

Teacher's Guide

LEARNING AND EVALUATION SITUATION

Physical Education and Health Second Year of Elementary School

***Competency To interact with others in different
physical activity settings***

PYRAMID AND BALANCE SEQUENCE WITH A PARTNER

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Overview of the Learning and Evaluation Situation

Pyramid and Balance Sequence With a Partner

Preparation Class 1	Performance Classes 2 to 8	Integration End of class 8
<p><u>INITIAL TASK FOR DIAGNOSTIC PURPOSES</u></p> <p>Use an initial task for diagnostic purposes to activate students' prior learning:</p> <ul style="list-style-type: none"> • Develop a plan of action • Practise the sequence with a partner in accordance with the established plan of action • Review as a group 	<p>Class 2 Present the challenge and performance constraints to the students</p> <p><u>TASKS FOR ACQUIRING AND APPLYING KNOWLEDGE</u> Theme of the task: Get Into Position! Develop students' proprioceptive perceptions by having them assume different positions.</p> <p>Theme of the task: Maintaining different group figures with my partner Recreate different group figures in accordance with the technical principles.</p> <p>Class 3 Continue working on performing different group figures focusing on the positioning of grips and support points, the safety rules and the different roles to be played.</p> <p>Theme of the task: Communicating and performing group figures Work on building, maintaining and dismantling group figures according to the message chosen.</p> <p>Class 4 Theme of the task: Learning to transition from one group figure to another Practise a continuous sequence of group figures (without breaks or stopping) involving transition movements.</p> <p>Classes 5 and 6 Theme of the task: Learning to write out my sequence and preparing for evaluation Work on developing a plan of action, practise performing the sequence of group figures according to the plan and determine the adjustments needed to ensure the sequence is performed continuously and proficiently.</p> <p>Classes 7 and 8 <u>TASK TO EVALUATE THE STUDENT'S ABILITY TO APPLY KNOWLEDGE</u> Evaluating the students according to the suggested procedure.</p>	<p>Review of learning acquired</p> <p>Ask the students about their learning, using the information recorded.</p> <p>Present the teacher's comments on whether the challenge was met and the general assessment.</p> <p>Ask the students how they could apply their learning in other tasks or physical activities and in their personal lives.</p>
<p> The other competencies are to be chosen by the teacher, the cycle team or the school team according to existing standards and procedures </p>		

LEARNING AND EVALUATION SITUATION

SUBJECT Physical Education and Health	TITLE Pyramid and Balance Sequence With a Partner	NUMBER OF CLASSES Eight 60-minute classes
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SUBJECT-SPECIFIC COMPETENCY <i>To interact with others in different physical activity settings</i>	CULTURAL REFERENCES Activities related to putting on a circus, circuses in Québec and elsewhere (Cirque du Soleil, Éloïze, Shriners)
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QEP AND PROGRESSION OF LEARNING

Knowledge: Names a few ways of being understood by others and of being receptive to others' messages. Finds a few ways to maintain his/her balance. Names some sensations perceived by the body when it is moving or stationary. Names different types of support. Distinguishes different levels and identifies reference points. Locates his/her body and main body parts in space. Names the main positions occupied by partners in a given activity (top and base in acrobatic gymnastics).

Motor skills: Positions himself/herself and moves, taking a partner into account. Applies the principles of balance. Maintains simple positions using different body parts for support. Performs a tuck forward roll and a complex rotation (cartwheel).

Behaviour: Respects the rules, uses language that shows respect for his/her partner, cheers on his/her partner, respects the point of view or ideas of others.

