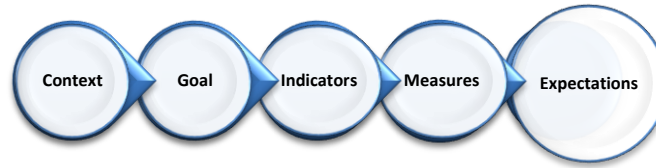


# STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



## 1. Classroom Context



<b>1a. Name</b>	Suzann M. Goldsmith	<b>1b. School</b>	Harris Elementary	<b>1c. District</b>	Harris School District
<b>1d. Class/ Course Title</b>	Physical Education	<b>1e. Grade Level</b>	3	<b>1f. Total # of Students</b>	60
<b>1g. Typical Class Size</b>	20	<b>1h. Class Frequency</b>	1 time per week	<b>1i. Typical Class Duration</b>	40 minutes

## 2. SLO Goal



<b>2a. Goal Statement</b>	Participation in physical activity impacts wellness throughout life by applying basic movement and manipulative skills.
<b>2b. PA Standards</b>	<p><u>10.5.3a</u>: Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> <li>• locomotor movements</li> <li>• non-locomotor movements</li> <li>• manipulative movements</li> <li>• relationships</li> <li>• combination movements</li> <li>• space awareness</li> <li>• effort</li> </ul> <p><u>10.5.3b</u>: Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• form</li> <li>• developmental differences</li> <li>• critical elements</li> <li>• feedback</li> </ul>
<b>2c. Rationale</b>	A competent (skillful) mover is more likely to be active for a lifetime. This goal prepares students to build physical activity skills for use in future grade levels.

## 3. Performance Indicators (PI)



<b>3a. PI Targets: All Student Group</b>	<ul style="list-style-type: none"> <li>• <b>PI Target #1</b> Score of 3 or higher on all tasks as scored by the <u>Critical Elements Demonstration Post-test</u> rubric tasks</li> <li>• <b>PI Target #2</b> Score of 3 or higher on all tasks as scored by the <u>Critical Elements Constructed Response Post-test</u> rubric tasks</li> </ul>
<b>3b. PI Targets: Focused Student Group (optional)</b>	<ul style="list-style-type: none"> <li>• <b>PI Target #1</b> Scores below 2 on PM #1 pre-test will <u>improve</u> a minimum of one performance level on the post-test.</li> </ul>

	<ul style="list-style-type: none"> <li><b>PI Target #2</b> Scores below 2 on PM #2 pre-test will <u>improve</u> a minimum of one performance level on the post-test.</li> </ul>			
<b>3c. PI Linked (optional)</b>		<b>3d. PI Weighting (optional)</b>	<b>PI</b>	<b>Weight</b>
			#1	
			#2	
			#3	
			#4	
			#5	

#### 4. Performance Measures (PM)

<b>4a. Name</b>	<ul style="list-style-type: none"> <li><b>PM #1:</b> <u>Critical Elements Demonstration Pre- and Post-Test</u></li> <li><b>PM #2:</b> <u>Critical Elements Constructed Response Pre- and Post-Test</u></li> </ul>	<b>4b. Type</b>	___ District-designed Measures and Examinations ___ Nationally Recognized Standardized Tests ___ Industry Certification Examinations ___ Student Projects ___ Student Portfolios <input checked="" type="checkbox"/> Other: <u>Teacher developed</u>	
<b>4c. Purpose</b>	<ul style="list-style-type: none"> <li><b>PM #1:</b> <u>Critical Elements Demonstration Pre- and Post-Test</u> See Performance Task Framework</li> <li><b>PM #2:</b> <u>Critical Elements Constructed Response Pre- and Post-Test</u> See Performance Task Framework</li> </ul>	<b>4d. Metric</b>	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input type="checkbox"/> Mastery (attainment of a defined level of achievement) <input checked="" type="checkbox"/> Growth and Mastery	
<b>4e. Administration Frequency</b>	<ul style="list-style-type: none"> <li><b>PM #1:</b> <u>Critical Elements Demonstration</u> <u>Pre-Test:</u> At the beginning of the first 9-week grading period <u>Post-Test:</u> At the end of the third 9-week grading period</li> <li><b>PM #2:</b> <u>Critical Elements Constructed Response</u> <u>Pre-Test:</u> At the beginning of the first 9-week grading period <u>Post-test:</u> At the end of the third 9-week grading period</li> </ul>	<b>4f. Adaptations/ Accommodations</b>	<input type="checkbox"/> IEP  <input type="checkbox"/> ELL	<input type="checkbox"/> Gifted IEP  <input type="checkbox"/> Other
<b>4g. Resources/ Equipment</b>	<ul style="list-style-type: none"> <li><b>PM #1:</b> <u>Critical Elements Demonstration Pre-Test and Post-Test</u> Appropriate Frisbee, ball and paddle</li> <li><b>PM #2:</b> <u>Critical Elements Constructed Response Pre-Test and Post-Test</u> Pencil and paper, folder, assessment worksheet, live or recorded demonstrations</li> </ul>	<b>4h. Scoring Tools</b>	Data can be placed on the school's performance data summary sheet. <ul style="list-style-type: none"> <li><b>PM #1:</b> <u>Critical Elements Demonstration Rubrics</u></li> <li><b>PM #2:</b> <u>Critical Elements Constructed Response Rubrics</u></li> </ul>	

