

ELEMENTARY PE ASSESSMENTS LINKED TO OUTCOMES & NATIONAL STANDARDS

Standard 1: Motor Skills & Movement Patters

Kindergarten

ASSESSED SKILL 	AI = Area for Improvement Emerging	DP = Demonstrates Progress Maturing	DC = Demonstrates Consistency Applying
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Locomotor Skills	HOPPING	1 Point	2 Points	3 Points
	Student hops for 10 seconds inside a 3'x3' space on one foot. Repeat using the other foot	Cannot hop, on either foot, within defined space for 10 seconds	Can hop on one foot, but not the other and/or moves outside defined space within 10 seconds	Can hop on one foot, then the other within defined space for 10+ seconds
	Criteria for Competence/Essential Elements: <ol style="list-style-type: none"> Hops, taking off from one foot and landing on the same foot. Performs action on other foot. Hops within self-space continuously for 10 seconds with no loss of balance or extraneous arm motion. Performs action on other foot. 			
	SLIDING	1 Point	2 Points	3 Points
	Student slides continuously for 30' with the preferred foot leading	Slides with 2 or fewer essential elements and/or stops sliding action or falls down	Slides with preferred lead foot using 3 of 4 essential elements and/or loses continuity of the action	Can slide smoothly for 30' with preferred lead foot using all essential elements and without losing continuity of the action
	Criteria for Competence/Essential Elements: <ol style="list-style-type: none"> Uses a step-close action Maintains a side orientation without twisting hips (lead foot may turn out slightly in direction of slide) Same foot leading Brief period of non-support * Slides without losing continuity of the action			
	RUNNING	1 Point	2 Points	3 Points
	Student runs straight continuously for 60'	Runs with 2 or fewer essential elements present and/or stops running or falls down	Runs without stopping or falling down while demonstrating 3 of 4 essential elements and/or stumbles, runs in an erratic pathway or has inconsistent stride	Can run using all essential elements in a straight pathway without breaks in stride for 60'
	Criteria for Competence/Essential Elements: <ol style="list-style-type: none"> Arm/leg opposition Toes point forward Arms swing forward/backward and do not cross the midline of body Feet land heel to toe * Runs in a straight pathway without stumbling, stopping or falling down			

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Non-locomotor - stability	WEIGHT TRANSFER	1 Point	2 Points	3 Points
	Student places weight on hands and transfers feet sideways over a 6" raised bar and back to starting position 2 times	Transfers weight with 1 essential element and/or feet fail to cross bar or student falls down	Transfers weight to hands without falling down but only demonstrates 2 of 3 essential elements or feet contact the bar	Transfers weight to hands demonstrating all essential elements and without contacting bar or falling down
	Criteria for Competence/Essential Elements: <ol style="list-style-type: none"> Taking off on two feet simultaneously Landing on two feet simultaneously Hands maintaining stationary contact with the floor * Transfers weight momentarily to hands only, without contacting the bar or without falling down			
Manipulative Skills	UNDERHAND THROW	1 Point	2 Points	3 Points
	Student throws a ball 15' and hits a 10'x10' wall target (3 attempts)	Ball is airborne less than 10' and/or only demonstrates 1 essential element	Ball is airborne a minimum of 10' but does not hit the target and/or only demonstrates 2 of 3 essential elements	Demonstrates all essential elements and hits target area on wall
	Criteria for Competence/Essential Elements: <ol style="list-style-type: none"> Arm back in preparation Opposite foot forward Releases ball in forward direction * Hits target area on wall			
Manipulative Skills	UNDERHAND CATCHING	1 Point	2 Points	3 Points
	Student catches an 8" ball tossed by teacher from 6' (3 attempts)	Demonstrates 1 or 0 essential elements and/or drops the ball or fails to catch it	Demonstrates 2 of 3 essential elements and/or catches, bobbles & recovers the ball	Demonstrates all 3 essential elements and catches the ball successfully
	Criteria for Competence/Essential Elements: <ol style="list-style-type: none"> Hands reach out to meet the ball Uses hands without trapping ball against chest Does not turn head away from ball * Catches ball successfully			

