer

Grade - Five and Six Dribbling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	With cones ten feet apart dribble up and back with dominant foot three times. (trap the ball with the inside of the foot).	
2	Repeat station one with non-dominant foot.	
3	With a partner, pass the ball back and forth three times while jogging a distance of twenty yards two consecutive times.	
4	Dribble the ball in and out of four cones with dominant foot three times.	
5	Repeat station four with non-dominant foot.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Softball

Grade - Five and Six Hitting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will use proper placement of hands on whiffle bat (dominant hand on top) with knuckles lined up. Bring the bat back at ear level. Feet shoulder width apart. Attempt three times.	
2	Without a ball, student will hold bat using proper grip and step with front foot stepping towards the pitcher turning hips and swinging the bat through the air with full arm extension. Attempt three times.	
3	Using a batting tee and a whiffle ball, the student will use proper grip when swinging the bat through the ball. Attempt three times.	
4	Using a whiffle ball from a distance of ten feet partner will toss to batter from the proper side of home plate and attempt to make level contact with the ball. Attempt three times.	
5	Using a whiffle ball from the pitching rubber twenty feet away partner will pitch to the batter who will attempt to make contact three times with a level swing. (using proper placement of hands on bat with knuckles lined up, elbows up and back with hands at ear level).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Softball

Grade - Five and Six Base Running

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will start in batter's box in batting stance and swing at an imaginary pitch, drop whiffle bat after second or third step and run through first base touching the bag. Attempt three times. (do not throw the bat).	
2	Student will have non-dominant foot touching bag with feet shoulder width apart while facing batter. On cue "go" runner will take a two step lead pushing off with back foot. Attempt three times.	
3	With a partner in batter's box. Runner is on first base. Batter will hit the ball and runner will run to second base. Attempt three times.	
4	Student will run from batter's box and about fifteen feet before the base round your path towards base making contact with inside corner of bag with left foot. Attempt three times.	
5	Student will run from batter's box round first base and continue to second base and stop. Attempt three times. Can be done by running out a single, double, triple or home run.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Softball

Grade - Five and Six Throwing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will use the whole hand on whiffle/sponge ball and bring ball to throwing side shoulder without using glove.	
2	Using the cues “turn, step and throw” student will turn glove toward target bend throwing arm back and step with opposite foot in the direction of target with glove hand. Throw ball to target leading with elbow. Ten feet away.	
3	With whiffle/sponge ball student will stand fifteen feet away from a wall and throw at it five times. (extending arms towards the target).	
4	With whiffle/sponge ball student will stand ten feet away from a wall and attempt to throw at a 5' x 8' target.	
5	With a partner standing a distance of fifteen feet away students will throw the ball to each other five times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tennis

Grade - Five and Six Forehand/Backhand Stroke

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Right hand: Without a racket practice the forehand stroke. Ready, knees bent, rotate hips and pivot to right. Step with left foot forward and swing with right arm.	
2	Without a racket practice the backhand stroke. Ready, knees bent, rotate hips to left side and right foot steps over left foot. Ten times.	
3	Stand with non-racket shoulder towards wall. Drop a ball to your forehand side let it bounce up and hit it into a wall with an open hand five feet away. Attempt five times. (Nerf ball can be substituted).	
4	Have a partner stand next to and in front of you to your left three feet away and toss ball in front of your backhand side. Return tossed ball with a backhand swing. Attempt five times.	
5	Have a partner stand five feet from you and toss ball to your forehand side and hit ball with an open hand directly at your partner. Attempt three times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tennis

Grade - Five and Six Racket Control

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Shaking hands with the tennis racket, bounce the ball on the floor using the racket strings ten times. (Nerf ball can be substituted).	
2	Holding the tennis racket face up bounce the ball in the air using the face/sweet spot of the racket five times.	
3	Using the side of the racket scoop the ball up off the floor with your right foot five times.	
4	Place the tennis ball on the racket strings and walk ten feet and back three times using non-dominant hand.	
5	Bounce the ball in the air using the face of the racket while walking fifteen feet and back.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tennis