<b>4i. Administration &amp; Scoring Personnel</b>	Certified Physical Education teachers should be able to administer and score the performance measures using the tools and rubrics provided.	<b>4j. Performance Reporting</b>	<ul style="list-style-type: none"> <li>• <b>PM #1: <u>Critical Elements Demonstration</u></b> Summary list of students who met the PI target separated by the “All Student Group” and “Focused Student Group”</li> <li>• <b>PM #2: <u>Critical Elements Constructed Response</u></b> Summary list of students who met the PI target separated by the “All Student Group” and “Focused Student Group”</li> </ul>
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## 5. Teacher Expectations



5a. Level	<u><b>Failing</b></u> 0% to 60% of students will meet the PI targets.	<u><b>Needs Improvement</b></u> 61% to 84% of students will meet the PI targets.	<u><b>Proficient</b></u> 85% to 94% of students will meet the PI targets.	<u><b>Distinguished</b></u> 95% to 100% of students will meet the PI targets.
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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

<b>5b. Elective Rating</b>	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<u><b>Notes/Explanation</b></u>
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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

# PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure					
a.	Performance Measure Name	Critical Elements Demonstration Pre-test and Post-test			
SLO Alignment					
b.	Class/Course Title	Physical Education	c.	Grade(s)/ Level	3
d.	PA Standards	<u>10.5.3a:</u> Recognize and use basic movement skills and concepts. <ul style="list-style-type: none"><li>• locomotor movements</li><li>• non-locomotor movements</li><li>• manipulative movements</li><li>• relationships</li><li>• combination movements</li><li>• space awareness</li><li>• effort</li></ul>			
e.	Performance Measure Purpose	Pre-test: Intended as a diagnostic measure Post-test: Measures student demonstration of three, age-appropriate, manipulative skills			

1. Administration (Teacher)		
1a.	Administration Frequency	Pre-test: At the beginning of the first 9-week grading period Post-test: At the end of the third 9-week grading period
1b.	Unique Task Adaptations/ Accommodations	Follow IEP as per district policy.
1c.	Resources/ Equipment	Appropriate Frisbee, ball and paddle

2. Process (Student)		
2a.	Task Scenarios	<p><b><u>Pre-test Tasks</u></b></p> <p><b>Pre-test Task #1 – Backhand Throw</b>            Students will stand 10-15 feet from a target area (wall). Students will be instructed to throw a foam Frisbee to the wall using a backhand throw. Students will have multiple attempts within a designated time frame to throw the foam Frisbee to the target area.</p> <p><b>Pre-test Task #2 – Backhand Strike</b>            Students will stand 10-15 feet from a target area (wall). Students will be instructed to use a foam paddle to strike a ball (Wiffle/foam) to the wall using a backhand strike. Students may strike either from a self-dropped ball without a bounce or from a self-dropped ball with a bounce on the floor. Students will have multiple attempts within a designated time frame to strike the ball to the target area.</p>

