

Sample Physical Education Assessment for Grade 3 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 3

Assessment Task

Checklist: Leap using a maturing pattern.

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 is for leaping.

The task requires learners to understand how to work in stations, specifically how to get information, and how to start and continue doing the task until they are cued to move. Provide opportunities for learners to practice how to do stations before using a station format for assessment.

Critical Elements

Leap:

- Taking off on one foot and landing on the other foot.
- Arms used in opposition to legs
- Body propelled forward and upward during flight phase with full extension of both arms and legs
- Flight phase is longer than when running
- Able to land with either leg

Setup and Equipment

Equipment: A variety of objects to hop, leap and jump in relation to (over, on, off, up to). The equipment used depends on the task used at each station.

Setup: Each quadrant of the gym will become a station where learners will practice vertical jumping, horizontal jumping, hopping and leaping by doing a variety of skill challenges in the quadrant. The specific set up and equipment depends on the skill challenges you create for each quadrant.

For example, Quadrant 1 could be set up with differently coloured poly spots scattered throughout the quadrant. The teacher could create task cards with different colour patterns such as blue, yellow, red. Learners could choose a task card and do that pattern while hopping from spot to spot. Quadrant 2 could be set up next to a wall. The teacher could place strips of paper using colours of the rainbow. The strips of paper would start at a low level and progressively go up the wall. The task is to practice vertical jumping to touch the rainbow. Learners hold a sticky note (or anything that would stick to the wall); they place the sticky note as high as they can reach when jumping. Quadrant 3 could have poly spots or cones set up in pairs throughout the space. The task is to go to a pair of cones, place them apart from one another, jump the distance from one to the other, while

progressively increasing the distance. The fourth quadrant would be the assessment station where learners would be leaping over and across objects.

Directions

Watch each learner’s use of their arms and legs as they perform at least 10 leaps. Use the checklist to tally the use of each critical element. It is appropriate to allow more than one trial of 10. Use the yes or no column to identify those who have met the benchmark and those who have not.

Name	Take off of one foot and land on the other foot	Arms used in opposition to legs	Body propelled forward and upward during flight phase	Flight phase is long than when running	Able to lead with either foot	Yes or No

Scoring guide: To pass this benchmark, learners need to use all five critical elements at least six of the 10 leaps.

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, and availability of equipment).

Additional Notes

Common Developmental Difficulties

- Inability to perform one-foot takeoff and landing on opposite foot
- Restricted movements of arms and legs
- Lack of spring and elevation in push-off
- Landing flat-footed
- Exaggerated or inhibited forward body lean
- Failure to stretch or reach with legs and arms

This assessment task could also be used to assess hopping, vertical jumping and horizontal jumping.

This exact same rubric template could be used for all of the locomotor skills; just change the criteria.