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# Sample Assessments for Minnesota Academic Standards and Grade-Level Benchmarks in Physical Education

# Elementary (Grades K-5)

## Minnesota Statutes, Section 120B.021

The Minnesota Department of Education must make available sample assessments, which schools may use as an alternative to local assessments, to assess students’ mastery of the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf).

## Sample Physical Education Assessments

This document provides sample assessments for measuring student performance aligned with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). These user-friendly sample assessments allow teachers to measure performance and knowledge across all five state physical education standards. Teachers can use samples as they are, modify them to fit a curriculum, or use them to create an original assessment that is more appropriate for the school’s teaching environment and needs.

### Assessment Tools

There are many tools available for gathering data on student knowledge and performance. Selecting the appropriate tool depends on the tool’s ability to provide evidence specific to the benchmark and performance criteria. The sample assessment tools provided in this document include: checklists, tally sheets, exit slips, short answer, performance, self-assessments, rubrics, student logs and essays. These assessments should all be part of a cohesive assessment plan, which ties learning and teaching together.

### How to Use the Sample Assessments

When viewing the sample assessments, teachers should remember the context of their teaching environment (e.g., space, number of students, availability of equipment). Select, modify or create assessments that fit the program and provide the most robust information on what students know and are able to do.

#### Additional Recommended Physical Education Sample Assessment Resource

SHAPE America – Society of Health and Physical Educators. (2019). *PE Metrics: Assessing Student performance Using the National Standards and Grade-Level Outcomes for K-12 Physical Education* (3rd ed.). Champaign, IL: Human Kinetics.

### How to Read the Standards Code

The benchmarks for each standard are designated by four-digit codes. For example, in the code **1.1.3.4*:***

* The 1 refers to grade one.
* The second 1 refers to the third standard, *Demonstrate competency in a variety of motor skills and movement patterns.*
* The 3 refers to the third focus area, *Manipulative*.
* The 4 refers to the fourth benchmark for focus area three, *Catch a self-tossed ball adjusting hands and arms to the location of the ball*.



# Kindergarten and Grade 1: Standard 1

Demonstrates competency in a variety of motor skills and movement patterns

* Focus Area: Manipulative
* Benchmark 0.1.3.4: Drop and catch a ball before it bounces twice.
* Benchmark 1.1.3.4: Catch a self-tossed ball adjusting hands and arms to the location of the ball.

## Assessment Task

Tally Sheet: Kindergarten students will be able to drop a ball and catch it before it bounces twice.

Tally Sheet: First-grade students will be able to use correct hand and arm adjustments to catch a ball.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example identifies how a teacher can use the same activity to meet two benchmarks within a skill progression (kindergarten and first grade). The example focuses on catching for kindergarten and correct hand and arm adjustments while catching for first grade.

Students participate in an educational game called the “Great Exchange” where kindergarten students explore dropping and catching a ball before it bounces twice, and first-grade students practice catching a self-tossed ball with different types of objects.

## Critical Elements

Kindergarten: No critical elements. Instead, watch for the ability to catch before object bounces twice.

First-grade: Adjusting hands and arms to location of the ball

## Setup and Equipment

Setup: Hula hoops spread around the perimeter of the area, equally spaced; each with 3-4 of the same objects placed inside; students start with an object of choice in personal space.

Equipment: 8-10 hula hoops; 3-4 of the same objects in each hula hoop; objects must be something students can either bounce and catch or self-toss and catch. For example: Various sizes of gator balls, playground balls, scarves, fleece balls, or deck tennis rings. Other items such as t-shirts, rolled-up socks, and plastic bags work nicely for practice with catching.

## Directions

Students choose an object from one of the hoops, move to personal space and begin tossing and catching or dropping and catching the object. Designate one hoop as the assessment hoop. The teacher observes students when they are at this specific hoop. Allow two students to be at this hoop at a time. Kindergarten students will drop and catch 10 times; first-grade students will self-toss and catch 10 times. While the teacher assesses these students, the rest of the class is tossing and catching their chosen object. After the teacher completes the assessment of the two students, cue the entire class to return their object, choose a different object, find personal space and continue working on catching. Two new students come to the assessment hoop. The teacher assesses two new students during each hooprotation. The teacher can decide to assess more than two at a time.

Kindergarten students attempt to drop a ball and catch it before it bounces twice. Make sure the ball used bounces back to the student’s hands, but not too bouncy. Watch 10 attempts, tallying successful and unsuccessful bounce and catch attempts. A ”yes” tally means students caught the ball before it bounced twice.

First-grade students attempt to catch a self-tossed ball adjusting hands and arms to the location of the ball. Use a yarn ball or medium sized gator ball or beach ball. A “yes” tally means students adjusted their hands and arms to the location of the ball. Catching is not a requirement as long as the student correctly adjusts hands and arms to the flight of the ball.

### Catch Tally Sheet

| Name | NO | YES | TOTAL SCORE out of 10 attempts |
| --- | --- | --- | --- |
| X |  |  |  |

Scoring guide for kindergarten: Students catch the ball before it bounces twice at least eight times out of 10 attempts to pass this benchmark.

Scoring guide for first grade: Students adjust hands and arms to the location of the tossed object at least eight times out of 10 attempts to pass this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 1: Standard 1

Demonstrate competency in a variety of motor skills and movement patterns.

* Focus Area: Manipulative
* Benchmark 1.1.3.1: Roll and throw underhand demonstrating two of the five critical elements of the maturing pattern.

## Assessment Task

Checklist of critical elements used as students roll a ball back and forth with a partner in relationship to an obstacle.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is a rolling activity.

## Critical Elements

**Underhand Roll**

* Ball held in hand corresponding to trail leg
* Stride stance, step in opposition to arm motion
* Throwing arm swings backward then forward
* Weight transferred back to front, ball released
* Rolling: Weight transfer from rear to forward foot, with pronounced knee bend as ball is released below the knee.
* Throwing arm follows through toward the target

## Setup and Equipment

Setup: Students in pairs on opposite sidelines, each standing on a poly spot facing a partner. Each pair has an obstacle placed halfway between them, in the center of the playing area. The distance between the two poly spots should require using force when rolling toward the partner, without emphasizing a need for accuracy or aiming.

