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AUTHENTIC ASSESSMENT HANDBOOK FOR MIDDLE
SCHOOL PHYSICAL EDUCATION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Middle Grades Option

by
Heather Ann Forsdick
September 1998

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SCHOOL PHYSICAL EDUCATION


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ABSTRACT

Physical education teachers are facing significant assessment issues. The assessment practices that are prevalent in physical education programs today are not valid under the new California Physical Education Framework. Many teachers grade students based on attendance, punctuality, personality, and dressing in a proper physical education uniform. The Framework specifically states that these elements should not be used to grade students. The Framework stipulates that assessment in physical education should address the three major goals of physical education, movement skills and knowledge, self image and personal development, and social development, using authentic assessment.

The purpose of this project is to develop a physical education authentic assessment handbook, aligned with the California Physical Education Framework, for Serrano Intermediate school. This handbook will provide a variety of authentic assessment tools for each of the three goals of physical education and each of the sports or activities offered at Serrano.

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CHAPTER ONE: Introduction

Accountability in education is a major issue in the United States today. Students and teachers are being held accountable for subject matter competency. It is imperative that teachers be able to document student learning. Up until recently, the only system used for assessment were the standardized norm referenced tests. Educators found many shortcomings in these tests and believed they did not accurately measure student learning. To counter the shortcomings of standardized testing, educators developed performance-based assessments. There is now a transformation of the current accountability and assessment systems used in most classrooms to outcomes and performance-based assessment. This is also known as authentic assessment.

Authentic assessments are methods that examine students' ability to solve problems or perform tasks that closely resemble real-life experiences. This is different than the current standardized and norm-referenced testing. Standardized test focus on whether the students get the "right" answers. It is not considered important to understand the process of how they arrived at their response. Authentic assessment requires students not only to respond but also to demonstrate knowledge and skill. What a student does and how the task is accomplished are major aspects of authentic assessment.

Three major movements have had a significant effect on the recent rise of authentic assessment movement: demand for

higher standards, *Work Force 2000*, and cognitive and developmental psychological research.

The first major influence on the rise of authentic assessment is the demand for higher standards. Initiating the modern standards movement demanding higher standards was the publication of the report: *Nation at Risk: The Imperative for Educational Reform* (1983). This document prompted a tidal wave of educational reform legislation throughout the country. Many states adopted mandatory changes in how students were to be educated by the introduction of state standardized tests. The theory was, if school districts were held accountable through testing, then the standards of the educational process would rise. Teachers attacked the standardized tests on which they were to be measured. (Mitchell, 1992). Some of their reasons included:

- These tests only ask students to select a response. Students do not contribute their own thinking.

- Each question implies that there is only one right answer. In real life, however, many problems fall into a gray area.

- The tests are based on what was memorized or, to use Bloom's (1956) taxonomy of the cognitive domain, on the first level of knowledge, the recitation of facts. There is no opportunity to show understanding.

- The national test companies determine what should be tested, not the classroom teacher.
- The test does not record what a student can do with the knowledge.
- Students study for the test ("Is it going to be on the test?") rather than to gain wisdom.

To counter the weaknesses of standardized testing, educators developed performance-based assessments. These assessments were based on the belief that assessment is open ended and cumulative, that it has applications beyond the classroom, and it is part of learning, not an end product.

Amid the growing concern about the educational preparedness of the nations youth, President Bush and the nations governors wrote "The National Education Goals Report: Building a Nation of Learners." They established six broad goals for education that would be reached by the year 2000. They are:

- Ensuring that children came to school ready to learn.
- Setting the high school graduation rate at 90 percent.
- Encouraging maintenance of competency standards in the core academic subjects in grades 4, 8, and 12.

- Establishing U.S. students as first in the world in science and mathematics.
- Reaching full adult literacy and readiness to compete in a global economy.
- Keeping schools free of violence, drugs, and firearms.

Again in 1993, two-thirds of the nation's citizens saw a crisis in education and a need for higher school standards. In 1994 President Clinton signed into law "Goals 2000: Educate America act." At the core of the Goals 2000 are the following principles:

- Establish higher expectations for all students. All students can learn more than what we ask them.
- Promote new approaches to teaching. Teacher preparation and professional development programs will be overhauled and improved.
- Make schools accountable. Provide schools with flexibility but hold them accountable for the results.
- Build partnerships among parents, community members, business, labor, and private and nonprofit groups.

The second major influence on authentic assessment is a movement known as *Work Force 2000*. It was a result of the United States striving to be first in the world in establishing a competitive and competent work force. It links worker preparation very closely to the instructional and assessment process within our schools.

In 1992 the U.S. Secretary of Labor published a comprehensive document called the *Secretary's Commission on Achieving Necessary Skills* (SCANS). This report laid the foundations for the necessary skills and competencies that have been identified as critical to producing a work force ready for the next century. The report describes five competencies necessary for the effective job performance:

- **Resources:** Students can identify, organize, plan and allocate resources.
- **Interpersonal:** Student can work with others, lead, negotiate, and communicate.
- **Information:** Student can acquire, organize, interpret, and use information.
- **Systems:** Student can understand, monitor, and improve complex systems.
- **Technology:** Student can select, apply, and maintain a variety of technologies.

The fundamental concept supporting all the national and state initiatives in preparing a work force is the need to be able first to measure against some standard and then to testify that a student has achieved a given level of academic or technical expertise. Many of these reports support the development and implementation of authentic assessment such as student performances, portfolios, projects, and/or demonstrations of knowledge and skills.

The third major influence on authentic assessment comes from recent research in developmental and cognitive psychology. They found that children learn by connecting new knowledge to what they already know. Students construct knowledge by applying thinking skills and generating new knowledge that can be applied to authentic contexts. Some of the instructional changes that have been developed from this view of learning have been the theory of multiple intelligences, a reemphasis on interdisciplinary curriculum, and the constructivist paradigm influences on curriculum development.

All three influences: demand for higher standards, *Work Force 2000*, and the constructivist paradigm, advocate the use of assessments that are based on having students demonstrate what they know and can do in the context of real world experience.

Physical education professionals recognized that the existing assessment practices that are prevalent in school physical education classes will not be acceptable within the new standards and assessment framework. A major implication

of this educational reform is the expectation that teachers should be able to show what students are learning as a result of their participation in physical education. Being able to document student learning becomes even more important given the current emphasis on accountability.

Studies show that teachers value the assessment of non-achievement factors such as effort and participation. When asked what was the most important component for determining a student's final grade in physical education studies have found that many teachers use dressing for class, attendance, and participation/effort to determine students' grades in physical education (Wood, Riston & Hensley 1989). Under this system good behavior and dressing becomes the task of the class, because it is the only task for which the teacher is holding the students accountable.

Studies have found that in most cases less than half of the teachers used skill or written tests for assessment. Without some data, teachers have weak arguments to put forth the value of their programs. If physical education wants to assume a viable role in the education of children, change in evaluation procedures is essential.

In response to the physical education assessment crisis the National Association of Sports and Physical Education (NASPE) started a national effort toward authentic assessment in physical education by publishing the *Outcomes of Quality Physical Education Programs* (1992).

In 1994 The California State Framework for Physical Education stated the three goals of physical education,

movement skills and knowledge, self image and personal development, and social development, need to be approached with different kinds of assessment tools. The document provides guidelines to assist in changing current assessment practices in physical education to authentic assessment practices. The framework states authentic assessment should require students to:

- Demonstrate an understanding of their application of information in new and familiar tasks.
- Explain *Why* and *How* rather than merely perform movement.
- Integrate and connect understanding, analyze self-performances, observe others, and experiment with this knowledge.
- Demonstrate imagination, persistence, and creativity and show a capability for problem solving.

The framework suggests numerous strategies to authentically assess students in physical education. They include: student portfolios, performance tests, open-ended questions, exhibits, homework, peer coaching, student presentations, written tests, videotaped performances, problem-solving tasks, task cards, work sheets, contracts, small-group and class projects.

Currently the Serrano physical education department does

not use any form of authentic assessment. Students are graded based on attendance, punctuality, attitude, and dressing in a proper physical education uniform. These assessment practices are not valid under the California Physical Education Framework. The Framework states that grades should be related to course goals and should not include factors such as attendance, cleanliness, personality, or whether or not uniforms are worn.

The purpose of this project is to provide a handbook of a variety of assessment tools for Serrano Intermediate School that align with the California State Framework for Physical Education. This project provides authentic, challenging, "real world" performance tasks and student-centered assessments. It includes specific assessment tools for assessing student progress for each of the sports and activities taught at Serrano Intermediate School.

The authentic assessment forms and tools provided in this handbook are:

- Scoring Rubrics
- Peer Assessment Checklists
- Task Cards
- Objective Self Tests
- Homework/Study Guides
- Written Tests
- Social Skill Rubric
- Videotape Analysis
- Teacher Observations
- Performance Tests

- Open-ended Questions
- Cooperative Group Projects
- Individual Projects
- Student Presentations
- Rubrics for Teacher Evaluation

The sports and activities that are included in the handbook are:

- Basketball
- Bowling
- Flag Football
- Gymnastics
- Physical Fitness
- Soccer
- Softball
- Team Paddle Tennis
- Track and Field
- Ultimate Frisbee
- Volleyball
- Volley tennis

The goal of this project is to provide a variety of simple, easy to use, assessment tools for the physical education department at Serrano Intermediate school.

CHAPTER TWO: Literature Review

Historical Background on Assessment Practices

Assessment has been around for thousands of years. The earliest known large scale assessment programs began in China over four thousand years ago. Oral tests were given to civil servants every three years. If they did well they were promoted and if they did poorly they were dismissed. The Han Dynasty (202 B.C to A.D. 200) introduced written tests (Robinson 1989).

In the United States formal educational evaluation of students has its roots in the common school. Horace Mann convinced the state of Massachusetts to pass an education act in 1838 requiring that a register be kept detailing specific information about each student (Robinson 1989).

The first evaluations of students in the common school were oral exams. The inefficiency of the tests and the incomparability of the results was faulted by many. Horace Mann was one who didn't believe that oral exams were a true evaluation of student learning. He urged the switch to written exams to increase the amount of knowledge about each student's achievement (Ebel 1972). The written tests also allowed for standard test administration. Essay tests became the method to evaluate students. The major problem of essay tests was that there was no consistency in the evaluation and grading. There were no scales or standards to compare the essays to. A controversy started on how to best evaluate student learning.

Many educators started developing scales and standards for different areas. Joseph Rice developed scales for spelling and arithmetic. Edward Thorndike developed several educational achievement tests including a scale for handwriting and help popularize their use (Robinson 1989).

The next major event was in 1845. The Great Boston Survey developed the first printed test.

In the early 1920's the educational and psychological testing movement grew and a new type of examinations appeared. These consisted of true-false, multiple choice, fill-in and matching. Many educators rejected these objective type tests saying that essay tests were the only true measure of student learning.

The next development was the invention of the electronic computer. It could scan marks on a answer sheet. It could score thousands of tests accurately, quickly, and automatically.

The current debate on assessment of students' learning was initiated in 1983. A report entitled *Nation at Risk: The Imperative for Educational Reform* was published. This document prompted a tidal wave of educational reform legislation throughout the country. Many states adopted mandatory changes in how students were to be educated by the introduction of state standardized tests. A controversy started on how to best evaluate student learning.

Teachers attacked the standardized tests (Mitchell, R., 1992). They believed those type of tests do not truly assess student learning. Some of their reasons included:

- These tests only ask students to select a response. Students do not contribute their own thinking.
- Each question implies that there is only one right answer. In real life, however, many problems fall into a gray area.
- The test does not record what a student can do with the knowledge.

More recent concerns over standardized testing include:

- Schools and districts are not accurately reporting data.
- Tests do not provide clear insight into student application of knowledge.
- Teachers are often pressured to spend excessive amounts of time on gearing up students to take tests.
- Schools have felt compelled to outscore and be better than other schools in their local geographical area, students and teachers alike are politically pressured.
- Test-construction bias exists.
- Testing is very costly.

To counter standardized testing, educators developed

performance-based assessments. Performance-based assessment provides different types of information from norm-referenced multiple choice testing. These assessments were based on the belief that assessment is open ended and cumulative, that it has applications beyond the classroom, and it is part of learning, not an end product. It can inform the teacher and student immediately about what steps to take next in the teaching-learning process (Fisher,C., King,R., 1995).

Again psychological research had a major influence on assessment. One major discovery was concept of multiple intelligences. Researchers discovered seven different intelligences: linguistic, Musical, logical-mathematical, spatial, bodily-kinesthetic, personal, and interpersonal. Researchers believed that because of the diversity of representations of what an individual can learn, remember, and perform or exhibit to show what they know, standardized tests did not truly assess student learning.

Another influence is public opinion of what schools should teach children. The common school era had different opinions as to what the schools should teach. Some had religious preferences, some political. Today's public opinion is reflected in the comprehensive document: *Secretary's Commission on Achieving Necessary Skills (SCANS)*.

There is a major consensus that authentic assessment is the most valid way to assess student learning. The major obstacles are developing nationwide standards and logistics and cost of nationwide testing. So the controversy of assessment continues.

Historical Background of Physical Education Assessment

The historical review of assessment practices in physical education reveal severe failings of assessment in the majority of schools. Research shows many teachers do not use the assessment tools available to them. Many aspects of physical education lend itself to standardized norm - referenced tests: fitness, motor skills, and written tests. Studies have found that in most cases less than half of the teachers used skill or written tests for assessment. It was also found that of those teachers using written test and objective skill tests often lacked relevance to the teacher's day (Airasian 1991).

Studies have found that teachers value the assessment of non achievement factors such as effort and participation. Studies have found that the most important components for determining a student's final grade are: dressing for class, attendance, and participation/effort to determine students' grades in physical education (Hensley 1987), (Wood, Riston & Hensley 1989), (Imwold, Rider & Johnson 1982). Looking at those assessment systems, one could surmise that these managerial tasks represent educational goals for these teachers. Some teachers do plan just to keep students busy, happy, and good (Placek 1983). In a survey of california physical teachers by Patterson & Hensley (1988) found that 41% used skills tests, 36% used written tests, 35% assessed fitness, and 33% used subjective rating of skill for assessment, 44% cited participation, 14% effort and 12% dressing out.

