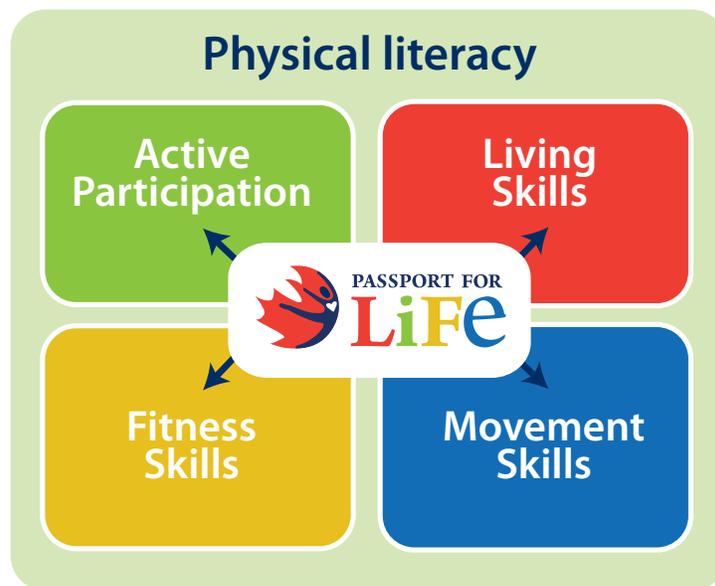
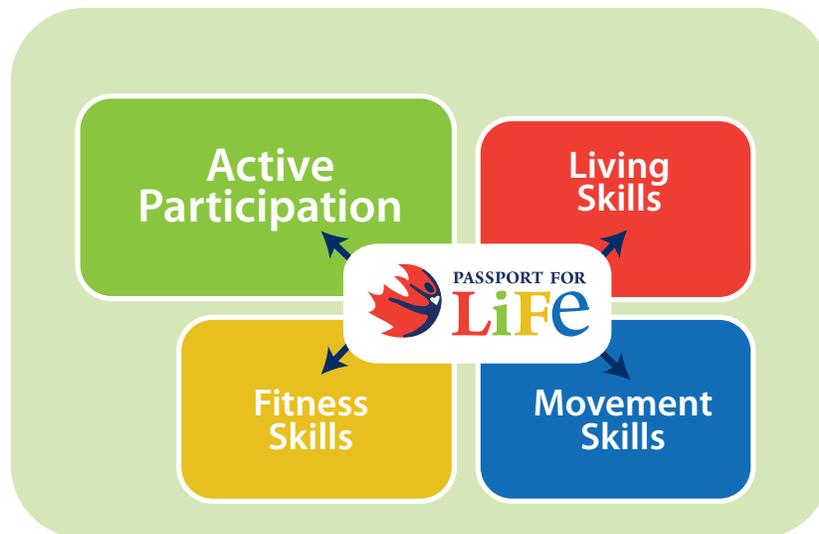


Passport for Life: Teacher Assessments



Assessments for:
Active Participation
Living Skills
Fitness Skills
Movement Skills

Active Participation



Active Participation

Think of the different types of physical activity that you do. Choose the answer for each question that best fits your recent activity levels.

Diverse Activities

Team Sport Activities (e.g., hockey, soccer, volleyball, flag football)

1. How often do you do team sport activities at school not including physical education class (e.g., school sports teams, clubs, recess)?
 - never
 - sometimes (1-2 times per month, in season)
 - most of the time (1-2 times per week, in season)
 - all of the time (3 or more times per week, in season)
2. How often do you do team sport activities at home or in the community (e.g., with friends, with family, community sports teams, clubs)?
 - never
 - sometimes (1-2 times per month, in season)
 - most of the time (1-2 times per week, in season)
 - all of the time (3 or more times per week, in season)
3. How interested are you in doing more team sport activities?
 - not at all interested
 - a little interested
 - interested
 - very interested

Individual Sport Activities (e.g., golf, swimming, track and field, karate, cycling)

4. How often do you do individual sport activities at school not including physical education class (e.g. school sports, clubs, recess)?
 - never
 - sometimes (1-2 times per month, in season)
 - most of the time (1-2 times per week, in season)
 - all of the time (3 or more times per week, in season)

5. **How often do you do individual sport activities at home or in the community (e.g., with friends, with family, community sports teams, clubs)?**

- never
- sometimes (1-2 times per month, in season)
- most of the time (1-2 times per week, in season)
- all of the time (3 or more times per week, in season)

6. **How interested are you in doing more individual sport activities?**

- not at all interested
- a little interested
- interested
- very interested

Dance Activities (e.g. free-style, hip hop, ballet, jazz)

7. **How often do you do dance activities at school not including physical education class (e.g., school teams, clubs, recess)?**

- never
- sometimes (1-2 times per month, in season)
- most of the time (1-2 times per week, in season)
- all of the time (3 or more times per week, in season)

8. **How often do you do dance activities at home or in the community (e.g., with friends, with family, community teams, clubs, etc.)?**

- never
- sometimes (1-2 times per month, in season)
- most of the time (1-2 times per week, in season)
- all of the time (3 or more times per week, in season)

9. **How interested are you in doing more dance?**

- not at all interested
- a little interested
- interested
- very interested

Gymnastics Activities (e.g. trampoline, tumbling, rhythmic gymnastics)

10. How often do you do gymnastics activities at school not including physical education class (e.g., school teams, clubs, recess)?

- never
- sometimes (1-2 times per month, in season)
- most of the time (1-2 times per week, in season)
- all of the time (3 or more times per week, in season)

11. How often do you do gymnastics activities at home or in the community (e.g., with friends, with family, community sports teams, clubs)?

- never
- sometimes (1-2 times per month, in season)
- most of the time (1-2 times per week, in season)
- all of the time (3 or more times per week, in season)

12. How interested are you in doing more gymnastics activities?

- not at all interested
- a little interested
- interested
- very interested

Fitness Activities (e.g., jogging, yoga, body weight exercises, circuits, training)

13. How often do you do fitness activities at school not including physical education class (e.g. school sports teams, clubs, recess)?

- never
- sometimes (1-2 times per month, in season)
- most of the time (1-2 times per week, in season)
- all of the time (3 or more times per week, in season)

14. How often do you do fitness activities at home or in the community (e.g., with friends, with family, community teams, clubs)?

- never
- sometimes (1-2 times per month, in season)
- most of the time (1-2 times per week, in season)
- all of the time (3 or more times per week, in season)

15. How interested are you in doing more fitness activities?

- not at all interested
- a little interested
- interested
- very interested

Environment

Think of the environments in which you are physically active (i.e., indoors, outdoors, on land, on snow/ice, in water, in air).

16. How often did you do **INDOOR** activities in the past year?

- never
- sometimes (1-2 times per month)
- most of the time (1-2 times per week)
- all of the time (3 or more times per week)

17. How often did you do **OUTDOOR** activities in the past year?

- never
- sometimes (1-2 times per month)
- most of the time (1-2 times per week)
- all of the time (3 or more times per week)

18. How often did you do **LAND**-based activities in the past year (e.g., basketball, soccer)?

- never
- sometimes (1-2 times per month)
- most of the time (1-2 times per week)
- all of the time (3 or more times per week)

19. How often did you do **SNOW** and **ICE** activities in the past year (e.g., ice hockey, tobogganing, skiing, broomball)?