Grade - Five and Six Serving

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Throw a tennis ball from the baseline into the proper service court. Use an overhead motion similar to the one used in baseball ten times. (Nerf ball can be substituted).	
2	Stand behind the baseline and practice the service toss. Extend your fingers as you “lift” the ball. Let the ball drop to the floor. It should land a few inches in front of the baseline. Ten times.	
3	Standing at the left side of the net at the service line practice serving into the right service court five times using the racket.	
4	Standing at the right side of the net at the service line practice serving into the left service court five times.	
5	Practice serving into the proper court from a position of five feet behind the baseline five times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Track & Field

Grade - Five and Six Starts/50 Yard Dash

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	On command, “on your mark” student will walk forward, stop on the whistle and place both feet on line, drop non-dominant foot back twelve inches and dominant foot back 6 inches, placing hands on the line shoulder width apart on the ground. Three times	
2	From same position, on command “get set” student will raise up their hips and lean body forward not moving feet or hands. Three times	
3	From previous position, on command “go” student’s front leg straightens along with knee of rear leg and are driven forward. Swing arms in direction of traveling, but not across body. Run to a designated line. Three times	
4	Start from “on your mark, get set, go” all in one motion running through a line ten feet away. Three times	
5	Repeat station four and run through to a fifty yard mark.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade - Five and Six Backward Roll

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will start in a squat position with hands above shoulders at ear level with palms facing upward and chin touching the chest. Three times	
2	Student will sit and roll backwards in a tucked position, keeping knees bent to chest and together and placing hands so they touch the mat and return to squat position. Three times	
3	Student will roll backwards having buttocks touch mat first then back and then head while hands hit the mat and push body over landing in a squat position. Spotters, if necessary. Three times	
4	Student will start in a standing position, squat down, tuck and roll backwards and land in a squat and then stand up. Spotter needed! Attempt three times	
5	Student will attempt three consecutive backward rolls without a pause in between squat and stand.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade – Five and Six Headstand

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	On a mat, student will start in a standing position, then squat down and place hairline on mat. Three times	
2	On a mat, student will raise buttocks then place right knee on right elbow and left knee on left elbow (tripod). Three times Spotters needed! (spotters will assist so student stays in a straight line).	
3	On a mat, from a tripod position, student will attempt to extend one leg at a time straight up. Attempt three times Spotters needed!	
4	On a mat, from a tripod position, student will attempt to extend both legs simultaneously straight up. Three times Spotters needed!	
5	On a mat, student will attempt to complete a headstand from a squat position, eliminating the tripod position. Three times Spotters needed!	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade - Five and Six Forward Roll

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	On a mat, have the student squat down and place hands on mat so that the inside of the elbows touch the outside of the knees. Three times	
2	Student will lift hips high enough so that the top back of head touches the mat and the chin touches the chest. Three times	
3	After tucking chin and lifting hips, student will roll over and land in a squat position with arms extended out in front. Three times	
4	Student will attempt forward roll from the standing position to squat position. After completing roll, stand to upright position. Three times	
5	Student will attempt five consecutive rolls, with spotters on each side when needed. (spotters will assist student in staying in a straight line.)	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade - Five and Six Bumping

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will attempt the skill of bumping without the ball. Extend arms straight out in front, elbows locked, back hand in other palm, knees bent and non-dominant foot in front facing target. Ten times.	
2	Student will attempt the skill of bumping with the ball to self. Ten times. (Nerf ball can be substituted).	
3	Watching the ball a partner will stand at the net and toss the ball to the receiver who is standing at the right back position. Receiver will attempt then bump the ball five times to a target that is pre-determined by teacher.	
4	A partner will stand at the net and toss the ball to the receiver who is standing at the left back position. Receiver will attempt to bump the ball five times to a target that is pre-determined by teacher.	
5	A partner will stand at the net and toss the ball to either the right or left side of the receiver who is standing at the center back position. They will attempt to bump five times to a target pre-determined by the teacher.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade - Five and Six Setting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will attempt setting without the ball ten times by extending arms up and hands in the shape of a diamond above the eyes. (stiff fingers)	
2	Student will attempt self-setting with the ball five times by using proper hand and finger technique. (Nerf balls can be used).	
3	Student will attempt setting the ball against the wall five times above a designated spot.	
4	Student will attempt setting the ball against the backboard above the rim five times.	
5	Student will attempt setting the ball into the basketball hoop five times without hitting the backboard.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade - Five and Six Underhand Serve