EVALUATION CRITERIA	OBSERVABLE ELEMENTS
Coherent planning	Creates a sequence of movements with his/her partner, respecting the constraints of the activity
Effective implementation¹	Performs a sequence of movements as planned
	Performs movement skills in accordance with the techniques learned
	Issues clear messages and is receptive to those of his/her partner
	Applies the safety rules
Relevant reflection	Demonstrates ethical behaviour ²
	Evaluates the process, strategies and results
	Identifies new learning ³

DEVELOPMENT OF CROSS-CURRICULAR COMPETENCIES: to be chosen by the teacher, the cycle team or the school team according to existing standards and procedures

EVALUATION

Using the rubric (Appendix 5) in this *Teacher's Guide*, the teacher makes an assessment based on the following records the student has kept of his/her work:

- Checklist for the process and the constraints of the team challenge (*Worksheet 1, Student Booklet*)
- Plan of action for the pyramid and balance sequence (*Worksheet 2, Student Booklet*)
- Self-evaluation (*Worksheet 3, Student Booklet*)

Summary of the student's tasks:

Once the teacher has provided examples, explanations and demonstrations, the students are divided into teams of two, and learn and acquire the knowledge in the Québec Education Program (QEP) and the Progression of Learning related to performing different pyramids and positions. Together, they develop a plan including a starting position, a sequence of four positions with a transition movement between each figure, a finishing position and a method for communicating between themselves. They perform the sequence as planned while communicating, following safety and behaviour rules, applying the technical elements of this type of physical activity and staying within the space of their mat. While performing the task, they must maintain each position and each group figure for at least three seconds. During the evaluation stage, the students present their plan to the teacher, perform the sequence in accordance with their plan and prepare for integration by answering the questions on the self-evaluation worksheet. At the integration stage, the students use Worksheets 1, 2 and 3 in the *Student Booklet* to help them present a summary of what they have learned.

¹ Even though there are more observable elements associated with effective implementation for C1, this does not mean that it should be considered more important or given more weight; all of the information gathered should be taken into account in communicating results in the report card.

² Ethical behaviour includes fair play, help and mutual assistance, acceptance of differences and sense of responsibility. Responsibilities are determined by the teacher according to his/her plan and the characteristics of the students.

³ The learning achieved is in the areas of knowledge, skills and behaviours set out in the Progression of Learning selected by the teacher when planning instruction.

PREPARATION

Duration: 1 class

Materials

Board or Bristol board or laptop with a digital projector, mat, posters or slides of Appendixes 1, 2 and 3 in the *Teacher's Guide* (team challenge, requirements, safety and behaviour rules), Appendixes 1, 3, 4 and 5 in the *Resource Booklet for Teachers* (transition movements, posters on an organizational diagram, individual positions, cartwheel, forward roll and group figures in pairs) and Worksheet 2 in the *Student Booklet* (Pyramid and Balance Sequence With a Partner).

Class 1

Note: In accordance with the QEP and the Progression of Learning, the students must develop a plan of action, implement this plan by performing a sequence of group figures and reflect on their work. These elements are spread over classes 2 to 6. For all the classes, divide the students into teams of two, trying to group together students with similar plans. Before starting the tasks on the mats, ask the students to put their shoes along the wall.

INITIAL TASK FOR DIAGNOSTIC PURPOSES

Note: The initial task will help the teacher determine the students' knowledge and their level of development of the competency, To interact, target the zone of proximal development and plan learning tasks suited to students' different abilities (enable differentiation). This task also enables students to meet a challenge and take note of the knowledge they already have, the problems they encountered and what they need to learn in order to complete the initial task successfully. It will also make the tasks they will be doing in the following classes more meaningful, thus having a positive impact on their motivation.

- Place the posters showing the movements, individual positions and group figures in pairs on the organizational diagram and put it up on the gymnasium wall (Appendixes 1, 3, 4 and 5 in the *Resource Booklet*).
- Explain how to do the initial task.
- Find a partner.
- Have the teams follow the instructions on the board, Bristol board or slide and go through the following steps (MAKE THE THREE STATIC FIGURES COMPULSORY).
 1. From the posters, choose three group figures to work into the sequence, two positions to maintain (starting and finishing) during the sequence, transition movements to do between the figures and a method of communication.
 2. Record the information in a plan of action (see Worksheet 2 in the *Student Booklet*). (Note: This step is appropriate if the students have already learned how to use a worksheet to develop a plan of action.)
 3. Practise the sequence within a time limit.
 4. Present the plan of action to the teacher.
 5. Perform the sequence, maintaining each group figure and each position for at least three seconds.
- Reconvene the class, ask the students questions about the following elements and record the information on the board or Bristol board:
 - ✓ Was your performance of your sequence successful in terms of the explanations provided?
 - ✓ What worked well for you, and what was difficult?
 - ✓ What do you need to learn during the next classes in order to overcome your difficulties?
- Complete the students' answers and make comments based on your observations.