- never
- sometimes (1-2 times per month)
- most of the time (1-2 times per week)
- all of the time (3 or more times per week)

20. How often did you do **WATER** activities in the past year (e.g., swimming, canoeing, waterskiing)?

- never
- sometimes (1-2 times per month)
- most of the time (1-2 times per week)
- all of the time (3 or more times per week)

21. How often did you do AIR activities in the past year (e.g., diving, ski jumping, trampoline)?

- never
- sometimes (1-2 times per month)
- most of the time (1-2 times per week)
- all of the time (3 or more times per week)

22. What statement best describes what you plan to do about physical activity?

- I am not physically active and I do not plan to be in the next six months.
- I am not physically active now, but I plan to start in the next six months.
- I am not physically active now, but I plan to start in the next 30 days.
- I am physically active now, but I have been for less than six months.
- I am physically active now and have been for more than six months.

Living Skills



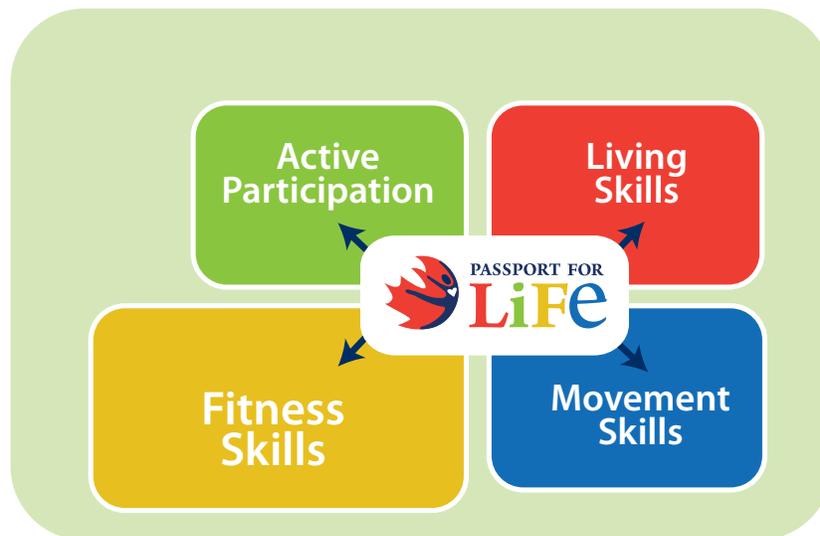
Living Skills

Choose the answer for each question that fits you best.

| | All of the time | Most of the time | Sometimes | Never |
|---|-----------------|------------------|-----------|-------|
| 1. I do at least 60 minutes of physical activity a day in which I am “huffing and puffing” and feeling warmer. | | | | |
| 2. I know and can use movement words (such as hop, spin, run, leap) to explain how I move. | | | | |
| 3. When in a group, I am able to give the time, effort and support necessary to solve difficult problems. | | | | |
| 4. I feel satisfied with the size and shape of my body. | | | | |
| 5. When I’m safe but get really upset about something, I think it over or talk to someone about it rather than yell at or hit someone. | | | | |
| 6. I am able to play with any other student in my class even if they have different beliefs than mine. | | | | |
| 7. Before I make a hard decision about something, I think carefully about all my choices. | | | | |
| 8. I feel that there are many physical activities that I can choose to do. | | | | |
| 9. It is important to me to be physically active at least 60 minutes every day. | | | | |
| 10. I can get along well with others to create a physical activity that is fun to play. | | | | |
| 11. I take time to think about my past mistakes in Physical Education and try to learn from them so I can continue to improve in Physical Education. | | | | |
| 12. I can figure out how hard my body is exercising through simple ways like taking my own pulse or knowing how much I’m sweating. | | | | |
| 13. I care for other people by sharing, playing fair, including and encouraging them. | | | | |
| 14. I am able to set goals for myself and meet them. | | | | |
| 15. I feel relaxed (free of stress and fear) when performing physical activities. | | | | |

| | All of the time | Most of the time | Sometimes | Never |
|---|-----------------|------------------|-----------|-------|
| 16. I work hard to learn and enjoy physical activities even if I don't like them that much. | | | | |
| 17. I understand how moving, playing regularly and eating good food can make me healthier. | | | | |
| 18. I am sure that I can perform well in a wide variety of physical activities. | | | | |
| 19. I can use the right words to let people know their actions are hurtful to me or others. | | | | |
| 20. I know where to find the information I need to help solve problems even if it means asking others for help. | | | | |
| 21. I enjoy moving and playing regularly. | | | | |

Fitness Skills



Four-Station Circuit

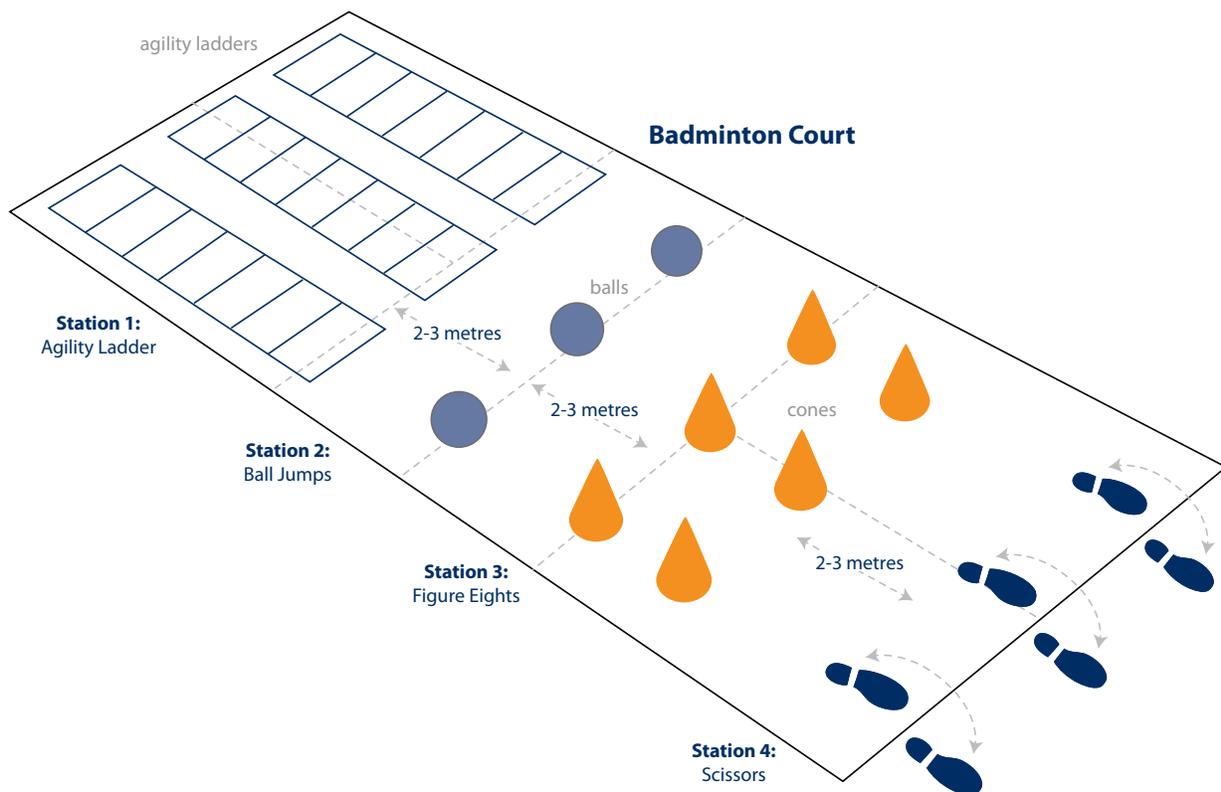
Fitness Skills: Aerobic/Cardiovascular Endurance

Objective: To assess the ability to exercise at a vigorous intensity continuously for the allotted time without showing indications of fatigue.