Equipment:

* One poly spots per student.
* One ball for each pair of students. Use a variety of balls for rolling exploration, but when students are being assessed, use a ball that students can hold in one hand.
* One obstacle for each pair, such as: cones with noodle connectors and a noodle to create a tunnel for the ball to go under and through, ramp created with mats for a ball to go up and over, or rows of cones for the ball to go between. These are just examples. Equipment used to create obstacles should not be something that is easily knocked over; instead use equipment that requires rolling over, through or between.

## Directions

Students stand on a poly spot and roll the ball to their partner, making it travel up and over or through the obstacle. Partners continue rolling the ball back and forth.

Rotate so each pair has an opportunity to explore using the different types of balls and obstacles. Assess students when they are all at the same obstacle using a hand-sized ball.

Choose one pair to assess at a time. Watch them roll back and forth at least 10 times. As students are rolling the teacher observes and tallies use of the critical elements. First-grade students should use at least two of the five critical elements with each roll attempt.

Variation: If space does not allow the set up described above, use groups of three. Two will roll back and forth as the third student uses a check list to keep track of how many rolls go through, up and over, or between the obstacles.

| Student Name | Ball held in hand corresponding to trail leg | Stride stance, step with opposition to arm motion | Throwing arm swings backward then forward | Weight transfer from rear to forward foot as ball is released between knee and waist  | Throwing arm follows through toward the target | Total # of critical elements |
| --- | --- | --- | --- | --- | --- | --- |
| X |  |  |  |  |  |  |

Scoring guide:To pass the benchmark, for every 10 rolls, first-grade students roll using two of the five critical elements eight times**.** It does not matter which critical elements they use each time, as long as they demonstrate at least two of them when performing eight out of 10 attempts.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Notes

Common Developmental Difficulties or Common Errors:

* Failure to transfer body weight to rear foot during initial action
* Failure to place controlling hand directly under the ball
* Releasing the ball above between the waist and knee or dropping the ball
* Swinging arm moves too far backward and/or out from the body
* Failure to keep eyes on the target
* Failure to step in opposition toward the target

Additional Information: Notice how this assessment tool could also be used with third grade; the only difference is the number of expected critical elements.



# Grade 2: Standard 1

Demonstrate competency in a variety of motor skills and movement patterns.

* Focus area: Manipulative
* Benchmark 2.1.3.11: volley with a partner using hands only while maintaining balance.

## Assessment Task

Tally Sheet: Students will be able to volley with a partner using hands only while maintaining balance.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for volleying in small groups.

This is a peer assessment. Teachers should provide instruction to students how to observe someone volleying and how to record or tally on the assessment tool. Provide opportunities for students to practice counting and recording before using this strategy to assess the benchmark.

Allow the students to choose the object they want to use when being assessed. If they choose one that is too difficult, the teacher should suggest using a different object. Student choice increases student engagement.

## Definitions

Volley – A fundamental movement skill (manipulative skill) performed with self, partner, wall or within a small group. A volley is defined as consecutive upward hits without losing control of the ball.

* The ball can bounce, as long as control is maintained.
* The focus of volleying is tracking and adjusting the body to the flight of the object.
* Hits or volleys can be performed with body parts (e.g., head, elbows, knees, hand) or implements (e.g., lollipop paddles).
* Volley as a fundamental movement skill is a prerequisite for participation in a variety of specialized skills, such as forearm passing and a tennis rally.

## Critical Elements

Using hands only and maintaining balance

## Setup and Equipment

Setup: Students work in groups of three in their own space with one object to volley.

Equipment: A variety of objects for students to successfully volley such as finger lite balls, beach balls, or balloons; tally sheets and crayons or another utensil for each group of three.

## Directions

**Directions for Students:** Before starting, the three students decide who each one will watch and assess (student A watches student B, student B watches student C, student C watches student A). Two students will volley back and forth. The goal is to use hands only, keeping the ball in the air as long as they can. The student who is observing will watch one student who is volleying; he will keep track of how many times the ball is volleyed using hands only. If any other body part is used, do not mark a tally on the sheet. Each time the student volleys using hands only, the observer will put an X through one of the hands on the tally sheet. The observer will count the number of hand-only volleys and record that number in the total box. The assessment tool example is designed to allow two trials for each student being assessed.

**Directions for Teacher:** While students are engaged in the activity, the teacher should also be watching for contact with hands only and for maintaining balance. Check to make sure the peer assessor is paying attention and doing his job correctly. It is important to have students complete a couple practice rounds before doing the “real” round. Since this assessment is a peer-assessment, it cannot be used for grading purposes; however, it serves as a useful and efficient way to collect data to assess this benchmark. In addition, it provides an opportunity for peers to work on respectful and responsible behaviors.

| Student 1 Name | Student 2 Name | Student 3 Name |
| --- | --- | --- |
| Image result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipart | Image result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipart | Image result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipartImage result for hand clipart |
| Total: | Total: | Total: |
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| Total: | Total: | Total: |

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Notes

Common Developmental Difficulties

* Failure to keep eye on the ball due to poor tracking, movement and positioning.
* Slapping at ball
* Chopping at ball
* Jumping at ball

Suggestion: Make many copies of the tally sheet so students can practice; or place the tally sheet in a plastic dry erase board sleeve. They can mark on the plastic sleeve, count the total and write the total on a different recording sheet. Then they would wipe off their tallies and the sheet can be used over and over. [View plastic dry erase sleeves](https://www.amazon.com/Pockets-Rusable-Sleeves-Eraseble-Colorful/dp/B079DM1SY4/ref%3Dasc_df_B079DM1SY4/?tag=hyprod-20&linkCode=df0&hvadid=241872587238&hvpos=1o2&hvnetw=g&hvrand=4639603383063488110&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9019276&hvtargid=pla-444902896684&psc=1)

This assessment could also be used to peer assess the skill of catching.



# Grade 3: Standard 1

Demonstrates competency in a variety of motor skills and movement patterns

* Focus Area: Locomotor
* Benchmark 3.1.1.1: leap using a maturing pattern

## Assessment Task

Checklist: Leap using a maturing pattern.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for leaping.

The task requires students to understand how to work in stations, specifically how to get information, and how to start and continue doing the task until they are cued to move. Provide opportunities for students to practice how to do stations before using a station format for assessment.