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will stand at the right side of the end line and attempt five successful underhand serves over the net down the right side line (nerf ball can be substituted).	
2	Student will stand at the left side of the end line and attempt five successful underhand serves over the net down the left side line using a nerf ball/volleyball.	
3	Student will stand at the right side of the end line and attempt five successful underhand serves over the net cross court.	
4	Student will stand at the left side of the end line and attempt five successful underhand serves over the net cross court.	
5	Student will stand at the center of the end line and attempt five successful underhand serves over the net into any of the six pre-determined areas on the court (cones, hula hoops, etc.).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Insert

Task Card – Basketball

Grade - Seven and Eight Dribbling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Dribble with non-dominant hand down to half court and back to squad. (with ball out in front of your body, push down on ball with fingers using reasonable force while keeping arm extended).	
2	Dribble with dominant hand down to half court and back to squad without losing control of the ball.	
3	Dribble down to half court while alternating hands and return to squad without losing control of the ball.	
4	Dribble down to half court while alternating hands around six cones keeping control of ball and head up.	
5	Dribble down to half court alternating hands and shoot at an assigned basket from a pre-determined area on the court.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Basketball

Grade - Seven and Eight Passing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Standing ten feet away from a partner, complete five chest passes. (step forward with dominant foot and hands at chest level.	
2	Start at baseline with a partner (ten feet apart), complete as many chest passes while moving to half court and back using side shuffle.	
3	Standing ten feet away from partner, complete five bounce passes using proper form. (dominant foot forward hands at chest level and extend downward and outward).	
4	Start at baseline with a partner (ten feet apart), complete as many bounce passes while moving to half court and back.	
5	Standing ten feet away from partner, complete five overhead passes. (dominant foot forward, arms extended overhead and snap wrists to target).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Basketball

Grade - Seven and Eight Shooting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Lying on back with ball in hand above shooting shoulder, shoot ball straight up in the air about three feet and catch with two hands. Five attempts.	
2	Set a chair five feet from a basket. With ball in right hand, shoot “stressing an arc” at basket. Five attempts. (follow through with fingers pointing forward).	
3	Set a cone five feet from a basket. With ball in left hand, shoot “stressing an arc” at basket. Five attempts.	
4	Standing nine feet from basket (center) with ball in right hand in front and above shooting shoulder with left hand behind back shoot up and in at basket. Five attempts.	
5	Repeat station four with left hand.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade - Seven and Eight Footwork

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	(Using the four step approach) Without a ball student will walk to the line and place feet together. Count one, swing side (ball side) knee up and on “two” back straight, shoulders square, swing side, heel down on one. Sliding leg knee up, sliding leg heel down on three. Five times	
2	Swing side knee up, anchor swing side heel on “four.” Sliding leg knee up, sliding sole down on “five.” Push into slide, sit tall, anchor swing side foot (release ball). Five times	
3	With a ball, repeat station one five times.	
4	With a ball, repeat station two five times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card - Bowling

7 - Seven and Eight Grip

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will pick up bowling ball holding it in non-bowling hand, insert the middle and ring fingers of your bowling hand into the two adjacent holes, up to your second joint. Five times	
2	From previous position: To finish, spread your index finger and pinky around the ball and in a relaxed, comfortable way insert your thumb. Five times	
3	Extend your pinky and your index finger comfortable on either side of finger holes. Roll your hand back so that your palm is nearly flat on the ball and insert your thumb into the thumb hole. Five times	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Bowling

Grade - Seven and Eight Stance

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will go to a designated line with a ball in their hand. With shoulders square (to designated target), and feet together bend knees slightly, eyes on target. Move left foot up so it is just in front of right foot with weight evenly distributed. Grip ball and raise it to chest level. Five times	
2	Repeat station one. Raise ball in front of you. Roll bowling hand so it is nearly under the ball, at about 5 o'clock (7 o'clock for lefties). Wrist is straight and firm but not frozen. Use non-bowling hand to support the ball on the left side of ball. Five times	
3	Repeat station two. Take a deep breath to relax and focus on target. Keep ball at same height from body, shift is slightly out to bowling side. Five times	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card - Dance/Movement