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Manipulative Skills	OVERHAND CATCHING	1 Point	2 Points	3 Points
	Student uses an overhand catching pattern to catch and 8-10" ball tossed by teacher from 15' (3 attempts)	Demonstrates 2 or fewer essential elements and/or fails to catch the ball	Demonstrates 3 of 4 essential elements and/or catches, juggles and recovers the ball	Catches the ball successfully while demonstrating all of the essential elements
	Criteria for Competence/Essential Elements:			
	<ol style="list-style-type: none"> 1. Hands reach out to meet the ball 2. Only hands contact the ball 3. Correct overhead catching pattern (thumbs together) 4. "Gives" with the ball 			
	* Catches the ball successfully			
	DRIBBLE with HAND	1 Point	2 Points	3 Points
	Dribble a ball w/ one hand continuously for 15 seconds in a 3'x3' space	Dribbles with 1 or 0 essential elements and/or 2+ breaks in dribble or outside of boundary 2x+	Dribbles with 2 of 3 essential elements present and/or 1 break in continuous dribble, or outside of boundary 1x	Dribbles ball with all essential elements and maintains dribble with feet remaining inside boundary
	Criteria for Competence/Essential Elements:			
	<ol style="list-style-type: none"> 1. One hand contact 2. Maintains constant height of rebound 3. Pushes ball (no slapping) 			
	* Maintains a continuous dribble with feet staying within boundaries			
STRIKING	1 Point	2 Points	3 Points	
Strike a balloon with a paddle for 20 seconds within a 10'x10' square	Strikes with 1 or 0 essential elements and/or has 4 or more breaks in form in 20 seconds	Strikes with 2 of 3 essential elements and/or no more than 3 breaks in form for 20 seconds	Strikes with all essential elements & no more than 2 breaks in form for 20 seconds	
Criteria for Competence/Essential Elements:				
Form Elements:				
<ol style="list-style-type: none"> 1. Visual tracking 2. Flat paddle surface 3. Upward underhand striking patter using one hands 				
* Displays all selected essential elements with no more than 2 form errors during entire assessment				

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Strike & Boundary Elements:

1. Consistently sends balloon higher than the head
2. Stays within the boundaries
3. Maintains continuous striking action

Standard 2: Concepts & Strategies

Kindergarten

ASSESSED SKILL



AI = Area for Improvement

Emerging

DP = Demonstrates Progress

Maturing

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Applying

SPACE

Student differentiates between personal (self) space and general space

1 Point

Cannot find an appropriate personal space and/or runs into others while traveling in general space (2+ errors)

2 Points

Can find a personal space & travel in general space with 1-2 errors (ex. Steps out of bounds, touches another person, etc...)

3 Points

Can find a personal space and travel through general space using all essential elements

Criteria for Competence/Essential Elements:

Google form assessment QR code –



* Personal (Self) Space – area immediately surrounding the body where you can move w/o touching anything or anyone

1. Find your own, open space
2. Not able to touch anything or anyone
3. Within the boundaries

* General Space – a shared space that you and others move in using some means of locomotion

1. Keep eyes up to avoid others
2. Look for and move to open spaces
3. Adjust speed to avoid contact with others
4. Stay within the boundaries

PATHWAYS

Student travels in 3 different pathways

1 Point

Can travel using 1 of 3 pathways

2 Points

Can travel using 2 of 3 pathways

3 Points

Can travel in all 3 pathways & switch between pathways smoothly

Criteria for Competence/Essential Elements:

Google form assessment QR code -



1. Straight
2. Curved
3. Zig-Zag

Movement Concepts, Principles, Knowledge

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Standard 2: Concepts & Strategies

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Mvmt. Concepts	SPEED	1 Point	2 Points	3 Points
	Student travels in general space with different speeds	Travels at same speed after told to switch and/or 2+ errors in essential elements	Changes speeds on command with 1 error on essential elements	Can travel in general space using all essential elements at different speeds
	Criteria for Competence/Essential Elements: <ol style="list-style-type: none"> 1. Keep eyes up to avoid others 2. Look for and move to open spaces 3. Stay within the boundaries 			

Standard 3: Health Enhancing Level of Fitness & Physical Activity

Kindergarten

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Physical Activity Knowledge	PHYSICAL ACTIVITY KNOWLEDGE	1 Point	2 Points	3 Points
	Student identifies active play opportunities outside of physical education	Can identify 2 or fewer active play pictures outside of physical education on the assessment.	Can identify 3-4 of the active play pictures outside of physical education on the assessment.	Can identify all 5 of the active play pictures outside of physical education on the assessment.
	Criteria for Competence/Essential Elements:			Google form assessment QR code - 

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Participation	PARTICIPATION	1 Point	2 Points	3 Points
	Student actively participates in PE class	Observed choosing to sit out of all/part of a PE activity 3 or more times in a trimester	Observed choosing to sit out of all/part of a PE activity 1 or 2 times in a trimester	Never observed choosing to sit out of all/part of any PE activities
Criteria for Competence/Essential Elements: <ol style="list-style-type: none"> Doesn't sit out because they are not with their best friend(s) or preferred team/group Doesn't sit out because they don't like a particular game/activity Doesn't go to the nurse for frequent visits during class (legitimate injury/sickness is acceptable) 				
Fitness Knowledge	FITNESS KNOWLEDGE	1 Point	2 Points	3 Points
	Student can recognize two of the immediate effects of exercise on the body	Cannot identify any immediate effects of exercise on the body	Can identify 1 immediate effect of exercise on the body	Can identify 2 immediate effects of exercise on the body
Criteria for Competence/Essential Elements: <ol style="list-style-type: none"> Increased heart rate (heart beats faster) Increased breathing rate (breathe faster) * These are the two components of focus at the kindergarten level.				
Nutrition	NUTRITION	1 Point	2 Points	3 Points
	Student recognizes that food provides energy for activity	Does not know that food provides energy for physical activity	Knows that food provides energy for physical activity	Knows & can give examples of healthy foods that provide energy for physical activity
Criteria for Competence/Essential Elements: * Kindergarten focuses on understanding that energy comes from the food we eat.				