2a.	Task Scenarios (Cont.)	<p><b>Pre-test Task #3 – Catching a Frisbee from a Backhand Throw</b> Students will stand 10-15 feet from a partner. Students will be instructed to catch a foam Frisbee thrown backhand from a partner. Students may catch the foam Frisbee with either one hand (Wave technique) or two hands (Sandwich technique). Students will have multiple attempts within a designated time frame to catch the foam Frisbee from the partner.</p> <p><b><u>Post-test Tasks</u></b></p> <p><b>Post-test Task #1 – Backhand Throw</b> Students will stand 10-15 feet from a target area (wall). Students will be instructed to throw a foam Frisbee to the wall using a backhand throw. Students will be reminded that their performance should demonstrate independent and effortless use of the critical elements for the backhand throw. Students will have multiple attempts within a designated time frame to throw the foam Frisbee to the target area.</p> <p><b>Post-test Task #2 – Backhand Strike</b> Students will stand 10-15 feet from a target area (wall). Students will be instructed to use a foam paddle to strike a ball (Wiffle/foam) to the wall using a backhand strike. Students may strike either from a self-dropped ball without a bounce or from a self-dropped ball with a bounce on the floor. Students will be reminded that their performance should demonstrate independent and effortless use of the critical elements for the backhand strike. Students will have multiple attempts within a designated time frame to strike the ball to the target area.</p> <p><b>Post-test Task #3 – Catching a Frisbee from a Backhand Throw</b> Students will stand 10-15 feet from a partner. Students will be instructed to catch a foam Frisbee thrown backhand from a partner. Students may catch the foam Frisbee with either one hand (Wave technique) or two hands (Sandwich technique). Students will be reminded that their performance should demonstrate independent and effortless use of the critical elements for catching a Frisbee. Students will have multiple attempts within a designated time frame to catch the foam Frisbee from the partner.</p>
2b.	Process Steps	<p><b><u>Pre-test Process</u></b></p> <p><b>Instructions to Students – Backhand Throw</b></p> <ul style="list-style-type: none"> <li>• Stand on the designated line with your Frisbee.</li> <li>• Throw your Frisbee to the target area (wall) using the backhand throw.</li> <li>• Retrieve your Frisbee and continue throwing to the target area until instructed to stop.</li> </ul> <p><b>Instructions to Students – Backhand Strike</b></p> <ul style="list-style-type: none"> <li>• Stand on the designated line with your foam paddle and Wiffle/foam ball.</li> <li>• Self-drop the ball or self-bounce the ball and strike the ball to the target area (wall) using a backhand strike.</li> <li>• Retrieve your ball and continue striking to the target area until instructed to stop.</li> </ul> <p><b>Instructions to Students – Catching a Frisbee from a Backhand Throw</b></p> <ul style="list-style-type: none"> <li>• Stand on the designated line across from your partner.</li> <li>• Your partner will throw (using a backhand throw) the Frisbee to you.</li> <li>• You will catch the Frisbee with either one or two hands.</li> <li>• You will throw the Frisbee (using the backhand throw) back to your partner.</li> <li>• Your partner will catch the Frisbee with either one or two hands.</li> <li>• You and your partner will continue throwing and catching the Frisbee until instructed to stop.</li> </ul>

		<p><b><u>Post-test Process</u></b></p> <p><b>Instructions to Students – Backhand Throw</b></p> <ul style="list-style-type: none"> <li>• Stand on the designated line with your Frisbee.</li> <li>• Throw your Frisbee to the target area (wall) using the backhand throw.</li> <li>• Retrieve your Frisbee and continue throwing to the target area until instructed to stop.</li> </ul> <p><b>Instructions to Students – Backhand Strike</b></p> <ul style="list-style-type: none"> <li>• Stand on the designated line with your foam paddle and Wiffle/foam ball.</li> <li>• Self-drop the ball or self-bounce the ball and strike the ball to the target area (wall) using a backhand strike.</li> <li>• Retrieve your ball and continue striking to the target area until instructed to stop.</li> </ul> <p><b>Instructions to Students – Catching a Frisbee from a Backhand Throw</b></p> <ul style="list-style-type: none"> <li>• Stand on the designated line across from your partner.</li> <li>• Your partner will throw (using a backhand throw) the Frisbee to you.</li> <li>• You will catch the Frisbee with either one or two hands.</li> <li>• You will throw the Frisbee (using the backhand throw) back to your partner.</li> <li>• Your partner will catch the Frisbee with either one or two hands.</li> <li>• You and your partner will continue throwing and catching the Frisbee until instructed to stop.</li> </ul>
2c.	Requirements	<p><b><u>Pre-test</u></b> Demonstrate the critical elements of the manipulative skill.</p> <p><b><u>Post-test</u></b> Remind students of the need to demonstrate independent and effortless use of the critical elements for the backhand throw.</p> <p>Remind students of the need to demonstrate independent and effortless use of the critical elements for the backhand strike.</p> <p>Remind students of the need to demonstrate independent and effortless use of the critical elements for catching the Frisbee.</p>
2d.	Products	Students demonstrate manipulative skills.