EQUIPMENT: You will need the following equipment for each circuit.

| | |
|--|--|
| <input type="checkbox"/> 1 agility ladder | <input type="checkbox"/> 1 assessment recording form |
| <input type="checkbox"/> 1 ball (e.g., soccer, basketball, volleyball) | <input type="checkbox"/> 1 stopwatch |
| <input type="checkbox"/> 1 upside-down flying disc for ball placement | <input type="checkbox"/> 1 clipboard |
| <input type="checkbox"/> 2 cones | <input type="checkbox"/> 1 pencil |

Set-Up: Set up three circuits on a badminton court (see the diagram). Allow 2–3 metres between each station. Place one student at each station to a maximum of four students per circuit. Place the students in alphabetical order (as listed on your recording form). This order will make it easier for you to scan the room and record the students' results. With this set-up, all students start and finish at the same time regardless of their fitness level.



Note: Initially, it is recommended to assess only eight students at the same time. This would correspond to setting up two lanes of circuits with four students per lane. Progressing to three full lanes requires experience in conducting the assessment.

Instructions:

On your start signal, students perform the activity at their station for 30 seconds. When you prompt “Change,” the students run to the next station and continue at that station for 30 seconds. Remind the students to begin immediately when they arrive at the next station.

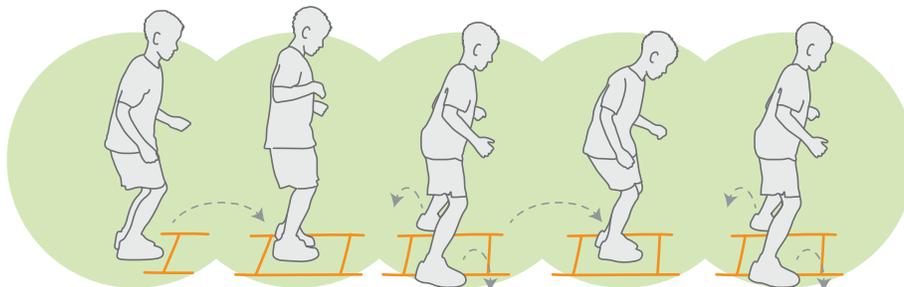
During transitions between stations, observers should note whether the students walk or pause briefly to rest before starting their next station - these are indicators of fatigue. All students complete the **9 minutes** in the circuit.

Note: The students must maintain motion at each circuit and between each station change. Encourage students to move from station to station quickly.

Station 1: Agility Ladder

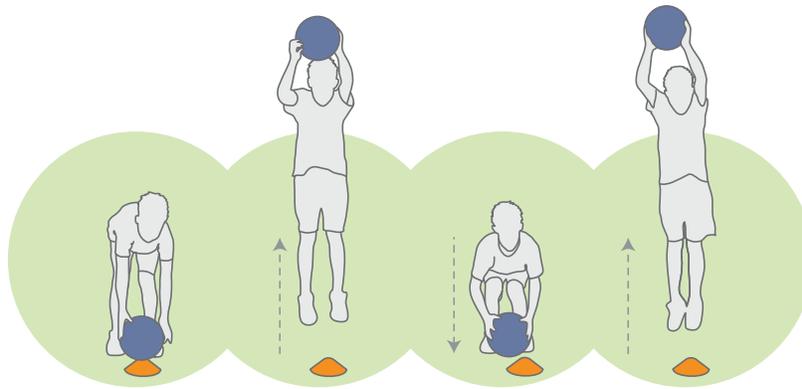
Students move in a hopscotch pattern (two-foot hop in first square, two feet straddling the ladder, etc.) up and then back through the ladder. Continue for 30 seconds. The observer is looking to see if students are unable to maintain their pace, pause to rest or lose their technique by stumbling in the ladder - indicators of fatigue.

Note: If your school does not have access to an agility ladder, students can use the same footwork pattern along the sideline of a badminton court or a 4.5 metre line (e.g., two feet straddling the line, to two feet on the line).



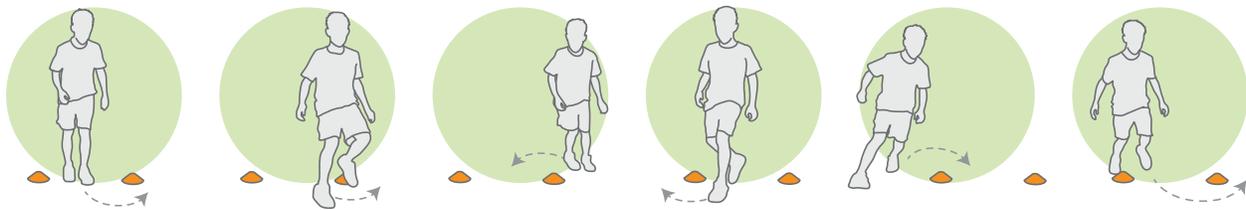
Station 2: Ball Jumps

Students start in a squat position to pick up the ball and jump, raising the ball over their heads (similar to a “burpee” jump). When the students land, they squat down to touch the floor with the ball and then jump up again. Remind students to land softly on both feet with both knees flexed to absorb the force. Continue for 30 seconds. The observer is looking to see if students are unable to maintain their pace, pause to rest, do not jump or do not touch the floor with the ball - indicators of fatigue.



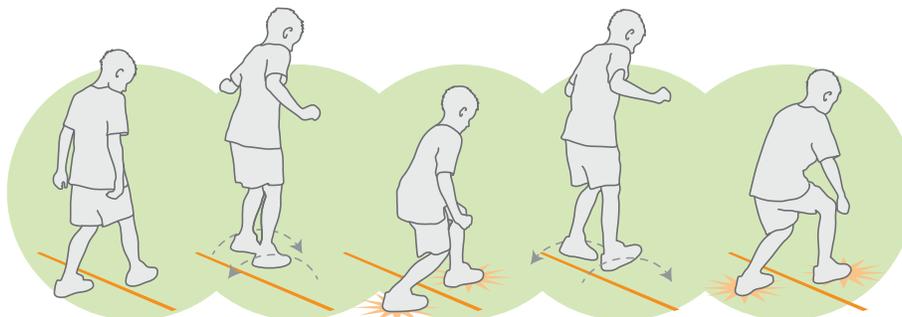
Station 3: Figure Eights

Students stand between the two cones facing one side/alley of the badminton court. Students will know if they are doing this correctly if their hips and shoulders are always facing the **same** side/alley of the badminton court. Students move their feet forward and then backwards to take them in a figure-eight pattern around the cones. Continue for 30 seconds. The observer is looking to see if students are unable to maintain their pace, pause to rest or constantly run into the cones - indicators of fatigue.



Station 4: Scissors

Students face forward with one foot on each side of the badminton end line and switch their feet back and forth **continuously**. Students should be using a contra-lateral (opposite) arm/leg movement with their feet contacting the ground at the same time and their body weight over the line. Continue for 30 seconds. The observer is looking to see if students are unable to maintain their pace or pause to rest - indicators of fatigue.