Present the team challenge and the performance constraints (beginning of class 2)

Explain the team challenge and the performance constraints in Appendixes 1 and 2 in the *Teacher's Guide*. Use the same tools presented at the beginning of the class and tell the students that they will have to perform a fourth group figure for the evaluation task. Depending on the number of classes set aside in the global planning, the challenge could be reduced to three group figures.

Note: It would be best to write the instructions on the board and show a video of the challenge.

PERFORMANCE

Duration: 7 classes

Materials: Mats, board or Bristol board and posters or slides 1, 2 and 3, organizational diagram, evaluation criteria and observable elements, pictures of individual positions, group figures in pairs, movements, structures and buildings in the *Resource Booklet for Teachers*, laptop and digital projector, video camera, tripod, monitor and DVD player (this equipment is optional), videos of examples of students in movement, Appendixes 1, 2 and 5 of the *Resource Booklet for Teachers*, Worksheets 1, 2 and 3 of the *Student Booklet*, Appendixes 1 through 6 of the *Teacher's Guide*.

Note: At the beginning of each class, briefly explain the learning content, the tasks and the procedure. Remind students about following the safety rules and adopting ethical behaviour (Appendix 3 of the Teacher's Guide). In cases where students continue to experience difficulties or their learning is not yet integrated, have them repeat the tasks they have already completed. At the beginning of each task, go over the learning previously acquired with the students and tell them that it will be used again for the next task. In addition, point out the new learning they will acquire. At the end of each class, have the students reflect on what they have done (ask them about what they learned, their successes and their difficulties and have them discuss their observations and any adjustments they could make to successfully complete the challenge). Tell them what they will learn during the next class. Show the students how to take out, move, position and put away the mats safely and autonomously.

Class 2 TASKS FOR ACQUIRING AND APPLYING KNOWLEDGE

Ask the students about the answers they gave to the questions asked during the period of reflection on the initial task for diagnostic purposes.

Present the challenge related to the requirements associated with the evaluation criteria and the observable elements using a poster or a slide.

Ask the students to go over the difficulties they encountered during the initial task for diagnostic purposes. Go over the learning they acquired during this class that will help them complete the challenge during the evaluation.

Theme of the task: Get Into Position!

Ask the students about the positions and principles of balance previously learned and use resources such as an organizational diagram, a poster or a slide to present them.

Have the students spread out over the available space. Ask them to place different parts of their bodies in different ways in order to verify their ability to perceive their body in space and their knowledge of vocabulary used in physical education and health. As the students hold their positions, show them the corresponding picture or poster so they can correct themselves. Start with the simplest positions that use just one body part, then move onto more complex positions involving several body parts, taking into account the students' abilities. Examples of instructions:

- Extend and cross arms
- Bend legs
- Bend upper body forward
- Position arms in an "L"
- Put left foot on the side of the knee
- Make a diamond with your arms, hands pointing upward
- Position yourself on four points of support (hands and feet), with a straight upper body and arms extended
- Position yourself on three points of support (two hands and one knee), with one leg parallel to the floor, extended and pointing backward

Note: This activity is useful if the students have weak proprioceptive perception. This exercise could be repeated at the beginning of each class for five to seven minutes. Closing their eyes during this exercise will help students develop their proprioceptive perception.

PERFORMANCE (Cont.)

