Fifth Grade Assessment

2.5.6.B.1, 2.5.6.B.2

0 Car	1 Der		Scale: 3 Do														*							tudents	ļ			3asketball	SPARK
0 Cannot demonstrate any of the cues	1 Demonstrates 1 due all the time with no mistakes.	2 Demonstrates 2 cues all the time with no mistakes.	3 Domonstrates all 3 dues all the fime with no mistakes.									And the state of t	The state of the s												- Koops eyes up.	- Pushes ball to the floor.	- Use pads of fingers.	Dribbling	Performance Rubric
nos.	ith no mistakes.		me with no mistakes.				-																		 Steps into the pass and extends elbows. 	 Pusites ball from chest level. 	- Sproads fingers and keeps elbows out.	Passing	ce Rubric
																	1						1		- Gives with the ball	- Moves to the ball.	- "Asks" for ball with hands and eyes.	Receiving	
			ערי	•					· ·																- Extends shooting elbow and legs.	- Keeps shooling elbow in line with target.	- Keeps eyes on target.	Shooting	
Class Average	Class Total	Number of Students	Number of Components (5)	N ()										•										• •	between ball and	- Keeps hands up.	- Stays low.	Defending	
e O		25	<u>)</u>	0	0	0	0	0	0	0	0	0	0	0	\$	0	0	ū	0	n	<u></u>	Ω Q	<u>S</u>				(Max	ପ୍ର	
2				0		0		0			٥		¢		·	¢	0			۵		0	0				Rubric Average		

Fifth Grade Assessment

2.5.6.B.1, 2.5.6.B.2

What are some strategies you can use to impact individual effectiveness during a game?

What are some strategies you can use to impact team effectiveness during a game?

Fifth Grade Assessment

2.5.6.C.3

Give an example of a game, sport, or dance, from a different country and explain how the rules might relate to its' origin.

2,6,6,A,2

Which of the following activities improve skill-related fitness. Circle all that apply.

Dribbling a basketball

Fielding a baseball

Figure skating

Which of the following activities improve health-related fitness. Circle all that apply.

Aerobic exercise

Going to the gym

Running on treadmill regularly

Performing on the balance beam