Assessment:

Observers should scan their group by circulating between the station lines. Observers are looking for indicators of fatigue. For example:

- walking when changing stations
- slowing the pace at any station
- pausing for a rest
- stopping
- running into cones (figure eights)
- not jumping or not touching the floor with the ball (ball jumps)
- stumbling in the agility ladder

Record observed indicators of fatigue on the assessment recording form every 30 seconds. Mark every observed indicator of fatigue with an X in the column. Use the teacher rubric to determine the level the student achieves and record this information in the rating column.

TEACHER RUBRIC

| Grades 3–6 | EMERGING | DEVELOPING | ACQUIRED | ACCOMPLISHED |
|-----------------------------|---|---|---|--|
| Four-Station Circuit | Demonstrates more than 3 indicators of fatigue , to engage in moderate-to-vigorous physical activity for less than 7 minutes | Demonstrates 2–3 indicators of fatigue , to engage in moderate-to-vigorous physical activity for 7 minutes | Engages in vigorous physical activity continuously (no indicators of fatigue) for 7 minutes | Engages in vigorous physical activity continuously for 9 minutes |



GRADES
3-6

Four-Station Circuit: Assessment Recording Form

Record observed indicators of fatigue on the assessment recording form every 30 seconds. Mark every observed indicator of fatigue with an X in the column. Use the teacher rubric to determine the level the student achieves and record this information in the rating column.

| Student Name | 0:30 | 1:00 | 1:30 | 2:00 | 2:30 | 3:00 | 3:30 | 4:00 | 4:30 | 5:00 | 5:30 | 6:00 | 6:30 | 7:00 | 7:30 | 8:00 | 8:30 | RATING |
|--------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--------|
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| 15 | | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | | | | |



GRADES
3-6

| Student Name | 0:30 | 1:00 | 1:30 | 2:00 | 2:30 | 3:00 | 3:30 | 4:00 | 4:30 | 5:00 | 5:30 | 6:00 | 6:30 | 7:00 | 7:30 | 8:00 | 8:30 | RATING | |
|--------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--------|--|
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Plank Challenge

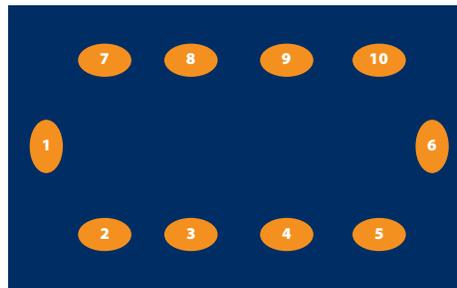
Fitness Skills: Core Strength

Objective: To assess the students' ability to use their core muscles (i.e., abdominals, lower back, hip) to maintain a static position.

EQUIPMENT: You will need the following equipment for each group of ten students.

| | |
|---|--------------------------------------|
| <input type="checkbox"/> 1-2 gymnastics mat(s) (1.22 m x 2.4 m) | <input type="checkbox"/> 1 clipboard |
| <input type="checkbox"/> 1 stopwatch | <input type="checkbox"/> 1 pencil |
| <input type="checkbox"/> 1 assessment recording form | |

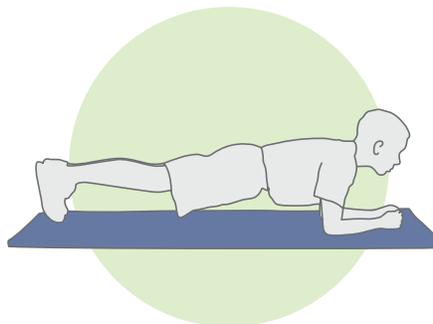
Set-Up: Place the students in alphabetical order (as listed on your recording form) in a rectangular formation around the mat(s). With this set-up, all students start and finish at the same time regardless of their fitness level.



Instructions:

Students should start in a 'table top' position (i.e., elbows under the shoulders, knees under the hips), so that their hands and elbows are on the mat and their knees are on the floor. The students' hands should not be clasped together to form a triangular base.

Prompt the students to start in a table top position. Students should then extend one leg and then the other leg to assume the elbow bridge position. Students should maintain this static position for 60 seconds.



Assessment:

Observers should scan their group and **look for indicators of fatigue** - such as sagging in the lower back, raised buttocks, bridging of the back, major torso twists, drops to the ground or any major movement to secure the original position. **Mark an X in the trial column** on the recording form for **each observed movement** the student makes.

Complete the assessment **twice**. Allow 60 seconds between trials. On the assessment form, record the results of each trial. Then record the level of the better trial in the rating column.

On your prompt, students maintain the position for as long as possible without the following occurring:

- sagging in the lower back
- raising the buttocks
- any major movement to secure original position
- bridging of the back
- major torso twists
- drops to ground

TEACHER RUBRIC

| Grades 3-6 | EMERGING | DEVELOPING | ACQUIRED | ACCOMPLISHED |
|--------------|---|---|---|---|
| Plank | Uses more than 1 rest interval or adjustment to maintain the proper position for the allotted time | Uses 1 rest interval or adjustment to maintain the proper position for the allotted time | Maintains the proper position for 60 seconds | Maintains the proper position for 2 consecutive trials |

Plank Challenge: Assessment Recording Form

Mark an **X** in the trial column on the recording form for each observed movement the student makes. Complete the assessment **twice**. Allow 60 seconds between trials. On the assessment form, record the results of each trial. Then record the level of the better trial in the rating column.

| Student Name | Trial 1 | Trial 2 | RATING |
|--------------|---------|---------|--------|
| 1 | | | |
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| 19 | | | |
| 20 | | | |
| 21 | | | |

| Student Name | Trial 1 | Trial 2 | RATING |
|--------------|---------|---------|--------|
| 22 | | | |
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Lateral Bound

Fitness Skills: Balance/Dynamic Stability

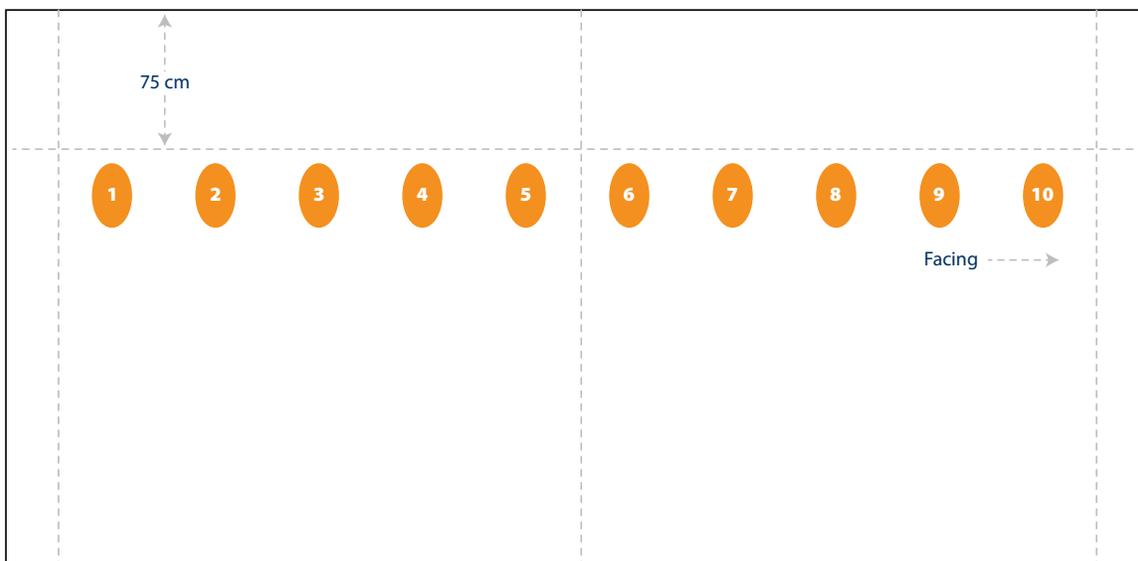
Objective: To assess the students' ability to consistently maintain a state of equilibrium in a static position after motion.

