

## **Paper and Pencil Performance Assessment**

### Purpose:

To assess student's demonstration of basic fundamental motor skills-walk, run, jump, hop, gallop, slide, leap and skip.

Target Grade Level: 2<sup>nd</sup>

### Organization (based on a class of 24 students):

- Print Paper and Pencil Assessments for each station
  - ✓ Place assessment on clipboard with pencil
- Divide the activity area into four assessment stations (cones may be used to designate the areas).
  - ✓ Station 1-Walk, Run Assessment
  - ✓ Station 2-Jump, Hop Assessment
  - ✓ Station 3-Gallop, Slide Assessment
  - ✓ Station 4-Leap, Skip Assessment
- Designate a "start" line and "end line" for each station
- Assign four assessors (adult volunteers) for each station
- On a signal, students will rotate to stations (order-Station 1, Station 2, Station 3, Station 4, Station 1, etc.)

### Description:

The teacher will review the organization of the performance assessments and go over the instructions.

### Application of assessment data:

The teacher will plan lessons with the learning objective focusing on the skills and cues identified as needing improvement.

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### Station 1

#### Paper and Pencil Assessment

Skills: Walk and Run

Instructions: Review the cues (left hand column in checklist). One student at a time will perform the skill starting from the start line to the end line moving back and forth. Assessors will use a tally mark to check whether or not the student is "mastering the cue" or "needs improvement". Assessors can ask students to repeat performance of skill as many times as needed for assessment purposes.

**Walk**

<b>Cue</b>	<b>Mastered</b>	<b>Needs Improvement</b>
Arms swing naturally at sides (watch that the arms swing in opposition to feet)		
Knees bend to clear feet from ground		
Feet point forward		
Feet shift weight from heel to ball of foot before pushing off with toe		

**Run**

<b>Cue</b>	<b>Master</b>	<b>Needs Improvement</b>
Arms form an "L" and swing forward and back from shoulders		
Legs drive forward		
Feet facing forward		
Always on the balls of feet		

Station 2

Paper and Pencil Assessment  
Skills: Jump and Hop

Instructions: Review the cues (left hand column in checklist). One student at a time will perform the skill starting from the start line to the end line moving back and forth. Assessors will use a tally mark to check whether or not the student is "mastering the cue" or "needs improvement". Assessors can ask students to repeat performance of skill as many times as needed for assessment purposes.

**Jump**

<b>Cue</b>	<b>Mastered</b>	<b>Needs Improvement</b>
Arms swing forcefully upward		
Bend knees to lift body off into the air		
Bend knees for soft landing		
Push off with the balls of TWO feet		

**Hop**

<b>Cue</b>	<b>Master</b>	<b>Needs Improvement</b>
Arms swing forcefully upward		
Bend knees to lift body off into the air		
Bend knees for soft landing		
Push off with the ball of ONE foot		

Station 3

Paper and Pencil Assessment  
Skills: Gallop and Slide

Instructions: Review the cues (left hand column in checklist). One student at a time will perform the skill starting from the start line to the end line moving back and forth. Assessors will use a tally mark to check whether or not the student is “mastering the cue” or “needs improvement”. Assessors can ask students to repeat performance of skill as many times as needed for assessment purposes.

**Gallop**

<b>Cue</b>	<b>Mastered</b>	<b>Needs Improvement</b>
Arms swing forward and backward from shoulders		
The same leg is in the lead at all times		
On balls of feet facing forward		

**Slide**

<b>Cue</b>	<b>Master</b>	<b>Needs Improvement</b>
Arms out to sides for balance		
Knees bend so you get height		
The same leg is in the lead at all times		
On the balls of the feet facing sideways		

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Station 4

Paper and Pencil Assessment  
Skills: Leap and Skip

Instructions: Review the cues (left hand column in checklist). One student at a time will perform the skill starting from the start line to the end line moving back and forth. Assessors will use a tally mark to check whether or not the student is “mastering the cue” or “needs improvement”. Assessors can ask students to repeat performance of skill as many times as needed for assessment purposes.

**Leap**

<b>Cue</b>	<b>Mastered</b>	<b>Needs Improvement</b>
Arms extend while in the air		
Knees bend for soft landing		
Take off with one foot pushing off with toe and land on the opposite ball of the foot		

**Skip**

<b>Cue</b>	<b>Master</b>	<b>Needs Improvement</b>
Arms swing forward and backward from shoulders		
Take a step forward on one foot and hop on the ball of that foot		
Take a step forward on other foot and hop on the ball of that foot		
Continue step hop pattern		