In response to the crisis in physical education assessment the National Association of Sports and Physical Education (NASPE) started a national effort toward authentic assessment in physical education by publishing the *Outcomes of Quality Physical Education Programs* (1992). The content standards state that a physically educated student:

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principals to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness.
- Demonstrates responsible personal and social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

In 1994 The California State Framework for Physical Education stated the three goals of physical education, movement skills and knowledge, self image and personal development, and social development, need to be approached with different kinds of assessment tools. The document provides guidelines to assist in changing current assessment practices in physical education to authentic assessment practices. The framework states authentic assessment should require students to:

- Demonstrate an understanding of their application of information in new and familiar tasks.
- Explain *Why* and *how* rather than merely perform movement.
- Integrate and connect understanding, analyze self-performances, observe others, and experiment with this knowledge.
- Demonstrate imagination, persistence, and creativity and show a capability for problem solving.

The framework suggests numerous strategies to authentically assess students in physical education. They include: student portfolios, performance tests, open-ended questions, exhibits, homework, peer coaching, student presentations, written tests, videotaped performances, problem-solving tasks, task cards, work sheets, contracts,

small-group and class projects.

The Need for Authentic Assessment in Physical Education.

A major implication of education reform presently occurring in many states is the expectation that teachers should be able to show what students are learning as a result of their participation in physical education (Jefferies, Jefferies, & Mustain, 1997).

Without some data, teachers have weak arguments to put forth the value of their programs. If physical education wants to assume a viable role in the education of children, change in evaluation procedures is essential.

Barriers to Assessment in Physical Education.

It is important to recognize the barriers to instituting a formal assessment plan in physical education. The barriers fall into two major categories. One includes the feasibility such as time, large classes, and lack of equipment. The other is teachers' beliefs. Many teachers value effort, enjoyment and behavior rather than learning (Lund 1992), (Veal 1992).

Strategies to Break Down Barriers to Assessment.

To break down the barrier of feasibility, emphasis should be on assessment plans that are easy to implement in terms of time and engage several students in testing at various stations (Patterson & Hensley 1996).

To break down the barrier of teacher's beliefs there needs to be additional preservice training on the importance

of assessment in terms of its link with student learning (Patterson & Hensley 1996).

Assessment Tools for Physical Education.

The following assessment tools and strategies have been proven to be valid assessment systems. Some have been available for physical education teachers for years but as stated previously the teachers did not use them. Other are more recent.

Feedback gives learners information regarding the degree of discrepancy between their performance and the desired performance (Holst & Anderson 1992). The ability to provide appropriate and timely feedback may be most important skill teachers possess (Holst & Anderson 1992). Feedback is one of the most important components of a teacher's lesson plan (Sharpe 1993), because without feedback, no learning occurs (Siedentop, Herkowitz & Rink 1984), (Pellet 1994).

There are two types of feedback, naturally occurring and augmented. Natural occurring is abundant in physical activity, because the performer can see the results of his or her trial, for example a basketball going through (or missing) the hoop. Teachers need not add information such as "you missed" but should rather analyze the performance in order to tell the performer why they missed, thus giving augmented feedback (Holst 1992) and (Siedentop et al, 1984).

Task sheets satisfy the accountability and evaluation concerns of testing. The task style of teaching allows greater student participation in the learning process while

providing objective data for evaluation (McBride 1989). Task sheets are particularly suited to the teaching and evaluation of those closed skills typically taught in physical education. Closed skills can best be defined as skills that require repeated identical performances with little outside interference or interruption. The free throw in basketball is an example of a closed skill. Also repetitions of the underhand throw, kicking or striking a ball against or into a designated target are all examples of closed skills. Due to the controlled nature of closed skills, task sheets are ideally suited to record learner performance. Task sheets are not only appropriate for teaching specific skills, they can be used to encourage problem solving and discovery. Students can be challenged to "Find different ways to..." or, given a specific problem situations, "Generate a solution or solutions to ..."

Portfolio assessment is a major component in the current movement referred to as alternative assessment (Gredler 1995). There are five different formats: Ideal, Showcase, Documentation, Evaluations, and class. One goal of portfolio assessment as the concept was originally conceived was to alter the teaching and learning process in the classroom. Portfolios can fulfill a legitimate role in addressing those processes in program evaluation.

When no objective measurement technique is available for measuring a quality, or when the existing devices for measurement are not administratively feasible or practical or when it appears expedient to supplement objective

measurements by subjective opinion, observation techniques are used. Rating scales are one of the best methods for recording observation and focusing the attention of the teacher on the more important aspects of the variables being observed and judged. They can measure the intangibles factors in physical education. For example in addition measuring attitudes toward physical education and facets of social behaviors, including sportsmanship, rating scales can also provide an effective means of measuring student achievement in skill and form in athletics (Barrow, 1979).

Analysis during game play is another form of assessment. For example in basketball students might record shots attempted, goals scored, free throws, rebounds, assists, turnovers, and steals during competition. Every student would get a record that could be used for assessment. Such data obtained during game play would be good indicators of how well students could apply their skills in an "authentic" situation (Lund 1992).

Physical fitness tests are currently the most widely used assessment test. These tests compare a student score to a table of norms and is given a rating. This is an example of norm-referenced or quantitative test.

Skill tests could also be used with authentic assessment. They function as formative evaluations, to inform teachers about the degree to which the student had mastered the activity and where weaknesses still existed, rather than sumative evaluations (Lund 1991).

Motor skills can be evaluated by the use of skill tests,

incident charts, successful task completion, standing or rank achieved in competition with classmates, personal improvement, and observations made by the teacher. The first five evaluations are objective and the last is subjective. Because subjective measures are affected by observer bias, it is difficult to justify using this measure exclusively when determining grades.

Summary

This review of the literature shows if physical education is to assume a viable role in the education of children, change in evaluation procedures is essential. There are a variety assessment tools available. Now the teachers must utilize them.

CHAPTER THREE: The Project

This handbook is divided into three sections. The first section includes assessment tools specific for the sport or activity. The second section includes a variety of assessments that can be used by the students for any of the sports or activities. The third section consists of rubrics, that can be used by the teacher.

SECTION ONE - Each sport or activity includes the following:

Study Guide/Information Sheet - This includes a brief history, key terms, and rules for the sport.

Fill In Sheet - This is a homework assignment which covers the material in the study guide and prepares the students for the written test.

Written Test - This is a combination of fill in, multiple choice, and true-false questions, covering the basic information for the sport or activity.

Peer Assessment Check List - This is a check list for each skill in each of the sports or activities. Each skill is broken down into 4-6 easily identifiable parts. One student performs the skill (performer), one student watches and uses the checklist (evaluator), and one student throws or catches with the performer (tossor/catcher). After one student has been assessed they all rotate until each student has been evaluated. This check list may also be used if the student is videotaped. This way they may assess themselves.

Self Assessment Check List - This is a group of objective

tests and tasks. The student performs each one and records the information on the sheet. When all tasks have been completed, they may assess themselves.

Strategy in a Game Situation - This is a simple rubric of basic strategies used in the sport or activity. One student or teacher observes the student in a game situation and records the information on the sheet.

SECTION TWO - This section includes a variety of assessments that can be used in any of the sports and activity.

SECTION THREE - This section consists of very detailed rubric's for different skills. These rubrics should be used by the teacher to assess skills. These rubrics are not sport specific but rather skill specific.

SECTION ONE
Sport Specific Assessments

BASKETBALL STUDY GUIDE

HISTORY AND DESCRIPTION

Basketball is a fast moving game played by two opposing teams of five players each. The teams attempt to toss the ball through a raised hoop at either end of the court. Basketball is a game that originated in America. It was invented by Dr. James A. Naismith in Springfield, Mass. in 1891, as a conditioning game to train athletes indoors during the cold winter months. Often there were forty or more players on each team, with no dribbling allowed. The game developed into the fast paced game that we see today.

BASIC GAME ORGANIZATION

Two opposing teams of five players will begin the game with a jump ball at the center circle. Players may dribble, pass or bat the ball in any direction while attempting to toss the ball through the baskets located at either end of the court. Players may go any place on the court. As in any athletic contest certain actions are violations of the rules.

VIOLATIONS OF THE RULES

Violations: Award the ball to the other team.

Traveling: Moving both feet while not dribbling the ball.

Double Dribble: Dribble - stop - dribble.

2 Handed Dribble: Dribbling with two hands on the ball.

Out of Bounds: Stepping or dribbling on or outside the boundary lines.

Back Court: Dribbling into the back court.

5 Seconds: Not in bounding the ball within 5 seconds.

3 Seconds in the Lane: Standing in the lane too long.

FOULS

Pushing

Hitting

Tripping

Blocking: Stepping in front of a moving player.

Charging: Dribbling into a stationary defender.

BASIC TERMS

Offense: The team with the ball.

Defense: The team without the ball.

Held Ball: When two opposing players hold the ball at the same time, possession of the ball is alternated between each team.

Zone Defense: Players cover areas around the basket.

Player to Player Defense: Each player guards an opponent.

Rebound: To jump up and take possession of the ball after a shot has been attempted.

Free throw: A one point shot taken from the free throw line when fouled.

Basket: When the ball goes through the hoop.

Three Point Line: An arced line on the court which baskets made from behind the line are worth 3 points.

Lane: An area directly in front of the basket.

BASKETBALL FILL IN SHEET

1. Basketball was invented by _____.
2. Moving both feet without dribbling is _____.
3. Stepping in front of a moving dribbler is _____.
4. The team with the ball is the _____.
5. The team without the ball is the _____.
6. The type of defense where you guard an area is _____.
7. The type of defense where you guard a player is _____.
8. Two opposing players holding the ball at the same time is a _____.
9. The area under the basket is the _____.
10. To jump up and take possession after a shot is _____.
11. The _____ is fifteen feet from the basket.
12. The basket is _____ feet high.
13. Pushing, hitting, tripping are all _____.
14. Dribbling with two hands on the ball is _____.
15. A free throw is worth _____ points.
16. Dribbling into a stationary player is _____.
17. The boundary line under the basket is the _____.
18. The line that divides the court into front and back is _____.
19. Not in-bounding the ball within 5 seconds is _____.
20. Standing in the lane too long is _____.

BASKETBALL WRITTEN TEST

DIRECTIONS: Mark TRUE or FALSE on your answer sheet.

1. It is legal to stop dribbling and begin dribbling again.
2. Personal contact with another player is a foul.
3. When dribbling, one should look at the ball.
4. It is legal to dribble with both hands on the ball.
5. When two opposing players hold the ball at the same time, a tie ball is called.

DIRECTIONS: Fill in the blanks.

6. The team with the ball is called the _____.
7. The team without the ball is called the _____.
8. The two types of passes most often used are the _____ pass, and the _____ pass.
9. A type of defense where the players guard individual players is called a _____ to _____ defense.
10. A type of defense where players guard areas on the court is called a _____ defense.
11. A field goal is worth _____ pt(s).
12. A free throw is worth _____ pt(s).
13. The part of the free throw area near the basket is called the _____.
14. A regulation basketball team has _____ players on the court.
15. An infraction of the rules where no contact is made is called a _____, and awards the ball to the other team.

BASKETBALL PEER ASSESSMENT CHECKLIST

PASSING

DIRECTIONS: In groups, you are going to assess each other's basketball skills. Get a basketball and go to your assigned court. One person is going to be the performer, one the evaluator, and one the tosser/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Chest pass the ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, pass/catch and return the ball.

| TASK/CUE | YES | NOT YET |
|---|-------|---------|
| 1. Ball is held in both hands chest high. | _____ | _____ |
| 2. Released by extending arms fully. | _____ | _____ |
| 3. Snaps wrist at release. | _____ | _____ |
| 4. Pushes with thumbs as they rotate downward. | _____ | _____ |
| 5. Steps in direction of the pass. | _____ | _____ |
| 6. Pass is aimed at receivers chest. | _____ | _____ |

BASKETBALL PEER ASSESSMENT CHECKLIST

CATCHING

DIRECTIONS: In groups, you are going to assess each other's basketball skills. Get a basketball and go to your assigned court. One person is going to be the performer, one the evaluator, and one the passer/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Catch a chest pass five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Passer/Catcher:** Stand the proper distance from the performer, pass/catch and return the ball.

| TASK/CUE | YES | NOT YET |
|---|------------|----------------|
| 1. Provides a target. | _____ | _____ |
| 2. Move feet to meet the ball. | _____ | _____ |
| 3. Hands are spread and relaxed. | _____ | _____ |
| 4. Watches the ball all the way into hands. | _____ | _____ |
| 5. Pulls ball into body. | _____ | _____ |

BASKETBALL PEER ASSESSMENT CHECKLIST

DRIBBLING

DIRECTIONS: In groups of two you are going to assess each other's basketball skills. Get a basketball and go to your assigned court. One person is going to be the performer and one the evaluator. Your duties are explained below. Switch roles when you are done.

* **Performer:** Dribble the basketball in place. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

| TASK/CUE | YES | NOT YET |
|--|-------|---------|
| 1. Keeps eyes and head up. | _____ | _____ |
| 2. Hand cupped, only pads of fingers contact the ball. | _____ | _____ |
| 3. Pushes, doesn't slap the ball. | _____ | _____ |
| 4. Knees are slightly bent. | _____ | _____ |
| 5. Can dribble with either hand. | _____ | _____ |

BASKETBALL PEER ASSESSMENT CHECKLIST

SHOOTING

DIRECTIONS: In groups, you are going to assess each other's basketball skills. Get a basketball and go to your assigned court. One person is going to be the performer, one the evaluator, and one the tosser/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Shoot five one-handed set shots. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the basket, rebound and return the ball.

| TASK/CUE | YES | NOT YET |
|--|------------|----------------|
| 1. Feet in forward backward stride position with knees bent. | _____ | _____ |
| 2. Ball held in fingers above forehead with shooting hand behind the ball. | _____ | _____ |
| 3. Eyes on basket. | _____ | _____ |
| 4. Shooting hand follows-through to the basket. | _____ | _____ |
| 5. There is backspin on the ball. | _____ | _____ |

BASKETBALL SELF ASSESSMENT

| ACTIVITY | TASK | |
|----------------|---|-------|
| 1. Shooting | How many baskets can you make in one minute? | _____ |
| 2. Free Throws | How many free throws can you make out of 10 attempts? | _____ |
| 3. Passing | How many wall passes can you complete in one minute? | _____ |
| 4. Dribbling | How fast can you dribble around 3 cones 10 feet apart, switching hands? | _____ |

STUDENT APPLIES STRATEGY IN BASKETBALL

THE PASS

- 4 - Regularly passes the ball to the receiver.
- 3 - Often passes ball to receiver.
- 2 - Occasionally passes ball to receiver.
- 1 - Never passes the ball to receiver.

