

# Physical Education Assessment Yearly Overview

Grade Level	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Pre-K	Being safe (space), gross motor	Self toss and catch, Relationships with objects	Jumping rope Rolling sideways	Strike with body parts Kick a ball
Kindergarten	Being safe (space), gross motor; gallop, hop etc. Directions; forward/back, sideways. Where is my heart, and what does it do? Where are my lungs, and what do they do?	Underhand roll, catching a self-tossed ball. Relationships with objects; over, under, on, etc.  <b><i>Taught but not assessed Dribble with hands; stationary</i></b>	Jumping for height and distance Tumbling; sideways rolls (log, pencil, egg)	Striking; continuously strike a balloon upward Kick a ball toward a stationary target
1 <sup>st</sup> Grade	Being safe (space), gross motor; gallop, skip etc. Directions; forward/back sideways. Levels; high, medium, low What happens to my body when I exercise? My heart beats faster, lungs breathe deeply, skin sweats	Underhand toss, catch an underhand toss with just hands. Body shapes; wide, narrow, symmetrical, non-symmetrical.  <b><i>Taught but not assessed Dribble with hands while moving under control</i></b>	Jumping for height and distance Tumbling; sideways rolls (log, pencil, egg) Making healthy choices	Striking; continuously strike a balloon upward Kick a ball toward a stationary target Goal setting
2 <sup>nd</sup> Grade	Being safe (space), gross motor; gallop, skip etc. Directions; forward/back left/right. Pathways; straight, curved, zigzag Effects of exercise; heart pumps blood, lungs breathe in oxygen, skin sweats	Overhand throw, catch an overhand thrown ball. Relationships with others, lead/follow, mirror, match  <b><i>Taught but not assessed Dribble with hands; around stationary objects</i></b>	Jump a self-turned rope Tumbling: mule kick (both hands down, feet kick up above waist and land back down at the same time) Making healthy choices	Striking: continuously strike a balloon upward without moving a lot Dribble a ball with feet around stationary objects Goal setting

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3 <sup>rd</sup> Grade	Feeling safe; accepting differences in others (cooperation). Creative dance; moving to a beat. Effects of exercise: find your pulse on carotid artery	Overhand throw a ball at different levels, Catch a ball thrown at different levels. Underhand volley a ball (bump in volleyball)	Tumbling; transfer weight over folded mat with a ¼ turn (beginner round-off) Dribble with feet, avoiding attacker (shield the ball) Goal setting	Striking; forehand strike a self bounced ball Dribble a ball with hands avoiding attackers (shielding the ball) What is FITT, frequency, intensity, type, time
4 <sup>th</sup> Grade	Feeling safe; accepting differences in others (cooperation). Line dance; moving to a beat. Effects of exercise; Is your heart rate in your target zone? (120-160 beats per minute)	Overhand throw a ball to a person who is moving sideways. Catch while you are moving sideways. Underhand serve	Tumbling: round-off Passing with feet to a target that is moving Goal setting	Striking: forehand strike a teacher tossed ball Pass a ball using hands (chest/bounce) FITT; Mrs. Leber runs for 30 minutes 4 times a week and her heart rate is 140bpm. Put her workout into a FITT chart
5 <sup>th</sup> Grade	Feeling safe; accepting differences in others (cooperation). Square Dance; moving to a beat in a group. Effects of exercise: Is your heart rate in your target zone? (120-160bpm) Calculate your heart rate for a minute.	Overhand throw a ball to a person who is moving straight out. Catch over shoulder while moving away. Overhand volley a ball (set in volleyball)	Tumbling: Cartwheel Receiving a ball with your feet while you are moving, and kick, or continue to move	Striking: move to receive a tossed ball and perform a forehand stroke Shoot a ball using hands (it doesn't have to go in!) FITT; Students will understand that as intensity increases, their time to perform an activity should decrease