## Critical Elements

Leap:

* Take off of one and land on the other foot.
* Arms used in opposition to legs
* Body propelled forward and upward during flight phase with full extension of both arms and legs
* Flight phase is longer than when running
* Able to lead with either leg

## Setup and Equipment

Equipment: Avariety of objects to hop, leap and jump in relationship to (over, on, off, up to). The equipment used depends on the task used at each station.

Setup: Each quadrant of the gym will become a station where students will practice vertical jumping, horizontal jumping, hopping and leaping by doing a variety of skill challenges in the quadrant. The specific set up and equipment depends on the skill challenges you create for each quadrant.

For example, Quadrant 1 could be set up with differently colored poly spots scattered throughout the quadrant. The teacher could create task cards with different color patterns such as blue, blue, red. Students could choose a task card and do that pattern while hopping from spot to spot. Quadrant 2 could be set up next to a wall. The teacher could place strips of paper using colors of the rainbow. The strips of paper would start at a low level and progressively go up the wall. The task is to practice vertical jumping to touch the rainbow. Students hold a sticky note (or anything that would stick to the wall); they place the sticky note as high as they can reach when jumping. Quadrant 3 could have poly spots or cones set up in pairs throughout the space. The task is to go to a pair of cones, place them apart from one another, jump the distance from one to the other, while progressively increasing the distance. The fourth quadrant would be the assessment station where students would be leaping over and across objects.

## Directions

Watch each student’s use of their arms and legs as they perform at least 10 leaps. Use the checklist to tally the use of each critical element. It is appropriate to allow more than one trial of 10. Use the yes or no column to identify those who have met the benchmark and those who have not.

| Name | Take off of one foot and land on the other foot | Arms used in opposition to legs | Body propelled forward and upward during flight phase | Flight phase is long than when running | Able to lead with either foot | Yes or No |
| --- | --- | --- | --- | --- | --- | --- |
| X |  |  |  |  |  |  |

Scoring guide: To pass this benchmark, students need to use all five critical elements during at least six of the 10 leaps.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Notes

### Common Developmental Difficulties

* Inability to perform one-foot takeoff and land on opposite foot
* Restricted movements of arms and legs
* Lack of spring and elevation in push-off
* Landing flat-footed
* Exaggerated or inhibited forward body lean
* Failure to stretch or reach with legs and arms

This assessment task could also be used to assess hopping, vertical jumping and horizontal jumping.

This exact same rubric template could be used for all of the locomotor skills; just change the criteria.



# Grade 3: Standard 1

Demonstrate competency in a variety of motor skills and movement patterns.

* Focus area: Manipulative
* Benchmark 3.1.3.1: Roll and throw underhand using a maturing pattern.

## Assessment Task

Checklist: Students will be able to underhand throw with a maturing pattern.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example uses an activity to assess the maturing pattern in an underhand throw.

## Definitions

Maturing pattern –Consistently, efficiently and effectively performing the critical elements of the fundamental movement skills

## Critical Elements

Underhand Throw

* Ball held in hand corresponding to trail leg
* Stride stance, step in opposition to arm motion
* Throwing arm swings backward then forward
* Weight transferred back to front, ball released
* Weight transfers from rear to forward foot as ball is released between knee and waist.
* Throwing arm follows through toward the target.

## Setup and Equipment

Setup: Create a variety of underhand throwing stations, each with a bucket of a variety of objects to throw and a large target or set of targets. Placement of the targets should vary amongst the different stations (e.g., different distances and at different levels). Place the bucket of objects where the students will throw from; this can be marked by a cone. Depending on station specifics, one or more students will throw at a time. One station will be the assessment station. The target at the assessment station should be large, placed at a medium level, and at a distance that requires force production.

Equipment: Each station needs a bucket of a variety of hand-sized objects to underhand throw (e.g., bean bags, yarn balls, deck tennis rings, rolled up socks). Each station needs a floor marker (e.g., poly spots or cones) to indicate where the student will throw from. Each station needs one or more large targets. For example, pictures on the wall (e.g., animals, action heroes, fruits and vegetables), or hula hoops, laundry baskets, blankets, sheets or tarps.

## Directions

Assign students to start at one of the stations. They will underhand throw from the cone toward the large target. After throwing all objects, students will retrieve the objects and place them back in the basket. Students will continue practicing at a station until the teacher directs them to move to a new one.

When students are at the assessment station, they underhand throw 10 times at the target. One student will underhand throw while the others retrieve objects. The teacher will tally use of the critical elements using the checklist; do not score on the accuracy of hitting the target. It is a good idea to allow multiple trials of 10 attempts before determining if the student has passed the benchmark. Monitor the speed at which students throw to allow adequate time to record tallies.

### Underhand Throwing Assessment Checklist

| Student Name | Ball held in hand corresponding to trail leg | Stride stance, step with opposition to arm motion | Throwing arm swings backward then forward | Weight transfer from rear to forward foot as ball is released between knee and waist  | Throwing arm follows through toward the target | Total # of critical elements |
| --- | --- | --- | --- | --- | --- | --- |
| X |  |  |  |  |  |  |

Scoring guide:To pass the benchmark, third-grade students would use the maturing pattern (all critical elements) during at least seven out of 10 trials.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Notes

Common Developmental Difficulties or Common Errors

* Failure to transfer body weight to rear foot during initial action
* Failure to place controlling hand directly under the ball
* Releasing the ball above waist level
* Swinging arm moves too far backward and/or out from the body
* Failure to keep eyes on the target
* Failure to step in opposition toward the target



# Grade 4: Standard 1

Demonstrate competency in a variety of motor skills and movement patterns.

* Focus Area: Manipulative
* Benchmark 4.1.3.6: Dribble with the feet while traveling through general space, increasing and decreasing.
* Benchmark 4.1.3.7: Pass and receive a ball with the feet in a practice task.
* Benchmark 4.1.3.15: Combine traveling with the manipulative skills of dribbling, throwing, catching and striking practice tasks.

## Assessment Task

Practice task: Partners move down and back on a field, dribbling, passing and receiving a ball.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for soccer.

## Setup and Equipment

Setup: All but 2-4 students will be engaged in other practice tasks or small-sided games such as two versus two or three versus three games. These practice tasks or games should be activities the students have done before so they do not require as much teacher direction. Position the assessment space that allows the teacher to complete the assessment while also watching the rest of the class. This task requires a long open space, where students can maintain about 10 feet between one another. Use cones as boundaries, marking all four sides of the assessment space.