MOVEMENT

- 4 - Regularly moves to open area to receive ball.
- 3 - Often moves to open area to receive ball.
- 2 - Occasionally moves to open area.
- 1 - Never moves to open area to receive ball.

POSSESSION

- 4 - Regularly maintains possession of ball until defended.
- 3 - Often maintains possession of ball until defended.
- 2 - Occasionally maintains possession of ball until defended.
- 1 - Never maintains possession of ball until defended.

BOWLING STUDY GUIDE

THE GAME

Bowling is a recreational game played on an alley (lane). The object of the game is to roll the ball down the alley in an attempt to knock over the ten wooden pins.

SCORING

A point is scored for each pin knocked over with additional credit for strikes and spares. A person gets two balls per frame. There are ten frames to a game. Three games is a match.

PLAYING THE GAME

A bowler has played a line when ten frames are completed. If the 10 pins are knocked down on the first ball, a strike is marked and the bowler does not take a second ball. Add 10 to the next two balls rolled in the next succeeding frame. If it takes 2 balls to knock down all ten pins, it is called a spare. That person adds 10 pins to the score of the next rolled ball.

TERMS

Anchor: The person who bowls last on a team.

Baby split: The 1-7 or 3-10 splits

Double: Two strikes in succession.

Foul: Touching or going beyond foul line in the delivery.

Gutter ball: A ball that drops into either gutter.

Head pin: The number one pin.

Lane: A bowling alley.

Mark: Obtaining a strike or spare.

Turkey: Three strikes in a row.

BOWLING FILL IN SHEET

1. There are ____ pins at the start of each frame.
2. A person has ____ chances to hit all the pins down.
3. If a person hits all the pins down on the 1st ball, it is called a _____.
4. If it takes 2 balls to hit all the pins down it is called a _____.
5. The other name for the alley is the _____.
6. Three strikes in a row is called a _____.
7. The number one pin is called the _____ pin.
8. Obtaining a strike or a spare is called a _____.
9. A hidden pin is called a _____.
10. Touching the _____ line is an infraction.
11. A bowler wants to hit the _____ which includes the number one pin.
12. Another name for the frame is _____.
13. Two strikes in a row is called a _____.
14. To hit only the center pins leave a _____.
15. The last person to bowl on a team is called a _____.
16. An error is called a _____.
17. Three games make a _____.
18. Another name for a split is _____.
19. A bowler aims at a _____ on the alley floor.
20. The score is kept in individual _____.

BOWLING WRITTEN TEST

DIRECTIONS: Score the following game on your answer sheet.

- Frame 1: The bowler knocked down 6 pins with his first ball and 4 with his second ball.
- Frame 2: The bowler knocked down 7 pins with his first ball and 4 pins with his second ball.
- Frame 3: The bowler rolled a strike.
- Frame 4: The bowler rolled a spare. He knocked down 5 pins with his first ball, and 5 pins with his second ball.
- Frame 5: The bowler knocked down 4 with his first ball, and 5 with his second ball.
- Frame 6: The bowler rolled a strike.
- Frame 7: The bowler knocked down 3 pins with his first ball and 7 pins with his second.
- Frame 8: The bowler knocked down 3 balls with his first ball and 5 with his second.
- Frame 9: The bowler had a strike.
- Frame 10: The bowler knocked down 4 pins with his first ball and 6 pins with his second ball.
- Extra Ball: The bowler knocked down 8 pins.

BOWLING PEER ASSESSMENT CHECKLIST

DIRECTIONS: In groups, you are going to assess each other's bowling skills. Go to your assigned bowling lane. One person is going to be the performer, one the evaluator, and one the lane pin setter. Your duties are explained below. Switch roles when you are done.

* **Performer:** Bowl the ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Pin setter:** Reset the pins after each ball.

| TASK/CUE | YES | NOT YET |
|---|-------|---------|
| 1. Ball is held in both hands chest high in front of body. | _____ | _____ |
| 2. Ball grip with thumb at 12:00 position. | _____ | _____ |
| 3. Pushes ball away taking step. | _____ | _____ |
| 4. Ball moves to bottom of arc, left foot completes step. | _____ | _____ |
| 5. Ball shoulder high in backswing, right foot completes step. | _____ | _____ |
| 6. Ball swings forward and is rolled, not thrown. | _____ | _____ |

BOWLING SELF ASSESSMENT TESTS

1. Set up just the head pin and bowl one ball. Repeat five times.

How many pins did you knock down? _____

2. Set up the first three pins and bowl one ball. Repeat five times.

How many pins did you knock down? _____

3. Bowl three frames setting up all ten pins for each frame. What is your score at the end of the third frame? _____

4. Bowl a regulation game of ten frames. What is your score? _____

FOOTBALL STUDY GUIDE

HISTORY

Football is a rugged contact sport in which eleven members of one team attempt by speed, strength, and deception to outscore their eleven opponents during a specific period of time. The first recorded game was played between Rutgers and Princeton in 1869. The game at this time was a combination of twenty five men. A man named Walter Camp was instrumental in modifying the rules into the game that we today call American Football. These modifications included wearing protective equipment.

PROTECTIVE EQUIPMENT

Helmet

Shoulder pads

Body pads

SCORING

Touchdown.....6 points

Field Goal.....3 points

Conversion run...2 points

Conversion Kick..1 point

Safety.....2 points

BASIC OFFENSIVE FORMATION

It is called the "T" formation. Note the positions on the diagram below and their description in the following section.

| | | | | | |
|---|---|----|---|---|---|
| T | G | C | G | T | E |
| | | QB | | | B |
| | B | B | G | | |

BASIC OFFENSIVE POSITIONS

- C - Center:** A lineman who center the ball and blocks.
- G - Guard:** A lineman who blocks.
- T - Tackle:** A lineman who blocks.
- E - End:** A blocker and pass receiver.
- QB - Quarterback:** A leader who hands off, passes or runs with the ball.
- E - End** A player that blocks, runs, and catches passes.

BASIC DEFENSIVE POSITIONS

- Rusher:** Rush the offense to stop offensive players.
- Linebacker:** Back up the rushers. Stops runs and passes.
- Safety:** Back up the linebackers. Stops runs and passes.

BASIC TERMS

- Stance:** A set position used by most players to start a play.
- Clipping:** Illegally blocking another player from behind.
- Line of Scrimmage:** Imaginary line between the offense and defense.
- Off Sides:** Crossing the line of scrimmage before the ball is centered.
- Pass Interference:** Illegally playing a passed ball.
- Touchdown:** Crossing the goal line with the ball.
- Field Goal:** Place kicking the ball through the goal posts.
- Safety:** Stopping the offensive team behind their own goal line.
- Conversion:** A field goal taken after a touch down.

FLAG FOOTBALL EXAM

DIRECTIONS: Mark TRUE or FALSE on the answer sheet.

1. Walter Camp invented American football.
2. The first college football game was played in 1492.
3. It is legal to block another player from behind.
4. The "T" formation is a basic offensive formation.
5. The "line of scrimmage" separates the offense and the defense.
6. A touchdown is worth 6 points.
7. A conversion kick is worth 2 points.
8. A "field goal" is a place kick through the goal posts.
9. A safety backs up the rushers on defense.

DIRECTIONS: Mark the correct answer on the answer sheet.

- a. PASS INTERFERENCE b. OFF SIDES c. CLIPPING d. SAFETY
10. Crossing the line of scrimmage before the ball is centered.
 11. Blocking a player from behind.
 12. Illegally playing a passed ball.
 13. Stopping the offensive team behind their own goal line.

DIRECTIONS: Mark the correct answer on the answer sheet.

- a. QUARTERBACK b. CENTER c. END d. BACK
14. A player who is a blocker and pass receiver.
 15. A player who starts each play by hiking the ball to the quarterback.
 16. A player who is the offensive team leader.
 17. A player who runs with the ball and catches passes.

DIRECTIONS: Mark the correct answer on the answer sheet.

a. RUSHER

b. LINEBACKER

c. SAFETY

18. A player who backs up the rushers, stops runs and passes.

19. A player who rushes the offense to stop offensive plays.

20. A player who backs up the linebackers, stops runs, and passes.

FOOTBALL FILL IN SHEET

1. A ball caught by the defensive team is a _____.
2. A passed ball dropped by the offensive team is a _____.
3. The _____ hikes the ball.
4. The person who usually catches the ball from the quarterback is called a _____.
5. The area beyond the goal line is _____.
6. A touchdown is worth _____ points.
7. When either team enters the free zone before the center snap is called _____.
8. It is a _____ if you drop the ball while running.
9. The team without the ball is the _____.
10. The team with the ball is the _____.
11. A field goal is worth _____ points.
12. A safety is worth _____ points.
13. A man named _____ invented American football.
14. A _____ is place kicking the the ball between the uprights.
15. A _____ is crossing the goal line with the football.
16. _____ is illegally grabbing and holding an opponent.
17. _____ is blocking from behind.
18. A _____ is a simple set position required before starting a play.
19. The first football game was played between _____ and _____.
20. There are _____ players on a team.

FOOTBALL CATCHING PEER ASSESSMENT CHECKLIST

DIRECTIONS: In groups, you are going to assess each other's football skills. Get a football and go to your assigned space. One person is going to be the performer, one the evaluator, and one the passer/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Catch a football ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, passer/catch and return the ball.

| TASK/CUE | YES | NOT YET |
|---|-------|---------|
| 1. Body is directly aligned with the path of the ball. | _____ | _____ |
| 2. Above the waist-thumbs together, below waist-pinkies together. | _____ | _____ |
| 3. Uses both hands to catch the ball, not the body. | _____ | _____ |
| 4. Looks ball into hands. | _____ | _____ |
| 5. Brings ball into body. | _____ | _____ |

FOOTBALL PEER ASSESSMENT CHECKLIST

PUNTING

DIRECTIONS: In groups, you are going to assess each other's football skills. Get a football and go to your assigned space. One person is going to be the performer, one the evaluator, and one the tosser/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Punt a football ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, toss/catch and return the ball.

| TASK/CUE | YES | NOT YET |
|---|-------|---------|
| 1. Ball is held waist high with laces up. Ball at diagonal to body. | _____ | _____ |
| 2. Steps with non-kicking foot. | _____ | _____ |
| 3. Ball is dropped not tossed. | _____ | _____ |
| 4. Ball is kicked on top of the foot(on the shoe laces). | _____ | _____ |
| 5. Kicking leg follows through up to the sky. | _____ | _____ |

FOOTBALL PEER ASSESSMENT CHECKLIST

THREE POINT STANCE

DIRECTIONS: In groups of two you are going to assess each other's football skills. Get a football and go to your assigned space. One person is going to be the performer and one the evaluator. Your duties are explained below. Switch roles when you are done.

* **Performer:** Catch a football ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

| TASK/CUE | YES | NOT YET |
|--|-------|---------|
| 1. Feet slightly wider than shoulders. | _____ | _____ |
| 2. One foot slightly ahead of the other. | _____ | _____ |
| 3. Hands on knees on "ready" command. | _____ | _____ |
| 4. On "set" command, hand opposite front foot is placed on ground. | _____ | _____ |
| 5. On "set" position the knees and feet are pointing straight ahead. | _____ | _____ |

FOOTBALL PASSING PEER ASSESSMENT CHECKLIST

DIRECTIONS: In groups, you are going to assess each other's football skills. Get a football and go to your assigned space. One person is going to be the performer, one the evaluator, and one the catcher. Your duties are explained below. Switch roles when you are done.

- * **Performer:** Throw the football five times. If you have questions, ask the evaluator.
- * **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.
- * **Tosser/Catcher:** Stand proper distance from the performer, Catch the ball from the performer.

| TASK/CUE | YES | NOT YET |
|---|------------|----------------|
| 1. Ball is gripped with 2 fingers on laces. Thumb and index finger are in front of laces. | _____ | _____ |
| 2. Stand sideways to target. Non-throwing shoulder is towards target. | _____ | _____ |
| 3. Bring arm forward with elbow leading, and snap wrists. | _____ | _____ |
| 4. Steps with opposite foot toward target. | _____ | _____ |
| 5. Ball spirals toward target. | _____ | _____ |

FOOTBALL SELF ASSESSMENT TESTS

1. How far can you throw the football? _____
2. How many passes out of ten can you hit the target? _____
3. How far can you punt the football? _____
4. How many times out of five can you punt the ball into the target area? _____
5. How far can you place kick the football? _____
6. How many field goals out of five can you make from 15 yards away? _____

STUDENT APPLIES STRATEGY IN FLAG FOOTBALL

THE PASS

- 4 - Regularly passes the ball to the receiver.
- 3 - Often passes ball to receiver.
- 2 - Occasionally passes ball to receiver.
- 1 - Never passes the ball to receiver.

MOVEMENT

- 4 - Regularly moves to open area to receive ball.
- 3 - Often moves to open area to receive ball.
- 2 - Occasionally moves to open area.
- 1 - Never moves to open area to receive ball.

POSSESSION

- 4 - Regularly maintains possession of ball until defended.
- 3 - Often maintains possession of ball until defended.
- 2 - Occasionally maintains possession of ball until defended.
- 1 - Never maintains possession of ball until defended.

GYMNASTICS STUDY GUIDE

HISTORY

Gymnastics may have originated in ancient Greece. It was centered around the idea of working on apparatus. Modern gymnastics began in Germany in the 1700's as part of the regular school program. It came to the United States as a means of developing physical fitness throughout society in the early 1900's. It became a regular part of the school programs for fitness after World War II. Gymnastics can improve participant in several ways including: strength, coordination, flexibility and muscular strength, and endurance.

SAFETY PROCEDURES

1. Always use a spotter.
2. Inspect all apparatus before using.
3. Check to be sure that there are no gaps between mats.
4. Place protective mats under all apparatus.
5. Never "horseplay" when doing gymnastics.
6. Only attempt to do stunts within your capability.
7. If the basic stunts are too difficult, use modified techniques.

BASIC SKILLS

Stunts: Forward roll, backward roll, jump turn, cross over, round off, frog stand, floor kip, cartwheel, group stunts, pairs stunts.

Balance beam: Various walks, turns, leaps, dismounts.

Vault: Squat vault, straddle vault, flank vault, knee vault.

Parallel bars: Arm support, travels, turns, dismounts.

GYMNASTICS WRITTEN TEST

DIRECTIONS: Select the best answer and mark on answer sheet.

