

# ASSESSMENT PROGRAM

A resource of ideas about how to assess children  
who are participating in an athletics unit



# Australian Little Athletics

## Assessment Program

A resource of ideas about how to assess children who are participating in an athletics unit

This resource has been created by Darren Wensor on behalf of Australian Little Athletics.

Graphic design by Nicole Duffey.

Cover photo courtesy of Stephen Chu.

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# Assessment Program

## Introduction

This section contains ideas about how to assess children who are participating in an athletics unit. Included is the following:

- LAPS Assessment Guidelines
- Student Assessment Checklists
- Class Assessment Checklists
- Skill Assessment Checklists

### LAPS Assessment Guidelines:

The LAPS Assessment Guidelines provide recommendations as to the level of skill that can typically be expected of students by the end of each stage following a thoroughly taught athletics unit.

There is a strong link between the “LAPS” Assessment Guidelines and the “LAPS” Lesson Plans that have been provided.

The Assessment Guidelines provide specific information under the following headings:

### Skill

Divides the guidelines under the general sections of running, jumping and throwing.

### Targeted Outcomes

The targeted outcomes outlined in the LAPS Assessment Guidelines have been adapted from the Australian Little Athletics Recommended Skills Program.

### Requirements

Highlights the aspects of a performance that should be demonstrated by a student to indicate that they have satisfactorily achieved the desired outcome.

# Assessment Program

## Introduction cont.

### The Assessment Checklists:

Three options have been provided for recording assessment observations:

#### Student Assessment Checklists

These checklists provide the teacher with the option of recording each student's skill achievements on a separate sheet. A checklist has been developed for each of the four school stages.

#### Class Assessment Checklists

These checklists provide the teacher with the option to summarize the entire class achievements on one sheet. A checklist has been developed for each of the four school stages.

#### Skill Assessment Checklists

These checklists provide teachers with the option of recording each individual student's progression towards the desired working model in an individual event.

# LAPS

## Assessment Guidelines



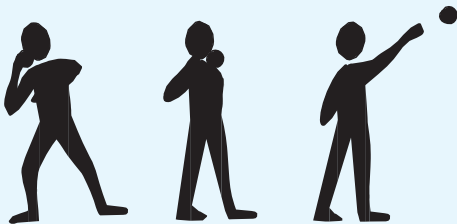

# Early Stage 1

# LAPS Assessment Guidelines

Skill	Targeted Outcomes	Requirements
Running	<ol style="list-style-type: none"> <li>1. Can run in a straight line.</li> <li>2. Looks straight ahead when running.</li> <li>3. Can take part in novelty races.</li> <li>4. Can take part in shuttle relays.</li> </ol>	<ul style="list-style-type: none"> <li>• Runs in a straight line without undue deviation.</li> <li>• Eyes are focused forward throughout the entire run.</li> <li>• Demonstrates understanding of starting, running and finishing in a novelty race.</li> <li>• Through participation, demonstrates understanding of how a shuttle relay progresses.</li> </ul>
Jumping	<ol style="list-style-type: none"> <li>1. Can jump and land safely on two feet.</li> <li>2. Can jump by taking off from one foot and landing on two.</li> <li>3. Stretches out when jumping high.</li> </ol>	<ul style="list-style-type: none"> <li>• Shows a confident, controlled landing.</li> <li>• Legs bend on impact to absorb shock.</li> <li>• Uses a one foot take off, two foot landing.</li> <li>• Lands safely, with legs bending on impact.</li> <li>• Feet land close together at the same time.</li> <li>• Extends arms above head.</li> <li>• Extends the ankle, knee and hip joints.</li> <li>• Adopts a "long" body position in the air.</li> </ul>
Throwing	<ol style="list-style-type: none"> <li>1. Can chest pass a ball to a target at a distance of three metres.</li> </ol>	<ul style="list-style-type: none"> <li>• Uses a two hand pushing action from the chest.</li> <li>• Raises elbows to the side in a preparatory position.</li> <li>• Ball hits target on the full.</li> </ul>