Equipment for the Assessment Task: Two balls and 8-10 cones. Additional equipment will be needed for the students not engaged in the assessment task.

## Directions

Partners start about 10 feet from one another. They pass back and forth while moving forward down the field. Each time a student receives the ball he will dribble using four touches and then pass a leading pass to his partner, who will receive it and dribble four times before passing it back. They will continue dribbling using four touches, passing and receiving until they get to the end of the field, where they will turn around and repeat the same task back. Each student will pass eight times during one trip down and back.

Observe two students as they move down the field and back to the start, using the checklist assessment tool.

The checklist includes space to observe and record four trials (one trial includes traveling down and back). It is recommended to complete this assessment at least twice before determining the score. The criteria include:

* Dribbling: Taps ball with inside and outside of the foot; adjusts force to remain close to the ball; adjusts speed while maintaining control of the ball.
* Passing: Adjusts momentum of movement before passing; passes ahead of the receiver; adjusts force of pass to distance of partner.
* Receiving: Gives with the foot to receive the pass; receives the pass without stopping.
* Combination Skill: Transitions fluidly and smoothly between skills; continues moving down the field, adjusts force and speed to maintain control of the ball when passing and receiving.

When a student performs each skill according to these descriptions, check that box. It is not necessary or feasible to mark for each skill attempt; instead, watch the student from start to finish of the assessment task (i.e., down and back using each skill eight times) and record a holistic score. One check means the student performed the skill using the criteria most of the time throughout one trip down and back (e.g., at least six of the eight attempts in one trip).

When observing, watch for errors, this will help determine if the criteria was met. Errors for each skill include:

* Dribbling: Kicks and chases, trips over the ball, unable to control force.
* Passing: Passes to or behind the receiver, passes too short or with too much force.
* Receiving: Stumbles with the ball, stops when trapping instead of continuing movement.
* Combination Skills: start and stopping motion; unable to control body or ball.

### Soccer Skills Checklist

| Name | Dribbling (4.1.3.6)4 trials | Passing (4.1.3.7)4 trials | Receiving (4.1.3.7)4 trials | Combination Skill (4.1.3.15) 4 trials |
| --- | --- | --- | --- | --- |
| X |  |  |  |  |

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on program nuances.



# Grade 5: Standards 1 and 2

Demonstration competency in a variety of motor skills and movement patterns.

Applies knowledge of concepts, principles, strategies and tactics to movement and performance.

* Focus Areas: Non-locomotor, movement concepts.
* Benchmarks 5.1.2.1 and 5.1.2.2: Combine balance and weight transfer in an educational game and educational gymnastic sequence.
* Benchmark 5.2.1.1: Apply the space awareness concepts of directions, pathways, levels and extensions in small-sided games and educational dance or educational gymnastics.
* Benchmark 5.2.1.2: Apply the relationship awareness concepts in small-sided games and educational dance and educational gymnastics.
* Benchmark 5.2.1.3: Apply the effort awareness concepts of speed, force and flow in small-sided games and educational dance and educational gymnastics.

## Assessment Task

Worksheet and Rubric: Students will create and perform a movement sequence including transfer of weight and balance skills, and application of space-awareness concepts, positional relationship-awareness concepts, and effort-awareness concepts.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on creating a movement sequence using at least four balances, with three transitions where weight is transferred from one balance to the next.

Working with a partner or small group of peers, students will create and perform a movement sequence including:

* Transfer of weight and balance skills, and application of space-awareness concepts (i.e., size, shape, pathway, direction, and levels).
* Positional relationship-awareness concepts (e.g., next to, in front of, behind, side-by-side).
* Effort-awareness concepts (i.e., speed, force and flow).

Specific details of the sequence can vary depending on the skills and concepts taught in the unit.

The [movement framework wheel](https://www.supportrealteachers.org/instructional-models-in-physical-education.html) is a useful resource when adding movement concepts. Click on the link, scroll down until you find Skill Themes on the left-hand side. Click on Skill Themes, then click on the image for the movement framework wheel. There are other useful resources on this page related to the movement concepts.

Students will need multiple days to learn the concepts and practice the skills; and work with a peer(s) to create and practice the movement sequence. When students are ready, they can sign up for a showcase assessment. The sequence can be performed live for the teacher only or for a small group of peers who could also use a modified student-centered rubric to peer-assess, or students could videotape their sequence and self-assess or peer-assess using a modified student-friendly rubric. The teacher could also assess using the videos. This may not be feasible due to number of students; however, it is a useful way to assess movement sequences. Avoid having one group perform as the entire class watches. This can use up a lot of time, and it can be emotionally intimidating for some students.

## Setup and Equipment

Students may need to use mats depending on the balance and transfer of weight skills they include in their movement sequence.

## Directions

### Movement Sequence Worksheet

Students will create a movement sequence using at least four balances requiring three transitions where weight is transferred from one balance to the next.

In the column titled balance, students will name the balances they are using. Keep in mind that the sequence should require transfer of weight when transitioning from one balance to the next. Students identify a concept they can change in the space-awareness, effort-awareness and/or relationship-awareness concept categories when doing each balance and/or when transferring weight between balances.

### Example of a Completed Worksheet

X refers to a box that the partners decided not to include with that balance.

|  | Balance | Space Awareness concept | Effort Awareness Concept | Relationship Awareness Concept |
| --- | --- | --- | --- | --- |
| 1 | Stork stand | High **level** | X | Standing **back to back** with partner |
| 2 | V-Sit | Move to a low **level** in to a V **shape**  | Move at a slow **speed** with continual or sustained **flow** | Move to a **position where feet are pointing** at partner’s feet |
| 3 | Downward dog | Move to medium **level** into a wide **shape** | Use light **force** to change position | Move **position of body** from tummy facing up to bottom facing up and move into a **position** where partners’ heads are facing one another |
| 4 | Arabesque  | Move across space to change **direction** body is facing  | Using a quick **speed** and medium to heavy **force** | Move to a **position** where partners are at a **far** distance away from one another and reaching in **opposite** directions  |

### Movement Sequence Worksheet

|  | Balance | Space Awareness concept | Effort Awareness Concept | Relationship Awareness Concept |
| --- | --- | --- | --- | --- |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

When students are ready, they sign up for a showcase assessment. The movement sequence can be performed live for the teacher using the rubric below, or students could peer-assess using a modified student-centered rubric. Sequences could also be videotaped for either teacher or peer-assessments.