### 3. Scoring (Teacher)

<b>3a.</b>	<b>Scoring Tools</b>	Critical Elements Demonstration Pre-test and Post-test Rubric
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#### Critical Elements Demonstration Scoring Tool

<b>Task #1: <u>Backhand Throw</u></b>  1. Side to target  2. Arm way across body  3. Follow through	<b>Task #2: <u>Backhand Strike</u></b>  1. Watch the ball  2. Paddle position (flat paddle)  3. Side to target  4. Paddle way across body  5. Follow through	<b>Task #3: <u>Catching an Object from a Backhand Throw</u></b>  1. Watch the object  2. Move the object  3. Reach for the object  4. Hand position (two-handed/one-handed)
4=Use of 3 out of 3 critical elements automatically (effortlessly) and independently with Frisbee traveling in a straight pathway to the target area  3=Use of 3 out of 3 critical elements automatically (effortlessly) and independently  2=Use of 2 out of 3 critical elements automatically (effortlessly) and independently  1=Use of 1 out of 3 critical elements automatically (effortlessly) and independently  0=Use of critical elements not evident	4=Use of 5 out of 5 critical elements automatically (effortlessly) and independently  3=Use of 4 out of 5 critical elements automatically (effortlessly) and independently  2=Use of 3 out of 5 critical elements automatically (effortlessly) and independently  1=Use less than 3 out of 5 critical elements automatically (effortlessly) and independently  0=Use of critical elements not evident	4=Use of 4 out of 4 critical elements automatically (effortlessly) and independently  3=Use of 3 out of 4 critical elements automatically (effortlessly) and independently  2=Use of 2 out of 4 critical elements automatically (effortlessly) and independently  1=Use of 1 out of 4 critical elements automatically (effortlessly) and independently  0=Use of critical elements not evident

<b>3b.</b>	<b>Scoring Guidelines</b>	Observe and record student demonstration of critical elements identified for each performance task. Teacher evaluates the quality of the critical elements performed using the scoring tool.
<b>3c.</b>	<b>Score/Performance Reporting</b>	Summary list of students who met the performance indicator targets, in the aggregate, and for each indicator.

# PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure					
a.	Performance Measure Name	Critical Elements Constructed Response Pre-test and Post-test			
SLO Alignment					
b.	Class/Course Title	Physical Education	c.	Grade(s)/ Level	3
d.	PA Standards	<u>10.5.3b</u> : Recognize and describe the concepts of motor skill development using appropriate vocabulary. <ul style="list-style-type: none"><li>• form</li><li>• developmental differences</li><li>• critical elements</li><li>• feedback</li></ul>			
e.	Performance Measure Purpose	Pre-test: Intended as a diagnostic measure Post-test: Measures student understanding of three, age-appropriate, manipulative skills			

1. Administration (Teacher)		
1a.	Administration Frequency	<p>Pre-test: At the beginning of the first 9-week grading period</p> <p>Post-test: At the end of the third 9-week grading period</p>
1b.	Unique Task Adaptations/ Accommodations	Students may write, draw, or respond orally.
1c.	Resources/ Equipment	Pencil and paper, folder, assessment worksheet, live or recorded demonstrations of a backhand throw, backhand strike, and catching a Frisbee from a backhand throw