# Early Stage 1

# LAPS Assessment Guidelines

Skill	Targeted Outcomes	Requirements
Throwing cont.	<p>1. With one hand, can "put" a bean bag or small ball, using a correct putting action.</p> 	<ul style="list-style-type: none"> <li>• Prior to delivery, the implement touches the neck, in front of the ear, under the jaw.</li> <li>• The elbow of the throwing arm is raised in the preparatory position.</li> <li>• A legal, confident putting action.</li> </ul>
	<p>2. Using one hand, and stepping forward on the opposite foot, can throw a ball underarm to a target at a distance of five metres.</p> 	<ul style="list-style-type: none"> <li>• Demonstrates an extended throwing arm, with a smooth back swing and follow-through.</li> <li>• Weight transfers from back to front foot.</li> <li>• Ball hits target on the full.</li> </ul>

# Stage 1

## LAPS Assessment Guidelines

Skill	Targeted Outcomes	Requirements
Running	<ol style="list-style-type: none"> <li>1. Keeps arms bent whilst running.</li> <li>2. Can perform a standing start to the commands of "On your marks", "Set", "Go" with opposite arm and leg forward in the set position.</li> <li>3. Can run over a line of ground markers, with one step between each marker.</li> <li>4. Can run, leap over a low object from one foot to the other, then continue on an uninterrupted run.</li> <li>5. Can take part in a shuttle relay, demonstrating sound baton passing technique.</li> </ol>	<ul style="list-style-type: none"> <li>• Arms swing from the shoulders.</li> <li>• Arms bend at the elbow through backwards and forwards swing.</li> <li>• Recognition of commands without prompting.</li> <li>• Demonstrates a difference between "On your marks" and "Set" positions.</li> <li>• Feet point to the front.</li> <li>• Weight forward in "Set" position.</li> <li>• Bends forward at the hips and knees in "Set" position.</li> <li>• Lifts back heel off the ground in "Set" position</li> <li>• Maintains balance in "Set" position.</li> <li>• Shows general coordination of the running action.</li> <li>• Demonstrates a rhythmic running action.</li> <li>• Interrupts the running action as little as possible.</li> <li>• Incoming runner:             <ul style="list-style-type: none"> <li>- Baton arm is extended on approaching the receiver.</li> <li>- Baton is held upright during the pass.</li> <li>- Baton is held at the bottom end.</li> <li>- Runs to the side of the receiver to avoid interference.</li> </ul> </li> </ul>



# Stage 1

# LAPS Assessment Guidelines

Skill	Targeted Outcomes	Requirements
Running cont.		<ul style="list-style-type: none"> <li>• Outgoing runner:               <ul style="list-style-type: none"> <li>- Extends arms at chest level.</li> <li>- Holds hands together to receive the baton.</li> <li>- Adopts a ready stance.</li> </ul> </li> </ul>
Jumping	<ol style="list-style-type: none"> <li>1. Can perform a long jump into a pit from a running approach.</li> <li>2. Can perform a scissors high jump onto a mat following a short approach.</li> </ol>	<ul style="list-style-type: none"> <li>• No hesitation in the transfer from the run to the jump.</li> <li>• A one foot take off.</li> <li>• Legs bend on landing to absorb impact.</li> <li>• Feet land close together at the same time.</li> <li>• Drives the knee closest to the mat up first.</li> <li>• Lifts both legs to the front.</li> <li>• Lands standing up on the mat.</li> </ul>
Throwing	<ol style="list-style-type: none"> <li>1. Can "put" a shot of appropriate size, keeping the elbow of the throwing arm up. Correct grip used.</li> <li>2. Demonstrates a confident slinging action with a hoop or quoit.</li> </ol>	<ul style="list-style-type: none"> <li>• Grips shot correctly.</li> <li>• Prior to delivery, holds the shot against the neck in front of the ear, under the jaw.</li> <li>• Keeps the elbow of the throwing arm up.</li> <li>• Uses a legal, confident putting action.</li> <li>• Slings the hoop/quoit in a forward direction, using an extended throwing arm.</li> <li>• Uses a relaxed wind up and follow through.</li> <li>• The action results in a flat spinning hoop/quoit.</li> </ul>

