

## Sample Physical Education Assessment for Grade 5 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 5

### Assessment Task

Checklist: Learners will be able to utilize underhand throwing and rolling skills to make tactical decisions in target games.

### 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 golf-like target games.

This assessment is designed to be completed across multiple days near the end of a target games unit. The lessons early in the unit would allow many opportunities to practice underhand throwing and rolling using a variety of different target game situations. Learners would learn how to adapt their throwing and rolling form based on the various tactical situations (e.g., targets at different distances and heights, targets that are moving). In the middle of the unit, learners could work in small groups (3-4 learners) to design a golf-like target game based on a set of criteria created by the teacher. \*See the criteria ideas below. The learner-generated games could be used during the assessment days (e.g., final three days of the unit). Assessments can be completed by the teacher and students, unless it will be used for grading, then it must be completed by the teacher.

Minimal Target Game Criteria: Each game must include a minimum of three different targets. Target characteristics that could be altered include: size, distance, level (high, medium, low), movement, obstacles. Each target within the game must require the use of different target game tactical decisions (e.g., determining release point or use of force, identifying and using an intermediate target, determining throwing angle). Each game must require using underhand throwing or rolling. Each game must have a score card used to tally accuracy.

### Setup and Equipment

Setup: Organization depends on the specifics of the learner-created games. The assessment days could be organised in a variety of ways, such as:

- Option 1: Each group of learners sets up their golf-like target game. Groups play one game each day. The teacher can assign the groups to a game, or groups could choose the games they will play. Giving learners some choice increases their level of engagement.
- Option 2: Learners can vote on the three games they want to use for the assessment days. The teacher sets up one game in multiple areas that all groups will play. Each day the teacher sets up a different game.
- Option 3: Learners vote on the three games they want to use for the assessment days. The teacher sets up each game each day; groups play and rotate amongst the three games.
- Option 4: Learners set up and play the game they created as the teacher completes the assessment.

Equipment: Specific equipment needs depend on the learner-generated target games.

## Directions

While playing each game, learners will tally their own scores on a score card, keeping track of attempts and accuracy. The teacher will assess different groups during each of the three days. The teacher will use one assessment checklist for each group. The teacher will determine the final assessment score based on teacher and learner data. Again, if this will be used for grading, only teacher-collected data can be used.

## Underhand Throwing for Accuracy and use of Target Game Tactics – Assessment Checklist

Student Names	Target Game 1	Target Game 2	Target Game 3	Average
	Attempts:	Attempts:	Attempts:	
	Accuracy:	Accuracy:	Accuracy:	

Scoring guide: Learners who score at least 80 percent accuracy on one target game and greater than 50 percent accuracy on the other two will pass the 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, and availability of equipment).