EQUIPMENT: You will need the following equipment for each group of ten students.

| | |
|--|--------------------------------------|
| <input type="checkbox"/> flat, non-slip surface | <input type="checkbox"/> 1 clipboard |
| <input type="checkbox"/> 1 assessment recording form | <input type="checkbox"/> 1 pencil |
| <input type="checkbox"/> 1 stopwatch | |

Set-Up: Use the lines at the end of the badminton court (75 cm apart). If these are not available, use gym-friendly tape to create two parallel lines on the floor to measure 75 cm apart. Make the lines long enough to hold the number of students you want to assess at one time.

Instruct students to line up along the end of the badminton court in a single file formation so that they all start in a ready position facing one sideline. Place the students in alphabetical order (as listed on your recording form). This order makes it easier to scan the group and record the students' results. With this set-up, all students will start and finish at the same time regardless of their fitness level. Initially, assess only four students at a time. As you gain experience, add more students in the line (up to 10 fit on a badminton court). The observer should stand back and on an angle in order to see all students landing at once.



Note: The purpose of the lateral bound is to cause the student to displace his or her body one direction, then return to the original position. The student must regain balance after it is disturbed. In order to obtain a proper disturbance, the student should crouch and “leap” laterally to the opposite foot, then immediately return to the same foot to balance in single support. As long as the lateral bound is adequate, then the challenge to attain single leg balance will be adequate. It is important that the student does **not** perform a straddling motion of the two lines. If you have a taller student (who is more likely to straddle), remind him or her to bound - **not** to straddle the lines. If the student straddles, the assessment is invalid. Have the student repeat the assessment.

Instructions:

On your prompt, have the students balance on one leg, bound laterally across the required distance (sideways) landing on their opposite leg and, without pausing, bound back to their original leg and hold the position for at least five seconds to allow you to completely scan the group. **Allow one practice trial on each leg before assessing to allow students to determine their preferred leg.**

| | |
|---|---|
| 1. Start in a ready position. | 4. Hold your balance for at least five seconds. |
| 2. Balance on your right leg. | 5. Perform three trials total on the student’s preferred leg. |
| 3. Bound across the required distance onto your left leg and, without pausing, bound back across to your right leg. | |



Assessment:

Observers should scan their group to **look for indications that students are unable to “stick” their landings** - such as wobbling/wavering of the body, the other foot touching the ground or the landing foot moving to gain a balanced position. Use the teacher rubric to determine the level the student achieves in each trial.

Complete the assessment **three** times. On the assessment recording form, record the results of each trial. Then, **record the level the student achieves most consistently** in the rating column.

For example:

- If the student scores 1–Emerging, 2–Emerging, and 3–Acquired, choose Emerging.
- If the student scores 1–Emerging, 2–Acquired, and 3–Accomplished, choose Acquired (because it is the highest level the student achieved or exceeded twice).

Students attempt to achieve a balanced landing without the following major adjustments occurring:

- upper body wobbles, wavers or twists
- landing foot adjusts by swivelling or hopping
- continuous movement to gain balance
- other foot touches the ground

TEACHER RUBRIC

| Grades 3–6 | EMERGING | DEVELOPING | ACQUIRED | ACCOMPLISHED |
|----------------------|--|--|--|---|
| Lateral Bound | Falls down anytime. Adjusts body position more than once (full hop, major lower & upper body movement, both feet touch ground, other foot touches ground) or continuous movement to achieve a balanced landing. | Adjusts body position once ; landing foot may swivel once; minor lower (non-support leg) and upper body (arms) sway to stabilize. | Achieves a soft, balanced landing with minor adjustments of upper body to stabilize. Minor ankle wobbling permitted. | Achieves a soft, balanced landing with correct triple flexion technique (landing leg is flexed at ankle, knees, hips; elbows close to body; head is up). No foot swivel or foot shuffle permitted. |

Lateral Bound: Assessment Recording Form

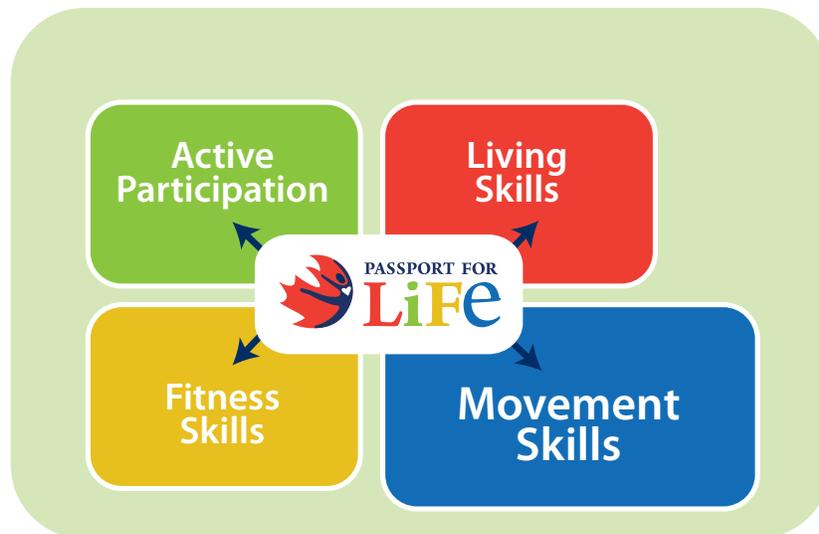
Use the teacher rubric to determine the level the student achieves in each trial.

Complete the assessment **three** times. On the assessment recording form, record the results of each trial. Then, **record the level the student achieves most consistently** in the rating column.

| Student Name | Trial 1 | Trial 2 | Trial 3 | RATING |
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| Student Name | Trial 1 | Trial 2 | Trial 3 | RATING |
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Movement Skills



Throw and Catch

Movement Skills: Object Control

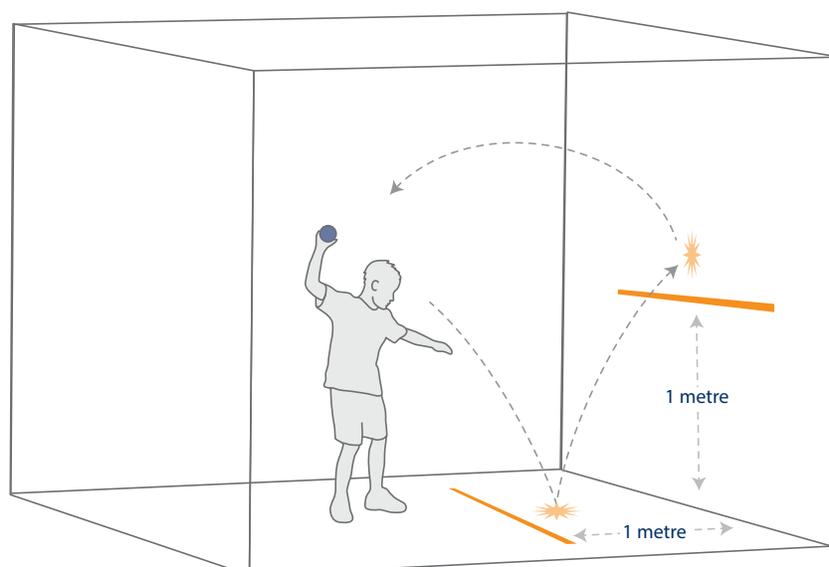
Objective: To assess the students' ability to throw a ball with accurate direction, velocity and trajectory and to catch the same ball that they threw.

