

TEAM Student Growth Portfolio Rubric Kindergarten-Second Grade Physical Education

Physical Education Ele	ementary K-2 (Perform)
The recommended method of viewing scoring rubrics is within t	he TEAM Portfolio online system.
**Levels 6 and 7 should only be used for student work that is ra	ted at an advanced level at point A as developmentally
appropriate.	
A. Locomotor skills	
Student performs the four locomotor skills (hop, gallop, skip, and slide) f	or approximately 15 seconds.
Description of the rubric:	Skip:
Hop:	1)Travels in a forward direction with smooth, rhythmical action
1) Travels in a forward direction	2) Step taken followed by a short hop with a knee lift
2) Takes off on one foot and lands on the same foot	3) Alternates feet
3) Knee of non-landing leg is bent	4) Momentarily airborne
4) Momentarily airborne	Slide:
Gallop:	1) Travels in a sideways direction with a smooth, rhythmical action
1) Travels in a forward direction with smooth, rhythmical action on	on the balls of the feet
the balls of the feet	2) Demonstrates lead leg step-close action without crossover
2) Demonstrates lead leg step-close action without crossover	3) Hips (torso) facing forward while side clearly faces direction of
3) Hips (torso) facing forward in direction of travel	travel
4) Momentarily airborne (no foot drag)	4) Momentarily airborne (no foot drag)

1	2	3	4	5	6**	7**
Demonstrates	Demonstrates	Demonstrates	Demonstrates	Demonstrates	Demonstrates one level	Demonstrates
mature	mature	mature	mature	mature pattern*	of growth from the Level	two levels of
pattern* of <u>one</u>	pattern* of	pattern* of	pattern* of all	of <u>all four</u> skills	5 criteria descriptor for	growth from the
<u>or fewer skills</u>	<u>two</u> skills for	<u>three</u> skills for	<u>four</u> skills for	for 15 seconds	this particular grade- or	Level 5 criteria
for 10 of the 15	10 of the 15	10 of the 15	10 of the 15	with <u>fluid motion</u>	course-level expectation.	descriptor for this
seconds.	seconds.	seconds.	seconds.	<u>(graceful and</u>		particular grade-
				<u>flowing)</u> .		or course-level
						expectation.

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	ded method of viewin 7 should only be used				A as developmer	ntally
B. Underhand T	hrow					
Student performs	four underhand throws	of 15 feet.				
2) Arm back past 3) Steps with opp		rowing action e the throwing arm mo	oves forward			
1	2	3	4	5	6**	7**
Three or four of the four throws are not thrown with adequate force to travel the distance OR An underhand throw pattern is not used.	At least three of the four underhand throws are thrown with adequate force to reach the distance AND At least three of the four underhand throws demonstrate two of the four critical	All four underhand throws are thrown with adequate force to reach the distance AND At least three of the four underhand throws demonstrate three of the four critical elements* of a	All four underhand throws are thrown with adequate force to reach the distance AND At least three of the four underhand throws demonstrate all four critical elements* of a	All four underhand throws are thrown with adequate force to reach the distance AND All four underhand throws demonstrate all four critical	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
	elements* of a mature pattern.	mature pattern.	mature pattern.	elements* of a mature pattern.		

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			brics is within the TE/ work that is rated at		-	pmentally		
C. Underhand (Catch							
Student catches f	our well thrown ba	ll from a skilled thro	ower.					
Critical Elements	5:							
Underhand Cate	:h							
,	or hands out to ba							
		ns up and thumbs of	out					
3) Catch with ha	•	have do not been all						
	-		vs bend, or pulls it in)	r -	6**	7**		
1	2	3	4	5		-		
Two or more	Three or four	Three or four of	All four are caught	All four underhand	Demonstrates	Demonstrates two		
of the four are	of the four are	the four are		throws are thrown	one level of	levels of growth from the Level 5		
not caught	caught	caught	AND	with adequate force to reach the	growth from the Level 5 criteria	criteria descriptor		
OR	AND	AND	At least three of the	distance	descriptor for	for this particular		
ÖN			four underhand	alstance	this particular	grade- or course-		
An underhand	At least three	At least three of	catches	AND	grade- or course-	level expectation.		
catch pattern	of the four	the four	demonstrate all		level expectation.			
is not used.	underhand	underhand	four critical	All four underhand				
	catches	catches	elements* of a	throws				
	demonstrate	demonstrate	mature pattern.	demonstrate all				
	two of the four	three of the		four critical				
	critical	four critical		elements* of a				
	elements* of a	elements* of a		mature pattern.				
	mature	mature pattern.						
	pattern.							

