

Trampolining PE Assessment

TOTAL SCORE (25)	On Track Indicator	Grade Descriptions
24-25		Students can perform all jumps with consistency, showing height, control and tension. Students are able to perform all three landings consistently well, showing good height, control and tension.
22-23		Students are able to twist in and out of all landings with consistency, showing good height, control and tension.
20-21		Students are able to plan routines for themselves and others of differing abilities. Student's routines show flow and linking.
19		Students are able to evaluate strengths and areas of improvement using a wide variety of correct terminology, and can help to correct faults in performance.
18		Students can perform all jumps with consistency, showing height, control and tension.
17		Students can perform all three landings well.
16		Students are able to twist in and out of all landings with consistency.
15		Students are able to plan a routine of differing complexities for themselves and others to perform.
14		Students are able to identify strengths and areas of improvements in a group performance, using the correct technical vocabulary.
13		Students can perform all jumps with consistency, but they need control and tension.
12		Students can perform all three landings. Occasionally they may lack height, control and/or body tension. Students can perform seated landings with a twist with consistency but lack height, control and tension in other twisted landings.
11		Students are able to plan a routine of at least ten movements for myself and others to perform.
10		Students are able to evaluate their own strengths and areas to improve upon, using correct terminology, and can help to correct faults in their own performance.
8-9		Students can perform all jumps with consistency, but they need more height.
6-7		Students can perform a seated landing consistently well. Their back and front landings lack height, control and tension.
5	Students can twist in and out of seated landings but need help with other twisted landings.	
3-4	Students are able to plan a routine containing at least seven movements for themselves and others to perform.	
1-2	Students can identify their own strengths and areas to improve upon in their own performance and that of others, using some correct terminology, though I do not always know how to improve.	
	Students can perform straight and tucked jumps with some consistency, but find it more difficult to control pike and straddle jumps.	
	Students can perform a seated landing but need help to perform front and back landings.	
	Students can perform straight jumps with a twist but will need help to twist in and out of landings.	
	Students are able to plan a routine containing four or five movements.	
	Students are able to evaluate their own strengths and areas to improve upon using basic terminology, though does not always know how to improve.	
	Students can perform straight, tuck, pike and straddle jumps but they lack height, control and tension.	
	Students need help to perform the three different landing positions (seated, back and front).	
	Students can perform straight jumps with a twist but often travel across the trampoline.	
	Students are able to plan a routine containing a couple of movements, but need help to plan a longer routine.	
	Students are able to observe a performance and say what a strength was, but find it difficult to use the correct terminology.	