Rationale: Throwing and catching are considered essential movement skills. By grades 3–6, students should have developed the ability to throw and catch, as well as to combine these skills in simple situations. This task requires the student to appropriately coordinate a throw in order to achieve a ball trajectory with a bounce off a wall that is suitable to catch. This assessment considers the **overall performance** of the task and **not** specific throwing form. It is implicit that adequate throwing form will be required to undertake this task. For instance, a student could use an underhand or side-arm throw and achieve the Acquired or Accomplished levels.

EQUIPMENT

- | | |
|---|--|
| <input type="checkbox"/> 1 wall – free from obstructions – for bouncing | <input type="checkbox"/> 1 clipboard |
| <input type="checkbox"/> 1 tennis ball (that bounces easily) | <input type="checkbox"/> 1 assessment recording form |
| <input type="checkbox"/> gym-friendly tape | |

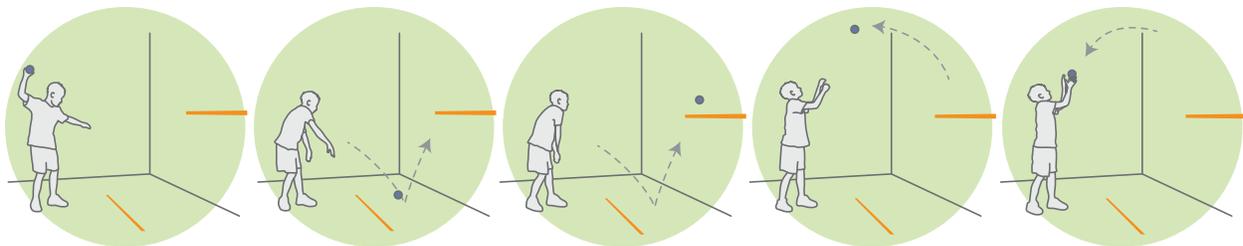
Set-Up: Ensure that the gymnasium floor is clear of debris and obstacles. Using gym-friendly tape, place a line on the floor to run parallel to the wall. This line should be 1 metre away from the wall and 2 metres long. Opposite the line on the floor, tape a horizontal line on the wall - 1 metre up from the floor and 2 metres long.



Instructions:

The student will do this activity **three** times. The first trial will be for practice so that the student can attempt to throw the ball and catch it, making sure it bounces where it is supposed to. The **second and third trials will be recorded.**

Instruct the student to stand behind the line on the floor. The student can stand anywhere behind the line but should not cross the line when throwing or catching the ball. The student should throw the ball so that it bounces on the ground between the line and the wall, and then hits the wall above the line on the wall. The student should then try to catch the ball without stepping over the line.



Assessment:

Observers are looking for

- whether the ball bounces on the floor between the line and the wall (designated floor bounce)
- whether the ball bounces above the line on the wall (designated wall bounce)
- whether the student catches the ball
- whether the student crosses the line on the floor when throwing or catching.

Use the teacher rubric to determine the level the student achieves in each trial.

Complete this activity three times. Allow 5-10 seconds between trials. The first trial will be for practice. The second and third trials will be recorded. Record the better trial in the rating column on the recording form.

TEACHER RUBRIC

| Grades 3–6 | EMERGING | DEVELOPING | ACQUIRED | ACCOMPLISHED |
|------------------------|--|--|--|---|
| Throw and Catch | Student steps over the line to bounce the ball on the floor. The ball hits the wall but not above the line , or hits the corner of the wall. Student does not catch the ball. | Ball bounces on the floor between the line and the wall, ball does not bounce above the line on the wall, the student catches the ball before it hits the ground but crosses the line on the floor. | Ball bounces on the floor between the line and the wall, bounces above the line on the wall and the student catches the ball (one or both hands) with one or two steps necessary to catch the ball but not crossing the line. | Ball bounces on the floor between the line and the wall, bounces above the line on the wall and the student catches the ball with a controlled catch with one hand and adjusts body according to ball's trajectory. No steps required to catch ball. |

Throw and Catch: Assessment Recording Form

Use the teacher rubric to determine the level the student achieves in each trial.

Complete this activity three times. Allow 5-10 seconds between trials. The first trial will be for practice. The second and third trials will be recorded. Record the better trial in the rating column on the recording form.

| Student Name | Trial 1 | Trial 2 | RATING |
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| Student Name | Trial 1 | Trial 2 | RATING |
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Run, Stop, Return

Movement Skills: Locomotion

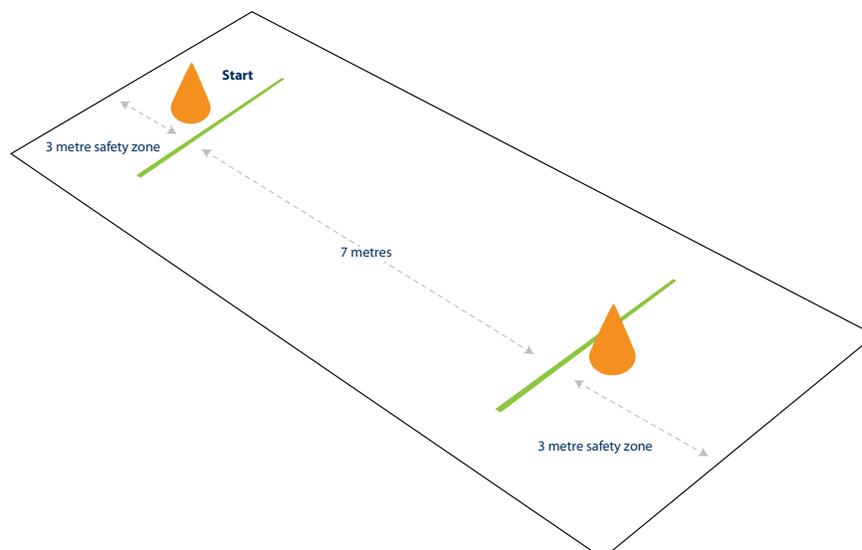
Objective: To assess the students' ability to run, stop and change direction in a controlled manner.

EQUIPMENT:

| REQUIRED | OPTIONAL |
|--|--|
| <input type="checkbox"/> 13 m flat surface | <input type="checkbox"/> gym-friendly tape |
| <input type="checkbox"/> 2 cones | |
| <input type="checkbox"/> Measuring tape (10 m minimum) | |
| <input type="checkbox"/> 1 clipboard | |
| <input type="checkbox"/> 1 assessment recording form | |
| <input type="checkbox"/> 1 pencil | |

Set-Up: Place two cones 7 metres apart on a flat, clean surface, free of obstacles or debris (e.g., gymnasium or multi-purpose room). It is important to measure exactly 7 metres every time for consistency. Placing gym-friendly tape on the floor is an option. Place one horizontal line at the start, one horizontal line at the 7 metre point and another vertical line connecting the two lines. If tape is used, ensure it is straight.