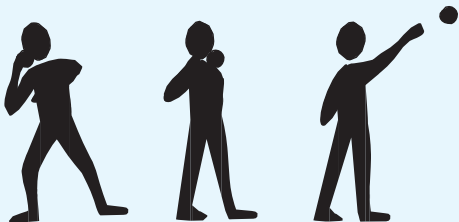

# Stage 2

# LAPS Assessment Guidelines

Skill	Targeted Outcomes	Requirements
Running	<ol style="list-style-type: none"> <li>1. Can perform a standing start pushing forward using arms and legs, no backwards movement.</li> <li>2. Shows confidence in running over low objects placed on the ground at correct hurdle distance.</li> <li>3. Can participate in a circular relay.</li> <li>4. Can run for 4 minutes, demonstrating a smooth, relaxed style.</li> </ol>	<ul style="list-style-type: none"> <li>• Both feet point to the front.</li> <li>• In the "Set" position: Opposite arm and leg forward, weight forward, bends at hips and knees, back heel off ground.</li> <li>• On "Go": No rocking or stepping backwards; no lifting of the front foot before the back foot; vigorous use of arms.</li> <li>• "Runs" does not "jump" over the objects.</li> <li>• Demonstrates smooth strides with no hesitation.</li> <li>• Through participation, demonstrates understanding of how a circular relay progresses.</li> <li>• Runs for entire time. No walking or stopping.</li> <li>• Demonstrates a smooth, relaxed style.</li> </ul>
Jumping	<ol style="list-style-type: none"> <li>1. Can perform a scissors high jump over a bar and onto a mat following a smooth, relaxed approach.</li> <li>2. Can long jump, demonstrating a knee drive at take off.</li> </ol>	<ul style="list-style-type: none"> <li>• Shows no hesitation or short steps in the approach run.</li> <li>• Demonstrates a smooth transfer from run into jump.</li> <li>• Uses the correct take off leg.</li> <li>• Lifts both legs forward during clearance.</li> <li>• Lands on feet on the mat.</li> <li>• Drives the knee to parallel with the ground at take off.</li> <li>• Uses a correct landing.</li> </ul>

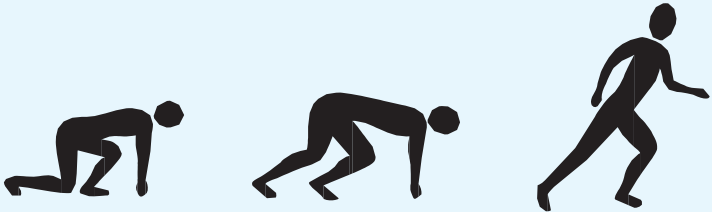
# Stage 2

# LAPS Assessment Guidelines

Skill	Targeted Outcomes	Requirements
Throwing	<p>1. Can perform a standing shot put, finishing in an effective delivery position.</p>  <p>2. Can roll a discus for 5 metres to a target 1 metre across. Correct grip used.</p> <p>3. Can perform a slinging action with a discus; correct grip and release used.</p> 	<ul style="list-style-type: none"> <li>• Uses the correct grip on the shot.</li> <li>• Hips, chest and shoulders swing to the front on delivery.</li> <li>• Uses a legal putting action from a "tall" delivery position; front leg braced; watches shot go.</li> </ul> <ul style="list-style-type: none"> <li>• Uses the correct grip.</li> <li>• Releases the discus over the index finger.</li> <li>• Discus rolls on its edge to the target.</li> </ul> <ul style="list-style-type: none"> <li>• Uses the correct grip.</li> <li>• Discus is released over the index finger.</li> <li>• Uses a side-arm slinging action away from the body.</li> <li>• Achieves a flat discus flight.</li> </ul>

