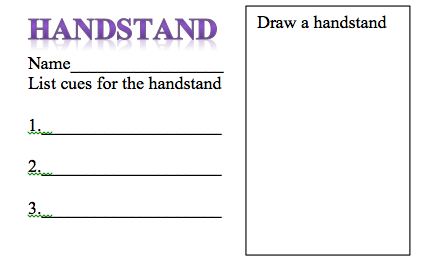
**CO. standard 1.** Movement Competence & Understanding in Physical Education

**Evidence outcome 2.e:** Balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts (DOK 1-3)

**4= Advanced** **3= Proficient** **2= Partially proficient 1= In progress**

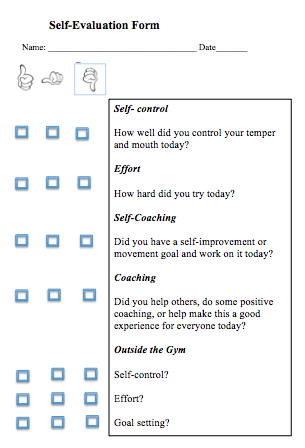
|  |  |  |  |
| --- | --- | --- | --- |
| Students consistently demonstrates extraordinary abilities in: leading/mentoring/inspiring others in, creative application of, or specific aptitude in the skills, concepts, or principles of this skill. | Student consistently demonstrates responsibility for self and others when performing a handstand at the wall using the cues of: hands flat, arms straight, strong core, and lands on the feet. | Student performs a handstand at the wall using almost all the cues of: hands flat, arms straight, strong core, and lands on the feet. | Student performs a handstand at the wall using only one or two of the cues: hands flat, arms straight, strong core, and lands on the feet. |

A ***cognitive pre- & post-assessment*** was employed to measure students’ understanding of the handstand and it’s movement cues before and after the unit of instruction.. Measure of **grade** 3

**NASPE standard** 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Evidence outcome** 4.3a Employs the concept of alignment in gymnastics and dance.

**Evidence outcome** 4.3b Employs the concept of muscular tension with balance in gymnastics and dance.

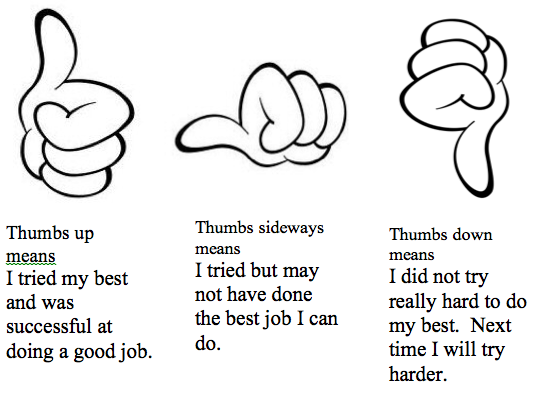


This ***affective self-assessment*** was designed to help students consider their responsibility levels while participating in this physical education unit.

**CO. standard 3.** Emotional and social wellness

**Evidence outcome 1.a:** Identify the positive behaviors of self and others (DOK 1-2)

**Self-assessment rubric of criteria**



Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_ Yellow Green

Checklist of cues for the overhand serve

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_ Yellow Green

|  |  |  |
| --- | --- | --- |
| ✔ | Movement cue | Comments |
|  | Contact is made in correct rhythm with transfer of weight from back to front foot. |  |
|  | Contact is made low and close to the core. |  |
|  | Contact is made with the palm pad of the hand for aim. |  |
|  | Contact is made with the ball still sitting in other hand. |  |

Checklist of cues for the underhand serve

|  |  |  |
| --- | --- | --- |
| ✔ | Movement cue | Comments |
|  | Ball is thrown up 2-3 ft & slightly in front of hitting shoulder. |  |
|  | Contact is made in correct rhythm with transfer of weight from back to front foot. |  |
|  | Contact is made with hitting arm fully extended. |  |
|  | Contact is made with the palm pad of the hand for aim. |  |