1. Gymnastics may have originated in what country?
A. United States B. Greece
2. Modern gymnastics began in this country.
A. Japan B. Germany
3. Modern gymnastics came to the United States in the early?
A. 1600's B. 1900's
4. Gymnastics can improve a participant's?
A. Strength B. Coordination C. Flexibility D.All of these
5. Gymnastics became a regular part of American fitness program in the?
A. YMCA B. Schools

DIRECTIONS: Fill in the blanks on your answer sheet.

6. If you are highly skilled it is okay to do stunts without any _____.
7. If students _____, others can be injured.
8. If basic stunts are too difficult, you can use _____ ways.
9. Place protective _____ under all apparatus before using.
10. Only attempt to do stunts that are within your _____.

DIRECTIONS: Match these skills with gymnastic activity.

- | | |
|-------------------|------------|
| A. VAULTING HORSE | B TUMBLING |
|-------------------|------------|
11. Squat vault
 12. Jump turn
 13. Cross over turn
 14. Flank vault
 15. Shoulder roll

GYMNASTIC FILL IN SHEET

1. The most important parts of the body to spot are the _____ and _____.
2. Stunts done over a horse are called _____.
3. If a vault is done properly, only the _____ touch the horse.
4. When taking off to go over the horse, you hit the board with _____ foot(feet).
5. Gymnastics originated in _____(country).
6. Gymnastics became a regular part of American fitness program in the _____.
7. Only attempt to do stunts that are within your _____.
8. The pattern for the cartwheel is _____, _____, _____, _____.
9. In the tripod the hands and the _____ are in contact with the mat.
10. When doing a forward, the body is in a _____ position.
11. An arm support is done on the _____.
12. A knee scale is an example of a _____.
13. Several tumbling stunts done in a row is called a _____.
14. If students _____, others can be injured.
15. If you are highly skilled, it is okay to do stunts without any _____.

TUMBLING PEER ASSESSMENT CHECK LIST
FORWARD ROLL

DIRECTIONS: In groups of two, you are going to assess each other's gymnastic skills. Go go to your assigned space on the mat. One person is going to be the performer and one the evaluator. Your duties are explained below. Switch roles when you are done.

* **Performer:** Perform each skill as described. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are performed.

| TASK/CUE | YES | NOT YET |
|---|------------|----------------|
| 1. Performer assumes a squat position with hands outside the knees. | _____ | _____ |
| 2. The chin is tucked to the chest, feet push off the mat. | _____ | _____ |
| 3. Body weight is taken on the hands. | _____ | _____ |
| 4. A tight "ball tuck" position is held. | _____ | _____ |
| 5. Hands go to shins, standing position is reached. | _____ | _____ |

TUMBLING PEER ASSESSMENT CHECK LIST
BACKWARD ROLL/SHOULDER ROLL

DIRECTIONS: In groups of two, you are going to assess each other's gymnastic skills. Go go to your assigned space on the mat. One person is going to be the performer and one the evaluator. Your duties are explained below. Switch roles when you are done.

* **Performer:** Perform each skill as described. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are performed.

| TASK/CUE | YES | NOT YET |
|--|------------|----------------|
| 1. The performer squats with hands by feet. | _____ | _____ |
| 2. The performer pushes back, sitting near feet. | _____ | _____ |
| 3. Hands take weight (back roll) or head turns to side (shoulder). | _____ | _____ |
| 4. A tuck (like an egg) position is used in the roll. | _____ | _____ |
| 5. Performer lands on knees or feet. | _____ | _____ |

TUMBLING PEER ASSESSMENT CHECK LIST

CARTWHEEL

DIRECTIONS: In groups of two, you are going to assess each other's gymnastic skills. Go go to your assigned space on the mat. One person is going to be the performer and one the evaluator. Your duties are explained below. Switch roles when you are done.

* **Performer:** Perform each skill as described. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are performed.

| TASK/CUE | YES | NOT YET |
|--|------------|----------------|
| 1. The performer stands with side to mat. | _____ | _____ |
| 2. Legs slightly wider than shoulders, hands over head. | _____ | _____ |
| 3. Bends sideways put close hand on mat, elbow straight. | _____ | _____ |
| 4. Pattern - hand, hand, foot, foot. | _____ | _____ |
| 5. Arms and legs are straight. | _____ | _____ |

TUMBLING PEER ASSESSMENT CHECK LIST

TRIPOD/HEADSTAND

DIRECTIONS: In groups of two, you are going to assess each other's gymnastic skills. Go go to your assigned space on the mat. One person is going to be the performer and one the evaluator. Your duties are explained below. Switch roles when you are done.

* **Performer:** Perform each skill as described. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are performed.

| TASK/CUE | YES | NOT YET |
|---|-------|---------|
| 1. The performer squats with hands shoulder width apart on mat. | _____ | _____ |
| 2. Head placed on mat in front of hands forming a triangle. | _____ | _____ |
| 3. Top of forehead is on the mat not the crown. | _____ | _____ |
| 4. Places knees on elbows. | _____ | _____ |
| 5. Arms and legs are straight. | _____ | _____ |
| 6. Extends legs straight, feet together. | _____ | _____ |

GYMNASTICS SELF ASSESSMENT TESTS

TUMBLING

1. Can you do a forward roll? _____
2. Can you do a backward roll? _____
3. Can you do a front straddle roll? _____
4. Can you do a cartwheel? _____
5. Can you do a tripod? _____
6. Can you do a head stand? _____
7. Can you do a hand stand? _____
8. Can you do a cartwheel? _____

GYMNASTICS SELF ASSESSMENT TESTS

VAULTING

1. Can you do a squat vault ? _____

2. Can you do a flank vault? _____

3. Can you do a straddle vault? _____

4. Can you do a knee vault? _____

5. Can you do a rear vault? _____

**STUDENT VALUES PERSONAL IDENTITY AND THE DEVELOPMENT
OF AESTHETIC FEATURES OF HIS/HER PERFORMANCE SKILLS**

Identify strengths:

Identify weaknesses:

Diagram tumbling routine:

PHYSICAL FITNESS WRITTEN TEST

DIRECTIONS: Mark TRUE or FALSE on the answer sheet.

1. It is best to allow the human body to be inactive and unused, for this "saves" the body systems and they will be strong for many years.
2. To improve your general fitness, it is important to work as hard as you can, as often as you can, for as long as you can.
3. If you want to develop cardiovascular endurance, you exercise the heart and lungs.
4. The Sit and Reach tests cardiovascular endurance.
5. A person must be a highly skilled athlete to be physically fit.
6. Exercising regularly will produce changes in your body know as "training effects."
7. All students should have the same flexibility.
8. Active people are usually less flexible than those who are inactive.
9. A person who is not physically fit is more apt to have health problems than an active person.

DIRECTIONS: Fill in the blanks.

10. The Health Related areas of fitness are: _____, _____, _____, and _____.
11. Flexibility is a term to describe the _____.
12. The two parts of physical fitness are: _____ and _____.

13. The best way to help muscle soreness following exercise is to _____.
14. The word "aerobic" means: _____.
15. Two places you can find your pulse are: _____ and _____.

PHYSICAL FITNESS IMPROVEMENT ASSIGNMENT

DIRECTION: It is a goal of the Serrano physical education department to assist your child in becoming a happy, healthy young adult. One very important way we can do this is by encouraging the students to examine their health related areas of fitness. Your child has taken the California Health Related Fitness tests. The results show below average scores in the areas checked on the fitness profile sheet. In an effort to improve the fitness levels in these important health related fitness areas, I am asking your help in monitoring your child's fitness improvement for a period of four school weeks. Please encourage your child by initialing each day as the suggested activity is successfully completed. When children, teachers, and parents work in a partnership, we feel that the lives of the Serrano students will be affected in a positive way. **We appreciate your support and encouragement for your child.**

AGILITY: 10x20 yd.sprints; 10 min.jump rope; 100 jumping jacks; 10x20 yd.side steps; 5 shuttle runs, 10 standing long jumps.

ABDOMINAL STRENGTH: 1 set of 20 reps of: sit-backs, self help sit-ups; 1 set of 30-40 situps; 1 set of 10-15 bar hand knee pull ups.

UPPER-BODY STRENGTH: Crab walk 50 feet, 10 flexed arm hang let-downs, flexed are hang timed, 1 set of 30 knee pushups, 1 set of 30 wall pushups.

CARDIO-RESPIRATORY ENDURANCE: Brisk walk 30 min., 15-30 of soccer, basketball, swimming, bicycle, jogging: 10-15 min. jump rope, skating; jog one mile.

WEEK ONE

| | | | | |
|---------------|----------------|------------------|-----------------|---------------|
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| _____ | _____ | _____ | _____ | _____ |

WEEK TWO

| | | | | |
|---------------|----------------|------------------|-----------------|---------------|
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| _____ | _____ | _____ | _____ | _____ |

WEEK THREE

| | | | | |
|---------------|----------------|------------------|-----------------|---------------|
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| _____ | _____ | _____ | _____ | _____ |

WEEK FOUR

| | | | | |
|---------------|----------------|------------------|-----------------|---------------|
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| _____ | _____ | _____ | _____ | _____ |

DEVELOP ONE WEEK PERSONAL FITNESS PLAN

Flexibility Strength Endurance Aerobic

MONDAY:

TUESDAY:

WEDNESDAY:

THURSDAY:

FRIDAY:

SATURDAY:

SUNDAY:

MY PERSONAL FITNESS PLAN

In planning a lifetime fitness program, you need to think about your personal fitness goals and what you like to do. Think through your own goals and preferred activities. Then fill in your personal fitness plan below:

My goal(s) in my fitness program is/are:

To accomplish my goal(s), I plan to do the following: List the activities you plan to do, where and when and how long.

Aerobic activities:

Strength building:

Flexibility:

Signed: _____

Date: _____

INDIVIDUAL FITNESS PROFILE

Dear Parent:

_____ has been given the Serrano Physical and Health Related Fitness Tests administered by our physical education department. We have evaluated your child and developed this profile using the following four tests: 1) Sit and Reach to assess the flexibility of the lower back and hamstrings 2) Modified Sit-ups to assess the muscular strength and endurance of the abdominal muscles 3) Push-Ups to assess the muscular strength and endurance of the upper body 4) One Mile Run to assess the functional capacity of the cardio-respiratory system.

The results below indicate the actual scores and ratings based on the "HEALTH STANDARD" as defined by the A.A.H.P.E.R.D. Guide to Physical Education and Assessment. The "HEALTH STANDARD" is a fitness standard identified as "HEALTHY" based on age and gender.

| TEST | SCORE | HEALTH STANDARD | | AWARD LEVEL | |
|---------------|-------|-----------------|-------|-------------|------|
| | | BOY | GIRL | BOY | GIRL |
| Sit and Reach | _____ | 24 | 26 | 30 | 36 |
| Sit-Ups | _____ | 38 | 33 | 50 | 44 |
| Push-Ups | _____ | 10 | 7 | 20 | 15 |
| Mile Run | _____ | 9:00 | 11:00 | 7:15 | 8:00 |

It is our desire to improve the test scores that are below the HEALTH STANDARD. Low test scores can be due to

medical problems, low fitness levels, or lack of effort. Our goal is to assist your child in becoming an active, healthy young adult. We hope that you will help us reach this goal by reviewing this profile with your child. Your child can bring home a Fitness Home Assignment Sheet that will help raise the fitness grade with 20 days of various fitness activities. Your assistance is appreciated.

TEAR OFF

NAME _____: Please sign and return this tear-off to indicate that you have reviewed the **FITNESS PROFILE** with your child.

Parent Signature _____

SOCCER STUDY GUIDE

BASIC ORGANIZATION

Soccer is the most popular athletic sport in the world today. The game is played on a rectangular field with various dimensions. The game begins with a KICKOFF at midfield. Play continues until one team forces the ball through the opponent's goal with any part of the body other than the hands or arms. When there is a foul or a violation a FREE KICK is awarded to the other team at the spot of the violation. If a player plays the ball over the TOUCH LINE a THROW IN is awarded to the other team at that spot. If a ball goes over the END LINE either a GOAL KICK or CORNER KICK is awarded. Each team has eleven players, one GOAL KEEPER, several FORWARDS, HALFBACKS and FULLBACKS. The ball is moved along the field by DRIBBLING, HEADING, and KICKING. PENALTY KICKS may be awarded for fouls or violations in the PENALTY AREA. The GOAL KEEPER may use hands and arms with the PENALTY AREA. After a goal is scored, the other team will kickoff from midfield.

DEFINITION OF RULES AND TERMS

Kickoff: Putting the ball in play at midfield with a backward pass.

Goal: When the ball completely crosses the goal line through the goal mouth which is 8 feet high and 24 feet wide.

Free Kick: On fouls or violations the ball is awarded to the offended team. With the other team at least 10 yards away, the ball is kicked forward.

Heading: Directing the ball with the head.

Penalty Kick: Awarded when fouls or a hands call occurs in the penalty area.

Goal Kick: When a ball is last touched by the attacking team and goes over the end line, the goal keeper kicks the ball off the ground at the nearer edge of the goal box.

Corner Kick: When a ball is last touched by the goalkeeper's team and goes over the end line, the attacking team puts the ball in play into play with a kick from the nearest corner kick area.

Throw In: The ball is held behind the head and thrown in with both hands. The ball should not spin. Both feet must be touching the ground and be outside the touch line when the ball is released.

Dribbling: Advancing the ball using the feet.

Trapping: Stopping and controlling the ball using parts of the body.

Tackling: A defensive method of taking the ball away.

SOCCER FILL IN SHEET

1. A _____ puts the ball in play with a forward kick the center circle.
2. On a foul or violation, a _____ is awarded to the other team.
3. A hands call by the defense in the penalty area results in a _____.
4. A pushing foul at midfield would result in a _____ free kick.
5. A _____ is given when the goalie last touches a ball that goes over the end line.
6. A _____ is given when the attacking team last touches a ball that goes over the end line.
7. When the ball goes over the side line, a _____ is given.
8. Advancing the ball using the feet is known as _____.
9. Controlling the ball with various parts of the body is called _____.
10. If the offense fouls in the penalty area, the defense gets a _____.
11. Players that press the attack and score the most goals are _____.
12. Soccer has _____ players on a team.
13. Advancing the ball with the head or shoulder is called _____.
14. No player may charge the _____.
15. Two ways to score is the field goal and the _____.

SOCCER WRITTEN TEST

DIRECTIONS: Select the term that best fills in the blank.