2. Process (Student)		
2a.	Task Scenarios	<p><b><u>Pre-test Tasks</u></b></p> <p><b>Pre-test Task #1 – Backhand Throw</b> Students will be provided with an assessment prompt designed to elicit their prior knowledge of the critical elements of the backhand throw. All writing materials (pencils, folders, and assessment worksheets) will be provided for students. Students may provide a written response, draw an illustration, or give a verbal reply. Students will have a designated time period to complete the pre-test.</p> <p><b>Pre-test Task #2 – Backhand Strike</b> Students will be provided with an assessment prompt designed to elicit their prior knowledge of the critical elements of the backhand strike. All writing materials (pencils, folders, and assessment worksheets) will be provided for students. Students may provide a written response, draw an illustration, or give a verbal reply. Students will have a designated time period to complete the pre-test.</p> <p><b>Pre-test Task #3 – Catching a Frisbee from a Backhand Throw</b> Students will be provided with an assessment prompt designed to elicit their prior knowledge of the critical elements of catching a Frisbee from a backhand throw. All writing materials (pencils, folders, and assessment worksheets) will be provided for students. Students may provide a written response, draw an illustration, or give a verbal reply. Students will have a designated time period to complete the pre-test.</p>



		<p><b><u>Post-test Tasks</u></b></p> <p><b>Post-test Task #1 – Backhand Throw</b> Students will view a performance (live/recorded) of a Frisbee being thrown backhand. The performance will show the backhand throw in real-time and in slow motion. Students will be required to identify and describe the critical elements observed during the performance. All writing materials (pencils, folders, and assessment worksheets) will be provided for students. Students may provide a written response, draw an illustration, or give a verbal reply. Students will have a designated time period to complete the post-test.</p> <p><b>Post-test Task #2 – Backhand Strike</b> Students will view a performance (live/recorded) of a backhand strike. The performance will show the backhand strike in real-time and in slow motion. Students will be required to identify and describe the critical elements observed during the performance. All writing materials (pencils, folders, and assessment worksheets) will be provided for students. Students may provide a written response, draw an illustration or give a verbal reply. Students will have a designated time period to complete the post-test.</p> <p><b>Post-test Task #3 – Catching a Frisbee from a Backhand Throw</b> Students will view a performance (live/recorded) of a Frisbee being caught from a backhand throw. The performance will show the catch in real-time and in slow motion. Students will be required to identify and describe the critical elements observed during the performance. All writing materials (pencils, folders, and assessment worksheets) will be provided for students. Students may provide a written response, draw an illustration or give a verbal reply. Students will have a designated time period to complete the post-test.</p>
2b.	Process Steps	<p><b><u>Pre-test Process</u></b></p> <p><b>Instructions to Students – Backhand Throw</b> Respond to the following prompt – A skillful mover knows how to throw a Frisbee backhand.</p> <ol style="list-style-type: none"> <li>1. What do you know about throwing a Frisbee backhand?</li> <li>2. You may respond with words (written/orally) or illustrations.</li> <li>3. You must complete this assessment within the designated time frame.</li> </ol> <p><b>Instructions to Students – Backhand Strike</b> Respond to the following prompt – A skillful mover knows how to use a backhand strike.</p> <ol style="list-style-type: none"> <li>1. What do you know about striking a ball backhand?</li> <li>2. You may respond with words (written/orally) or illustrations.</li> <li>3. You must complete this assessment within the designated time frame.</li> </ol> <p><b>Instructions to Students – Catching a Frisbee from a Backhand Throw</b> Respond to the following prompt – A skillful mover knows how to catch a Frisbee that was thrown backhand.</p> <ol style="list-style-type: none"> <li>1. What do you know about catching a Frisbee that was thrown backhand?</li> <li>2. You may respond with words (written/orally) or illustrations.</li> <li>3. You must complete this assessment within the designated time frame.</li> </ol> <p><b><u>Post-test Process</u></b></p> <p><b>Instructions to Students – Backhand Throw</b></p> <ul style="list-style-type: none"> <li>• Watch the performance of the backhand throw.</li> <li>• You will see the backhand throw performed in real-time motion and slow motion.</li> <li>• On your assessment worksheet, identify and describe the critical elements observed in the performance.</li> </ul>