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appropriate.						
D. Kicking with	n Running Approa	ich				
Student kicks for	ır stationary balls il	nto the air from a th	nree step or more runnin	g approach.		
Critical Element	s:					
Kicking with a r	unning approach:					
1) Contact ball v	with top of foot (sh	ioelaces)				
		tly below center of	ball			
	ards lean of trunk					
4) Follows throu	T	and extended upw				
1	2	3	4	5	6**	7**
Two or more	Three or four	Three or four of	All four of the four	All four of the four	Demonstrates	Demonstrates two
of the four	of the four	the four	attempts include a	attempts include a	one level of	levels of growth
attempts do	attempts	attempts	running approach	running approach	growth from the	from the Level 5
not go	include a	include a	and are airborne	and are airborne	Level 5 criteria	criteria descriptor
airborne	running	running			descriptor for	for this particular
	approach and	approach and	AND	AND	this particular	grade- or course-
OR	are airborne	are airborne			grade- or	level expectation.
			At least three of the	All four of the	course-level	
Student does	AND	AND	airborne kicks	airborne kicks	expectation.	
not use at			demonstrate all four	demonstrate all		
least a three	At least three	At least three of	critical elements* of	four critical elements* of a		
step running	of the airborne kicks	the airborne kicks	a mature pattern.			
approach on two or more	demonstrate	demonstrate		mature pattern.		
of the four	two of the four	three of the				
attempts.	critical	four critical				
accompts.	elements* of a	elements* of a				
	mature	mature pattern.				
	pattern.					

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E. Dribbling wit	h Hands								
Student dribbles	in self-space with p	preferred hand for 2	20 consecutive seconds.						
Critical Elements	s:								
Dribbling with H	lands								
1) Opposite foot									
2) Knees slightly									
•	finger pads only	t or poor woist love							
1	1 2	<mark>t or near waist leve</mark> 3	4	5	6**	7**			
Student does	Student	Student	Student dribbles for	Student dribbles	Demonstrates	Demonstrates two			
not maintain	dribbles for 20	dribbles for	20 consecutive	for 20 consecutive	one level of	levels of growth			
dribble for full	consecutive	consecutive 20	seconds	seconds	growth from the	from the Level 5			
20 consecutive	seconds	seconds			Level 5 criteria	criteria descriptor			
seconds			AND	AND	descriptor for	for this particular			
	AND	AND	Demonstrates all	Ever are looking	this particular	grade- or course-			
OR	Demonstrates	Demonstrates	four critical	Eyes are looking forward, not at the	grade- or course-level	level expectation.			
Student does	one or two of	three of the	elements* of a	ball	expectation.				
not stay in	the four	four critical	mature pattern.	buil	expectation.				
self-space.	critical	elements* of a	1	AND					
	elements* of a	mature pattern.							
	mature			Demonstrates all					
	pattern.			four critical					
				elements* of a					
				mature pattern.					

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	7 should only be	e used for student	t work that is rated at	an advanced level a	it point A as develo	opmentally		
appropriate.								
F. Balance Skill	-		с I:сс II	c ,				
Student performs			ances on four different b	ases of support.				
1	2	3	4	5	6**	7**		
Student does	All balances	There is at least	There is at least one	There is at least	Demonstrates	Demonstrates two		
not perform	are performed	one change of	change of level	one change of	one level of	levels of growth		
four different	at the same	level (medium	(medium and low)	level (medium and	growth from the	from the Level 5		
balances on	level (either	and low)		low)	Level 5 criteria	criteria descriptor		
four different	medium or		AND		descriptor for	for this particular		
bases of	low)	AND		AND	this particular	grade- or course-		
support			Stillness (balance		grade- or	level expectation.		
	OR	Stillness	held completely still	Stillness (balance	course-level			
		(balance held	for at least three	held completely	expectation.			
	Stillness	completely still	consecutive	still for at least				
	(balance held	for at least	seconds) is evident	three consecutive				
	completely still	three	in only three	seconds) is				
	for at least	consecutive	balances.	evident in all four				
	three	seconds) is		balances				
	consecutive	evident in only						
	seconds) is	two balances.						
	evident in only							
	one balance.							

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G. Jump Rope Skills

Student performs four different jump rope skills for 8 consecutive jumps in two attempts. The student is to stop or pause between each skill.

1	2	3	4	5	6**	7**
1 Student does not perform four different self-turned jump rope skills OR One or more of the four required skills does not include a jump.	2 Performs four different self- turned jump rope skills AND After two attempts, performs only one or two of the four skills for 8 consecutive jumps each.	3 Performs four different self- turned jump rope skills AND After two attempts, performs three of the four skills for 8 consecutive jumps each.	4Performs four different self-turned jump rope skillsANDAfter two attempts, performs all four skills for 8 consecutive jumps each.	5Performs four different self- turned, jump rope skillsANDNeeds only one attempt to perform all four skills for 8 consecutive jumps each.	6** Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	7** Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.