### Movement Sequence Assessment Rubric

|  | 4 | 3 | 2 | 1 |
| --- | --- | --- | --- | --- |
| Transfer of Body Weight [5.1.2.1] | Fluid balanced and controlled transfer of weight when using **three space-awareness concepts**  | Fluid balanced and controlled transfer of weight when using **two space-awareness concepts** | Controlled **but segmented** transfer of weight when **using one space-awareness concept** | Segmented transfer of weight; unable to control body momentum |
| Balance [5.1.2.1] | Balances on different bases of support combining **three space-awareness concepts** | Balances on different bases of support combining **two space-awareness concepts** | Balances on different bases of support using **one space-awareness concept**  | Wobbly when moving from one balance to another; unable to maintain stillness |
| Space Awareness [5.2.1.1] | Moves into and out of balances using **three space -awareness concepts** | Moves into and out of balances using **two space-awareness concepts** | Moves into and out of balances using **one space-awareness concept** | Does not apply space-awareness concepts |
| Effort Awareness [5.2.1.3] | Moves into and out of balances using **three effort-awareness concepts** | Moves into and out of balances using **two effort-awareness concepts** | Moves into and out of balance using **one effort-awareness concept** | Does not apply effort-awareness concepts |
| Relationship Awareness [5.2.1.2] | Moves into and out of balances using **three relationship-awareness concepts** | Moves into and out of balances using **two relationship-awareness concepts** | Moves into and out of balances using **one relationship-awareness concept**  | Does not apply relationship-awareness |

Scoring guide: Balance and transfer of weight are assessed when watching the student performance of the movement sequence. The other three benchmarks are assessed using both the performance and the worksheet. A score of 3 is a passing score for each benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Notes

This assessment can be modified by removing benchmarks and rows of criteria from the rubric or by adding other requirements to the movement sequence. For example, a teacher may determine not to include effort awareness in this assessment task, and therefore delete that entire row from the rubric. The concepts identified on the rubric are meant to provide an example of how a teacher can combine multiple benchmarks in one assessment task.



# Grade 5: Standards 1 and 2

Demonstrate competency in a variety of motor skills and movement patterns.

Apply knowledge of concepts, principles, strategies and tactics to movement and performance

* Focus areas: Manipulative; movement concepts, principles and knowledge
* Benchmark 5.1.3.1: Roll and underhand throw with accuracy in small-sided games.
* Benchmark 5.2.1.6: Apply distance and direction tactics in target games.

## Assessment Task

Checklist: Students will be able to utilize underhand throwing and rolling skills to make tactical decisions in target games.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for golf-like target games.

This assessment is designed to be completed across multiple days near the end of a target games unit. The lessons early in the unit would allow many opportunities to practice underhand throwing and rolling using a variety of different target game situations. Students would learn how to adapt their throwing and rolling form based on the various tactical situations (e.g., targets at different distances and heights, targets that are moving). In the middle of the unit, students could work in small groups (3-4 students) to design a golf-like target game based on a set of criteria created by the teacher. \*See the criteria ideas below. The student-generated games could be used during the assessment days (e.g., final three days of the unit). Assessment can be completed by the teacher and students, unless it will be used for grading, then it must be completed by the teacher.

Minimal Target Game Criteria:Each game must include a minimum of three different targets. Target characteristics that could be altered include: size, distance, level (high, medium, low), movement, obstacles. Each target within the game must require the use of different target game tactical decisions (e.g., determining release point or use of force, identifying and using an intermediate target, determining throwing angle). Each game must require using underhand throwing or rolling. Each game must have a score card used to tally accuracy.

## Definitions

Tactic – Movement decisions based on characteristics of the physical activity situation. Tactical movements and decisions are performed in response to stimuli in the environment (e.g., relationship between self and defenders or the goal, distance from an obstacle). Tactical situations apply to the game-play categories (i.e., invasion, net and wall, target, fielding and striking games) and other activity categories (e.g., outdoor pursuits, individual-performance activities).

## Setup and Equipment

Setup: Organization depends on the specifics of the student-created games. The assessment days could be organized in a variety of ways, such as:

* Option 1: Each group of students sets up their golf-like target game. Groups play one game each day. The teacher can assign the groups to a game, or groups could choose the games they will play. Giving students some choice increases their level of engagement.
* Option 2: Students can vote on the three games they want to use for the assessment days. The teacher sets up one game in multiple areas that all groups will play. Each day the teacher sets up a different game.
* Option 3: Students vote on the three games they want to use for the assessment days. The teacher sets up each game each day; groups play and rotate amongst the three games.
* Option 4: Students set up and play the game they created as the teacher completes the assessment.

Equipment: Specific equipment needs depend on the student-created target games.

## Directions

While playing each game, students will tally their own scores on a score card, keeping track of attempts and accuracy. The teacher will assess different groups during each of the three days. The teacher will use one assessment checklist for each group. The teacher will determine the final assessment score based on teacher and student data. Again, if this will be used for grading, only teacher-collected data can be used.

### Underhand Throwing for Accuracy and use of Target Game Tactics – Assessment Checklist

| Student Names | Target Game 1 | Target Game 2 | Target Game 3 | Average  |
| --- | --- | --- | --- | --- |
|  | **Attempts:** **Accuracy:**  | **Attempts:** **Accuracy:** | **Attempts:** **Accuracy:** |  |

Scoring guide: Students who score at least 80 percent accuracy on one target game and greater than 50 percent accuracy on the other two will pass the benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Information:

An accuracy score indicates achievement of both benchmarks, because accuracy relies on the use of an effective form when underhand throwing and rolling, which is standard 1, and correct application of the target game tactics, which is standard 2.

Variations:

Instead of using student-generated games, the teacher could create a golf-like target game course using a variety of different types of targets. This set up could be used for the assessment.



# Kindergarten: Standard 2

Apply knowledge of concepts, principles, strategies and tactics to movement and performance

* Focus areas: Movement concepts and principles
* Benchmark 0.2.1.3: Travel using slow and fast speeds

## Assessment Task

Tally recording sheet: Students will travel across and throughout general space, changing speeds as cued by the teacher.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on students moving through space and changing speeds.