Teach the principles of balance, taking the students' previous learning into account, using the following procedure:

- Show the students Slide 1, ask them questions about the positioning of the body parts and encourage them to establish links with a few principles of balance.
- From the students answers, point out the positioning of the different body parts during a position. If necessary, show the other slides to continue the analysis.
- Then ask the students to pair off and take turns maintaining a position on the mat while their partner observes them and corrects them if necessary.
- Repeat the procedure for the other slides.
- Show the students a few slides and ask them to assume the positions shown and make any necessary adjustments.

Theme of the task: Maintaining different group figures with my partner

Referring to Slide 2, ask the students what makes a structure solid.

Present the reasons and establish links between the group figures and the students' answers.

Ask the students questions about the sturdiness of the structures presented on the different posters or slides (see Slide 2: pictures of a tower, a Roman aqueduct and a bridge) and record, as needed, the information on a board or Bristol board following the steps below:

1. Ask the following question: Why are these structures solid?
2. After the students have answered the question, present the answers for each structure along with the corresponding picture.
3. Present the other slides or posters showing the link between each picture and group figure.

Go over the technical elements (solid bases, stable, in sufficient quantity and well-anchored) that will be worked on during the next task.

Assign a mat to each team and have the students reproduce the group figures presented on the slides or posters, applying the technical elements that you mentioned.

Reconvene the students for a brief period of reflection and have them point out the elements that need to be adjusted next time they practise their group figures.

Class 3

Reconvene the students and ask them about the elements learned in the last two classes and have them demonstrate. Complete their answers as needed.

Theme of the task: Communicating and performing group figures

Ask the students about a synchronization problem that can arise when building or dismantling a group figure. Have them demonstrate. Follow up by explaining the importance of the following:

1. Communicating between partners to solve the problem (suggestion: present a pictograph representing an ear and a mouth)
2. Agreeing on the words to use when communicating between partners (2 types of messages):
 - start building and dismantling the group figure (example of first message: 1, 2, 3, go!)
 - maintain the group figure while counting out three seconds (example of second message: 1 crocodile, 2 rhinoceros, 3 hippopotamuses)

PERFORMANCE (Cont.)

Assign a mat to each team. Have them decide on the first message to communicate when they are about to build or dismantle each group figure, as well as a second message for maintaining the group figure for three seconds.

Have the teams build, maintain and dismantle one or two group figures shown on the posters or slides (Appendix 5 of the *Resource Booklet*), using the two messages they have chosen.

Show Slide 3 about the positioning of the different parts of the body, points of support, and grips in specific spots in accordance with the safety rules and the different roles they are playing (top and base) according to the size of each team member.

Ask the students about the procedure for building, maintaining and dismantling the group figures while following the safety rules explained during a demonstration.

- **Build** – Step 1: Using the message they have selected, the base and the top signal to each other when to start building the group figure. The base first positions his/her points of support, then his/her other body parts. Step 2: The top then positions his/her points of support (first the feet, then the hands) or his/her grips. He/she then positions the rest of his/her body parts. The base and the top must position themselves carefully in accordance with the illustration of the group figure.
- **Maintain** – When they have built and stabilized the group figure, the base and the top count out three seconds using the word they have agreed upon. The task requires that students maintain their figure for three seconds.
- **Dismantle** – After the three seconds, using the message they have selected, the base and the top signal to each other when to start dismantling the group figure. For example, for a given group figure, Step 1 could be: the top moves his or her points of support (feet or hands) or grips in order to break physical contact with the base. Step 2: The base returns to his/her original position.

Have the teams reproduce three or four group figures presented on the different slides or posters, applying the same procedure for building, maintaining and dismantling. Ask the students to use the messages they have agreed on and intervene when necessary.

After the practice, reconvene the students for a brief period of reflection to discuss what worked well and what difficulties they encountered, particularly with regard to:

- the roles each played
- the adjustments they made to the positioning of the points of support on specific body parts of their partner, taking the safety rules into account
- the procedure for building, maintaining and dismantling the group figures
- the use of messages for communicating

Continue practising the sequence of group figures for the rest of the class.