		<ul style="list-style-type: none"> <li>You may respond with words (written/orally) or illustrations.</li> <li>The use of content-specific vocabulary scores higher on the rubric.</li> <li>You must complete this assessment within the designated time frame.</li> </ul> <p><b>Instructions to Students – Backhand Strike</b></p> <ul style="list-style-type: none"> <li>Watch the performance of the backhand strike.</li> <li>You will see the backhand strike performed in real-time motion and slow motion.</li> <li>On your assessment worksheet, identify and describe the critical elements observed in the performance.</li> <li>You may respond with words (written/orally) or illustrations.</li> <li>The use of content-specific vocabulary scores higher on the rubric.</li> <li>You must complete this assessment within the designated time frame.</li> </ul> <p><b>Instructions to Students – Catching a Frisbee from a Backhand Throw</b></p> <ul style="list-style-type: none"> <li>Watch the performance of catching a Frisbee thrown backhand.</li> <li>You will see the catch performed in real-time motion and slow motion.</li> <li>On your assessment worksheet, identify and describe the critical elements observed in the performance.</li> <li>You may respond with words (written/orally) or illustrations.</li> <li>The use of content-specific vocabulary scores higher on the rubric.</li> <li>You must complete this assessment within the designated time frame.</li> </ul>
2c.	Requirements	<p><b><u>Pre-test</u></b> Identify the critical elements for the manipulative skill.</p> <p><u>Pre-test Backhand Throw</u>: A skillful mover knows “how” to throw an object backhand.</p> <p><u>Pre-test Backhand Strike</u>: A skillful mover knows “how” to throw an object backhand.</p> <p><u>Pre-test Catching a Frisbee from a Backhand Throw</u>: A skillful mover knows “how” to throw an object backhand.</p> <p><b><u>Post-test</u></b> View a performance of a manipulative skill and use content-specific/common vocabulary to identify and describe the critical skills performed.</p> <p><u>Post-test Backhand Throw</u>: A skillful mover knows “how” to throw an object backhand.</p> <p><u>Post-test Backhand Strike</u>: A skillful mover knows “how” to throw an object backhand.</p> <p><u>Post-test Catching a Frisbee from a Backhand Throw</u>: A skillful mover knows “how” to throw an object backhand.</p>
2d.	Products	Student produces written or oral descriptions of the critical elements.

### 3. Scoring (Teacher)

3a.	Scoring Tools	Constructed Response Pre-test and Post-Test Scoring Rubric
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## Critical Elements Constructed Response Pre-Test Scoring Tool

### Pre-test Prompt:

View a performance of a manipulative skill and use content specific/common vocabulary to identify and describe the critical skills performed.

<b><u>Backhand Throw: Critical Elements</u></b>	<b><u>Backhand Strike: Critical Elements</u></b>	<b><u>Catching an Object from a Backhand Throw: Critical Elements</u></b>
1. Side to target 2. Arm way across body 3. Follow through  <i>Combinations of content-specific vocabulary: stretch to target, turn to wall, hand at side</i>	1. Watch the ball 2. Paddle position (flat paddle) 3. Side to target 4. Paddle way across body 5. Follow through  <i>Combinations of content-specific vocabulary: eye on ball, turn to wall, stretch to target, paddle at side, do not tilt paddle, lean forward at the end</i>	1. Watch the object 2. Move the object 3. Reach for the object 4. Hand position (two-handed/one-handed)  <i>Combinations of content-specific vocabulary: eye on the object, go to the object, and put your arms up to get the ball</i>
Pre-test Scoring Tool	Pre-test Scoring Tool	Pre-test Scoring Tool
4 = Response gives evidence of 3 out of 3 critical elements of the backhand throw using limited content-specific vocabulary  3 = Response gives evidence of 3 out of 3 critical elements of the backhand throw using a combination of content-specific vocabulary/common language/illustrations  2 = Response gives evidence of 2 out of 3 critical elements of the backhand throw using a combination of content-specific vocabulary/common language/illustrations  1 = Response gives evidence of 1 out of 3 critical elements of the backhand throw using a combination of content-specific vocabulary/common language/illustrations  0 = Response gives evidence of 0 out of 3 critical elements of the backhand throw	4 = Response gives evidence of 5 out of 5 critical elements of the backhand strike using limited content-specific vocabulary  3 = Response gives evidence of 4 out of 5 critical elements of the backhand strike using a combination of content-specific vocabulary/common language/illustrations  2 = Response gives evidence of at least 2 out of 5 critical elements of the backhand strike using a combination of content-specific vocabulary/common language/illustrations  1 = Response gives evidence of at least 1 out of 5 critical elements of the backhand strike using a combination of content-specific vocabulary/common language/illustrations  0 = Response gives evidence of 0 out of 5 critical elements of the backhand strike	4 = Response gives evidence of 4 out of 4 critical elements of catching a Frisbee using limited content specific vocabulary  3 = Response gives evidence of 3 out of 4 critical elements of catching a Frisbee using a combination of content-specific vocabulary/common language/illustrations  2 = Response gives evidence of at least 2 out of 4 critical elements of catching a Frisbee using a combination of content-specific vocabulary/common language/illustrations  1 = Response gives evidence of 1 out of 4 critical elements of catching a Frisbee using a combination of content-specific vocabulary/common language/illustrations  0 = Response gives evidence of 0 out of 5 critical elements of catching a Frisbee