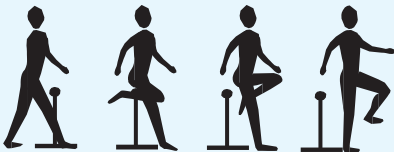

# Stage 3

# LAPS Assessment Guidelines

Skill	Targeted Outcomes	Requirements
Running	<p>1. Demonstrates a sound body posture and arm action whilst running over fifty metres.</p> <p>2. Can perform a basic crouch start.</p>  <p>3. Can approach and clear a hurdle, demonstrating a sound lead leg action.</p>	<ul style="list-style-type: none"> <li>• Keeps head still; vision forward; shoulders square; chest up; arms swinging from the shoulders; arms bent; keeps hips under the body; runs with rhythm.</li> <li>• Demonstrates the following positions;             <ul style="list-style-type: none"> <li>"On your marks"                 <ul style="list-style-type: none"> <li>- Front foot approximately a forearm's length behind the starting line. (Fingertips to elbow distance).</li> <li>- One knee placed on the ground, level with the front foot.</li> <li>- Hands placed shoulder-width apart; behind, not on the line.</li> </ul> </li> <li>"Set"                 <ul style="list-style-type: none"> <li>- Hips raised slightly higher than the shoulders.</li> <li>- Both legs remain bent (Front leg approx. 90 degrees; back leg approx. 120 degrees).</li> </ul> </li> <li>"Go"                 <ul style="list-style-type: none"> <li>- Drives the rear leg forward.</li> <li>- Arms move vigorously.</li> </ul> </li> </ul> </li> <li>• Drives the lead knee at the hurdle.</li> <li>• Drives the lead lower leg in straight line over the hurdle.</li> <li>• Foot of the lead leg contacts the ground beyond the hurdle in a straight line.</li> <li>• Uses a continuous action.</li> </ul>


# Stage 3

# LAPS Assessment Guidelines

Skill	Targeted Outcomes	Requirements
Running cont.	<p>4. Performs a correct trail leg action when walking over hurdles.</p>  <p>5. Using a sound technique, can:</p> <ol style="list-style-type: none"> <li>Pass a baton</li> <li>Receive a baton</li> </ol> <p>inside a twenty metre changeover zone.</p>  <p>6. Can run for five minutes demonstrating a smooth, relaxed style.</p>	<ul style="list-style-type: none"> <li>• Uses a controlled trail leg action.</li> <li>• Keeps heel of trail leg close to buttocks, toes pulled up, as it is pulled over the hurdle.</li> <li>• Pulls the knee through to the chest.</li> <li>• Continues the stride straight ahead following hurdle clearance.</li> <li>• Incoming runner:             <ul style="list-style-type: none"> <li>- Uses a fast approach.</li> <li>- Demonstrates a clean baton passing technique.</li> </ul> </li> <li>• Outgoing runner:             <ul style="list-style-type: none"> <li>- Maximum acceleration as incoming runner hits check mark.</li> <li>- Steady receiving hand.</li> <li>- Clean receiving technique.</li> <li>- No looking behind during pass.</li> </ul> </li> <li>• Runs for the entire time. No walking or stopping.</li> <li>• Demonstrates a smooth, relaxed style.</li> </ul>
Jumping	<p>1. Can perform a scissors high jump over a bar of at least waist height.</p>	<ul style="list-style-type: none"> <li>• Uses a basic scissors action.</li> <li>• Clears the bar at the required height.</li> </ul>

# Stage 3

# LAPS Assessment Guidelines

Skill	Targeted Outcomes	Requirements
Jumping cont.	2. Demonstrates knee drive and use of arms following an accurate run up and take off in long jump.	<ul style="list-style-type: none"> <li>Shows a knee drive at take off.</li> <li>Uses the arms in a forward and upward motion on take off.</li> <li>Achieves an accurate run up.</li> </ul>
Throwing	<p>1. Can perform a simple movement across the ring and legally deliver a shot from a sound delivery position.</p> <p>2. Can perform a standing discus throw finishing in an effective delivery position. Sound discus flight achieved.</p> 	<ul style="list-style-type: none"> <li>Uses a legal putting action.</li> <li>Achieves a sound delivery position: braced front leg; "tall" body; watches shot flight.</li> <li>Uses a smooth movement across the ring.</li> <li>Uses a smooth transfer from the movement across the ring to the delivery.</li> <li>Achieves a flat spinning discus.</li> <li>Swings hips, chest and shoulders to the front.</li> <li>Achieves a sound delivery position: braced front leg; "tall" body; watches discus flight.</li> </ul>

