

Standards	Standard 1		Standard 2	Standard 3			Standard 4	Standard 5
	S1.E25.5a Manipulative	S1.E20.5 Manipulative	S2.E5.5a Strategies and Tactics	S3.E1.5 Participates in Physical Activity	S3.E2.5 Engages in Physical Activity	S3.E5.5a and 5b Fitness Assessments	S4.E2.5a, 5b Personal Responsibility	S5.E4.5 Social Interaction
Rubric	<p>Strikes a pitched ball with a bat using a mature pattern.</p> <p>Strike a pitched ball (pitched by the teacher), using a bat that fits nicely into the students hands and is a good length for the student. 1. The bat is up and back in preparation for the striking action. 2. Step forward on opposite foot as contact is made. 3. coil and uncoil the trunk for preparation and execution of the striking action. 4. Swing the bat at a horizontal plane. 5. Wrist uncocks on follow-through for completion of the striking action.</p>	<p>Dribbles with hands or feet with mature patterns in a variety of small sided games.</p> <p>The students will dribble a basketball in place. (If students move while dribbling use cues 4a and 4b).</p> <ol style="list-style-type: none"> 1. Knees slightly bent 2. Opposite foot forward when dribbling in place. 3. Contact the ball with the pads of the fingers. 4. Firm contact with the top of the ball. <ol style="list-style-type: none"> 4a. Contract slightly behind the ball when moving 4b. Ball to the side and in front of the body when moving down the floor. 5. Eyes looking over the ball not down at the ball. 	<p>Applies basic offensive/defensive strategies (e.g., screening, movement away from the ball) in physical activities in small sided practice tasks.</p> <p>Observation with documentation; (<i>Moving to the Open Space and Creating Passing Angles</i>) completes at 2 or more offensive/defensive strategies during a small sided practice.</p>	<p>Identify recreational opportunities in the community.</p> <p>Written assessment is to be given to the students to fill out at home</p>	<p>Participates in moderate to vigorous physical activity (e.g., free play, play with peers, organized activity)</p>	<p>Analyzes results of fitness assessment (pre and post), comparing results with fitness components for good health.</p> <p>Designs a fitness plan to address ways to use physical activity to enhance fitness.</p> <p>The assessments will be the Presidential Youth Fitness Program-Fitnessgram.</p>	<p>Applies rules and procedures during physical activity (e.g., safety, equipment, directions, shows respect for self and others.</p>	<p>Describes the social benefits gained from participating in physical activity (e.g., recess, youth sports, play after school).</p>
3-Applying	The student performs 5 out of 5 cues.	The student performs 5 out of 5 cues.	The student demonstrated 3 or more offensive/defensive strategies during a small sided practice. (<i>Moving to the Open Space and Creating Passing Angles</i>)	The student turn in the form completed neatly, on time and returns information on at least one activity.	The student participates and is on task. 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 completes 4 or more of the fitness components and designs a fitness plan to address ways to use physical activity to enhance fitness.	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 describe 4 or more social benefits gained from participating in physical activity. (e.g. verbal or written)
2-Maturing	The student performs 4 out of 5 cues.	The student performs 4 out of 5 cues.	The student demonstrated 2 offensive/defensive strategies during a small sided practice. (<i>Moving to the Open Space and Creating Passing Angles</i>)	The student completes the form neatly with all three activities and turns it in on or before the due date.	The student participates and is on task. 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 completes 3 of the fitness components and designs a fitness plan to address ways to use physical activity to enhance fitness.	The student has been given 1- 3 behavior marks The student listens & follows directions, shows self-control & sportsmanship with little teacher intervention.	The student can describe 2 or 3 social benefits gained from participating in physical activity. (e.g. verbal or written)
1-Emerging	The student performs 3 or less of the 5 cues.	The student performs 3 or less of the 5 cues.	The student demonstrated at least 1 offensive/defensive strategies during a small sided practice. (<i>Moving to the Open Space and Creating Passing Angles</i>)	The student turns in the form partially complete.	The student participates and is on task. 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 completes 2 or less of the fitness components and designs a fitness plan to address ways to use physical activity to enhance fitness.	The student has been given 4-6 behavior marks. 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 describe 1 or less social benefits gained from participating in physical activity. (e.g. verbal or written)