Class 4

Theme of the task: Learning to transition from one group figure to another

Ask the students questions about the technical elements they have already learned about the tuck forward roll.

Have the students practise doing tuck forward rolls on the mats. Then, reconvene the students for a brief period of reflection, focusing on what worked well and what difficulties they encountered and mention any adjustments they could make to perform their roll smoothly and with proper technique. Continue the exercise if needed.

Ask the students about the locomotor movements and the technical elements they have already learned and present the organizational diagram of these movements on a poster or a slide (organizational diagram used for the competency *To perform.*)

PERFORMANCE (Cont.)

Discuss linking group figures together (fluidity, not stopping) with the students and show them a demonstration or a video.

Explain how the group figures should be linked using locomotor movements when performing a sequence. Introduce the concept of fluidity and remind the students how important it is to use the two messages to communicate with their partners.

Have the students practise linking two group figures by referring to the posters on the gymnasium wall and by presenting the transition movements (e.g. F3 – forward roll – F4). Remind the students of the elements presented and repeated in Class 2. If necessary, use the organizational diagram, the poster or the slide of the positions.

Have the students present a position for starting the sequence and another for finishing the sequence.

Have the students practise a sequence of three group figures by referring to the posters on the gymnasium wall. Their sequences should include a transition movement between each group figure in order to ensure fluidity and they must communicate, respect the constraints associated with the task and follow the safety rules.

Have the students meet for a brief period of reflection to discuss what worked well and what difficulties they encountered so they can make the necessary adjustments.

Discuss the challenge presented in Class 2 so that the students understand what will be evaluated (see Appendix 2 of the *Teacher's Guide*).

Classes 5 and 6

Theme of the task: Learning to write out my sequence and preparing for evaluation

With the students, discuss the necessity of having a plan of action for building a house, a fort, etc. Explain how a plan of action is useful for successfully completing the challenge of performing a sequence of group figures.

Show the students an example of a plan of action (Worksheet 2 in the *Student Booklet*) using the words related to a sequence of group figures posted on the wall. Use the words, the arrow and the rectangle in Appendix 2 of the *Resource Booklet* to illustrate the example of the plan of action. Enlarge them and post them on the gymnasium wall.

Present Worksheet 2 from the *Student Booklet* and, using the board or a sheet of Bristol board attached to the wall or a slide, show the students how to develop a plan of action.

Have the students:

1. refer to the posters of group figures on the wall and discuss which figures they can build, maintain and dismantle easily, which figures are more challenging (require learning) as well as those that are too difficult for them
2. use Worksheet 2 from the *Student Booklet* to develop a plan of action with their partner that outlines, in order, the group figures, transition movements and positions selected that represent a challenge
3. take into account the transition movements that will ensure that the sequence of group figures is fluid
4. practise performing the sequence of group figures in their plan of action, making sure to apply the technical elements, follow safety rules and communicate the selected message at the appropriate time

The teacher observes the students and provides feedback. The teams then adjust the following elements as needed:

- the content of the plan of action
- the performance of the movements and holding the positions

PERFORMANCE (Cont.)

- the transition movement between group figures to ensure fluidity
- their communication

Have the students:

- use Worksheet 1 (Student Checklist) throughout the procedure so they can verify their steps
- practise to ensure that the sequence is performed well and is fluid

Classes 7 and 8

TASK TO EVALUATE THE STUDENT'S ABILITY TO APPLY KNOWLEDGE

Note: Make sure that the students have a good understanding of Appendixes 4 and 5 in the *Teacher's Guide* beforehand.

