

Semester ONE & TWO Rubric – GRADE K, 1 & 2

**Physical Education**

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<p>Demonstrates locomotor skills (skipping, galloping, sliding, leaping) (WI 1:1:A1-4)</p>	<ul style="list-style-type: none"> <li>▪ Performs skill beyond grade-level expectation</li> <li>▪ Movement is refined and transition between skills is seamless</li> <li>▪ Student can apply skills to a variety of activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Performs identified locomotor skills at a grade-appropriate level (minimal teacher prompting is acceptable)</li> <li>▪ Movement may not be refined; however, knowledge of skill is evident</li> </ul>	<ul style="list-style-type: none"> <li>▪ Struggles to perform and/or inconsistently demonstrates identified locomotor skills at a grade appropriate level</li> <li>▪ Frequent reminders and/or re-teaching required for student recall and/or understanding of skill pattern(s)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coordination is significantly below grade level expectations</li> <li>▪ Intensive teacher support necessary for child to perform most basic components of the skill</li> </ul>
<p>Performs dance skills including maintaining rhythm, following step sequences and engaging in creative movement (WI 1:1:A3)</p>	<ul style="list-style-type: none"> <li>▪ Performs dance skills beyond grade-level expectations including transitioning between a variety of beats, song transitions, etc.</li> <li>▪ Personal movement, creativity and/or evidence of self-expression exceeds grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates and maintains grade-appropriate rhythm</li> <li>▪ Comprehension, recall and application of step sequence is at a grade –appropriate level (minimal teacher prompting is acceptable)</li> <li>▪ Shows grade-appropriate willingness to perform</li> <li>▪ Engages in dance adding personal movement, creativity and/or evidence of self-expression</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires prompts or tools to identify beat, find and/or maintain rhythm</li> <li>▪ May be hesitant to perform; however, has understanding of step sequence</li> <li>▪ Frequent prompts and/or re-teaching required for student to recall and/or apply the step sequence</li> <li>▪ May be still working on basic steps making less opportunity for incorporation of creative movement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dance skills significantly below grade level expectations</li> <li>▪ May refuse to engage in dance activities</li> </ul>

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<p>Demonstrates grade appropriate manipulative skills (throwing, catching, kicking, striking, rolling a ball, dribbling, volleying)</p> <p>(WI 1:1:B1-4, 3:1:A1-3)</p>	<ul style="list-style-type: none"> <li>▪ Performs skill beyond grade-level expectation</li> <li>▪ Movement is refined and transition between skills is seamless</li> <li>▪ Student can apply skills to a variety of activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Performs a variety of manipulative skills at a grade-appropriate level (minimal teacher prompting is acceptable) including but not limited to:                             <ul style="list-style-type: none"> <li>○ Underhand throw</li> <li>○ Overhand throw</li> <li>○ Controlling object with feet, hands or implementing a target (dribble, throw, catch, kick, strike)</li> <li>○ Jump rope skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Struggles to perform and/or inconsistently demonstrates manipulative skills at a grade-appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coordination is significantly below grade level expectations</li> <li>▪ Intensive teacher support necessary for child to perform most basic manipulative skills</li> </ul>
<p>Performs adventure activities (climbing wall, ropes, ladders)</p> <p>(WI 4:1:A:1-3,2:1:A1-3)</p>	<ul style="list-style-type: none"> <li>▪ Performs adventure activities beyond grade-level expectation</li> <li>▪ Shows above grade-level strength and muscular endurance</li> <li>▪ Shows outstanding, “adventure spirit” and willingness to challenge themselves</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows grade appropriate strength and muscular endurance on apparatus</li> <li>▪ Grade appropriately applies the following skills to a variety of activities:                             <ul style="list-style-type: none"> <li>○ holds own body weight while traversing across an apparatus</li> <li>○ climbs to safe levels on various apparatus</li> </ul> </li> <li>▪ Recognizes and follows safety practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Struggles to perform and/or inconsistently demonstrates adventure activities at a grade-appropriate level</li> <li>▪ May struggle with overcoming fear of engaging in adventure activities</li> <li>▪ Inconsistently follows safety practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intensive teacher support necessary for child to perform most basic components of the adventure activities</li> <li>▪ May refuse to engage in adventure activities</li> </ul>

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**Physical Education**

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<p>Demonstrates grade-appropriate tumbling and/or gymnastic skills (W1:1:C1; 2:1:A1-3 )</p>	<ul style="list-style-type: none"> <li>▪ Performs tumbling / gymnastic skills beyond grade-level expectation</li> <li>▪ Shows above grade-level strength and muscular endurance</li> <li>▪ Shows outstanding willingness to challenge themselves</li> </ul>	<ul style="list-style-type: none"> <li>▪ Performs a variety of tumbling and/or gymnastic skills at a grade-appropriate level (minimal teacher prompting is acceptable) including but not limited to:                             <ul style="list-style-type: none"> <li>○ Variety of rolls</li> <li>○ Animal movements</li> <li>○ Balance activities</li> </ul> </li> <li>▪ Shows grade-appropriate strength and muscular endurance</li> <li>▪ Recognizes and follows safety practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Struggles to perform and/or inconsistently demonstrates tumbling/ gymnastic skills at a grade-appropriate level</li> <li>▪ May struggle with overcoming fear of engaging in activities</li> <li>▪ Inconsistently follows safety practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intensive teacher support necessary for child to perform most basic components of the tumbling / gymnastic skills</li> <li>▪ May refuse to engage in tumbling activities</li> </ul>