1. A _____ puts the ball in play with a forward kick the center circle.
2. On a foul or violation, a _____ is awarded to the other team.
3. A hands call by the defense in the penalty area results in a _____.
4. A pushing foul at midfield would result in a _____ free kick.

A. PENALTY KICK B. DIRECT C. FREE KICK D. KICKOFF

5. A _____ is given when the goalie last touches a ball that goes over the end line.
6. A _____ is given when the attacking team last touches a ball that goes over the end line.
7. When the ball goes over the side line, a _____ is given.

8. Advancing the ball using the feet is known as _____.

A. GOAL KICK B. THROW IN C. CORNER KICK D. DRIBBLING

9. Controlling the ball with various parts of the body is called _____.
10. Players that press the attack and score goals are _____.
12. Soccer has _____ players on a team.
13. Advancing the ball with the head or shoulder is called _____.

A. HEADING B. TRAPPING C. ELEVEN D. FORWARDS

14. No player may charge the _____.
15. Two ways to score is the field goal and the _____.
16. When the ball goes over the end line through the goal posts a _____ is awarded.
17. _____ is a defensive method of sliding and taking the ball away.

A. GOAL B. GOALIE C. TACKLING D. PENALTY KICK

SOCCER PEER ASSESSMENT CHECKLIST

KICKING

DIRECTIONS: In groups, you are going to assess each other's soccer skills. Get a soccer ball and go to your assigned space. One person is going to be the performer, one the evaluator, and one the thrower/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Kick a soccer ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, toss/catch and return the ball.

| TASK/CUE | YES | NOT YET |
|---|------------|----------------|
| 1. Body at diagonal to ball. | _____ | _____ |
| 2. Step with non-kicking foot. | _____ | _____ |
| 3. Kicking leg swings forward, leg is straight. | _____ | _____ |
| 4. Ball is contacted on the instep of kicking leg. | _____ | _____ |
| 5. Kicking leg follows through up to the sky. | _____ | _____ |

SOCCER PEER ASSESSMENT CHECKLIST

HEADING

DIRECTIONS: In groups, you are going to assess each other's soccer skills. Get a soccer ball and go to your assigned space. One person is going to be the performer, one the evaluator, and one the thrower/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Head the soccer ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, toss/catch and return the ball.

| TASK/CUE | YES | NOT YET |
|---|-------|---------|
| 1. Body is aligned with path of the ball. | _____ | _____ |
| 2. Contact ball on forehead. | _____ | _____ |
| 3. Head and shoulders move as one toward incoming ball. | _____ | _____ |
| 4. Entire body follows through towards the target. | _____ | _____ |

SOCCER PEER ASSESSMENT CHECKLIST

TRAPPING

DIRECTIONS: In groups, you are going to assess each other's soccer skills. Get a soccer ball and go to your assigned space. One person is going to be the performer, one the evaluator, and one the thrower/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Trap the soccer ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, toss/catch and return the ball.

| TASK/CUE | YES | NOT YET |
|--|-------|---------|
| 1. Body is aligned with path of the ball. | _____ | _____ |
| 2. Body "gives in" on contact with the ball. | _____ | _____ |
| 3. Ball drops directly in front of body. | _____ | _____ |
| 4. Has control of the ball the entire time. | _____ | _____ |

SOCCER PEER ASSESSMENT CHECKLIST

DRIBBLING

DIRECTIONS: In groups, you are going to assess each other's soccer skills. Get a soccer ball and go to your assigned space. One person is going to be the performer, one the evaluator, and one the thrower/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Kick a soccer ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, toss/catch and return the ball.

| TASK/CUE | YES | NOT YET |
|--|-------|---------|
| 1. Ball is contacted with instep. | _____ | _____ |
| 2. Ball is "tapped" not kicked. | _____ | _____ |
| 3. Ball is kept within two feet in front of body. | _____ | _____ |
| 4. Dribbler controls the ball, the ball does not control them. | _____ | _____ |

SOCCER SELF ASSESSMENT TESTS

| ACTIVITY | TASK | |
|-------------------------|--|-------|
| 1. Heading | Can you head the ball off you head 3 times? | _____ |
| 2. Throw in Trapping | How many times out of 3 tries can you hit a target with a throw in? | _____ |
| 3. Juggling | How many times can you contact the ball off your knees, head, or instep? | _____ |
| 4. Tackling | Can you take the ball away from your partner in 10 seconds? | _____ |
| 5. Dribbling | How quickly you can control dribble through 2 cones? | _____ |
| 6. Shooting | How many times can you score in 3 attempts from 30 feet out? | _____ |
| 7. Offense | Can you do the quick pass drill 4 times in a row? | _____ |

STUDENT APPLIES STRATEGY IN SOCCER

THE PASS

- 4 - Regularly passes the ball to the receiver.
- 3 - Often passes ball to receiver.
- 2 - Occasionally passes ball to receiver.
- 1 - Never passes the ball to receiver.

MOVEMENT

- 4 - Regularly moves to open area to receive ball.
- 3 - Often moves to open area to receive ball.
- 2 - Occasionally moves to open area.
- 1 - Never moves to open area to receive ball.

POSSESSION

- 4 - Regularly maintains possession of ball until defended.
- 3 - Often maintains possession of ball until defended.
- 2 - Occasionally maintains possession of ball until defended.
- 1 - Never maintains possession of ball until defended.

SOFTBALL STUDY GUIDE

HISTORY AND DESCRIPTION

Softball has had the most remarkable growth of all sports in the United States. Indoor baseball was first played in America about 50 years ago, moving outdoors in the late 1920's. Because of its wide appeal today, it is estimated that 5 million people participate in the sport today on a competitive or recreational basis. Softball developed from baseball for several reasons: 1) The smaller field fits most schools and playgrounds better than the larger baseball field, 2) The larger ball and smaller bat allow for a smaller field, 3) It is a less dangerous game using a softer ball which causes fewer injuries.

BASIC RULES

The basic rules for softball are patterned after those of baseball.

EQUIPMENT

The official bat shall be no more than 34" long.

Gloves may be worn by any player.

The ball shall be 12".

REGULATION GAME

The game consists of seven innings.

An inning consists of one at bat for each team.

The team with the most runs after 7 innings wins.

A PLAYER IS "OUT" IF:

3 strikes are called.

A fly ball is caught.

Hits a fair ball and the fielder touches the base or the

runner before they reach the base.

They run outside of the baselines.

They are hit by the ball while running the bases.

They lead off before the ball leaves the pitcher's hand.

They throw the bat.

They hit a foul ball over their head that is caught.

They fail to touch every base.

BASE RUNNERS SHOULD:

Over-run first base.

Remain on their base if a fly ball is hit. They may advance after it is caught. This is called tagging up.

Stay inside of the baselines while running.

Be put out by FORCE (touching the base with the ball before the runner arrives if the base they left is now occupied), or by TAG if the base they left is vacant.

When in doubt, tag a runner.

A HIT BALL IS:

Fair: When it hits the ground before first or third base and is touched by fielder before rolling foul.

When the ball rolls past first or third base and then rolls into foul territory.

Foul: When it lands in foul territory, or rolls into foul territory before reaching first or third base.

PLAYERS AND POSITIONS:

Pitcher, Catcher

First, Second, and Third Base

Shortstop

Left, Center, and Right Field

SOFTBALL EXAM

DIRECTIONS: Answer the following questions true or false.

1. A runner must tag up before running to the next base after a fly ball is caught.
2. A base runner must be tagged to be forced out.
3. A foul tip that goes over the batter's head and is caught by the catcher is considered an out.
4. It is legal to overrun first base.
5. In regulation softball, three strikes would be an out on a batter.
6. On a hit to the infield the ball must be thrown to first, the batter may not be tagged out.
7. If a runner is hit by a batted ball, the batter is out.
8. A runner must stay within the baselines when running the bases.
9. A base runner may lead off before the ball is pitched in softball.
10. Throwing the bat is considered an out in softball.

DIRECTIONS: Fill in the blank on the answer sheet.

11. One _____ consists of a turn at bat for each team.
12. There are _____ different positions on a softball team.
13. If a fly ball is caught a runner must _____ before running to the next base.
14. When a ground ball is hit with a runner on first base, this runner may be put out by getting the ball to second base before the runner. This is called a _____.
15. A batted ball is considered _____ if it is touched by a fielder in fair territory and then rolls foul.

DIRECTIONS: Mark "A" if the player is safe, "B" for out.

16. A batter hits a long fly ball, the runner runs to the next base, the ball is caught, the runner returns to the previous base before the ball arrives.
17. The base runner is hit by a batted ball.
18. The batter uses a bat that is 35 inches long.
19. The batter hits a fair ball and over-runs first base.
20. A batter hits a double and runs to second base, the second baseman receives the throw and tags the base ahead of the runner.

SOFTBALL FILL IN SHEET

1. A regulation game consists of _____ innings.
2. The country where softball originated is _____.
3. The sport from which softball was developed is _____.
4. The batter is out if they get _____ strikes.
5. A base runner must _____ before to the next base if a fly ball is caught.
6. A runner must stay with in the _____ when running the bases.
7. A team consists of _____ players.
8. When a base runner is off the base when the ball is pitched it is called _____.
9. If a ground ball hits first base and goes foul it is considered _____.
10. Touching the base with the ball before the runner arrives is called a _____.
11. The position in the infield between second and third base is the _____.
12. The batter gets a walk if the are pitched _____ balls.
13. An _____ consists of one at bat for each team.
14. The ball is _____ inches.
15. A regulation bat can not be longer than _____ inches.

SOFTBALL PEER ASSESSMENT CHECKLIST

CATCHING A GROUND BALL

DIRECTIONS: In groups, you are going to assess each other's softball skills. Get a softball and two gloves and go to your assigned space. One person is going to be the performer, one the evaluator, and one the thrower/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Catch a ground ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, toss/catch and return the ball.

| TASK/CUE | YES | NOT YET |
|--|-------|---------|
| 1. Body is directly aligned with the path of the ball. | _____ | _____ |
| 2. Fingers down, pinkies together. | _____ | _____ |
| 3. Uses both hands, glove wide open. | _____ | _____ |
| 4. Ball fielded in front of body. | _____ | _____ |
| 5. Bring ball through "funnel" toward stomach. | _____ | _____ |

SOFTBALL PEER ASSESSMENT CHECKLIST

CATCHING A FLY BALL

DIRECTIONS: In groups, you are going to assess each other's softball skills. Get a softball and two gloves and go to your assigned space. One person is going to be the performer, one the evaluator, and one the thrower/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Catch a fly ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, toss/catch and return the ball.

| TASK/CUE | YES | NOT YET |
|--|-------|---------|
| 1. Body is directly aligned with the path of the ball. | _____ | _____ |
| 2. Fingers up, thumbs together. | _____ | _____ |
| 3. Uses both hands. | _____ | _____ |
| 4. Watches the ball into glove. | _____ | _____ |
| 5. Cushion ball on contact. | _____ | _____ |

SOFTBALL BATTING PEER ASSESSMENT CHECKLIST

DIRECTIONS: In groups, you are going to assess each other's softball skills. Get a softball, glove, and a bat and go to your assigned space. One person is going to be the performer, one the evaluator, and one the batter. Your duties are explained below. Switch roles when you are done.

* **Performer:** Bat the ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, pitch the ball to the performer.

| TASK/CUE | YES | NOT YET |
|---|-------|---------|
| 1. Grip: Right hand on top, hands together, knuckles lined up, fingers wrapped around handle. | _____ | _____ |
| 2. Feet shoulder width apart, side to pitcher, knees slightly bent. | _____ | _____ |
| 3. Wrist are cocked, lead arm across chest, back arm down and relaxed. | _____ | _____ |
| 4. Transfer weight forward, pulling bat through, snaps wrists. | _____ | _____ |
| 5. Contact the ball out in front. | _____ | _____ |

SOFTBALL PEER ASSESSMENT CHECKLIST

THROWING

DIRECTIONS: In groups, you are going to assess each other's softball skills. Get a softball and a glove and go to your assigned space. One person is going to be the performer, one the evaluator, and one the catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Throw the ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, Catch the ball from the performer.

| TASK/CUE | YES | NOT YET |
|---|-------|---------|
| 1. Grip: Hold ball between thumb and first two fingers, other fingers around bottom of ball. | _____ | _____ |
| 2. Bring arm back, elbow at ear level. Bring arm forward with elbow leading, and snap wrists. | _____ | _____ |
| 4. Steps with opposite foot toward target. | _____ | _____ |
| 5. Follow-through across body. | _____ | _____ |

SOFTBALL SELF ASSESSMENT TESTS

1. How far can you throw the ball overhand? _____
2. How far can you throw the ball underhand? _____
3. How many times out of ten can you
throw the ball and hit the target? _____
4. How many times out of ten can you catch
a fly ball? _____
5. How many times out of ten can you catch
a ground ball? _____
6. How far can you bat the ball off the
batting tee? _____
7. How many times can out of ten can you
bat the ball off the batting tee? _____

TEAM PADDLE TENNIS STUDY GUIDE

THE GAME

The game of team paddle tennis is a combination of paddle tennis and volley tennis. It is played on a tennis court with 3-5 players on a team. It is a fast paced game that requires speed, agility, teamwork, and coordination.

THE SERVE:

A server serves until their team loses the rally.

Only the serving team may win points.

An improper serve is called a fault.

You are allowed only one fault.

The ball may not touch the net during the serve.

The server must serve from the baseline.

The server must bounce the ball and hit it over the net.

The ball may not bounce over the net.

VIOLATIONS:

The ball bounces more than once between hits.

The ball lands outside the court(lines are in).

The receiving team does not allow the ball to bounce on the serve.

A player hits the ball two times in a row.

A player or racket touches or crosses the net.

A player contacts the ball with something other than their racket.

SCORING:

If the serving team wins the rally they win a point.

If the receiving team wins the rally they get to serve.

TEAM PADDLE TENNIS WRITTEN TEST

DIRECTIONS: Mark TRUE or FALSE on your answer sheet.

1. The server serves the entire game.
2. It is legal for the receiving team to volley the serve as it comes over the net.
3. A ball hitting the net and going over during a rally is good and play should continue.
4. A person may hit the ball twice in a row.
5. The ball may bounce over the net.

DIRECTIONS: Fill in the blanks.

6. The only team that may score points is the _____ team.
7. If a ball lands on a line the ball is _____.
8. The server is allowed _____ fault(s).
9. _____ hits are allowed on a side.
10. The server must serve from behind the _____.
11. It is _____ to play off the net.
12. Team paddle tennis is a combination of what two sports?
_____ and _____.
13. The game of paddle tennis is played on a _____ court.
14. An improper serve is called a _____.
15. It is _____ to follow through over the net.