Teachers should observe the students’ ability to alter speed and continue traveling under control, not the quality of the movement.

## Setup and Equipment

Setup: Students scattered throughout general space

Equipment: If using visual cues, the teacher could use green, yellow and red construction paper taped to fly swatters or could use green, yellow and red gator balls or ribbon wands. If using a music cue, the teacher will need songs of varying tempos.

## Directions

Students will travel across and throughout space using a locomotor skill, such as running, skipping, galloping or sliding or a creative movement skill, such as moving like a robot, moving like a giant giraffe, or moving like a floating leaf. As students are moving through general space, the teacher cues them to start, stop and change speed at various times throughout the activity.

 If using creative movement, some ideas for the teacher to use are:

* imagery changes such as: move fast like a cheetah, slow like a turtle, fast like the wind, slow like a floating cloud.
* a visual cue to change speed such as green, yellow and red signs.
* different songs to cue speed changes.

The tally recording assessment is an example designed to collect data on four separate occasions. Teachers will determine when and how often to assess each benchmark. This checklist is designed to assess one benchmark only; however, the information on this checklist could be included on an assessment meant to assess multiple benchmarks.

During activity, the teacher focuses attention on students who struggle changing speeds while continually traveling, and records tallies for these students. A tally simply means the student was unable to successfully respond to the speed change by altering their movement. Record nothing for students who can successfully respond to the speed change while continuing to travel across space. If a student receives no tallies, he was able to successfully travel and change speeds.

An assessment strategy to use when assessing while students are moving throughout general space is to designate an area of the gym as the assessment area; this is the area where the teacher focuses attention. When students travel through this area, they are assessed. This reduces the need to watch everyone all of the time.

### Tally Recording Sheet – Traveling at Different Speeds

| Student Name | Traveling while changing speeds: slow to fast; fast to slowDate | Traveling while changing speeds: slow to fast; fast to slowDate | Traveling while changing speeds: slow to fast; fast to slowDate | Traveling while changing speeds: slow to fast; fast to slowDate | Yes or No |
| --- | --- | --- | --- | --- | --- |
| X |  |  |  |  |  |

Scoring guide – Identify what is needed to meet this benchmark.

Scoring guide: After the assessment is completed for the designated number of days, the teacher would collate the data and determine if the student passes the benchmark. The “yes” or “no” column is used to identify students who passed and did not pass the benchmark. For example, a teacher may decide to assess on four separate days and students who were able to change speeds while traveling on at least two of the four days could pass.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 1: Standard 2

Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

* Focus Area: Movement concepts, principles, and knowledge
* Benchmark 1.2.1.2: Travel in different relationships to others and objects.

## Assessment Task

Checklist: Students will be able to travel in different relationship to others and objects.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on students’ ability to travel in different relationship is to others and objects while playing a game called “Show Me”.

## Setup and Equipment

Setup: Students scattered throughout general space, each with a hula hoop or poly spot placed on the floor; this becomes the student’s home.

Equipment: a hula hoop or poly spot for each student; five extra hoops or poly spots also placed on the floor.

## Directions

The assessment task is an educational game called “Show Me.” The teacher says, “show me \_\_\_\_\_\_” then the students respond by doing the movement.

**Example Show Me Statements**:

* Show me how you can move around your hoop with one foot in and one foot out.
* Show me how you can move with your tummy facing the sky, two feet in and one hand out.
* Show me moving over the hoop.
* Show me moving into and out of the hoop.
* Show me moving around four other hoops and then go home.
* Show me moving backward with one hand in and one hand out of the hoop.

The statements used need to draw out their knowledge of positional relationships (e.g., over, under, around, through, in, on, off, next to, in front of, far away, near).

As the students respond to the show me statement, the teacher moves around, scanning the gym for students who seem to be struggling with the relationship-awareness concept(s). Write down the names of students who struggle. Later in the lesson or unit, ask these same students to show you the relationship-awareness concept(s) they struggled with; they may have been distracted or too highly aroused when demonstrating this knowledge in an educational game. Asking them individually increases the validity and reliability of the assessment.

To record data, you could use a simple tool such as the one below. Mark “yes” if a student is able to travel based on the relationship-awareness concepts and a “no” if they are not able to. When marking “no,” you could also identify the word(s) that the student struggles with such as over, around, next to, behind.

| Student Name | YES | NO | NOTES |
| --- | --- | --- | --- |
| X |  |  |  |

Scoring guide: To pass this assessment-students would need to correctly respond to a minimum of five different positional-relationship concepts; each student would not have to respond to the same concepts as long as they accurately responded to at least five.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Notes

The game “Show Me,” could be used as an instant learning experience at different times throughout the school year. It could also be used to assess Benchmarks 1.2.1.1 (travel in levels differentiating between movement in personal space and general space) and 1.2.1.3 (travel using strong and light forces). This game would also be appropriate to use as a strategy to assess the movement concepts in kindergarten and second grade.



# Kindergarten: Standard 3

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

* Focus areas: Fitness knowledge
* Benchmark 0.3.3.1: Recognize that faster movement corresponds to faster heartbeat and breathing.

## Assessment Task

Exit Slip: Students will recognize how different movements affect heart rate.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on the impact of physical activity on heartrate and breathing.

Provide instruction on how to feel the heartbeat and recognize speed changes. Faster movement corresponds to faster heartbeat. Counting heart rate is not the focus of this benchmark.

Provide instruction on how to listen to their breathing and notice how it changes with different activities.

Provide activities that will increasingly cause faster heartbeats. After each activity, ask the students to place their hand on their chest and identify if their heart is beating faster or slower than the previous activity. Discuss other activities they do throughout their day and connect each activity to how it impacts heart beat and breathing.

## Setup and Equipment

Exit slip and crayon for each student

## Directions

At the end of class, students will circle the picture in each row that would make their heart beat faster. Repeat these directions for each row. On the back, students should draw a picture of another activity that would make their heart beat fast.

### Assessment Exit Slip

| 1 | runner | sleeping |
| --- | --- | --- |
| **2** | computer | swimmer |
| **3** | reading | jump rope |

Scoring guide: To pass this benchmark, students must correctly respond to two of the three items.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 2: Standard 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

* Focus Area: Physical activity knowledge
* Benchmark 2.3.1.1: Identify physical activity recommendations and recognize indoor and outdoor physical activities that could be used to meet these recommendations outside of physical education class.

