

**Table 10.1** Continuous Performance-Based Assessments for a Soccer Unit

<b>Soccer: dribbling, passing, shooting, defending</b>	
<b>Activity</b>	<b>Corresponding assessment from student portfolio on the web resource</b>
1. Each student dribbles in a straight line across the width of the gym or field at varying speeds while keeping control of the ball (five times).	
2. Students repeat activity 1 while a partner observes and uses an assessment checklist to look for critical elements. The partners switch roles after one has completed the task.	Use the partner assessment form for activity 2 in the student portfolio.
3. Each student dribbles a ball around in the general space and maintains possession of the ball while changing direction quickly and using different pathways to avoid running into others. Conduct peer and self-assessment using a checklist or scoring guide. Switch roles and repeat.	Use the peer and self-assessment rubric for activity 3 in the student portfolio.
4. Students dribble against an opponent in a small area, trying to maintain possession of the ball and dodging and feinting as needed. Initially, the opponent moves with the dribbler but does not attempt to get the ball; defender increases pressure and eventually attempts to get possession of the ball. Switch roles and repeat.	Use the peer assessment and self-assessment forms for activity 4 in the student portfolio.
5. Student passes the ball with the inside of the foot to a large stationary target (e.g., the wall) and varies the distance of the pass.	Use the self-assessment form for activity 5 in the student portfolio.
6. Student passes the ball to a partner who is stationary. Partner moves to the ball and gains control of the ball. Students complete designated number of repetitions, usually around 10 times each, then switch roles.	Students use the self-assessment and peer assessment forms for activity 6 in the student portfolio.
7. From a stationary position, student (passer) passes the ball to a partner (receiver) who is moving. The receiver gains control of the pass. Students complete this activity 10 times each.	Use the self-assessment form for activity 7 in the student portfolio.
8. While dribbling the ball, student (passer) passes to a partner (receiver) who is moving. The passer gains control of the ball, dribbles it, and passes back to the partner.	Use the self-assessment form for activity 8 in the student portfolio.

*(continued)*

Table 10.1 (continued)

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Activity	Corresponding assessment from student portfolio on the web resource
9. The student works with a partner and against an opponent to dribble and pass in a restricted space (2v1). Students rotate positions periodically.	Use the assessment form for activity 9 in the student portfolio to identify strategies that worked best when passing against an opponent and when trying to intercept a pass. Students compare answers with other groups in class.
10. Students play 2v2 keep-away in a restricted area.	Use the peer assessment form for activity 10 in the student portfolio to report performance statistics: percentage of successful passes and number of intercepted passes and successful tackles.
11. Student shoots the ball at a target (varying the distance and angle) and records the percentage of shots made.	Use the self-assessment form for activity 11 in the student portfolio.
12. With a partner (passer), the student (shooter) shoots a ball at a target (goal) from a pass. The shooter records the percentage of shots made. Students switch roles, and the student records the percentage of successful assists.	Use the self-assessment form for activity 12 in the student portfolio.
13. With a partner, student passes and shoots at a defended target (2v1) and records the percentage of assists and goals made.	Use the self-assessment form for activity 13 in the student portfolio.
14. Students play in a 3v3 modified soccer game.	Use the assessment form for activity 14 in the student portfolio to work with team members in answering questions about the effectiveness of strategies used in the modified game. Next, plan and conduct a team practice to help improve the team's and each player's performance.
15. Students participate in a 3v3 soccer game and complete an assessment about improving fitness level by playing soccer. (Students take their pulse and calculate target heart rate.)	Use the self-assessment form for activity 15 in the student portfolio.
16. Students plan, implement, and participate in a 5v5 modified soccer tournament. All students serve on one of the following tournament committees: Tournament Committee; Rules Committee; Awards and Souvenirs Committee; Media, News, and Sports Information Committee; Officials' Committee.	Committee members produce a portfolio product by completing the appropriate assessment form for activity 16a in the student portfolio. During the tournament, every student uses the self-assessment form for activity 16b in the student portfolio to keep a record of performance.
17. Students work in groups of three to help coach a third-grade soccer team. Each group member teaches a specific skill to the third graders by identifying performance cues, giving a good demonstration, and identifying three learning or practice activities for the third graders to participate in.	Use the assessment form for activity 17 in the student portfolio.
18. Students complete two assessments (either as homework or at a portfolio workstation in the gym) about soccer as a lifetime physical activity.	Use the individual assessment form for activity 18 in the student portfolio.
19. Students complete a final self-assessment (either as homework or at a portfolio workstation in the gym).	Use the self-assessment form for activity 19 in the student portfolio.

From J.L. Lund and M.F. Kirk, *Performance-Based Assessment for Middle and High School Physical Education*, 3rd ed. (Champaign, IL: Human Kinetics, 2020).