

PE Assessment Series

Overhand Volley

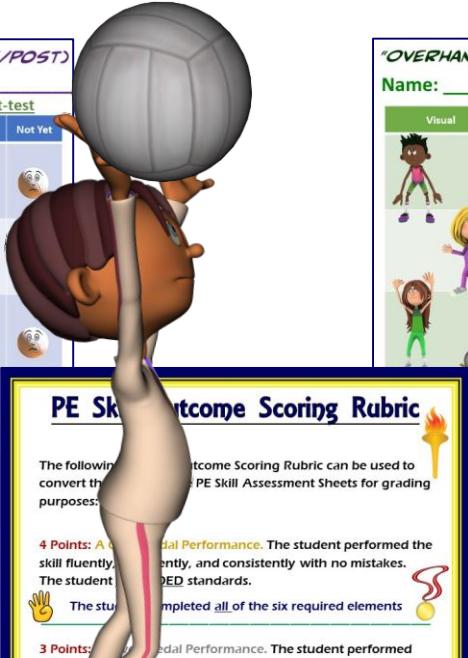


"OVERHAND VOLLEY" ASSESSMENT (PRE/POST)

Name: _____ Teacher: _____

Visual	Elements/Cues	Pre-test		Post-test	
		Got It	Not Yet	Got It	Not Yet
	The student stands "ready" and tracks the ball in the air with their eyes				
	The student moves to and shifts their weight under the ball- knees bent				
	The student spreads their fingers and makes a triangle shape above their head				
	The student contacts the ball with both hands- using finger pads				
	The student extends their legs, arms and wrists on contact				
	The student's thumbs and palms end facing the target area				
Teacher Notes		Score	Score	Score	Score

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"OVERHAND VOLLEY" ASSESSMENT (SINGLE TEST)

Name: _____ Teacher: _____

Visual	Elements/Cues	"Student got it"	"Still working on it"
	The student stands "ready" and tracks the ball in the air with their eyes		
	The student moves to and shifts their weight under the ball- knees bent		
	The student spreads their fingers and makes a triangle shape above their head		
	The student contacts the ball with both hands- using finger pads		
	The student extends their legs, arms and wrists on contact		
	The student's thumbs and palms end facing the target area		
Teacher Notes		Score	Score

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Pre/Post Test

"OVERHAND VOLLEY" PEER-ASSESSMENT

Name: _____ Teacher: _____

Visual	Elements/Cues	Circle if your partner got it!	Circle if you still work on it
	My partner stands "ready" and tracks the ball in the air with their eyes		
	My partner moves to and shifts their weight under the ball- knees bent		
	My partner spreads their fingers and makes a triangle shape above their head		
	My partner contacts the ball with both hands- using finger pads		
	My partner extends their legs, arms and wrists on contact		
	My partner's thumbs and palms end facing the target area		
What did your partner do well? _____		What can your partner work on? _____	

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PE Skill Outcome Scoring Rubric

The following PE Skill Outcome Scoring Rubric can be used to convert the student's PE Skill Assessment Sheets for grading purposes:

4 Points: A Participation Medal Performance. The student performed the skill fluently, consistently, and accurately with no mistakes. The student **MEET** standards.

The student completed **all** of the six required elements.

3 Points: A Medals of Excellence Performance. The student performed the skill accurately and consistently with very few mistakes. The student is **ABLE TO MEET** standards.

The student completed **4 or 5** of the six required elements.

2 Points: A Medals of Encouragement Performance. The student was able to perform the skill but lacked control and consistency in their movements. The student **DID NOT MEET** standards.

The student completed **2 or 3** of the six required elements.

1 Point: A Participation Ribbon Performance. The student was not able to perform the skill with any control and consistency. The student **DID NOT MEET** standards.

The student completed **1 or less** of the six required elements.

Single Test

"OVERHAND VOLLEY" SELF-ASSESSMENT

Teacher: _____

Elements/Cues	Circle if you got it!	Circle if you are still working on it	
I stand in a ready position and track the ball in the air with my eyes			
I move to and shift my weight under the ball with my knees bent			
I spread my fingers out and make a triangle shape above my head			
I contact the ball with both hands using my finger pads			
I extend my legs, arms and wrists when I contact the ball			
My thumbs and palms end the motion facing my target area			
What did I do well? _____		What can I work on? _____	

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**Peer-
Assessment**

**Self-
Assessment**

Introduction

The PE Assessment Series- Overhand Volley packet is a series of assessment sheets using the following 4 formats:

1. Teacher Assessment (Pre-test/Post-test)
2. Teacher Assessment (Single Test Version)
3. Self-Assessment and
4. Peer-Assessment.

**SHAPE America
Standard 1**



Each assessment format can be used by a physical education teacher for formative or summative assessment purposes. The different sheets share the same visuals, element descriptors and basic rubric system. The teacher versions (Pre/Post-test and Single test variation) allow for scoring to be conducted by the teacher while the peer and self-reflection versions provide an area for student reflection.

The Overhand Volley Assessment sheets provide columns with the following components:

1. Visuals to help the students and teachers see the desired movements
2. Element/Cue descriptors that define the components of the skill
3. Columns with animated ball visuals that students and teachers use to indicate (by circling) whether they “got it” or they are still “working on” the skill

Included in the packet is also a “Working with PE Skill Assessment Data” guide and a PE Skill Outcome Scoring Rubric that can be used for student grading purposes.