### Critical Elements Constructed Response Post-test Scoring Rubric

Critical Elements Constructed Response Post-test Scoring Rubric		
<b><u>Backhand Throw: Critical Elements</u></b> 1. Side to target  2. Arm way across body  3. Follow through  <i>Combinations of content-specific vocabulary: stretch to target, turn to wall, hand at side</i>	<b><u>Backhand Strike: Critical Elements</u></b> 1. Watch the ball  2. Paddle position (flat paddle)  3. Side to target  4. Paddle way across body  5. Follow through  <i>Combinations of content-specific vocabulary: eye on ball, turn to wall, stretch to target, paddle at side, do not tilt paddle, lean forward at the end</i>	<b><u>Catching an Object from a Backhand Throw: Critical Elements</u></b> 1. Watch the object  2. Move the object  3. Reach for the object  4. Hand position (two-handed/one-handed)  <i>Combinations of content-specific vocabulary: eye on the object, go to the object, and put your arms up to get the ball</i>
Post-test Scoring Tool	Post-test Scoring Tool	Post-test Scoring Tool
4=The response gives evidence of complete understanding (3 out of 3) of the critical elements of the backhand throw using content-specific vocabulary  3=The response gives evidence of complete understanding (3 out of 3) of the critical elements of the backhand throw using a combination of content-specific vocabulary/common language/illustrations  2=The response gives evidence of partial understanding (2 out of 3) of the critical elements of the backhand throw using a combination of content-specific vocabulary/common language/illustrations  1= The response is lacking in evidence of understanding (1 out of 3) of the critical elements of the backhand throw using a combination of content-specific vocabulary/common language/illustrations  0=There is no response, or the work is completely incorrect or irrelevant	4=The response gives evidence of complete understanding (5 out of 5) of the critical elements of the backhand strike using content-specific vocabulary  3=The response gives evidence of complete understanding (5 out of 5) of the critical elements of the backhand strike using a combination of content-specific vocabulary/common language/illustrations  2=The response gives evidence of partial understanding (at least 3 out of 5) of the critical elements of the backhand strike using a combination of content-specific vocabulary/common language/illustrations  1= The response is lacking in evidence of understanding (less than 3 out of 5) of the critical elements of the backhand strike using a combination of content-specific vocabulary/common language/illustrations  0=There is no response, or the work is completely incorrect or irrelevant	4=The response gives evidence of complete understanding (4 out of 4) of the critical elements of catching a Frisbee using content-specific vocabulary  3=The response gives evidence of complete understanding (4 out of 4) of the critical elements of catching a Frisbee using a combination of content-specific vocabulary/common language/illustrations  2=The response gives evidence of partial understanding (at least 2 out of 4) of the critical elements of catching a Frisbee using a combination of content-specific vocabulary/common language/illustrations  1= The response is lacking in evidence of understanding (less than 2 out of 4) of the critical elements of catching a Frisbee using a combination of content-specific vocabulary/common language/illustrations  0=There is no response, or the work is completely incorrect or irrelevant
<b>3b.</b>	<b>Scoring Guidelines</b>	Students may provide a written response, draw an illustration or give a verbal reply. Students will have a designated time period to complete the test.
<b>3c.</b>	<b>Score/Performance Reporting</b>	Summary list of students who met the performance indicator targets, in the aggregate, and for each indicator.