Evaluate the students, using the following procedure:

1. First, select the teams that have successfully completed the challenge.
2. Ask the team to explain their plan of action (Worksheet 2 in the *Student Booklet*).
3. Ask the team to perform their sequence of group figures. If necessary, the performance could be filmed. This enables the teacher to view the video later to validate the evaluation or to keep a record in the student's file.
4. Record observations in the rubric (Appendix 5 in the *Teacher's Guide*) as the students perform their sequences.
5. Compare the performance with the plan of action and adjust notes if needed.
6. Assess the performance, referring to the notes in the rubric in Appendix 5 of the *Teacher's Guide*.

Note: If the students have significant difficulty during the evaluation, the teacher may decide to help a student or team. In this case, the teacher must keep a record of the assistance provided in the rubric and take it into account when assessing the performance. During the evaluation, the students who are waiting can practise their sequence. The students who have been evaluated can prepare for integration by completing the Evaluation of My Work and Performance sheet (Worksheet 3 in the *Student Booklet*). If there is still time left, they could practise tasks related to the same competency or to another competency.

INTEGRATION

Duration: about 10 minutes

Materials: Worksheets 1, 2 and 3 in the *Student Booklet* and Appendix 5 of the *Teacher's Guide*.

End of class 8 or beginning of class 9

Summary

Lead a discussion about what the students learned:

1. Discuss with the students what they learned, referring to the information recorded on Worksheets 1, 2 and 3, the proposed procedure, the results obtained, their performances and their general assessment of the tasks and the classes.
2. Comment on how the students met the challenge, referring to information recorded in the rubric (Appendix 5 of the *Teacher's Guide*).
3. Comment on the students' participation and give a general assessment of their participation, their level of involvement and the development of their competency.
4. Discuss how they could apply their learning in other tasks or physical activities and in their personal lives.

References

Print publications

Catteau, Colette, and Anne-Marie Havage. *Danse, acrosport, gymnastique rythmique: Activités artistiques pour les 3-12 ans*. Paris: Éditions Revue EPS, 2005.

Équipe des CPC, CPD, EPS de l'Essonne. *Acrosport*. IA de l'Essonne.

Froissart, Tony. *Enseigner l'acrosport en milieu scolaire, au club: L'acrobatie à mains nues*. Joinville-le Pont: Éditions Actio, 1997.

Huot-Monéta, Catherine, and Myriam Socié. *Acrosport*. Paris: Éditions Revue EPS, 1998.

Online resources

<http://acrosport.roudneff.com/>

<http://membres.multimania.fr/patmes/acrosport/pages/planches02.htm>

<http://xxi.ac-reims.fr/roosevelt/eps/acrosport/acrosport.htm>

<http://www.csdecou.qc.ca/sources/sources/pageprof/pwmarc/htm/acrogym.htm>

http://patrick.messin.free.fr/acrosport/pages/pyramides_par_niveaux.htm

<http://www.ac-nancy-metz.fr/ia57/schalbach/acrogym.htm>

TEAM CHALLENGE

1. Present the plan for your sequence, using the document provided and respecting the constraints (Worksheet 2).

2. Choose two positions, three movements or transition movements and four group figures from the posters on the wall.

3. Practise the sequence and, if necessary, adjust your plan or performance according to strengths, difficulties and feedback.

4. Present the plan and performance to your teacher.

5. Evaluate your process for the competency *To interact* based on your successes and difficulties and identify what you learned.

THE CONSTRAINTS OF THE ACTIVITY

1. Perform the sequence in a continuous manner without hesitation.
2. Include a movement between each group figure to transition from one to the other.
3. Perform the sequence of group figures on the mat.
4. Communicate with your partner using words or signs (starting signal, counting, etc.).
5. Adjust the performance of your movements according to those of your partner and your abilities.
6. Start your sequence with a position and finish with another position. Maintain each position and each group figure for three seconds.

SAFETY RULES

Rules		My responsibilities
1	I respect the work area.	<ul style="list-style-type: none"> I always stay on my mat when practising my sequence.
2	I respect my partner.	<ul style="list-style-type: none"> I gently position my supporting body parts on my partner's body, then adjust them if necessary.
3	I respect the equipment.	<ul style="list-style-type: none"> I take off my shoes and place them along the wall.

