

Standards	Standard 1		Standard 2	Standard 3				Standard 4	Standard 5
Rubrics	S1.M20.6 Striking Striking: Upper body hand/eye. The following essential elements will be assessed: 1) Preparation; ready position, back swing 2) Execution; forward swing to contact point 3) The finish; follow through and body balance	S1.M22.6 Outdoor Pursuits Striking: Lower body foot/eye. The following essential elements will be assessed: 1) Preparation; ready position, back swing 2) Execution; forward swing to contact point 3) The finish; follow through and body balance	S2.M4.6 Creating space with offensive tactics Demonstrate an offensive tactic to create open space. The student will create open space by moving to an open space without the ball by using a variety of passes, pivots and fakes; give & go. (recording sheet available on IHT resource site)	S3.M7.6 and S3.M4.6 Identifies Skill Related Components Identifies and participates in an aerobic activity that includes the skill related components and demonstrates the skill related components through sequential patterns and maintaining balance and rhythm. (e.g., Dance Dance Revolution (DDR), Dot Drill, GEO Fitness) The student will perform the Dot Drill. This assessments measures power, strength, speed, agility, reaction time, and balance.	S3.M15.6 Fitness Related Components and Goals. Identify strengths and areas of need based upon fitness assessments (e.g., compare criterion-reference standards to personal performance) Using the Fitnessgram fitness assessment students will identify strengths and areas of need and be assessed on personal performance.	S3.M16 Physical Activity & Concepts Participates regularly in moderate to vigorous physical activity (e.g., during school day, before and after school, and organized outside school activity). The student will be assessed on the use of the activity logs. (2 times a year) The data is self-reported.	S3.M6-M14.6 General Fitness Knowledge Physical Education written Common Summative Assessment	S4.M1.6 Procedures and Personal Responsibility Apply rules and procedures, (e.g., displays safety, respects equipment, follows directions, volunteers, listens, shares, participates, etc.).	S5.M6.6 Social Interaction Demonstrate cooperation and respect to others, in large and small groups, to achieve a common goal during physical activities. (e.g., sportsmanship, leadership, teamwork, creative problem solving, encourages peers, etc.) .
3-Applying	The student completes all 3 essential elements, (90% to 100% of the time). The student strikes a variety of objects in motion with correct body alignment and mechanics.	The student completes all 3 essential elements, (90% to 100% of the time). The Student strikes a variety of objects in motion with correct body alignment and mechanics.	The student creates open space 3 or more times during small game practice by moving to an open area without the ball using at least one pivot, passing the ball away and moving and/or a fake such as give and go.	The student independently performs the sequential patterns with transitions. Student participated 90% or more in the aerobic zone during the assessment.	The student gets 4 out of 4 correct on the Fitnessgram testing chart and goal setting sheet. The student will use <u>complete sentences</u> to set goal setting and ideas to achieve goals for each of the components.	The student participates in moderate to vigorous activity 7 out of 7 days at a minimum of 60 minutes per day. The student initiates and models positive healthy active lifestyle habits. Models self-motivation in relation to knowledge of the positive effects of being physically active both inside and outside of the physical education classroom.	The student scores 20 out of 20 correct on the Physical Education Common Summative Assessment	The student has not had any behavior marks. The student listens & follows directions, shows self control & personal responsibility, works & participates safely without teacher intervention.	The student is caring & helps others, is compassionate, cooperative, uses interpersonal skills without rewards or teacher direction. The student has not had any behavior marks.
2-Maturing	The student completes all 3 essential elements most of the time (80-89%). The student strikes a variety of moving objects with correct body alignment and mechanics.	The student completes all 3 essential elements most of the time (80-89%). The student strikes a variety of moving objects with correct body alignment and mechanics.	The student creates open space no less than 2 times during small game practice by moving to an open area without the ball using at least one pivot, passing the ball away and moving and/or a fake such as give and go.	Performs the sequential patterns with transitions and assistance from a peer or teacher. Student participated 41% to 89% in the aerobic zone during the assessment.	The student is able to name all 4 of the correct health related components on the Fitnessgram testing chart and goal setting sheet. The student will use <u>complete sentences</u> to set goals.	The student participates in moderate to vigorous activity 5-6 days out of 7 at a minimum of 60 minutes per day. The student is self-directed & self-motivated practice of the positive effects of a healthy active lifestyle.	The student scores 14-19 out of 20 correct on the Physical Education Common Summative Assessment	The student has been given 1-3 behavior marks with teacher intervention. The student listens & follows directions, shows self-control & personal responsibility.	The student is caring & helps others, is compassionate, uses interpersonal skills, cooperation without rewards or teacher direction. The student has been given 1-3 behavior marks with teacher intervention.
1-Emerging	The student completes 2 of the 3 essential elements. The student displays seldom (70-79%) body alignment and mechanics when striking a variety of objects.	The student completes 2 of the 3 essential elements. The student displays seldom (70-79%) body alignment and mechanics when striking a variety of objects.	The student creates open space 1 or less times during small game practice by moving to an open area without the ball using at least one pivot, passing the ball away and moving and/or a fake such as give and go.	Needs assistance with patterns and transitions. Modifications are made in patterns and transitions to complete the drill. Student participated 40% or less of the time in the aerobic zone during the assessment.	The student is able to name 3 of the 4 health related components on the Fitnessgram testing chart and goal setting sheet. The student has some complete sentences.	The student participates in moderate to vigorous activity 3-4 days out of 7 at a minimum of 60 minutes per day. The student practices the positive effects of a healthy active lifestyle. Participates regularly in physical education activities.	The student scores 13 or less out of 20 correct on the Physical Education Common Summative Assessment.	The student has been given 4-6 behavior marks. The student shows limited ability to listen or follow directions. Participation in physical education requires frequent teacher intervention.	The student is caring & helps others, is compassionate, uses interpersonal skills, cooperation without rewards or teacher direction. The student has been given 4-6 behavior marks with teacher intervention.