Grade-Five-Eight Basic Skills

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Thigh Tapping, Rhythm Awareness: Sit cross-legged, tap silently on thighs To the beat three measures Slow time two measures	
2	Heel Raising To the music: to the beat, your interpretation Slow time ten times	
3	Point together Perform to the music eight times	
4	Step Touch: to the music eight times	
5	Walk Touch: three steps and touch Perform to the music Side to Side six times	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-Five-Eight Combinations

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Point knee up/Point knee up touch: Perform each to the music Left point four times Right point four times	
2	Grapevine Step: perform to the music four times	
3	Line Dance: Perform the first segment of the line dance, to the music four times	
4	Line Dance and Turn: Perform to the music so that you have faced each way twice	
5	Line Dance: Using any number of Basic or Combination steps plus the turn, create your own line dance and perform it, to music, twice around	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-Five-Eight Patterns

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	The Charleston: Perform left foot starting forward one minute	
2	The Double Lindy: Perform, to the music, without a partner - the basic step	
3	The Double Lindy (Jitterbug): Perform in couples, basic step only one to two minutes	
4	Waltz Box Step: In couples, ballroom position, one minute	
5	Two Step: In couples, ballroom positions, one minute	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-Five-Eight Square Dance - Couples

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Honor Your Partner: Perform three times, pause between each	
2	Do-Se-Do: Perform three times with your partner, pause between each	
3	Partner Swing: Right Elbow Swing two revolutions Partner Positions two revolutions	
4	Promenade: Complete the “circle” with your partner once around	
5	Allemande Allemande right your partner and back to position Repeat for a total of three times	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Dance/Movement

Grade-Five-Eight Square Dance – Sets/Squares

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	<p>The Set/Square Stand square formation Each pair: Identify your partner, identify your corner State your number in the set Are you a head couple or a side couple? Does everybody agree with each pair's answer?</p>	
2	<p>Eight Hands Around/Circle Round Circle left twice, pausing between completions</p>	
3	<p>Ladies Chain: Perform the following as a continuous call/ pause then repeat Head two ladies chain across, turn 'em boys, don't get 'em lost, Chain on back, that same old track and make your feet go clickety clack. Side two ladies chain across, chain 'em boys, don't get 'em lost, chain on back, that same old track, and make your feet go clickety clack.</p>	
4	<p>Grand Right and Left: Perform the following call allemande left with your left hand and here we go with a right and left grand... meet your partner and promenade home.</p>	
5	<p>Dive for the Oyster/Dig for the Clam Perform the following: Couple number one-dive for the oysters, couples number three dig for the clam Couple number two, dive for the oyster, couple number four dig for the clam</p>	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade - Seven and Eight Ball Carrying

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Run through cones (three feet apart total of six cones) while carrying the ball eight trips total.	
2	While carrying the ball sprint from cone to cone fifteen yards away and jog back. Repeat three times.	
3	Jog through cones (three feet apart total of six cones) while carrying the ball simulating a one arm block. Repeat five times.	
4	While carrying the ball jog from cone to cone fifteen yards away using the one arm block. Repeat five times.	
5	Jog the perimeter of the area while carrying the ball. Repeat while carrying the ball in the other arm.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade - Seven and Eight Passing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Pass the ball to a partner ten yards away successfully four out of five times. (place fingers in between seams of football, bring football to ear and pass forward).	
2	Pass the ball through a suspended hoop a distance of ten yards four out of five times.	
3	Pass the ball to a partner standing fifteen yards away four out of five times. (After each success, move apart two yards, aim at their chest. Have partner give a target with arms out).	
4	Pass the ball as your partner moves away glancing over their shoulder in the attempt to catch four of five tries while traveling in a straight path. (let partner know which side you will be throwing to.) Drop that shoulder and follow the path of the ball, do not take your eyes off the ball	
5	Pass the ball as your partner moves away glancing back in the attempt to catch four of five tries while changing pathways.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Football