# LAPS

## Student Assessment Checklists



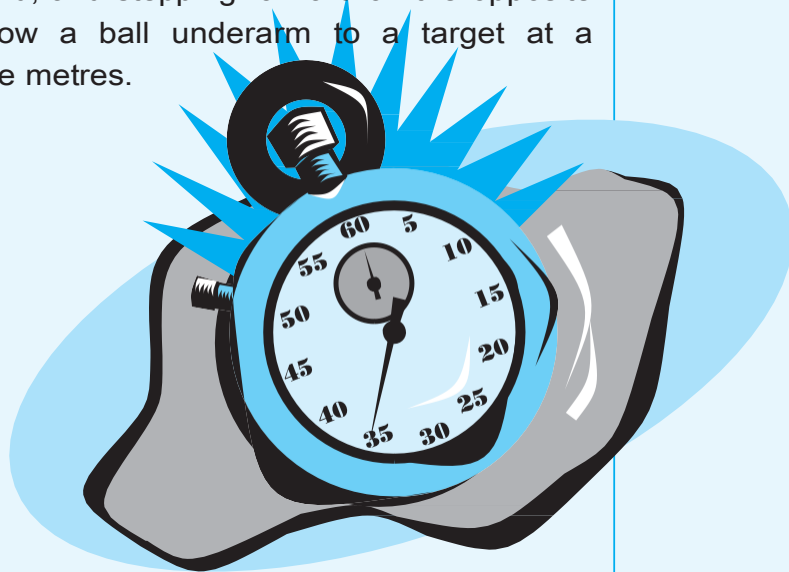
# Student Assessment Checklist

## Early Stage 1

Name:

Class:

Skill	Targeted Outcomes	Achieved/Date
Running	<ol style="list-style-type: none"> <li>1. Can run in a straight line.</li> <li>2. Looks straight ahead when running.</li> <li>3. Can take part in novelty races.</li> <li>4. Can take part in shuttle relays.</li> </ol>	
Jumping	<ol style="list-style-type: none"> <li>1. Can jump and land safely on two feet.</li> <li>2. Can jump by taking off from one foot and landing on two.</li> <li>3. Stretches out when jumping high.</li> </ol>	
Throwing	<ol style="list-style-type: none"> <li>1. Can chest pass a ball to a target at a distance of three metres.</li> <li>2. With one hand, can "put" a bean bag or small ball, using a correct putting action.</li> <li>3. Using one hand, and stepping forward on the opposite foot, can throw a ball underarm to a target at a distance of five metres.</li> </ol>	





# Student Assessment Checklist

## Stage 1

Name:

Class:

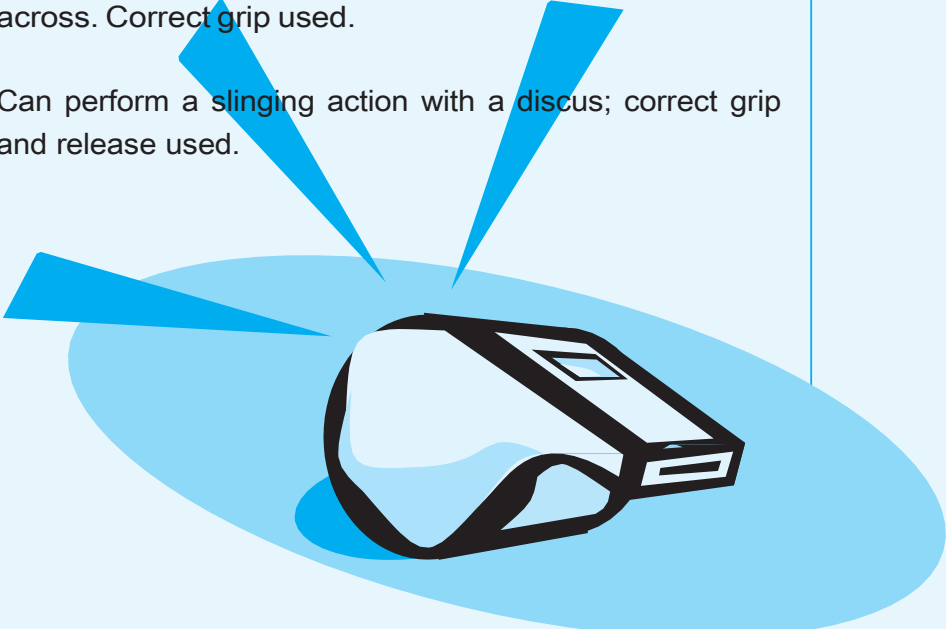
Skill	Targeted Outcomes	Achieved/Date
Running	<ol style="list-style-type: none"> <li>1. Keeps arms bent whilst running.</li> <li>2. Can perform a standing start to the commands of "On your marks", "Set", "Go" with opposite arm and leg forward in the set position.</li> <li>3. Can run over a line of ground markers, with one step between each marker.</li> <li>4. Can run, leap over a low object from one foot to the other, then continue on an uninterrupted run.</li> <li>5. Can take part in a shuttle relay, demonstrating sound baton passing technique.</li> </ol>	
Jumping	<ol style="list-style-type: none"> <li>1. Can perform a long jump into a pit from a running approach.</li> <li>2. Can perform a scissors high jump onto a mat following a short approach.</li> </ol>	
Throwing	<ol style="list-style-type: none"> <li>1. Can "put" a shot of appropriate size, keeping the elbow of the throwing arm up.</li> <li>2. Demonstrates a confident slinging action with a hoop or quoit.</li> </ol>	