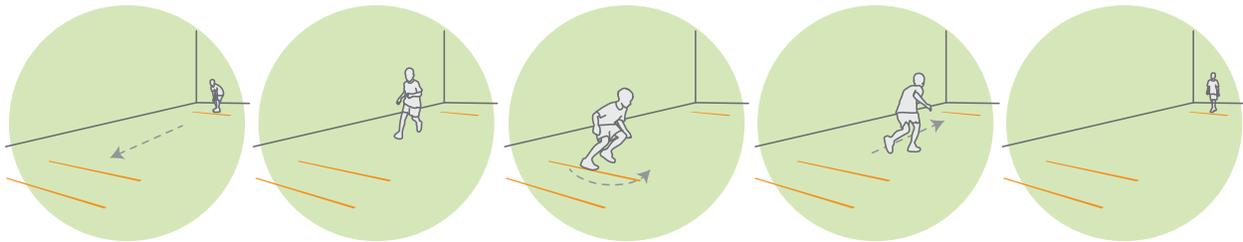
For safety, ensure that at least 3 metres of open space is available on either end of the 7-metre lane (i.e., the 7-metre mark should not be right up against a wall).



Instructions:

The student should stand behind the start line. On your prompt, the student is to run as fast as possible to the other line/cone. The student should then stop with control (i.e., without taking a lot of extra steps), turn around, and run back.

The student will do this activity **twice**. After the first trial, the student may wish to change something about their running technique based on what they have learned.



Assessment:

Observers are looking for

- a strong acceleration (speeding up) to a running speed
- a well-planned slowing down suitable to the turn-around point
- a fluid turn-around with minimal steps
- an immediate re-acceleration after turn-around to running speed
- a deceleration to a controlled stop

Observers are looking for the **overall quality of competence** in this running movement sequence. Slight deviations from proper running form are permissible (for instance, arms may not be exhibiting perfectly reciprocal movements with legs). The observer is looking for signs of clumsiness (e.g., tripping, stumbling), signs of lack of balance (e.g., flailing arms, sliding, falling down) and overall smoothness or fluidity of the movement. Use the teacher rubric to determine the level the student achieves in each trial.

Complete the assessment **twice**. Allow 30 seconds between trials. On the recording form, record the trial results in each column and the better trial in the rating column.

TEACHER RUBRIC

| Grades 3–6 | EMERGING | DEVELOPING | ACQUIRED | ACCOMPLISHED |
|---------------------------------|--|--|---|---|
| <p>Run, Stop, Return</p> | <p>Stumbles on the start, and/or trips or stumbles during running in either direction, is unable to stop in a controlled manner demonstrated by over-running the line or taking extra steps (stutter steps) when changing directions, a mature running* pattern is not evident. Exhibits various forms of locomotion including walking, jogging and running.</p> | <p>Either stumbles on the start OR trips/ stumbles when running in either direction. Stop is more controlled, but there is evidence of ‘sliding’ or extra steps, with arm movements to maintain balance at turn. The student may over-shoot or under-shoot the turn-around point. The student jogs below a normal running speed. Mature running* pattern is developing.</p> | <p>Runs efficiently to the line using mature running pattern*, stops in control at the turn-around point in a fluid manner (no extra steps, arms are relaxed and coordinated to the movement) and returns to the start line without stumbling or tripping. Speed is above jogging speed. The sequence appears fluid with a flow between each segment (start, stop, turn, start and final stop).</p> | <p>Sprints to the line with a mature running pattern*, stops in control, changes direction smoothly (both arms and legs) and sprints to the finish line using a mature running pattern and makes a controlled stop.</p> |

* Mature running pattern includes arms moving opposite to legs with bent elbows, brief period where both feet are off the ground, narrow foot placement landing on the heel-toe (not flat-footed or on toes).

Run, Stop, Return: Assessment Recording Form

Use the teacher rubric to determine the level the student achieves in each trial.

Complete the assessment **twice**. Allow 30 seconds between trials. On the recording form, record the trial results in each column and the better trial in the rating column.

| Student Name | Trial 1 | Trial 2 | RATING |
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| Student Name | Trial 1 | Trial 2 | RATING |
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Kicks

Movement Skills: Object Control

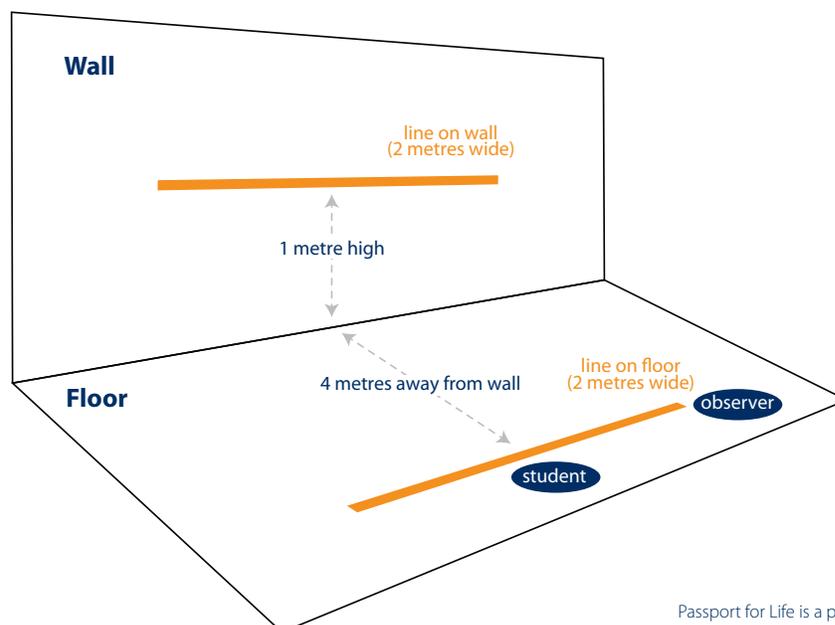
Objective: To assess the students' object control and manipulation skills using tasks that involves both the upper and lower body and a ball.

Rationale: Students in grades 3–6 should have acquired the ability to kick a ball at either a target (e.g., net) or to a person when the ball is stationary or dropped from the hands. The purpose of having the target line 1 metre off the floor is to require a certain level of power and accuracy. Also, having the target line at this height requires minimal kicking form. This assessment involves two kicks: a place kick and a punt kick. If the student successfully completes the place kick on the first attempt, he or she attempts the punt kick. The punt kick requires upper and lower limb coordination.

EQUIPMENT:

| | |
|---|--------------------------------------|
| <input type="checkbox"/> flat, non-slip surface | <input type="checkbox"/> 1 clipboard |
| <input type="checkbox"/> clear wall space (i.e., no nets, boards or attachments) | <input type="checkbox"/> 1 pencil |
| <input type="checkbox"/> 1 saucer cone or masking tape roll | |
| <input type="checkbox"/> 1 multi-purpose ball (25 cm) | |
| <input type="checkbox"/> gym-friendly tape (for line marked horizontally on the wall) | |

Set-Up: Ensure that the gymnasium floor is clear of debris and obstacles. Using gym-friendly tape, place a line on the floor that runs parallel to the wall. This line should be 4 metres away from the wall and 2 metres long. Opposite the line on the floor, tape a horizontal line on the wall. This line should be 1 metre up from the floor and 2 metres long.