Grade - Seven and Eight Receiving

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Receive the ball from your partner ten yards away with success in four out of five tries. (arms out in front of your body, when the ball is caught tuck it into your side).	
2	Receive the ball from your partner while moving in a horizontal direction a distance of at least ten yards complete four out of five tries.	
3	Receive the ball from your partner ten yards away with correct hand position to attempt to catch a high lateral toss complete four out of five tries.	
4	Receive the ball from your partner ten yards away with correct hand position to catch a low lateral toss complete four out of five tries.	
5	Receive a centered ball from your partner ten yards away complete four out of five tries.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Hockey

Grade - Seven and Eight Dribbling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Without a puck, dribble to designated cone and back ten yards away. Five times. (place dominant hand halfway down the stick, use a “shake-hands” grip with non-dominant hand at the top of the stick).	
2	With a puck, dribble to designated cone and back ten yards away. Five times.	
3	Without a puck, dribble ten yards to designated cone and switch hands on the way back. Five times.	
4	With a puck, repeat station three.	
5	With a partner and a puck, dribble to a designated cone ten yards away and back. Five times (partner plays defense).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Hockey

Grade - Seven and Eight Passing

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	With a partner, pass puck back and forth while separated by ten yards. Fifteen times. (place dominant hand halfway down the stick, use a “shake-hands” grip with non-dominant hand at the top of the stick).	
2	Partners remain spaced ten yards apart continuously move towards cones while passing (two minutes).	
3	Pass puck/ball back and forth with partner ten yards away through two cones placed midway five yards apart. Fifteen passes total. (Use backhand motion.)	
4	Pass puck/ball back and forth to partner ten yards away through two cones placed midway ten yards apart. Ten passes total. (Use front sweep motion.)	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Hockey

Grade - Seven and Eight Shooting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Dribble to the cone (ten yards distance) and shoot at the goal with the puck under control using the slap shot five times. (with stick on right side of the body, slide stick across the floor towards goal, “snap” stick towards goal while pushing the puck/ball).	
2	Dribble to the cone (ten yards distance) and pass to partner five yards away in horizontal direction five times.	
3	Using dominant hand, dribble in and around six cones and shoot at designated goal with a goalie. Three times. (goalie should be at least fifteen feet away).	
4	Repeat station three using non-dominant hand.	
5	Alternating hands, dribble in and around six cones and shoot at a designated goal with a defender. Five times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Jump Rope

Grade - Seven and Eight Jumping

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	While partner holds the rope and turns over, rope moves along the floor while student jumps over it as it approaches. Ten times	
2	Without a rope, simulate a jump. Form large arm circles at sides of hips while visualizing rope passing in front of face and jump. Ten times	
3	With a rope, swing rope around body. When rope passes in front of face, jump over it. Ten times	
4	Repeat station three continuously as many times as you can. Goal: Twenty times	
5	While two people turn the ends of the rope, another person attempts to “jump in” on the downswing of the turn and continues to jump in place. Ten times	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Cards - Physical Fitness

NAME _____ GRADE _____

	PRE PHYSICAL FITNESS ASSESSMENT SCORE	POST PHYSICAL FITNESS ASSESSMENT SCORE
SHUTTLE RUN	_____	_____
6-LAP WALK-RUN	_____	_____
FLEXED ARM HANG	_____	_____
LONG JUMP	_____	_____
CURL-UPS	_____	_____
50 YARD DASH	_____	_____
SIT UPS	_____	_____
PUSH UPS	_____	_____

TOTAL _____

Task Card – Soccer

Grade - Seven and Eight Dribbling

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	With cones fifteen feet apart dribble up and back with dominant foot five times. (use inside of foot)	
2	Repeat station one with non-dominant foot.	
3	With a partner, pass the ball back and forth three times while jogging a distance of thirty yards two consecutive times.	
4	Dribble the ball in and out of six cones (alternating feet) with dominant foot five times.	
5	Repeat station four with non-dominant foot.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Soccer

Grade - Seven and Eight Shooting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Push pass four of five passes with right foot from a distance of ten yards between two cones five yards apart. (use the inside of the foot, no toes, body over the ball).	
2	Push pass three of five passes with left foot from a distance of ten yards between two cones five yards apart.	
3	Shoot ball with right foot from fifteen yards into an empty goal five times. (use the inside of the foot, no toes, do not lean back).	
4	Repeat station three with left foot.	
5	With a partner, standing between two cones ten feet apart, take five shots on goal with preferred foot from ten yards away then switch.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Soccer