TEAM PADDLE TENNIS FILL IN SHEET

1. The only team that may score points is the _____ team.
2. It is called a _____ when the serve touches the net.
3. If a ball lands on a line the ball is _____.
4. The server is allowed _____ faults.
5. It is _____ for a player to hit the ball two times in a row.
6. _____ hits are allowed on a side.
7. A ball touching the net during a rally is _____.
8. The ball _____ over the net.
9. The server must serve from behind the _____.
10. If the receiving team does not allow the ball to bounce on a serve a _____ is called.
11. It is _____ to play off the net.
12. A team consists of _____ players.
13. Team paddle tennis is a combination of what two sports?
_____ and _____.
14. The game of paddle tennis is played on a _____ court.
15. An improper serve is called a _____.

PADDLE TENNIS PEER ASSESSMENT CHECKLIST

THE FOREHAND

DIRECTIONS: In groups, you are going to assess each other's paddle tennis skills. Get a paddle and a tennis ball and go to your assigned space. One person is going to be the performer, one the evaluator, and one the ball returner. Your duties are explained below. Switch roles when you are done.

* **Performer:** Hit a forehand five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Catcher/thrower:** Stand proper distance from the performer, toss/catch the ball.

| TASK/CUE | YES | NOT YET |
|--|------------|----------------|
| 1. Stands sideways towards net. | _____ | _____ |
| 2. Racket is back and parallel to the ground. | _____ | _____ |
| 3. Steps forward with foot toward target. | _____ | _____ |
| 4. Racket swings forward parallel to the ground. | _____ | _____ |
| 5. Contacts ball out in front. | _____ | _____ |

PADDLE TENNIS PEER ASSESSMENT CHECKLIST
THE SERVE

DIRECTIONS: In groups, you are going to assess each other's paddle tennis skills. Get a paddle and a tennis ball and go to your assigned space. One person is going to be the performer, one the evaluator, and one the ball returner. Your duties are explained below. Switch roles when you are done.

* **Performer:** Serve the ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Ball Returner:** Stand proper distance from the performer, catch and return the ball.

| TASK/CUE | YES | NOT YET |
|--|-------|---------|
| 1. The ball is placed in the hand, shoulder towards net. | _____ | _____ |
| 2. Racket is back and parallel to the ground. | _____ | _____ |
| 3. The ball is dropped and bounces to waist level. | _____ | _____ |
| 4. The weight is transferred from back to front foot. | _____ | _____ |
| 5. Contacts ball out in front. | _____ | _____ |

PADDLE TENNIS PEER ASSESSMENT CHECKLIST

READY POSITION

DIRECTIONS: In groups of two you are going to assess each other's paddle tennis skills. Get a paddle and go to your assigned space. One person is going to be the performer and one the evaluator. Your duties are explained below. Switch roles when you are done.

* **Performer:** Serve the ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

| TASK/CUE | YES | NOT YET |
|--|------------|----------------|
| 1. Feet shoulder width apart. | _____ | _____ |
| 2. Weight forward and on the balls of the feet. | _____ | _____ |
| 3. Knees slightly bent. | _____ | _____ |
| 4. Racket is held in front of body above the waist. | _____ | _____ |
| 5. Racket head is above wrist and pointed toward opponent. | _____ | _____ |

PADDLE TENNIS PEER ASSESSMENT CHECKLIST

VOLLEY

DIRECTIONS: In groups, you are going to assess each other's paddle tennis skills. Get a paddle and go to your assigned space. One person is going to be the performer, one the evaluator, and one the ball returner. Your duties are explained below. Switch roles when you are done.

* **Performer:** Volley the ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Ball Returner:** Stand proper distance from the performer, catch and return the ball.

| TASK/CUE | YES | NOT YET |
|--|------------|----------------|
| 1. Shoulder square to the net. | _____ | _____ |
| 2. Steps forwards with opposite foot. | _____ | _____ |
| 3. Contacts ball in front of body above the net. | _____ | _____ |
| 4. "Punches" the ball, does not stroke it. | _____ | _____ |

PADDLE TENNIS SELF ASSESSMENT TESTS

1. How many times out of ten can you serve the ball over the net? _____
2. How many times out of five can you hit a forehand over the net? _____
3. How many times out of five can you forehand volley over the net? _____
4. How many times out of five can overhead smash the ball over the net? _____
5. How many times out of five can you serve the ball over the net into the marked area? _____
6. How many times out of five can you hit a forehand over the net and land in the marked area? _____
7. How many cones can you knock down with five forehand volleys? _____

STUDENT APPLIES STRATEGIES IN PADDLE TENNIS GAME

HITTING TO OPEN AREA

- 4 - Regularly hits ball to the open area.
- 3 - Often hits ball to the open area
- 2 - Occasionally hits ball to open area.
- 1 - Never hits ball to the open area.

OFFENSIVE/DEFENSIVE ALIGNMENT

- 4 - Regularly aligns to the proper area.
- 3 - Often aligns to the proper playing area.
- 2 - Occasionally aligns to the proper playing area.
- 1 - Never aligns to the proper playing area.

CONTROLLING THE NET AREA

- 4 - Regularly puts self/team in position to control the net area.
- 3 - Often puts self/team in position to control the net area.
- 2 - Occasionally puts self/team in position to control the net area.
- 1 - Never puts self/team in position to control the net area.

TRACK STUDY GUIDE

THE NATURE OF TRACK AND FIELD

Most of the events of track and field are as old as the recorded history of man. Throughout history people have devised and participated in various competitive forms of running, jumping and throwing. The Greeks during their "golden age" developed the pattern for modern day events. Track events require speed, endurance, and skill.

A GUIDE TO TRACK AND FIELD EVENTS

Sprinting: The rules of sprinting state that the runner may not touch on or over the starting line until the gun sounds. The runner must stay in their lane. Two false starts will disqualify a runner. It is important to warm up thoroughly before sprinting. The starting commands of 1) "stand at your mark" 2) "take your mark" 3) "set" 4) "go" are used. It is important to lean forward and drive the arms hard when starting and lean slightly into the finish line.

Hurdling: The rules of hurdling simply state that the runner must go "over" the hurdle. Any number of hurdles may be knocked over without penalty. A thorough warm-up is necessary to avoid injury and enhance performance. When hurdling it is important to lean forward drive the arms, keep the foot of the trailing leg turned out to avoid tripping over the hurdle. Hurdling requires the skills of a sprinter. Hurdle heights vary from 30" to 42", and the distances of

races vary from 100 to 400 meters.

High Jump: The rules state the following: The jumper is allowed the following: 3 trials at each height; must jump off of one foot; knocking of the bar, passing the bar or taking off of the ground is considered a trial. The jumper must turn a brisk run into upward lift and not a long, flat trajectory. The three basic styles include: Scissors, Straddle Roll, and Fosbury Flop. Care should be taken to prepare landing mats for safety.

Long Jump - Triple Jump: The rules state the following: The jumper must take off behind the front edge of the take-off board; passing the take-off board at any time is considered a jump; the jump will be measured from the edge of the board to the nearest mark in the sand. The basic idea of the long jump is to run as fast as possible, jump as high as possible and land with arms forward and the feet together. Proper warm-up is required. The triple jump involves a hop, step, and a jump. The same rules that apply to the long jump apply to the triple jump.

Shot Put: The rules state that the putter must: Put from inside the circle; put and not throw the shot put; walk out the back half of the circle. Safety requires that people around the shot put area never turn their backs on the putter. The shot putting skill requires a strong push with a wrist snap at the end.

Relays: The rules state the following: The baton shall be carried and not thrown. The baton must be passed inside the exchange zone. There are two styles of baton passes commonly used: Blind or sprint hand off and Visual or distance hand off. Fast hand offs are as important as fast runners, for valuable seconds can be lost with poor hand offs.

Distance Running: When running races of 400 meters or more, it is important to pace yourself. The correct pace for you will be determined by your level of conditioning, the length of the race, among other factors. The running pace will be different for each runner in a race. It is important to warm-up before a race and warm-down at the conclusion.

TRACK AND FIELD FILL IN SHEET

1. The baton exchange we learned is called the _____.
2. The command prior to the gun is _____.
3. In the ready position the shot put is held just under the _____.
4. When sprinting the runners must stay in _____.
5. A runner is allowed _____ false starts.
6. It is _____ if a hurdler knocks down a hurdle.
7. The lead leg should be _____ when going over the hurdle.
8. In the long jump the jumper must take off behind _____.
9. The jump is measured from the edge of the board to the _____ mark in the sand.
10. The triple jump is a _____, step and jump.
11. It is _____ to take off on two feet in the high jump.
12. In a relay the fastest runner is the _____ runner.
13. In the relay the baton must be passed in the _____.
14. In long distance running it is important to _____ yourself.
15. It is important to warm-up before the race and _____ at the conclusion.

TRACK AND FIELD WRITTEN TEST

DIRECTIONS: Mark TRUE or FALSE on the answer sheet.

1. In the sprint start, the hands must be behind the starting line.
2. A through warm-up is not necessary in short sprinting.
3. When hurdling, the toe of the trailing foot is pointed at the ground.
4. When hurdling, the head and upper body should lean forward.
5. A two foot takeoff is legal in the high jump.
6. Modern track events originated in Greece.
7. For your safety you should never turn your back on a shot partner.
8. It is legal to knock over hurdles without any penalty.

DIRECTIONS: Mark the correct answer on the answer sheet.

- a. VISUAL HANDOFF b. BLIND HANDOFF c. EXCHANGE ZONE
d. GOOD HANDOFFS
9. A type of hand-off used when running distance relays.
 10. The relay baton must be passed within this area.
 11. A type of hand-off used when running short sprint relays.
 12. Relays require fast runners and this type of hand-off.

DIRECTIONS: Mark the correct answer on the answer sheet.

13. The long jump distance is measured from the edge of the board to:
a. jumper's toes b. jumper's heels c. nearest mark in the sand

14. In the high jump it is considered a trial if the jumper:
 - a. knocks off the bar
 - b. leaves the ground
 - c. both "a" and "c"
15. Your individual "pace" for running distance races is determined by:
 - a. your level of conditioning
 - b. the race distance
 - c. both "a" and "c"
16. It is important to warm-up:
 - a. before any track event
 - b. only before long races
 - c. only before jumping

DIRECTIONS: Mark the correct answer on the answer sheet.

- a. SET
 - b. PACING
 - c. CIRCLE
 - d. FOSBURY FLOP
17. A shot putter "puts" the shot from inside this area.
 18. Running the correct speeds based on ability, conditioning, distance.
 19. The starters command just before the gun or "go."
 20. A high jumping technique.

TRACK AND FIELD PEER ASSESSMENT

LONG JUMP

DIRECTIONS: In groups, you are going to assess each other's track and field skills. Go to the long jump pits. One person is going to be the performer, one the evaluator, and one the measurer. Your duties are explained below. Switch roles when you are done.

* **Performer:** Long jump three times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Measurer:** Measure each of the jumps.

| TASK/CUE | YES | NOT YET |
|--|-------|---------|
| 1. Running at top speed at takeoff board. | _____ | _____ |
| 2. Takeoff with one foot - their strongest foot. | _____ | _____ |
| 3. Flight with both legs forward in jack-knife position. | _____ | _____ |
| 4. Lands on both feet at the same time, knees bent. | _____ | _____ |
| 5. Falls forward on landing. | _____ | _____ |

TRACK AND FIELD PEER ASSESSMENT

HIGH JUMP

DIRECTIONS: In groups, you are going to assess each other's track and field skills. Go to the high jump area. One person is going to be the performer, one the evaluator, and one the measurer. Your duties are explained below. Switch roles when you are done.

* **Performer:** High jump three times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Measurer:** Measure each of the jumps and reset the bar.

| TASK/CUE | YES | NOT YET |
|--|-------|---------|
| 1. Approach is 45 degrees to crossbar. | _____ | _____ |
| 2. Takeoff with on one foot. | _____ | _____ |
| 3. Arms and legs are swung upward, not into the mat. | _____ | _____ |
| 4. During flight body and legs are straight. | _____ | _____ |
| 5. Lands on back. | _____ | _____ |

TRACK AND FIELD PEER ASSESSMENT

SHOT PUT

DIRECTIONS: In groups, you are going to assess each other's track and field skills. Go to the shot put area. One person is going to be the performer, one the evaluator, and one the measurer. Your duties are explained below. Switch roles when you are done.

* **Performer:** Shot put three times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Measurer:** Measure each of the shot puts and return.

| TASK/CUE | YES | NOT YET |
|--|------------|----------------|
| 1. Hand is cone shaped with shot held in finger tips. | _____ | _____ |
| 2. Stand sideways to target. | _____ | _____ |
| 3. Elbow bent, shot held next to ear, knees bent. | _____ | _____ |
| 4. Step together step toward front of circle. | _____ | _____ |
| 5. Arm is extended, knees straighten and shot is pushed, not thrown. | _____ | _____ |

TRACK AND FIELD PEER ASSESSMENT
BLOCK START

DIRECTIONS: In groups, you are going to assess each other's track and field skills. Go to the starting block area. One person is going to be the performer, one the evaluator, and one the measurer. Your duties are explained below. Switch roles when you are done.

* **Performer:** Block start three times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **STARTER:** Give the three commands for the start.

| TASK/CUE | YES | NOT YET |
|---|------------|----------------|
| 1. "Come to your mark" - runner in a crouch position, hands behind starting line, head down, strongest foot in front block. | _____ | _____ |
| 2. "Get set" - weight shift forward, hips up, head up, eyes looking ahead a few feet. | _____ | _____ |
| 3. "Go" - Push forward off toes, swing arms, straighten gradually. | _____ | _____ |

TRACK AND FIELD PEER ASSESSMENT

HURDLING

DIRECTIONS: In groups, you are going to assess each other's track and field skills. Go to the hurdling area. One person is going to be the performer, one the evaluator, and one the measurer. Your duties are explained below. Switch roles when you are done.

* **Performer:** Hurdle three times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Measurer:** Time and reset the hurdles.

| TASK/CUE | YES | NOT YET |
|--|-------|---------|
| 1. Lead leg is straight over the hurdle. | _____ | _____ |
| 2. Trail leg is flat, toe out. | _____ | _____ |
| 3. Opposite arm/leg action over hurdle. | _____ | _____ |
| 4. Body leans forward. | _____ | _____ |
| 5. Sprints, doesn't jump. | _____ | _____ |

TRACK AND FIELD CIRCUIT

STATION ONE: HURDLES

Jump slowly over each hurdle.

