



tion 101

USING INFORMATION GATHERED ON THREE STUDENTS:

- interpret their results
- make a judgment based on a suggested scale



April 2006

EVALUATION RUBRIC FOR THE TEACHER
Competency: *Performs movement skills in different physical activity settings*
Manipulation 101

Legend for the observable aspects

✓ : Good	□ : Needs improvement	- : Has difficulty
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Observable aspects	Plans his/her sequence using the student's document.	Selects movement skills based on his/her ability.	Justifies his/her choice of movement skills based on his/her ability.	Coordinates the performance of his/her movement skills.	Performs the sequence as planned.	Applies safety rules.	Notes improvements to be made to his/her sequence.	Identifies achievements and difficulties in his/her processes.	Rating
Class: Date:									
CAROLINE	□	□	□	□	✓	✓	✓	✓	
	Has difficulty planning and choosing movement skills and justifying her choices (her plan and choices are somewhat unclear). Needs help and a lot of guidance. Has low self-esteem. Underestimates her abilities. Correct report.								
MAX	✓	✓	✓	✓	✓	-	□	□	
	Has a lot of difficulty applying safety rules and I must intervene on a regular basis. Demonstrates autonomy in carrying out the process. Performs as planned. Incomplete report.								
STEPHANIE									NE
	Sprained wrist – medical exemption for the greater part of the activity.								

Scale used to make a judgment concerning the degree of competency development during a cycle or year	
RATING	DESCRIPTION
A	The student exceeds the requirements of the tasks.
B	The student meets most of the requirements of the tasks.
C	The student meets a few of the requirements of the tasks.
D	The student meets no requirements of the tasks.
NE	Not evaluated



EVALUATION TOOL
Self-evaluation and peer evaluation
Manipulation 101
Section 1

Student's name: _____ Date: _____ Group: _____

Identify which objects you will use.

☐ Basketball

Other: _____

☐ Volleyball

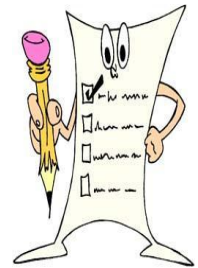
☐ Juggling clubs

☐ Juggling balls



Section 1. Plan your sequence of movement skills.

Indicate the movement skills you will use in your sequence. Use the descriptions on the posters.



Example: I will spin a ball on my finger.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.

EVALUATION TOOL
Self-evaluation and peer evaluation
 Juggling
 Section 2

Section 2. Peer evaluation

Ask a classmate to watch your performance.

Student's name: _____ Group: _____

Name of evaluator: _____ Date: _____



Aspects to observe (check the box if you observe the aspect)

1. Controls objects without dropping them.
2. Performs the movement skills without hesitation (links the movements).
3. Uses different movement skills.
4. Makes it look easy.
5. Synchronizes the movement skills.

☐
☐
☐
☐
☐



Section 3. Improvements

Note the improvements you will make to your juggling sequence.

Example: In juggling, I will cross using two objects instead of three.

1.

2.

3.

4.

Section 4. Self-evaluation

Write **A** for **achievement** and **D** for **difficulty**.

- I tried different movement skills.
- I practised my sequence several times.
- I chose movement skills adapted to my ability.
- I planned my sequence of movement skills.
- I followed the instructions.
- I always applied the appropriate safety rules.
- I coordinated and linked my movement skills.
- I performed my sequence according to plan.
- I noted improvements to be made to my sequence.