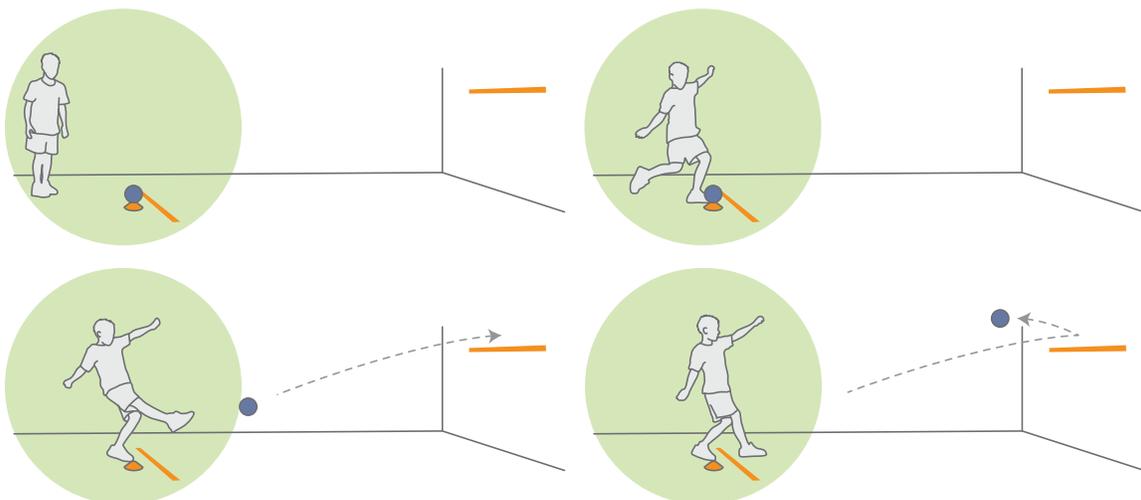
Instructions:

The student is not kicking for distance or speed - rather to achieve the ball rising above the target line on the wall.

Kick One – Place Kick

The student kicks a ball that is stationary on the floor (with a saucer cone or masking tape roll - something to hold the ball in place) from a position 4 metres from the wall. The student should aim to have the ball hit the wall above the target line. **Allow one practice trial** before the assessment trials.

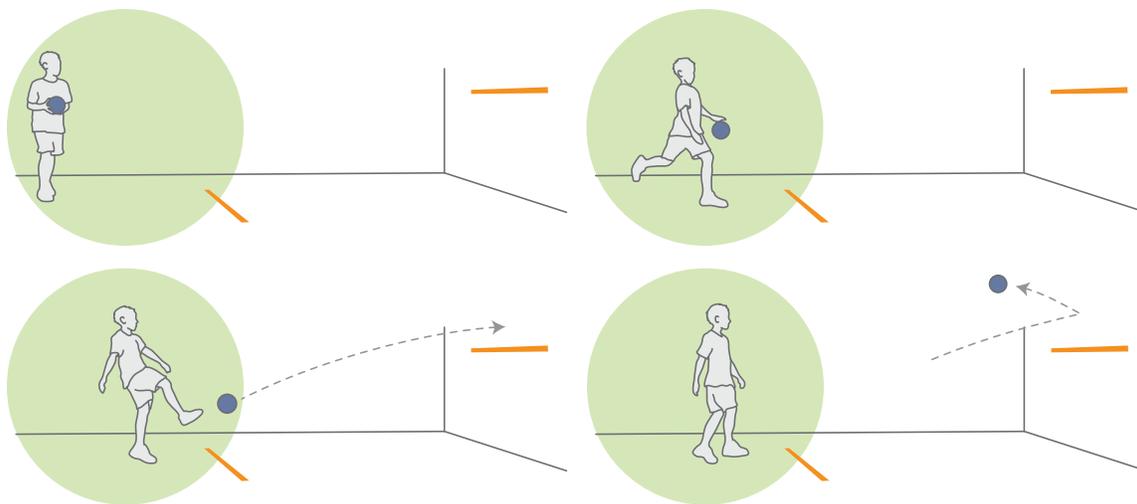
If the student successfully kicks the ball above the target line on the first trial, move to Kick Two. If the student is not successful, have the student attempt the place kick a second time.



Kick Two – Punt Kick

The student stands behind the line 4 metres away from the wall. The student holds the ball in his or her hands, steps forward, releases the ball and kicks it without letting it hit the ground first. The student should aim to punt the ball above the target line on the wall. **Allow one practice trial** before the assessment trials.

If the student successfully punts the ball above the target line on the first trial, the student tries a second time. If the student is not successful, the assessment is finished.



Assessment:

Place a check for every successful trial. Use the teacher rubric to determine the level the student achieves and record this information in the rating column.

Kick One – Place Kick: Observers are looking for the student to step forward with the opposite foot, make solid contact with the ball (no stumbling or tripping) and kick the ball over the line. If the student kicks the ball over the line on the first trial, move on to Kick Two. **If the student is unsuccessful in the first trial, he or she completes the second trial of the place kick (but does not move on to Kick Two regardless of the outcome of the trial).**

Kick Two – Punt Kick: Observers are looking for the student to release the ball from his or her hands in a controlled manner, make contact with the ball in a controlled manner (before it hits the ground) and punt the ball over the line. If the student **does not** punt the ball over the line on this **first trial**, record as **Developing**. The student has completed the assessment. If the student **does** punt the ball over the line on the first trial, the student tries a second time. If, on the second trial, the student is unsuccessful, record as **Acquired**. If the student successfully punts the ball over the line **on both trials**, record as **Accomplished**.

Note: Kicking the ball wide of the 2-meter-long tape or kicking the ball to the ceiling is a lack of object control.

TEACHER RUBRIC

| Grades 3-6 | EMERGING | DEVELOPING | ACQUIRED | ACCOMPLISHED |
|------------|--|---|--|---|
| Kicks | <p>Place Kick Does not kick the ball on or above the line in either of the two place kick attempts.</p> | <p>Place Kick Place kicks the ball on or over the line for 1 of the 2 attempts using suitable kicking form where the student steps forward with opposite foot, makes contact with the ball with top of the foot. Minimal stumbling or loss of balance upon recovery/post contact with ball.</p> <p>Punt Kick Student tries the punt kick but is not successful on the first trial.</p> | <p>Punt Kick Successfully performs the first punt kick on or over the line using suitable form, consisting of stepping forward with opposite foot, releasing the ball and making contact with the ball with the foot before the ball hits the ground. Ball hits the wall on or above the line generally in front of the student (not directed laterally or toward ceiling).</p> | <p>Punt Kick Successfully performs punt kick on or over the line twice. Whole movement is executed in a smooth motion with balance maintained throughout with good bilateral coordination.</p> |

Assessment Table

Emerging – The first **and** second trials for **place** kick are unsuccessful (two assessment kicks in total).

Developing – The first trial for **place** kick is unsuccessful - the second trial for **place** kick is successful (two assessment kicks in total).

Developing – The first trial for **place** kick is successful - the first trial for **punt** kick is unsuccessful (two assessment kicks in total).

Acquired – The first trial for **place** kick is successful - the first trial for **punt** kick is successful - the second trial for punt kick is unsuccessful (three assessment kicks in total).

Accomplished – The first trial for **place** kick is successful - the first **and** second trials for **punt** kick are successful (three assessment kicks in total).

Kicks: Assessment Recording Form

Place a check for every successful trial. Use the teacher rubric to determine the level the student achieves and record this information in the rating column.

| Student Name | Place Kick | | Punt Kick | | RATING |
|--------------|------------|---------|-----------|---------|--------|
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| Student Name | Place Kick | | Punt Kick | | RATING |
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