## Assessment Task

Drawing and short answer task: Students will be able to identify activities they enjoy doing outside of physical education class to meet national time recommendations.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for students to identify physical activities they enjoy doing outside of physical education that help them get 60 minutes of physical activity every day.

Provide instruction regarding the national physical activity recommendations for children at 60 minutes or more each day. Explain that these physical activity minutes can add up throughout the day, and this activity allows them to identify physical activities they like to do outside of physical education class.

## Setup and Equipment

Equipment: Crayons or pencils and worksheet for each student

## Directions

Students will identify four physical activities they enjoy doing that could be used to meet the 60 minutes a day recommendation. They would draw a picture of the activity and use words if they’re able to write. The four activities include something they can do at home inside, at home outside, at school outside, and somewhere else either inside or out. Print the worksheet with large boxes for students to draw the pictures. Add or remove boxes to accommodate the number of activities desired.

| Name:  |
| --- |
| **At home outdoors** | **At home indoors** |
| X | X |
| **At school outdoors** | **Somewhere else – indoors or outdoors** |
| X | X |

Scoring guide: To pass the benchmark, students need to identify at least two different activities they could do outside of physical education (either indoors or outdoors) to meet the physical activity recommendations.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Notes

This assessment could be used with Benchmark 2.3.3.1 (describe what it feels like to work one’s heart), and Benchmark 2.3.3.2 (describe what it feels like to work one’s muscles). When students draw their pictures, they could also identify if the activity mostly worked their heart or if it mostly worked their muscles. This could lead into a conversation about what it feels like to work one’s heart and one’s muscles. You could use a big T-chart like the one below to generate whole-class ideas to these two questions. You could use the same T-chart as an individual assessment of these same benchmarks. Again, students could draw pictures and use words.

| What it feels like to work myheart | What it feels like to work my muscle |
| --- | --- |
| X | X |



# Grade 4: Standard 3

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

* Focus area: Fitness knowledge
* Benchmark 4.3.3.1: Identify the components of the F.I.T.T. principle for cardiovascular fitness.

## Assessment Task

Exit Slip: Students will be able to identify the components of the F.I.T.T. principle for cardiovascular fitness.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

## Definitions

F.I.T.T – The acronym **FITT** outlines the key components of an effective exercise program and is applied to the health-related fitness components. The acronym stands for frequency (how often), intensity (how hard or challenging), time (how long) and type (what kind).

## Setup and Equipment

Equipment –Give each student an exit slip and a colored pencil.

## Directions

The teacher reads each question as the students respond by marking their answer on the exit slip. Read each question twice the first time through. Then read each question one more time after students have marked their responses; teach them how to check their work before submitting it.

Assessment Questions

**Question 1**: If Connor wants to keep his heart and lungs healthy, what activity could he do? Answer: ride his bike

**Question 2:** If Cindy wants to keep her heart and lungs healthy, how many days each week should she be physically active? Answer: 3-5 days a week

**Question 3:** If Zach wants to keep his heart and lungs healthy, how long should he be active each time? Answer: at least 20 minutes

**Question 4:** If Miranda wants to keep her heart and lungs healthy, how hard should she exercise each time? Answer:

| Student Name: | Date:  | Teacher:  | NA |
| --- | --- | --- | --- |
| Question 1 | Go bowling | Ride his bike  | Play video games |
| Question 2 | 1-2 days | 2-3 days | 3-5 days |
| Question 3 | 10 minutes | 30 minutes | 20 minutes |
| Question 4 | Image result for moderate to vigorous activity emojisI am so tired. I want to quit. | Image result for exercising emoji clipartI’m sweating but I can keep going. | Image result for moderate to vigorous activity emojisI’m hardly moving. I could do this all day. |

Scoring guide: Students should score 3 out of 4 to pass this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Notes:

The information in this assessment comes from the recommendations identified on the [physical activity pyramid](https://www.mdpedi.com/wp-content/uploads/2015/04/eKids1.pdf) for children.

The images used for question 4 are similar to what appears on the [Rating of Perceived Exertion (RPE) scale](https://hookedonrunning.com.au/wp-content/uploads/Rating-Of-Perceived-Exertion-For-Kids.png). This is a useful visual for teaching the concept of intensity; a scale that has been found to be a reliable method to self-assess intensity levels.



# Kindergarten: Standards 4 and 5

**Standard 4**: Exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

* Focus Areas: Working with others, safety, and self-expression and enjoyment
* Benchmark: 0.4.3.1: Share equipment and space with others.
* Benchmark 0.4.5.1: Move safely in personal space with minimal teacher reminders.
* Benchmarks 0.5.3.1: Express enjoyment when being physically activity individually and with others.

## Assessment Task

Exit Slip. Students will self-assess at the end of class and rate themselves based on moving safely, sharing equipment and space, and level of enjoyment.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on student sharing, safety and enjoyment.

This assessment teaches students how to self-assess and rate themselves based on three standard-based content items: Moving safely, sharing equipment and space, and level of enjoyment. Kindergarten students are universally egocentric and are in the early stages of developing self-regulation skills. A pre-requisite to self-regulation is being able to notice personal behaviors and emotions experienced during physical activity and physical education. This assessment provides opportunities for kindergarten students to begin learning how to think about personal choices and feelings, which is difficult for most of them. This assessment tool is designed for multiple use throughout the year. It could be modified to focus on other behaviors included in Standard 4 and Standard 5 benchmarks, such as: Today I was nice; today I helped someone; today I worked really hard.

Compare student ratings to teacher observational assessment; if there is a discrepancy, the teacher talks to the student and helps the students see their behaviors. Level of enjoyment is assessed through student reporting; but the teacher can help students recognize how their behaviors showed or did not show enjoyment. Helping students accurately rate themselves takes time and practice.

## Setup and Equipment

One exit slip and writing utensil for each student.

## Directions

Students will self-assess based on a 4-point scale with visuals instead of words. Three thumbs up indicate all of the time; two thumbs up indicate most of the time; one thumb up indicates some of the time; no thumbs indicate not at all. Since this is a student self-rating, the teacher needs to observe students during the lesson and compare what she sees to the students’ ratings. If there is a big difference, the teacher should talk with the student. If four levels are too many for students to differentiate between, teachers can eliminate the three thumbs up column.