# Student Assessment Checklist

## Stage 2

Name:

Class:

Skill	Targeted Outcomes	Achieved/Date
Running	<ol style="list-style-type: none"> <li>1. Can perform a standing start pushing forward using arms and legs; no backwards movement.</li> <li>2. Shows confidence in running over low objects placed on the ground at correct hurdle distance.</li> <li>3. Can participate in a circular relay.</li> <li>4. Can run for 4 minutes, demonstrating a smooth, relaxed style.</li> </ol>	
Jumping	<ol style="list-style-type: none"> <li>1. Can perform a scissors high jump over a bar and onto a mat following a smooth, relaxed approach.</li> <li>2. Can long jump, demonstrating a knee drive at take off.</li> </ol>	
Throwing	<ol style="list-style-type: none"> <li>1. Can perform a standing shot put, finishing in an effective delivery position.</li> <li>2. Can roll a discus for 5 metres to a target 1 metre across. Correct grip used.</li> <li>3. Can perform a slinging action with a discus; correct grip and release used.</li> </ol> 	

# Student Assessment Checklist

## Stage 3

Name:

Class:

Skill	Targeted Outcomes	Achieved/Date
Running	<ol style="list-style-type: none"> <li>1. Demonstrates a sound body posture and arm action whilst running over fifty metres.</li> <li>2. Can perform a basic crouch start.</li> <li>3. Can approach and clear a hurdle, demonstrating a sound lead leg action.</li> <li>4. Performs a correct trail leg action when walking over hurdles.</li> <li>5. Using a sound technique, can:               <ol style="list-style-type: none"> <li>a) Pass a baton</li> <li>b) Receive a baton</li> </ol>               Inside a twenty metre changeover zone.             </li> <li>6. Can run for five minutes demonstrating a smooth, relaxed style.</li> </ol>	
Jumping	<ol style="list-style-type: none"> <li>1. Can perform a scissors high jump over a bar of at least waist height.</li> <li>2. Demonstrates knee drive and use of arms following an accurate run up and take off in long jump.</li> </ol>	
Throwing	<ol style="list-style-type: none"> <li>1. Can perform a simple movement across the ring and legally deliver a shot from a sound delivery position.</li> <li>2. Can perform a standing discus throw finishing in an effective delivery position. Sound discus flight achieved.</li> </ol>	



# LAPS

## Class Assessment Checklists



## Class Assessment Checklist

## Early Stage 1

[illegible]

## Class Assessment Checklist

## Stage 1

[illegible]

## Class Assessment Checklist Stage 2

## Stage 2

[illegible]

## Class Assessment Checklist Stage 3

### Stage 3

[illegible]



# LAPS

## Skill Assessment Checklists



# Skill Assessment Checklist

## Sprinting

Name:

Class:

### Components of the Working Model


### Achieved/Date

1. Head level; vision to the front.
2. Trunk and shoulders square to the front.
3. Head and trunk held upright.
4. Hips held under body.
5. Feet and limbs move in a straight path.
6. Arms pivot about the shoulder joint and remain bent at the elbow at approximately 90 degrees.
7. High knee lift.
8. Recovery leg bent to at least 90 degrees.
9. Lands on the forefoot.
10. Light, quick movements.
11. Generally coordinated, rhythmical action.