ETHICAL BEHAVIOUR

Elements		Ethical behaviour
1	I behave ethically with my partner.	<ul style="list-style-type: none"> I frequently encourage my partner. I always speak courteously when communicating with my partner. I welcome my partner's ideas.
2	I behave ethically with the other teams.	<ul style="list-style-type: none"> I respect the other teams' work (e.g. I do not laugh or tease).
3	I behave ethically in order to maintain a pleasant environment.	<ul style="list-style-type: none"> I speak in a low voice with my partner. I walk between the teams and the mats. I set out and put away the mats calmly, without running.

TOOL FOR INTERPRETING THE EVALUATION CRITERIA ACCORDING TO SUCCESS LEVEL ¹ (Elementary Cycle One)				
<i>To interact with others in different physical activity settings</i>				
Evaluation criteria ¹	Observable elements ¹	SUCCESSFUL (+)	MORE OR LESS SUCCESSFUL (+/-)	UNSUCCESSFUL (-)
Coherent planning	Develops with his/her partner a sequence of movements	Uses various resources suggested by the teacher	Uses few of the resources suggested by the teacher	Does not use any resources
		Plans a sequence of movements with his/her partner, taking into account their strengths and difficulties as well as the requirements and constraints of the activity	Plans a sequence of movements with his/her partner, taking into account their strengths and difficulties as well as some of the constraints of the activity	Does not apply any procedure in planning the sequence
Effective implementation	Performs a sequence of movements as planned	Performs a sequence of movements with his/her partner as planned	Performs a sequence of movements with his/her partner with a few omissions or with difficulty (partially plays the role set out in the plan, partially communicates or partially adjusts to his/her partner)	Performs a sequence of movements that has nothing to do with the plan or copies another or does not take into account his/her partner
	Performs movement skills in accordance with the techniques learned	Moves, positions himself/herself or manipulates objects appropriately according to the techniques taught	Positions himself/herself, moves and handles objects in accordance with the techniques taught, experiencing some difficulty	Positions himself/herself, moves and handles objects with great difficulty
	Issues clear messages and is receptive to those of his/her partner	Communicates with his/her partner using clear signals (gestures or words) Is attentive to his/her partner's messages	Occasionally communicates with his/her partner using a clear signal Is occasionally attentive to his/her partner's messages	Does not communicate with his/her partner
	Applies the safety rules	Complies with all the safety rules set out by the teacher	Complies with some of the safety rules set out by the teacher	Does not comply with any of the safety rules set out by the teacher
	Demonstrates ethical behaviour	Adopts all the ethical behaviours set out by the teacher	Adopts some of the ethical behaviours set out by the teacher	Does not adopt any of the ethical behaviours set out by the teacher
Relevant reflection	Evaluates the process, strategies and results	Examines with his/her partner what he/she has done in order to find solutions to the problems encountered*	Examines, with his/her partner, little of what he/she has done in order to find solutions to the problems encountered*	Does not engage in reflection
		Records relevant information	Records little relevant information	Does not keep any notes
	Identifies new learning	Evaluates his/her successes, difficulties and ways of cooperating with others	Evaluates few of his/her successes, difficulties and ways of cooperating with others	
		Identifies all new learning ³	Identifies some new learning ⁴	Does not identify any or identifies very little new learning

¹ The evaluation criteria and the observable elements are the same for the two years of Elementary Cycle One. It is up to the teacher to determine the complexity of the tasks and constraints, and the difficulty of the movement skills required, according to the prerequisites that apply to the students in the year in question.

² The strategies are based on principles of action and communication, and the roles to be played.

³ The learning achieved is in the areas of knowledge, skills and behaviours set out in the Progression of Learning selected by the teacher when planning instruction.

⁴ The learning achieved is in the areas of knowledge, skills and behaviours set out in the Progression of Learning selected by the teacher when planning instruction. This learning may be complete in one area and incomplete in another, or it may be that not enough new learning has taken place.