Grade - Seven and Eight Trapping

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Roll ball to partner ten yards away and trap with instep of right foot eight times.	
2	Repeat station one with left instep eight times.	
3	With partner ten yards apart, rolling the ball, trap the ball with sole of right foot eight times.	
4	Repeat station three with sole of left foot.	
5	Partners side by side fifteen feet from the wall a three foot mark on wall from the floor. One passes the ball to the target. The partner moves up to foot trap the rebound and passes back to the target for his partner to rebound. This continues until fifteen passes are complete.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Softball

Grade - Seven and Eight Base Running

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will start in batter's box in batting stance and swing at an imaginary pitch, drop whiffle bat after second or third step and run through first base touching the bag. Attempt five times. (do not throw the bat).	
2	Student will have non-dominant foot touching bag with feet shoulder width apart while facing batter. On cue "go" runner will take a two step lead pushing off with back foot. Attempt five times.	
3	With a partner in batter's box runner on first base, batter will hit the ball and runner will run to second base. Attempt five times.	
4	Student will run from batter's box and about fifteen feet before the base round the path towards base making contact with inside corner of bag with left foot. Attempt five times.	
5	Student will run from batter's box round first base and continue to second base and stop. Attempt five times. Can be done by running out a single, double, triple or home run.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Softball

Grade - Seven and Eight Hitting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will use proper placement of hands on whiffle bat (dominant hand on top) with knuckles lined up. Bring the bat back at ear level. Feet shoulder width apart. Attempt five times.	
2	Without a ball, student will hold bat using proper grip and step with front foot stepping towards the pitcher turning hips and swinging the bat through the air with full arm extension. Attempt five times.	
3	Using a batting tee and a whiffle ball, student will use proper grip when swinging the bat through the ball. Attempt five times.	
4	Using a whiffle ball from a distance of fifteen feet partner will toss to batter from the proper side of home plate and attempt to make level contact with the ball. Attempt five times.	
5	Using a whiffle ball from the pitching rubber thirty feet away partner will pitch to the batter who will attempt to make contact five times with a level swing. (using proper placement of hands on bat with knuckles lined up, elbows up and back with hands at ear level).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tennis

Grade - Seven and Eight Forehand/Backhand Stroke

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Right hand: Without a racket practice the forehand stroke. Ready, knees bent, rotate hips and pivot to right. Step with left foot forward and swing with right arm. Fifteen times.	
2	Without a racket practice the backhand stroke. Ready, knees bent, rotate hips to left side and right foot steps over left foot. Fifteen times.	
3	Stand with non-racket shoulder towards wall. Drop a ball to your forehand side let it bounce up and hit it into a wall with an open hand ten feet away. Attempt five times. (Nerf ball can be substituted).	
4	Have a partner stand next to and in front of you to your left five feet away and toss ball in front of your backhand side. Return tossed ball with a backhand swing. Attempt five times.	
5	Have a partner stand 10 feet from you and toss ball to your forehand side and hit ball directly at your partner. Attempt five times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tennis

Grade - Seven and Eight Racket Control

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Shaking hands with the tennis racket, bounce the ball on the floor using the racket strings fifteen times. (Nerf ball can be substituted).	
2	Holding the tennis racket face up bounce the ball in the air using the face/sweet spot of the racket ten times.	
3	Using the side of the racket scoop the ball up off the floor with your right foot ten times.	
4	Place the tennis ball on the racket strings and walk ten feet and back five times using non-dominant hand.	
5	Bounce the ball in the air using the face of the racket while walking twenty feet and back.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tennis

Grade - Seven and Eight Serving

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Throw a tennis ball from the baseline into the proper service court. Use an overhead motion similar to the one used in baseball fifteen times. (Nerf ball can be substituted).	
2	Stand behind the baseline and practice the service toss. Extend your fingers and “lift” the ball. Let the ball drop to the floor. It should land a few inches in front of the baseline. Fifteen times.	
3	Standing at the left side of the net at the service line practice serving into the right service court ten times using the racket.	
4	Standing at the right side of the net at the service line practice serving into the left service court ten times.	
5	Practice serving into the proper court from a position of ten feet behind the baseline ten times.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Track & Field