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Standard 4: Responsible Personal & Social Behavior

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Personal Responsibility	FOLLOWS GROUP DIRECTIONS	1 Point	2 Points	3 Points
	Follows directions in group settings	69% or lower positive behavior rating	70%-89% positive behavior rating	90%-100% positive behavior rating
	Criteria for Competence/Essential Elements: * Assessed using Class Dojo behavior management software to record daily observations of students following directions. Grade reflected in the total positive behavior percentage for the trimester.			
	FOLLOWS INDIVIDUAL RE-DIRECTS	1 Point	2 Points	3 Points
	Acknowledges responsibility for behavior when re-directed or prompted	Requires several re-directs throughout a class period to stay on task or follow directions	Requires an occasional re-redirect throughout a class period	Rarely or never requires a re-redirect to follow directions or stay on task
Criteria for Competence/Essential Elements: * An individual re-redirect is given to help a student stay on task, remind them of a rule/procedure, or follow directions.				
Working w/ Others	WORKING with OTHERS	1 Point	2 Points	3 Points
	Shares equipment & space with others	Frequently argues with others regarding the color, type or of use of equipment. Observed displaying this type of behavior 3+ times during the trimester.	Occasionally has a dispute over equipment or space. Observed displaying this type of behavior 1 or 2 times during the trimester.	Shares and takes turns using equipment. Has no recorded observations indicating a lack of sharing equipment or space during the trimester.
	Criteria for Competence/Essential Elements: * Assessed using Class Dojo behavior management software to record daily observations of students following directions. Grade reflected in the total number of times a student is observed for the trimester.			

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Standard 4: Responsible Personal & Social Behavior

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Feedback	ACCEPTING FEEDBACK	1 Point	2 Points	3 Points
	Follows individual direction/instruction when prompted	Ignores feedback and continues with incorrect skill, action or behavior	Acknowledges feedback and attempts to apply	Consistently uses feedback given to makes changes to skill or behavior
Criteria for Competence/Essential Elements: * Feedback is given to students to aid in skill/knowledge acquisition or help modify a behavior.				
Rules & Etiquette	KNOWLEDGE OF PROCEDURES	1 Point	2 Points	3 Points
	Recognizes the established procedures for class activities	69% or lower positive behavior rating	70%-89% positive behavior rating	90%-100% positive behavior rating
Criteria for Competence/Essential Elements: <ol style="list-style-type: none"> 1. Entering & exiting the gym 2. Bathroom pass 3. Drinking fountain 4. Start & stop signal (music) * Assessed using Class Dojo behavior management software to record daily observations of students following class procedures. Grade reflected in the total positive behavior percentage for the trimester.				
Safety	SAFETY	1 Point	2 Points	3 Points
	Follows teacher directions for safe participation and proper use of equipment with minimal reminders	Disregards safety rules/procedures for play and/or equipment use resulting in frequent injuries or accidents to self or others	Follows safety rules/procedures for play and/or equipment use most of the time resulting in minimal "accidents" to self or others	Consistently follows safety rules/procedures for play and/or equipment use resulting in no injuries to self or others
Criteria for Competence/Essential Elements: * Following the rules allows everyone to stay safe and have fun. Safety is vital in a dynamic environment.				

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Standard 5: Recognizes the Value of Physical Activity

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Health	FOR HEALTH	1 Point	2 Points	3 Points
	Recognizes that physical activity is important for good health	Doesn't recognize that physical activity is important for good health	Knows physical activity is related to good health	Knows physical activity is related to good health & can explain why
Criteria for Competence/Essential Elements: * Kindergarten focuses on tying in the correlation of physical activity to good overall health.				
Challenge	FOR CHALLENGE	1 Point	2 Points	3 Points
	Acknowledges that some activities are challenging or difficult	Removes themselves from difficult or challenging skills or activities.	Acknowledges that some activities are challenging or difficult and continues to try/participate	Recognizes that challenge in physical activity can lead to success
Criteria for Competence/Essential Elements: * Kindergarten begins to recognize that certain activities/skills are challenging for them.				
Self-expression & Enjoyment	FOR PERSONAL ENJOYMENT	1 Point	2 Points	3 Points
	Identifies physical activities that are enjoyable	Can list 2 or fewer enjoyable physical activities	Can list 3-5 enjoyable physical activities	Can list 5+ enjoyable physical activities
	Criteria for Competence/Essential Elements: * Completed as a homework assignment. Can choose to draw, list, use pictures, photo list, etc...to identify physical activities that the student personally finds enjoyable.			
Self-expression & Enjoyment	FOR SOCIAL ENJOYMENT	1 Point	2 Points	3 Points
	Discusses the enjoyment of playing with friends	Can't provide any examples of enjoyment	Can list 1 active play opportunities outside of physical education	Can list 2+ active play opportunities outside of physical education
Criteria for Competence/Essential Elements: * Completed as a homework assignment. Can choose to draw, list, use pictures, photo list, etc...to show the enjoyment that the student personally receives from playing with friends.				