* Feedback on this point should be provided to the student but this must not be taken into account in compiling results for the student's report card.

Help for students

The teacher must be able to measure the student's development of the targeted competency. To do so, he/she evaluates students as they complete a complex task on their own at the end of a learning and evaluation situation. If the teacher provides assistance to enable the student or team to complete the task, he/she must make a note of it in the rubric and take it into account when making his/her judgment. The teacher determines whether the level of competency is higher or lower depending on the help provided.

Characteristics of the Types of Help Provided to Students When They Carry Out a Complex Task for Evaluation Purposes ¹					
Definition of help	Planning	Source of help	Category	Examples of difficulties	Types of help
Action of intervening with a student by joining one's efforts with his/hers in order to assist him/her in completing a given task	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Not planned for as part of the task</div> Planned for as part of the task (established from the outset)	<ul style="list-style-type: none"> • Teacher • Peers • Other resources 	Cognitive	Comprehension of instructions, the question or the task	<ul style="list-style-type: none"> • Explaining • Practising • Reminding • Clarifying • Describing • Advising • Suggesting • Activating prior knowledge • Reassuring • Encouraging • Motivating • Providing resources
				Application of the process or procedures	
				Mobilization of resources for the subject-specific task	
				Mobilization of resources for the task related to other subjects	
			Sociorelational	Mobilization of resources for the task related to one or more cross-curricular competencies	
				Relationship with others while working on a task that requires cooperation	
				Respect for others	
			Affective	Acceptance of the position to be played, of other people's suggestions, etc.	
				Insecurity, stress, feelings of incompetence, etc.	
			Motor	Respect for established rules	
Application of principles (coordination, balance, synchronization, etc.)					
Metacognitive	Failure to assess his/her work No planning or control and regulation strategies				

¹ Denis Chabot, Charles Fournier and Claude Robillard, *Propositions de normes et modalités en évaluation pour les écoles secondaires*, Service des ressources éducatives, Commission scolaire des Affluents, Terrebonne, 2008 [Translation].

TEACHER'S EVALUATION RUBRIC Second Year of Elementary School Group: _____ Date: _____

Competency: *To interact with others in different physical activity settings*

Key: + Successfully completed +/- More or less successfully completed - Not successfully completed O Needed help NE: Not evaluated STUDENTS' NAMES	Result	Criteria From the Framework for the Evaluation of Learning							
		Proficiency of knowledge							
		Coherent planning		Effective implementation				Relevant reflection	
		Observable elements							
		Develops with his/her partner a sequence of movements, respecting the constraints of the activity	Performs a sequence of movements as planned	Performs movement skills in accordance with the techniques learned	Issues clear messages and is receptive to those of his/her partner	Applies the safety rules	Demonstrates ethical behaviour	Evaluates the process, strategies and results	Identifies new learning
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Example of a Tool for Making a Judgment

(The teacher should refer to the student's notes and the information in the rubric concerning the help provided.)

Mark expressed as a % in accordance with the adopted evaluation conditions	Degree to which tasks are successfully completed ¹	Number of successfully completed tasks	Amount of help received
100%	Successfully completed with great ease and in an outstanding manner	All the tasks	Is able to work alone
92%	Successfully completed +	All the tasks	
84%		A large number of tasks (+ or - 85%)	
76%		A significant number of tasks (+ or - 75%)	Rarely needs help
68%	More or less successfully completed +/-	A large number of tasks (+ or - 85%)	Sometimes needs help
60% minimum performance standard		A significant number of tasks (+ or - 75%)	Often needs help
52%		A few tasks (+ or - 50%)	
44%	Not successfully completed -	A few tasks (+ or - 25%)	Constantly needs help
36%		Very few tasks (+ or - 15%)	
28%			None of the tasks

¹ The tasks include all the observable elements related to the criteria (planning, performance and evaluation) that the teacher has selected, and the % represents the proportion of successfully completed tasks (observable elements).