Grade - Seven and Eight Starts/50 Yard Dash

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	On command, “on your mark” student will walk forward, stop on a whistle and place both feet on a line, dropping non-dominant foot back twelve inches and dominant foot back six inches, placing hands shoulder width apart on the ground. Five times	
2	From same position, on command “get set” student will raise up their hips and lean body forward not moving feet or hands. Five times	
3	From previous position, on command “go” student’s front leg straightens along with knee of rear leg and are driven forward. Swing arms in direction of traveling, but not across body. Run to a designated line. Five times	
4	Start from “on your mark, get set, go” all in one motion running through a line ten feet away. Five times	
5	Repeat station four and run through to a fifty yard mark.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade - Seven and Eight Backward Roll

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will start in a squat position with hands above shoulders at ear level with palms facing upward and chin touching the chest. Five times	
2	Student will sit and roll backwards in a tucked position, keeping knees bent and together and placing hands so they touch the mat and return to squat position. Five times	
3	Student will roll backwards having buttocks touch mat first then back and then head while hands hit the mat and push body over landing in a squat position. Spotters, if necessary. Five times	
4	Student will start in a standing position, squat down, tuck and roll backwards and land in a squat and then stand up. Spotter needed! Attempt five times.	
5	Student will attempt three consecutive backwards rolls without a pause in between squat and stand.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade - Seven and Eight Forward Roll

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	On a mat, have student squat down and place hands on mat so that the inside of the elbows touch the outside of the knees. Five times	
2	Student will lift hips high enough so that the top back of head touches the mat and the chin touches the chest. Five times	
3	After tucking chin and lifting hips, student will roll over and land in a squat position with arms extended out in front. Five times	
4	Student will attempt forward roll from the standing position after completing roll, stand to upright position. Five times	
5	Student will attempt five consecutive rolls, with spotters on each side when needed. (spotters will assist student in staying in a straight line).	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Tumbling

Grade – Seven and Eight Headstand

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	On a mat, student will start in a standing position, then squat down and place hairline on mat. Five times	
2	On a mat, student will raise buttocks then place right knee on right elbow and left knee on left elbow (tripod). Five times Spotters needed! (spotters will assist so student stays in a straight line).	
3	On a mat, from a tripod position, student will attempt to extend one leg at a time straight up. Attempt five times Spotters needed!	
4	On a mat, from a tripod position, student will attempt to extend both legs simultaneously straight up. Five times Spotters needed!	
5	On a mat, student will attempt to complete a headstand from a squat position, eliminating the tripod position. Five times Spotters needed!	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade - Seven and Eight Bumping

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will attempt the skill of bumping without the ball. Extend arms straight out in front, elbows locked, back hand in other palm, knees bent and non-dominant foot in front facing target. Fifteen times.	
2	A student will attempt the skill of bumping with the ball to self. Fifteen times. (Nerf ball can be substituted).	
3	A partner will stand at net and toss ball to the receiver who is standing at right back position. Receiver will attempt then bump the ball ten times to a target that is pre-determined by teacher.	
4	A partner will stand at net and toss ball to the receiver who is standing at left back position. Receiver will attempt then bump the ball ten times to a target that is pre-determined by teacher.	
5	Partner will stand at net and toss ball to either right or left side of the receiver who is standing at the back center position. They will attempt to bump ten times to a target pre-determined by the teacher. (Step do not cross feet)	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

Task Card – Volleyball

Grade - Seven and Eight Setting

Directions: Complete the tasks at each station in any order you wish. To finish more quickly go to the stations that have the fewest people. When you are finished report to the teacher for further instructions.

STATION	TASK	ACHIEVED?
1	Student will attempt setting without the ball fifteen times by extending arms up and hands in the shape of a diamond above the eyes. (stiff fingers)	
2	Student will attempt self-setting with the ball ten times by using proper hand and finger technique. (Nerf balls can be used).	
3	Student will attempt setting the ball against the wall ten times above a designated spot.	
4	Student will attempt setting the ball against the backboard above the rim ten times.	
5	Student will attempt setting the ball into the basketball hoop five times without hitting the backboard.	

Task card scoring, students and/or teachers will check off if the skill was achieved at each station.