**Option 1:** Use it as a written exit slip. The teacher poses an “I statement” about the items on the exit slip as students mark their rating(s). Example Statements: “I was a nice mover today and shared with my classmates,” or “I had fun learning how to \_\_\_\_ [fill the blank in with lesson’s focus] today,” or “I was a safe mover today.”

**Option 2:** Use as a “check-in” verbal assessment when talking with students. The teacher poses an “I statement’ to individual students or small groups of students based on one of the items on the assessment and the student points to the visual representing his self-rating. The teacher records ratings.

**Option 3:** Use a larger visual of the 4-point scale to hang on the wall. The teacher poses an “I statement” at the end of the day and as students move past the visual, they could touch it to show their rating. The teacher would record ratings.

**Option 4**: Use Plickers or other forms of technology to assess the class all at once.

## Exit Slip

| Today I | picture of smiley face with thumbs up picture of smiley face with thumbs uppicture of smiley face with thumbs up | picture of smiley face with thumbs uppicture of smiley face with thumbs up | picture of smiley face with thumbs up | I will do better next time |
| --- | --- | --- | --- | --- |
| shared |  |  |  |  |
| was safe |  |  |  |  |
| had fun moving |  |  |  |  |

Scoring guide: This is a self-assessment with the goal of helping students learn to recognize and monitor their behaviors. To pass these benchmarks, the teacher would need to compare teacher observations with students’ self-ratings across time.

 A score of two thumbs up indicates passing the benchmark. To increase validity, data must be collected numerous times throughout the year while the students are learning various skills and gaining knowledge. The teacher looks for patterns to determine the final score.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Notes

Benchmarks 0.4.3.1 and 0.4.5.1 address students’ actual behaviors, which should be assessed by the teacher across time. Because this assessment example allows students to self-assess, it should not be used for grading purposes; however, it is a valuable instructional and learning aide for assessing these benchmarks.

Benchmark 0.5.3.1 is difficult for teachers to assess through observation alone. Not all students express enjoyment using the same physical indicators (e.g., smiles, laughter). Using a self-assessment allows students to express emotions about enjoyment, which adds validity to the visual observation made by the teacher. Because this assessment example allows students to self-assess, it should not be used for grading purposes; however, it is a valuable instructional and learning aide for assessing these benchmarks.



# Grade 4: Standard 4

Exhibit responsible personal and social behavior that respects self and others.

* Focus Area: Rules and etiquette
* Benchmark 4.4.4.1: Follow rules and etiquette in practice tasks, educational dance and educational gymnastics.

## Assessment Task

Self-Assessment: Students will be able to follow rules and etiquette in practice tasks, educational dance and educational gymnastics.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for an educational gymnastic unit.

Student self-assessments should not be used for grading. Self-assessment is a useful instructional strategy to teach self-regulation and self-monitoring skills. Student responses should be compared to teacher observation. If a teacher wanted to use this tool for grading, it would need to be completed using teacher observation and data collection.

The assessment asks the students to reflect on their behavior related to five rules set by the teacher when students start the unit and become the etiquette students agree to follow.

## Directions

Ask students to complete this exit slip at the end of class by placing an “X” under the hand signal that represents their answer to each question. Check to make sure they are interpreting each image correctly. Thumbs up means they followed the rule all of the time; thumbs sideways means they followed the rule most or some of the time; and thumbs down means they struggled following the rule. Remember, students created the rules with teacher guidance.

| Did I follow the \_\_\_\_\_\_\_\_\_\_\_\_ rule? | Image result for thumbs up clipart | Image result for thumbs up clipart | Image result for thumbs up clipart |
| --- | --- | --- | --- |
| One on the Mat Rule |  |  |  |
| Green means Enter, and Red means Exit |  |  |  |
| Be Positive |  |  |  |
| Clean Up |  |  |  |
| Safety First |  |  |  |

Scoring guide: Students must have thumbs up for at least four of the rules to pass this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Notes

This assessment could be used at different times throughout the unit or even each day of the unit. At the end of the unit, students could analyze their personal behavior data and answer self-reflective questions, such as:

* What rule did you follow most of the time?
* What did you do to help your peers follow this rule?
* Was there a rule you struggled with?
* Why do you think you struggled with this rule?
* How does it feel to look at your data?
* How did your behavior affect your enjoyment and success in this unit?
* How did your behavior affect your peers’ enjoyment and success in this unit?



# Grade 4: Standard 5

Recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

* Focus Area: Challenge
* Benchmark 4.5.2.1: Rate various physical activities according to personal level of challenge.

## Assessment Task

* Self-Assessment: Students will be able to rate various physical activities according to personal level of challenge.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for student self-assessment of challenge when performing the skills covered in the lesson.

This is a quick, simple assessment that could be used with any lesson and at any time of the year. For example, it could be used informally each day in a unit; or early, middle and late in a unit; or once in every unit. Using it multiple times would allow students to compare data across time and recognize the relationship between skill competency, practice and beliefs about challenge (e.g., as I practice a skill and get better, it becomes less challenging; or challenging activities help me work harder and when I do, I get better).

## Setup and Equipment

Each student needs an exit slip and a pencil or marker.

## Directions

Before using this tool, have the students write the names of the skills they will practice in the lesson or unit in the far left-hand column. Ask the students to think about their experience with each skill in terms of degree of challenge or difficulty. Students would rate the level of personal challenge by placing a check in one of the boxes. The box with three images represents a very personally challenging skill; two images means it was challenging; and one image means it was easy.

| Physical Activity or Skill  | challengechallengechallenge | challengechallenge | challenge |
| --- | --- | --- | --- |
| X |  |  |  |
| X |  |  |  |

Scoring guide: This benchmark is about personal experiences and therefore would not have a specific scoring guide. As long as the student reflects and completes the self-rating, they would pass the benchmark. This is one reason why using an assessment such as this throughout a school year is better than using it only once with one set of skills.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Notes

Adding Higher Level Thinking

To teach beyond this benchmark, questions could be added to the back of the assessment tool asking students to think about why an activity was challenging; or to think about how they personally handled the challenge, or to think about the relationship between challenge, practice and confidence.