Name:

Class:

Components of the Working Model	Achieved/Date
<p>"On your marks"</p> <ol style="list-style-type: none"> <li>1. Front foot behind line, pointed directly down the track.</li> <li>2. Back foot placed approximately one foot space back, pointed forward, heel lifted.</li> <li>3. Feet approximately shoulder width apart.</li> </ol> <p>"Set"</p> <ol style="list-style-type: none"> <li>1. Bends forward at the hips and knees.</li> <li>2. Opposite arm and leg forward.</li> <li>3. Vision at the ground approximately 1 metre ahead.</li> </ol> <p>"Go"</p> <ol style="list-style-type: none"> <li>1. Drives arms and legs.</li> <li>2. Steps through with the back foot first.</li> <li>3. No backwards movement.</li> </ol>	
	

# Skill Assessment Checklist

## Crouch Start

Name:

Class:

### Components of the Working Model

### Achieved/Date

"On your marks"

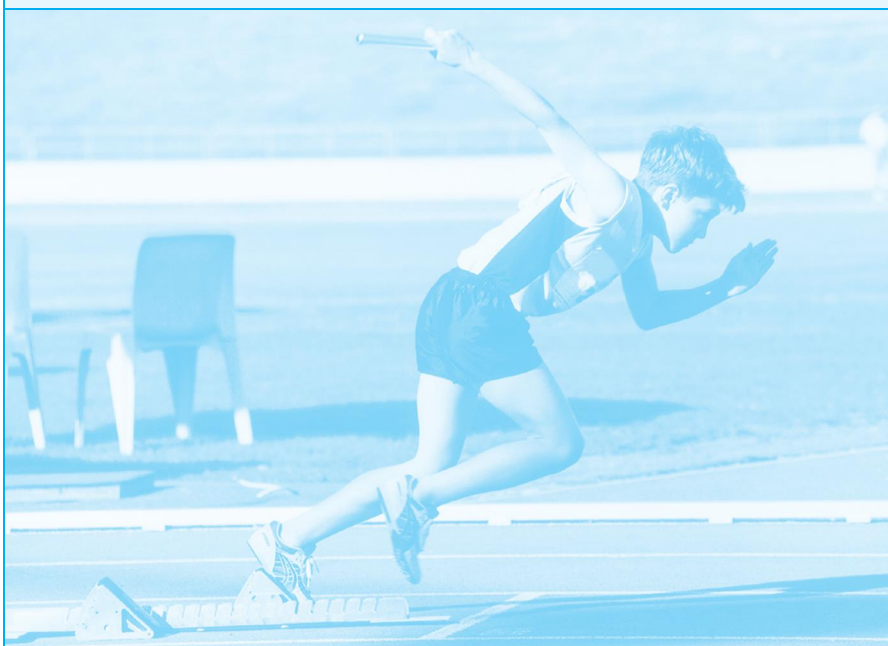
1. Front foot approximately a forearm's length behind line, pointed directly down the track.
2. Other knee placed approximately level with front foot.
3. Hands shoulder width apart, behind line.

"Set"

1. Hips raised slightly higher than shoulders.
2. Front leg bent at approximately 90 degrees; back leg bent at approximately 120 degrees.

"Go"

1. Drives the rear leg forward.
2. Drives arms vigorously.



# Skill Assessment Checklist

# Shuttle Relay

Name:

Class:

## Components of the Working Model

## Achieved/Date

Incoming runner

1. Uses a normal running action.
2. Holds the baton at the bottom end.
3. Holds the baton vertically with an extended arm when nearing the receiver.
4. Approaches the receiver in a way that avoids interference /collisions.

Outgoing runner

1. Receives baton with arms extended at chest level.
2. Hands held together in "butterfly" position.
3. Transfers baton to one hand once received.