Jog a medium speed over each hurdle.

Run as fast as you can over each hurdle.

Have your partner time you.

How many times did you run the hurdles? _____

What was your fastest time? _____

STATION TWO: HIGH JUMP

Jump over the bar and land on your seat.

Jump over the bar and land on your back.

Raise the bar higher.

How many times did you hit the bar? _____

How high was your highest jump? _____

STATION THREE: SHOT PUT

Hold the shot in your hand and place it on your shoulder.

Push forward from you shoulder and release the shot.

Get your shot and try to beat your best put.

How far was your best put? _____

STATION FOUR: SHUTTLE RUN

Start with bean bag in your hand at starting line.

Run to other side, exchange beanbags, run back and repeat.

Have your partner time you.

What was your fastest time? _____

STATION FIVE: RUNNING LONG JUMP

Start behind the line, run and jump on one foot and land on two.

Measure where you landed.

Try to jump past it.

Repeat above jumping with the other foot.

Did you jump farther on your right or left foot? _____

How far was your farthest jump? _____

STATION SIX: SOFTBALL THROW

Overhand throw the ball as far as you can with your right hand and then your left hand.

Repeat above throwing underhand.

Repeat above throwing sidearm.

Which is your best throwing style? _____

How far was you farthest throw? _____

STATION SEVEN: WALK, JOG, RUN

Walk to the first cone.

Jog to the second cone.

Run as fast as you can to the last cone.

Walk back to the start.

Repeat this 5 times.

How long did it take you to finish? _____

STATION EIGHT: FRISBEE THROW

How many different ways can you throw a frisbee?

Throw the frisbee 10 times at the target.

Move farther away and try again.

How many times did you hit the target? _____

ULTIMATE FRISBEE STUDY GUIDE

OBJECT: To gain points by scoring goals. A goal is scored when a player successfully passes the Frisbee to a teammate beyond the opponent's goal line.

SCORING: One point per goal.

PLAY: The game begins with a throw off from the five yard line. Receiving team catches it in the air or can pick it off the ground. No player on the throwing team may touch the frisbee in the air before it is touched by a member of the receiving team. The team passes the frisbee down the field. IT IS THE RESPONSIBILITY OF THE OFFENSIVE TEAM TO CATCH THE FRISBEE. If they don't catch the frisbee for whatever reason the other team takes possession at the spot. If the frisbee touches the ground the other team gains possession. The defensive team may intercept the frisbee.

GUARDING: Person to person. No contact is allowed. The person must give the player with the frisbee room to throw. They can not grab it out of their hands.

If two people of opposite teams catch the frisbee at the same time, the offensive team gets the frisbee.

RULES:

It is illegal to grab the frisbee out of the opponent's hand. It is illegal to hand the frisbee from teammate to another. The person with the frisbee may hold the frisbee for 3 seconds. If they don't pass the frisbee within that time the defense gets possession.

ULTIMATE FRISBEE FILL IN SHEET

1. The object of the game is to score points by passing the frisbee to a teammate in the _____.
2. The official number of players on a team is _____.
3. The game is started by a _____.
4. The frisbee may never be _____ from one player to another.
5. If two opposing players catch the frisbee at the same time the _____ team gets possession.
6. A dropped frisbee by the throwing team is a _____.
7. Any physical contact during the throw is a _____ by the defender.
8. A pass caught by the defensive team is a _____.
9. Any steps taken by the person with the frisbee is a _____.
10. If the frisbee goes out of bounds, the defensive teams gets possession at _____.

ULTIMATE FRISBEE WRITTEN TEST

DIRECTIONS: Mark TRUE or FALSE on your answer sheet.

1. You may run across the goal line to score a goal.
2. Goals are worth 2 points.
3. It is illegal to hand off the frisbee.
4. If two opposing players catch the frisbee at the same time, the defense gains possession.
5. You can run with the frisbee.

DIRECTIONS: Fill in the blanks on your answer sheet.

6. You may hold the frisbee for ____ seconds.
7. Contact is _____.
8. If the defensive team catches the frisbee, it is call an _____.
9. The game is started by a _____.
10. A dropped frisbee by the throwing team is a _____.

FRISBEE PEER ASSESSMENT CHECKLIST

THROWING

DIRECTIONS: In groups, you are going to assess each other's frisbee throwing skills. Get a frisbee and go to your assigned space. One person is going to be the performer, one the evaluator, and one the thrower/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Throw the frisbee five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, catch and return the frisbee to the performer five times.

| TASK/CUE | YES | NOT YET |
|--|-------|---------|
| 1. Thumb on top of frisbee, index finger along rim. | _____ | _____ |
| 2. Other fingers curled back against rim. Grip is relaxed. | _____ | _____ |
| 3. Standing sideways to partner. | _____ | _____ |
| 4. Step toward partner on closest leg. | _____ | _____ |
| 5. Swings arm forward and snaps wrist. | _____ | _____ |

ULTIMATE FRISBEE SELF ASSESSMENT TESTS

1. How far can you throw the frisbee? _____

2. How many times out of ten can you
throw the frisbee though the target? _____

4. Can you throw the frisbee and make
it curve to the left? _____

5. Can you throw throw frisbee and make
it curve to the right? _____

6. Can you throw the frisbee and make
it go up and come back to you? _____

7. Can you catch the frisbee behind
your back? _____

8. Can you catch the frisbee between
your legs? _____

STUDENT APPLIES STRATEGY IN ULTIMATE FRISBEE

THE PASS

- 4 - Regularly passes the ball to the receiver.
- 3 - Often passes ball to receiver.
- 2 - Occasionally passes ball to receiver.
- 1 - Never passes the ball to receiver.

MOVEMENT

- 4 - Regularly moves to open area to receive ball.
- 3 - Often moves to open area to receive ball.
- 2 - Occasionally moves to open area.
- 1 - Never moves to open area to receive ball.

POSSESSION

- 4 - Regularly maintains possession of ball until defended.
- 3 - Often maintains possession of ball until defended.
- 2 - Occasionally maintains possession of ball until defended.
- 1 - Never maintains possession of ball until defended.

VOLLEYBALL STUDY GUIDE

ORIGIN - DEVELOPMENT - INTRODUCTION

Volleyball was first conceived in the YMCA in Massachusetts by William J. Morgan in 1895. Early rules called for a six foot net, any number of players on a team, and a game played in innings. Volleyball today is played throughout the world at schools, colleges, recreation centers and camps.

Volleyball can improve your coordination, agility, speed and strength. Volleyball can be played at many skill levels by modifying the rules to allow for the ability of the players.

TEAMS - SCORING

An official team consists of six players on the court.

Substitutes rotate into the game at a specific position.

Games are won by scoring 15 points and leading by 2.

SERVICE RULES

The right back player serves and continues until side out.

The server may not step on the boundary line until the ball is served.

The server gets one try to get the serve in.

The ball may not touch the net on the serve.

PLAYING THE BALL

The ball may be hit only 3 times before it is returned over the net.

A ball, other than the serve, that touches the net is in play.

The ball may be played with any part of the body above the waist.

The ball must not be lifted, carried or thrown. It must be clearly hit.

Except for blocks at the net players may not hit the ball twice in succession.

POINT - SIDE-OUT

If a player on the serving team commits any of the following violations, side-out is called, and the serve will go to the other team. If a player on the receiving teams commits a violation, one point shall be awarded to the serving team:

Cause the ball to go out of bounds (lines are "in").

Play the ball improperly.

Serve out of turn, or line up out of rotation.

Reach over the net to play the ball (follow through is legal).

Touch the net.

Step completely over the center line.

POSITIONS

Left front

Center front

Right front

Right back

Center back

Left back

FORMATIONS

Serving formation 3-3

Receiving formation "W"

VOLLEYBALL FILL IN SHEET

1. An official game consists of _____ points.
2. The ball may not touch the _____ on the serve.
3. An official team consists of _____ players.
4. The ball may only be hit _____ times before being returned.
5. Except for _____ at the net, players may not hit the ball twice in succession.
6. Pass, set and _____ is the proper sequence of play for the offensive team.
7. If the receiving team fails to return the ball, a _____ is awarded.
8. Before a team serves, the team will _____ one position clockwise.
9. Lines are _____.
10. A play that hits the net during play is _____.
11. When performing an overhead serve, keep your _____ above your shoulder.
12. Fingertips are used when a player _____ the ball.
13. The middle front player is usually called the _____.
14. The server is in the _____ position.
15. A serve contacts the net is a replay.

VOLLEYBALL WRITTEN EXAM

DIRECTIONS: Mark TRUE or FALSE on your answer sheet.

1. Volleyball can improve your coordination, agility, speed and strength.
2. Volleyball rules can be altered so that various levels of ability can play.
3. The left back corner is the server.
4. When passing the ball, the forearms contact the ball.
5. A serve contacts the net is a replay.

DIRECTIONS: Fill in the blank with the correct term.

6. An official game consists of _____ points.
7. An official team consists of _____ players.
8. The ball may not touch the _____ on the serve.
9. Pass, set and _____ is the proper sequence of play for the offensive team.
10. If the receiving team fails to return the ball, a _____ is awarded.
11. The middle front player is usually called the _____.
12. Before a team serves, the team will _____ one position clockwise.
13. When performing an overhead serve, keep your _____ above your shoulder.
14. Fingertips are used when a player _____ the ball.
15. The ball may only be hit _____ times before being returned.

VOLLEYBALL PEER ASSESSMENT CHECKLIST

SET

DIRECTIONS: In groups, you are going to assess each other's volleyball skills. Get a volleyball and go to your assigned space. One person is going to be the performer, one the evaluator, and one the tosser/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Set the ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, toss the ball to the performer five times.

| TASK/CUE | YES | NOT YET |
|---|-------|---------|
| 1. Performer moves to the ball, playing it from above the forehead. | _____ | _____ |
| 2. Performer makes a triangle with thumbs and fore-fingers. | _____ | _____ |
| 3. Knees are bent, elbows are out. | _____ | _____ |
| 4. Ball is pushed up with finger tips as hands move outward. | _____ | _____ |

VOLLEYBALL PEER ASSESSMENT CHECKLIST

SERVE

DIRECTIONS: In groups, you are going to assess each other's volleyball skills. Get a volleyball and go to your assigned space. One person is going to be the performer, one the evaluator, and one the tosser/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Serve the ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, toss/catch and return the ball.

| TASK/CUE | YES | NOT YET |
|--|-------|---------|
| 1. The ball is placed in the hand, non hitting shoulder towards net. | _____ | _____ |
| 2. The ball is tossed above the head. | _____ | _____ |
| 3. The fingers and thumb are cupped to create a hitting surface. | _____ | _____ |
| 4. The ball is hit in a throwing-like motion. | _____ | _____ |
| 5. The weight is transferred from back to front foot as in a step. | _____ | _____ |

VOLLEYBALL PEER ASSESSMENT CHECKLIST
FOREARM PASS

DIRECTIONS: In groups, you are going to assess each other's volleyball skills. Get a volleyball and go to your assigned space. One person is going to be the performer, one the evaluator, and one the tosser/catcher. Your duties are explained below. Switch roles when you are done.

* **Performer:** Forearm pass the ball five times. If you have questions, ask the evaluator.

* **Evaluator:** Read the details of each skill. Check "yes" or "not yet" as the skills are done.

* **Tosser/Catcher:** Stand proper distance from the performer, toss the ball to the performer five times.

| TASK/CUE | YES | NOT YET |
|--|-------|---------|
| 1. The performer moves in front of the ball. | _____ | _____ |
| 2. The knees are bent with the head up, back straight. | _____ | _____ |
| 3. The ball is bumped off the forearms, thumbs are together. | _____ | _____ |
| 4. Performer can control 5 passes to self above head. | _____ | _____ |

VOLLEYBALL SELF ASSESSMENT TESTS

1. How many times can you set the ball to yourself at least 10 feet high? _____

2. How many times out of ten can you set the ball into the basketball net? _____

3. How many times in a row can you pass, set and spike against the wall? _____

4. How many times out of ten can you serve the ball over the net into the court? _____

5. How many times out of ten can you serve and land in the marked area? _____

6. How many good serves can you serve in one minute? _____

7. How many times can out of ten can you pass the ball into the basketball net? _____

VOLLEY TENNIS STUDY GUIDE

THE GAME

Volley tennis is a team sport played on a tennis court over a 3 foot net with a volleyball. Six players on a team try to avoid having a dead ball on their side while trying to hit the ball so opponents cannot return it.

SCORING

Only the serving team can score. Game is 15 points with a 2 point lead.

SERVICE

The center back position serves. Server stands behind the end line, batting the ball out of the hand. The batted ball must bounce once on the serving teams court and be batted over the net by the center front player. The ball cannot touch the net or bounce over the net without the assist of the center front player.

PLAYING

The ball may be hit with one or two hands from a bounce or volley.

No one can reach over or touch the net at any time.

No more that 3 hits on one side of the net per rally.

The ball may be played with any part of the body above the knee. The ball cannot be caught, held, or juggled.

A ball may bounce once and over the net without further assistance except during the serve.

A ball striking the net and going over is still in play except during the serve.

Lines are in.

VOLLEY TENNIS WRITTEN TEST

1. Volley tennis is played on a _____.
2. A team has _____ players.
3. The _____ player serves.
4. To win a game, a team must have a _____ point lead.
5. The _____ player must hit the ball over the net on the serve.
6. The game is played on a _____ court.
7. A game consists of _____ points.
8. A ball landing on the line is considered _____.
9. If the serving team fouls, _____ is called.
10. If the receiving team fouls a _____ is called.
11. No one may touch the _____.
12. Side-out enables the team to _____.
13. The server must stand behind the _____.
14. A ball may not be _____.
15. The ball can bounce or be played on the _____.
16. The serve is batted so it will _____ on its own side of the net.
17. The server must stand behind the _____.
18. Hitting the ball back and forth is called a _____.
19. Each point is begun with a _____.
20. A breakage of the rules is called a _____.

STUDENT APPLIES STRATEGIES IN VOLLEYBALL GAME

HITTING TO OPEN AREA

- 4 - Regularly hits ball to the open area.
- 3 - Often hits ball to the open area
- 2 - Occasionally hits ball to open area.
- 1 - Never hits ball to the open area.

