

| Standards  | Standard 1  |   | Standard 2   | Standard 3   | Standard 4   | Standard 5   |
|------------|---|---|--|--|--|--|
|            | S1.E6.3<br>Locomotor  | S1.E21.3b<br>Manipulative   | S2.E1.3<br>Movement Concepts   | S3.E2.3<br>Engages in Physical Activity  | S4.E1.3<br>Personal Responsibility   | S5.E1.3<br>Health  |
| Rubric     | Demonstrates mature form in several movement patterns (e.g., skipping, sliding, hopping, jumping, galloping) with smooth <u>transitions</u> , between each.<br><br><u>(Ref. Page 70 in PE metrics.)</u> | Uses a continuous running approach and kicks a stationary ball for accuracy.<br><br>1. Arms extend forward in preparation for kicking action<br>2. Contact with ball is made directly below center of the ball (travel in the air); contact with ball is made directly behind center of ball (travel on the ground)<br>3. Contact the ball with shoelaces or top of foot for kicking action<br>4. Trunk leans back slightly in preparation for kicking action<br>5. Follow through with kicking leg extending forward and upward toward the target. | Recognizes the concept of open spaces I a movement context<br><br><u>(Option: Written assessment for <i>Moving to the Open Space</i>)</u><br><br>Or use the following rubric | Engages in the activities of physical education class without teacher prompting.   | Applies rules and procedures during physical activity (e.g., safety, equipment, directions, shows respect for self and others.   | The student can discuss the relationship between physical activity and good health.        |
| 3-Applying | The student demonstrates smooth form and <u>transition</u> from skipping to galloping, to sliding and to grapevine through the sequence.  | The student demonstrates all 5 skills.  | The student was able to show a how to move to the open area for both the long and the short pass.  | The student participates and is on task without teacher prompting. No inactivity marks have been given. The student initiates and models positive, healthy, active lifestyle habits. The student models self-motivation in relation to knowledge of the positive effects of being physically active in the physical education classroom. | The student has not had any behavior marks. The student is caring & helps others. The student is compassionate, uses interpersonal skills without rewards or teacher direction. The student listens & follows directions, shows self-control & sportsmanship, works & plays safely without any teacher intervention. | The student can discuss 3 or more relationships between physical activity and good health. |
| 2-Maturing | The student demonstrates smooth form and <u>transition</u> from skipping to galloping, to sliding through the sequence..  | The student demonstrates 4 or the 5 skills.   | The student was able to show a how to move to either the open area for the long pass or the short pass.  | The student participates and is on task without teacher prompting.. The student has been given 1-3 inactivity marks. The student is self-directed & self-motivated and practices the positive effects of a healthy active lifestyle during physical education activities.  | The student has been given 1- 3 behavior marks<br>The student listens & follows directions, shows self-control & sportsmanship with little teacher intervention.   | The student can discuss 2 relationships between physical activity and good health.         |
| 1-Emerging | The student demonstrates smooth form and <u>transition</u> in at least 2 of the 3 movement skills from skipping to galloping, to sliding through the sequence.  | The student demonstrates 3 or less of the 5 skills.   | The student was able to tell you what needed to be done but not demonstrate moving to the open area for either as long or short pass.  | The student participates and is on task less than 50% of the time. The student has been given 4-6 inactivity marks have been given. The student does not regularly participate in physical education activities. Participation in physical education requires teacher intervention.  | The student has been given 4-6 behavior marks.<br>The student shows an inability to listen or follow directions. The student demonstrates limited self-control, little or no responsibility, does not play by the rules. Participation in physical education requires teacher intervention.                          | The student can discuss 1 or less relationships between physical activity and good health. |