Ohio Physical Education Assessments

Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grade Band: 6-8
Benchmark B

Benchmark B: Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.

Assessment Task – Individual Project

Instructions: Students complete a project in either paper or electronic format. The project should be based on an activity of their choosing, possibly selected from games, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas.

Projects should include the following components:

1. Description of three important skills required for good performance in the activity and a list of the critical elements for performance of these skills. Critical elements for each skill should be broken into preparation, execution and follow-through phases of the skill.

2. Description of common errors in performance of the necessary skills, referencing biomechanical principles, e.g., errors related to:
    a. Body position – e.g., are there sometimes errors in ready position?
    b. Contact or release point – e.g., is the ball thrown or hit at the correct point relative to the body?
    c. Release or take-off angle – e.g., is the ball thrown at the correct angle or the body take-off at the correct angle?
    d. Balance/over-balance point – e.g., are performers able to hold their balance correctly?
    e. Rotation – e.g., does the body rotate enough to generate force?

3. Evaluation of personal performance in the activity with descriptions of the types of practice necessary to ensure improvement.

Level	Criteria
Advanced	The project contains a detailed description of skills required and a complete list of critical elements needed in the preparation, execution and follow-through phases of movement. Common errors are described in detail with reference to biomechanical principles. Personal performance is evaluated relative to skill performance and ideas for practice are detailed with appropriate strategies and goals for improvement over time.
Proficient	Skills are identified and critical elements are listed, but not broken out into the preparation, execution and follow-through phases of movement. Common errors are described with reference to biomechanical principles. Personal performance is evaluated relative to skill performance, with broad ideas given for practice.
Limited	The important skills are identified, but critical elements are not listed. Common errors are listed, but not described, and reference to biomechanical principles is absent. Personal performance is evaluated in broad (good/bad) terms with limited detail and vague practice ideas.

See excel sheets for data collection.