# Skill Assessment Checklist      Circular Relay (4x100m)

Name:

Class:

## Components of the Working Model

## Achieved/Date

Incoming runner

1. Maintains speed during baton exchange.
2. Places baton downwards firmly into outgoing runner's hand.

Outgoing runner

1. Accelerates as incoming runner passes check mark.
2. Holds receiving hand steady; palm upward, hand flat.
3. Receives baton cleanly.
4. Keeps vision to front during baton exchange.
5. Receives baton inside changeover zone.



# Skill Assessment Checklist

# Hurdles

Name:

Class:

## Components of the Working Model

## Achieved/Date

1. Approaches the hurdle without hesitation.
2. Drives the knee of the lead leg towards the hurdle.
3. Extends lower leg straight over the hurdle.
4. Plants foot of lead leg in a straight line on landing.
5. Trail leg is lifted perpendicular to the body, heel close to buttocks, toes pulled up.
6. The knee of the trail leg is pulled through towards the chest as it clears the hurdle.
7. The foot of the trail leg is planted in a straight line on landing.
8. The clearance interferes as little as possible with the running action.
9. Smooth, fast running between the hurdles.



# Skill Assessment Checklist Middle Distance/Cross Country Running

Name:

Class:

## Components of the Working Model

## Achieved/Date

1. A relaxed running style.
2. Head kept level, vision to the front.
3. Shoulders, chest, abdomen and hips kept square to the front.
4. Shoulder movement kept to a minimum.
5. A low, relaxed arm action; relaxed shoulders.
6. A generally coordinated, rhythmical action.




# Skill Assessment Checklist

## Long Jump

Name:

Class:

Components of the Working Model	Achieved/Date
<ol style="list-style-type: none"><li>1. Fast, controlled, accurate run up.</li><li>2. One foot take off.</li><li>3. Drives the free knee and arms into the air.</li><li>4. Upright take off position; vision elevated or to the front.</li><li>5. Two foot landing.</li><li>6. On landing, bending occurs at the hips and knees.</li><li>7. Feet land in the sand simultaneously and close together.</li></ol>	
	

# Skill Assessment Checklist

## High Jump

Name:

Class:

### Components of the Working Model

### Achieved/Date

1. A straight run up, approximately 30 degrees to the bar, of 8-10 strides.
2. Leg closest to the bar driven up and over the bar first.
3. Both legs lifted forward in a scissors action over the bar.
4. Lands on feet.




# Skill Assessment Checklist

# Shot Put

Name:

Class:

Components of the Working Model	Achieved/Date
<ol style="list-style-type: none"> <li>1. Shot is held at the base of the fingers (not touching the palm), with three fingers behind and the thumb and small finger to each side of the shot.</li> <li>2. The shot is held touching or close to the neck, under the jaw, in front of the ear, next to the windpipe.</li> <li>3. The elbow of the throwing arm is raised to the rear.</li> <li>4. A side-on preparatory stance, with the weight on a bent rear leg.</li> <li>5. Non-throwing arm points in direction of throw or "wraps" around body.</li> <li>6. The feet, hips, chest and shoulders swing to the front on delivery as the weight shifts from back to front foot.</li> <li>7. Delivery occurs from a "tall" position.</li> <li>8. The throwing arm extends in a powerful "punching" action, pushing the shot away from the neck.</li> <li>9. The thrower's vision follows the shot.</li> </ol>	
	

# Skill Assessment Checklist

## Discus

Name:

Class:

### Components of the Working Model

### Achieved/Date

1. The discus is held flat against the palm; the edge of the discus sits on the pads of the first joints of the fingers; the thumb rests on the back of the discus.
2. A side-on preparatory stance.
3. Discus held up in front of the eyes, throwing hand on top of the discus, non-throwing hand underneath for support.
4. The discus is kept flat and the throwing hand on top while the discus is swung back off the supporting hand in a wide arc.
5. The feet, hips, chest and shoulders swing to the front on delivery as the weight shifts from back to front foot.
6. The delivery arm follows a wide arc in a slinging motion.
7. Delivery occurs from a "tall" position.
8. Discus is released off the index finger in a flat spin.