OFFENSIVE/DEFENSIVE ALIGNMENT

- 4 - Regularly aligns to the proper area.
- 3 - Often aligns to the proper playing area.
- 2 - Occasionally aligns to the proper playing area.
- 1 - Never aligns to the proper playing area.

CONTROLLING THE NET AREA

- 4 - Regularly puts self/team in position to control the net area.
- 3 - Often puts self/team in position to control the net area.
- 2 - Occasionally puts self/team in position to control the net area.
- 1 - Never puts self/team in position to control the net area.

SECTION TWO
Universal Assessments

**STUDENT CREATES AN INDIVIDUAL/DUAL GAME WITH
SCORING OPTIONS AND A PENALTY SYSTEM**

Name of New Individual/Dual Game:

Objective(s)/Purpose:

Rules:

Scoring Options:

Boundaries/Layout:

Equipment:

Structure of Players:

SOCIAL DEVELOPMENT ASSIGNMENT

Compare and contrast two famous athletes. One who is admired for their positive behavior. One who is known generally for their negative behavior. Comment on the effects the images have on your own behavior and others your own age.

PHYSICAL EDUCATION SURVEY

PERCEPTION

1. How important is participation in physical activity on a regular basis?
a. not very b. somewhat c. important
d. very important e. extremely
2. How would you rank you communities physical activity options?
a. bad b. average c. good d. excellent
3. How often do you think people you age participate in a physical activity?
a. never b. not often c. occasionally d. regularly
4. How would you judge your peer group's attitude toward physical activity?
a. bad b. average c. good d. excellent
5. How important is it to maintain physical fitness throughout one's life?
a. not very b. somewhat c. important
d. very important e. extremely

BEHAVIOR

6. Outside of school, how often in a week do you participate in vigorous physical activity?
a. three times b. twice c. once d. never
7. How often does your family participate, as a unit, in physical activity?
a. never b. not often c. occasionally d. regularly

INVENT A GAME

Invent a new game you would like to participate in or teach to others. It is okay to borrow rules or ideas from other sports or games, but the basic idea should be from you.

Give the following information about your new game:

1. Name the game.
2. Where is the game played?
3. How many people can play the game at one time?
4. Do players play alone or as a member of a team?
5. What equipment is needed?
6. Explain the basic rules, including how to score points, any boundary lines, how a team wins or how the game ends, etc.

Did you reach your goals?

What aesthetic features did you include?

Identify a sport/activity that you have participated in/out of physical education class that made you feel good. Set three goals (stated in Aesthetic terms) on how to create a positive experience for yourself in that sport/activity.

STUDENT IDENTIFIES PERSONAL GOALS THROUGH HIGHER LEVEL AESTHETICALLY SATISFYING MOVEMENT ACHIEVEMENTS

TAKING A RISK INVENTORY

DIRECTIONS: In complete sentences, answer the following questions.

1. What risk did you take while participating in this sport activity?
2. Why was it a risk for you to take?
3. How did you feel after you took the risk? Were you successful? If not, what would have been success for you?
4. How did you feel participating in this sport?
5. What areas can you try to improve on in this sport activity?

STUDENT ANALYSIS MOVEMENT PERFORMANCE

Skill:

Error in Performance:

Skill:

Error in Performance:

Skill:

Error in Performance:

Rubric

- 6 - Able to correct errors in performance using the biomechanic principal.
- 5 - Able to correct errors in performance of two motor skills using the biomechanic principal.
- 4 - Able to correct errors in performance in one motor skill using the biomechanic principal.
- 3 - Able to completely explain the biomechanical principal.
- 2 - Able to partially explain the biomechanical principal.
- 1- Not able to explain the biomechanical principal.

VIDEO ANALYSIS WORKSHEET

SKILL BEING VIEWED _____

Body position:

Feet position:

Shoulder position:

Racket position:

Contact point:

Follow through:

Suggested Corrections:

Other Comments:

HISTORICAL PERSPECTIVES WRITTEN ASSIGNMENT

Choose one sport that had origins in the United States. Describe the way the sport was originally played and the way it is played today. If it is a modified version of another sport, include that information in your report.

STUDENT PROJECT
SPORT NEWSCASTERS

Pick your favorite athlete and prepare a mock interview with them. This athlete may be currently competing or could be retired. Use books, newspapers, internet, T.V, magazines and any other source for your information. Video tape your sportscast.

BEHAVIOR IN A GAME SITUATION SCORE SHEET

During the game you will score behavior points. Points are awarded for every overt example of supportive and ethical behavior(verbal or nonverbal feedback). Teams will lose points for every example to the contrary. These actions can be seen or heard.

TEAM ONE

TEAM TWO

LISTS OF OBSERVED ACTIONS IN CLASS

As a group, create a list of actions, both positive and negative in nature, that you have observed in class this week for each of the following behaviors:

Conflicts with peers

Language:

Preparation:

Promptness:

Safety:

Support for others:

For the actions that you feel are negative, make suggestions of an alternative action that would have been more appropriate.

SECTION THREE
Teacher Rubrics

TEACHER RUBRIC - OVERHAND PATTERN

- 6 - Performs the mature technique for the overhand pattern in game situations.
- 5 - Performs the correct technique for the overhand pattern. Entire motion is fluid and automatic. Demonstrates accuracy at a variety of distances.
- 4 - Performs the correct technique for the overhand pattern: Arm is swung backward in preparation, trunk rotates to throwing side, weight transfers to opposite foot, body rotation occurs through lower body - then upper body, then shoulders, elbow leads the way in the arm movement, followed by forearm extension and ending with a wrist snap, follow through in the direction of the target.
- 3 - Moving towards a mature overhand pattern: Body is facing the target, feet parallel, arm is swung upward-sideways-backward to position of elbow flexion, ball is held behind head, step with wrong foot, body rotation and shifting of body weight forward occurs with the step, elbow leads the way in the arm movement.
- 2 - Performs an immature overhand pattern: Stands facing the target, action is mainly from the elbow, resembles a push, little or no rotary action, feet remain stationary, follow through is forward and downward.
- 1 - Randomly attempts an immature overhand pattern: Stands erect facing the target, force originates from flexing the hip, throws with very little arm action.

TEACHER RUBRIC - CATCHING PATTERN

- 6 - Performs the mature technique for the catching pattern in game situations.
- 5 - Performs the correct technique for the catching pattern. Demonstrates catching accuracy from variety of throws.
- 4 - Performs the correct technique for catching: Eyes are focused on the object, feet move in anticipation of catch, legs bend with one foot ahead of the other, hands in front of body with elbows flexed, extend arms in preparation for ball contact, fingers point up is above waist, fingers points down if below waist, hands simultaneously grasps ball, arms "give" upon contact to absorb force.
- 3 - Moving towards a mature catching pattern: Prepares for catch by lifting arms, bends arms slightly, attempts to contact with hands first, chest is used as a backdrop.
- 2 - Performs an immature catching pattern: Makes an anticipatory movement, holds arms in front of body, elbows extended and palms up, bends arms at elbows, cradles ball.
- 1 - Randomly attempts an immature catching pattern: Holds arms in front of body, elbows extended and palms up, bends arms at elbows, catch is really an attempt to trap the ball, head turned away or eyes closed on contact.

TEACHER RUBRIC - HAND DRIBBLING PATTERN

- 6 - Performs the mature technique for dribbling in game situations.
- 5 - Performs the correct technique for dribbling. Able to dribble accurately around a variety of objects.
- 4 - Performs the correct technique for dribbling: Feet placed in narrow stride position with foot opposite dribbling hand forward, slight forward trunk lean, ball held waist high, push the ball down with fingers, flex wrist and extend elbow to impart force, keep ball below waist, push ball slightly forward and follow-through, repeated contact and pushing action.
- 3 - Moving towards a mature dribble: Ball held with both hands - one on top of the other near the bottom, slight forward lean with the ball brought to chest level, hand slaps at ball for subsequential bounces, force of downward thrust is inconsistent.
- 2 - Performs an immature dribble: Ball held with both hands, hands placed on sides of ball with palms facing each other, downward thrusting action with both arms, ball contacts surface close to body and may contact the foot great variations on height of bounce, repeated bounce and catch pattern.
- 1 - Randomly attempts an immature dribble: Ball held with both hands, hands placed on sides of the ball with palms facing each other, downward thrusting with both arms.

TEACHER RUBRIC - FOOT DRIBBLING PATTERN

- 6 - Performs the mature technique for dribbling in game situations.
- 5 - Performs the correct technique for dribbling. Able to dribble accurately around a variety of objects.
- 4 - Performs the correct technique for dribbling: Able to dribble with inside and outside of both feet, body bent slightly, head over ball, gently push ball with one foot then the other, keep head up, keep ball within three feet of body.
- 3 - Moving towards a mature dribble: Fails to track the ball visually, able to dribble with only inside of both feet, body bent slightly, head over ball with eyes on it, gently push ball with one foot then the other, keep ball within four feet of body.
- 2 - Performs an immature dribble: Uses inside of both feet, body erect, eyes on ball, more of a kick-chase kick instead of dribbling.
- 1 - Randomly attempts an immature dribble: Unable to accurately judge the path of the object, kick with one foot, then the other.

TEACHER RUBRIC - STRIKING PATTERN

- 6 - Performs the mature technique for striking in game situations.
- 5 - Performs the correct technique for striking. The entire motion is fluid and automatic. Able to direct object in direction and distance of choice.
- 4 - Performs the correct technique for striking: Trunk turned to side in anticipation of object, eyes on object, dominate hand above non-dominant hand, before the swing-body twisted back, elbows up and away from body, shift weight back and forward during swing, segmented body rotation(foot-hips-shoulder-arm-wrist), swing in level fashion, contact object at point of complete extension, upon contact-forward leg is straight, follow-through beyond point of contact.
- 3 - Moving towards a mature strike: Stands in proper position to object, feet in straddle position, hands positioned closely together if two handed grip, weight shifts to forward foot prior to contact, combined trunk and hip rotation, horizontal swing attempted, force comes from extension of flexed joints.
- 2 - Performs an immature strike: Stands facing the target, feet remain stationary, striking action is back to front, elbows are fully flexed, block rotation, force comes from extension of flexed joints in a downward plane.
- 1 - Randomly attempts an immature strike: Feet stationary, trunk faces direction of flight, action is similar to chop action.

TEACHER RUBRIC - VOLLEY PATTERN

- 6 - Performs the mature technique for a volley in game situations.
- 5 - Performs the correct technique for a volley. The entire motion is fluid and automatic. Demonstrates ability to direct the ball in direction of choice.
- 4 - Performs the correct technique for volleying: Gets under ball, good contact with both hands, contact with finger tips, wrists are stiff upon contact but extend as the arms follow-through, good summation of forces and use of arms and legs, able to control the direction and intended flight of the ball.
- 3 - Moving towards a mature strike: Fails to track the ball visually, gets in line with path of the ball, slaps at ball, action mainly from hands and arms, little lift with legs or follow-through, unable to control the direction or flight of the object, wrists relax and ball often travels backwards.
- 2- Performs an immature volley: Unable to accurately judge the path of the object, unable to get under the ball, makes contact with the ball but not simultaneously with both hands.
- 1 - Randomly attempts an immature volley: Unable to accurately judge the path of the object, unable to get under the ball.

TEACHER RUBRIC - KICKING PATTERN

- 6 - Performs the mature technique for kicking in game situations.
- 5 - Performs the correct technique for kicking. Able to kick accurately over a variety of distances.
- 4 - Performs the correct technique for kicking: Stands behind ball slightly to one side, runs to ball, a small leap to get kicking foot in position, eyes on ball, swings kicking leg back and then forcefully forward from hip, trunk leans backward, extends knee giving ball it speed, contact center of ball with instep, forward swing of arm opposite kicking leg for balance and force production, follow-through in an upward motion, step forward on support foot.
- 3 - Moving towards a mature kick: Stands behind ball slightly to one side, step forward on non-kicking foot, increase in distance the leg is moved, kicking leg tends to remain bent throughout the kick, increase in movement of upper body to counterbalance the leg movement, follow-through is limited to forward movement of knee.
- 2 - Performs an immature kick: Lift kicking foot back by flexing the knee, kicking leg goes forward as opposite arm moves forward, kicking leg moves farther forward as follow-through motion than in stage one.
- 1 - Randomly attempts an immature kick: Body is stationary, kicking foot is flexed prior to kicking, kicking motion is carried out with a straight leg, little or no flexing at the knee, minimal movement of arms and trunk, often misses ball.

TEACHER RUBRIC - TRAPPING PATTERN

- 6 - Performs the mature technique for trapping in game situations.
- 5 - Performs the correct technique for trapping. Able to trap the ball from a variety of kicks.
- 4 - Performs the correct technique for trapping: Eyes on the ball, body in line with path of the ball, "give" with the ball, can trap both rolled and tossed balls.
- 3 - Moving towards a mature trap: Poor visual tracking, "gives" with ball but movements are poorly timed and sequenced, can trap a rolled ball with relative ease, but can't trap a tossed ball.
- 2 - Performs an immature trap: Unable to accurately judge the path of the ball, unable to get under the ball, makes contact with the ball but not simultaneously with both hands.
- 1 - Randomly attempts an immature trap: Difficulty getting in line with the ball.

TEACHER'S RUBRIC FOR STUDENT CREATED GAME

- 6 - Completes the purpose of the task and can teach it and play it when appropriate.
- 5 - Completes the purpose of the task - can demonstrate to teacher.
- 4 - Student completes purpose of task. Rules, scoring options with penalty system, equipment and boundaries must be explained.
- 3 - Some of the game components in four are missing or incomplete.
- 2 - Purpose may be unclear or missing. Rules are limited.
- 1 - Purpose of the task not completed.

CHAPTER FOUR: Evaluation

To determine the success of this assessment program it will be evaluated in three stages throughout the year. The three stages will be the initial evaluation, middle evaluation, and final evaluation.

Initial Evaluation

The first evaluation will be by the other physical education teachers during our inservice days prior to the start of school. On first inservice day a copy of the handbook will be provided to each physical education. On the second day the physical department will meet and go over the entire handbook. They will evaluate the assessment process, add any ideas or suggestions, and modify the existing methods.

Middle Stage Evaluation

The middle stage evaluation will take place at the end of the first trimester. The physical education department will meet and review the first trimester assessment. Teachers may modify, discuss any problems, add new ideas.

Final Evaluation

The final evaluation will take place at the end of the school year. The physical education will meet and discuss the strengths and weaknesses and make any modifications that are necessary.

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