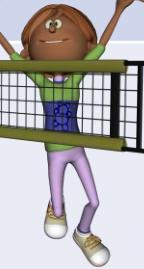
"OVERHAND VOLLEY" ASSESSMENT (PRE/POST)

Name: _____

Teacher: _____

Pre-test

Post-test

Visual	Elements/Cues	Got it	Not Yet	Got it	Not Yet
	The student stands "ready" and tracks the ball in the air with their eyes				
	The student moves to and shifts their weight under the ball- knees bent				
	The student spreads their fingers and makes a triangle shape above their head				
	The student contacts the ball with both hands- using finger pads				
	The student extends their legs, arms and wrists on contact				
	The student's thumbs and palms end facing the target area				

Teacher Notes

Score

Score

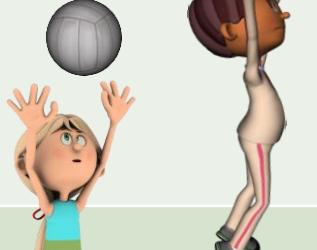
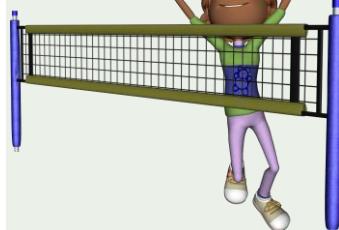
Score

Score

"OVERHAND VOLLEY" ASSESSMENT (SINGLE TEST)

Name: _____

Teacher: _____

Visual	Elements/Cues	"Student got it"	"Still working on it"
	The student stands "ready" and tracks the ball in the air with their eyes		
	The student moves to and shifts their weight under the ball- knees bent		
	The student spreads their fingers and makes a triangle shape above their head		
	The student contacts the ball with both hands- using finger pads		
	The student extends their legs, arms and wrists on contact		
	The student's thumbs and palms end facing the target area		

Teacher Notes

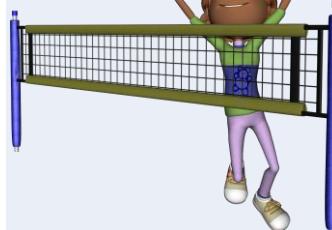
Score

Score

"OVERHAND VOLLEY" SELF-ASSESSMENT

Name: _____

Teacher: _____

Visual	Elements/Cues	Circle if you <u>got</u> it!	Circle if you are still working on it
	I stand in a ready position and track the ball in the air with my eyes		
	I move to and shift my weight under the ball with my knees bent		
	I spread my fingers out and make a triangle shape above my head		
	I contact the ball with both hands using my finger pads		
	I extend my legs, arms and wrists when I contact the ball		
	My thumbs and palms end the motion facing my target area		

What did I do well?

What can I work on?

"OVERHAND VOLLEY" PEER-ASSESSMENT

Name: _____

Teacher: _____

Visual	Elements/Cues	Circle if your partner <u>got it!</u>	Circle if your partner is still working on it
	My partner stands "ready" and tracks the ball in the air with their eyes		
	My partner moves to and shifts their weight under the ball- knees bent		
	My partner spreads their fingers and makes a triangle shape above their head		
	My partner contacts the ball with both hands- using finger pads		
	My partner extends their legs, arms and wrists on contact		
	My partner's thumbs and palms end facing the target area		

What did your partner do well?

What can your partner work on?

Working with the Assessment Data

The data obtained from the PE Skill Assessment Sheets (teacher and student driven) can be used in the following ways:

Formative Assessment: The results from the responses on the PE Skill Assessment Sheets can be used by the teachers, students or peers to help make decisions about the next steps in instruction and/or practice of the skill.

- Teachers can adjust their whole group teaching styles and lesson plans based on patterns they see from the entire groups results on the PE skill assessment sheets
- Teachers can address individual student shortcomings to improve the student's skill development
- Students can set goals to improve upon and focus in on areas of skill element weakness for themselves/peers

Summative Assessment: The results from the responses on the PE Skill Assessment Sheets can be used by the teachers to evaluate student learning based on their performance as it relates to the stated elements/cues of the skill.

- Teachers can assign PE Skill Outcome Scores to represent their students ability to perform the stated elements of the designated skill
- Teachers can combine and average PE Skill Outcome Scores to help in determining final grades for Performance-Based PE Report Cards

See PE Skill Outcome Scoring Sheet on the next page

PE Skill Outcome Scoring Rubric



The following PE Skill Outcome Scoring Rubric can be used to convert the results of the PE Skill Assessment Sheets for grading purposes:

4 Points: A Gold Medal Performance. The student performed the skill fluently, confidently, and consistently with no mistakes. The student EXCEEDED standards.



The student completed all of the six required elements



3 Points: A Silver Medal Performance. The student performed the skill smoothly and consistently with very few mistakes. The student was able to MEET standards.



The student completed 4 or 5 of the six required elements



2 Points: A Bronze Medal Performance. The student was able to perform the skill but lacked control and consistency in their movement. The student DID NOT MEET standards.



The student completed 2 or 3 of the six required elements



1 Point: A Participation Ribbon Performance. The student was not able to perform the skill with any control and consistency. The student DID NOT MEET standards.



The student completed 1 or less of the six required elements



PE Assessment Series

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