

Sample Physical Education Assessment for Grade 1 Learners

Sample Physical Education Assessment

This user-friendly sample assessment allow teachers to measure performance and knowledge across all physical education standards. Teachers can use this sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate for the school's teaching environment and needs.

Assessment Tools

There are various tools available for gathering data on a learner's knowledge and performance. Selecting the appropriate tool depends on the tool's ability to provide evidence specific to the benchmark and performance criteria. This assessment should be part of a cohesive assessment plan, which ties learning and teaching together.

How to Use the Sample Assessment

When viewing the sample assessment, teachers should remember the context of their teaching environment (e.g., space, number of students, availability of equipment). Select, modify or create assessments that fit the program and provide the most robust information on what learners know and are able to do.

Grade 1

Assessment Task

Learners will be able to use the correct hand and arm adjustments to catch a ball.

Guidelines

Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school's teaching environment and needs.

This example focuses on assessing learners on using the correct hand and arm adjustments while catching the ball.

In this assessment learners participate in an educational game called the "Great Exchange" whereby they practice catching a self-tossed ball with different types of objects.

Critical Elements

Adjusting hands and arms to location of the ball.

Setup and Equipment

Setup: Hula hoops spread around the perimeter of the area, equally spaced; each with 3-4 of the same objects placed inside; learners start with an object of choice in personal space.

Equipment: 8-10 hula hoops; 3-4 of the same objects in each hula hoop; objects must be something that learners can either bounce and catch or self-toss and catch. For example: Various sizes of gator balls, playground balls, scarves, fleece balls, or deck tennis rings. Other items such as t-shirts, rolled-up socks, and plastic bags work nicely for practice with catching.

Directions

Learners choose an object from one of the hoops, moves to personal space and begin tossing and catching or dropping and catching the object. Designate one hoop as the assessment hoop. The teacher observes learners when they are at this specific hoop. Allow two learners to be at this hoop at a time. While the teacher assesses these learners, the rest of the class is tossing and catching their chosen object. After the teacher completes the assessment of the two learners, cue the entire class to return their object, choose a different object, find personal space and continue working on catching. Two new learners come to the assessment hoop. The teacher assesses two new learners during each hoop rotation. The teacher can decide to assess more than two learners at a time.

Learners attempt to catch a self-tossed ball adjusting hands and arms to the location of the ball. Use a yarn ball or medium sized gator ball or beach ball. A "yes" tally means that the learner adjusted their hands and arms to

the location of the ball. Catching is not a requirement as long as the learner correctly adjusts hands and arms to the flight of the ball.

Catch Tally Sheet

Name	NO	YES	TOTAL SCORE out of 10 attempts

Scoring guide: Learners must adjust their hands and arms to the location of the tossed object at least eight times out of 10 attempts to pass this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).