

Semester ONE & TWO Rubric – GRADE 3, 4 & 5

Physical Education

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<p>Demonstrates understanding of team concepts and strategies (WI 2:2:B4, 5:2:B1-8)</p>	<ul style="list-style-type: none"> ▪ Shows beyond grade-level understanding of team concepts and strategies ▪ Takes a leadership role within collaborative and/or team activities ▪ Motor and/or manipulative skills enhance his/her performance in group activities 	<ul style="list-style-type: none"> ▪ Demonstrates understanding of team concepts and strategies within a cooperative game or activity ▪ Works together with peers to achieve a common goal ▪ Works productively with a partner or as a team member ▪ Transfers motor and manipulative skills to game and/or team activities 	<ul style="list-style-type: none"> ▪ Understanding of team concepts and strategies is limited and/or inconsistent ▪ Struggles to work productively with a partner or as a team member ▪ Motor and/or manipulative skills limit his/her performance in group activities 	<ul style="list-style-type: none"> ▪ Intensive teacher support necessary for child to perform and/or participate in team activities ▪ May refuse to engage in team activities
<p>Performs dance skills including maintaining rhythm, following step sequences and engaging in creative movement (WI 1:2:B1-2)</p>	<ul style="list-style-type: none"> ▪ Performs dance skills beyond grade-level expectations including transitioning between a variety of beats, song transitions, etc. ▪ Personal movement, creativity and/or evidence of self-expression exceeds grade level expectations ▪ As opportunity allows, creates own dance and performs 	<ul style="list-style-type: none"> ▪ Demonstrates and maintains grade-appropriate rhythm ▪ Comprehension, recall and application of step sequence is at a grade-appropriate level (minimal teacher prompting is acceptable) ▪ Shows grade-appropriate willingness to perform ▪ Engages in dance adding personal movement, creativity and/or evidence of self-expression 	<ul style="list-style-type: none"> ▪ Requires prompts or tools to identify beat, find and/or maintain rhythm ▪ May be hesitant to perform; however, has understanding of step sequence ▪ Frequent prompts and/or re-teaching required for student to recall and/or apply the step sequence ▪ May be still working on basic steps making less opportunity for incorporation of creative movement 	<ul style="list-style-type: none"> ▪ Dance skills significantly below grade-level expectations ▪ May refuse to engage in dance activities

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<p>Demonstrates grade appropriate manipulative skills (throwing, catching, kicking, striking, rolling a ball, dribbling, volleying) (WI 1:2:A2-4,1:2:B2)</p>	<ul style="list-style-type: none"> ▪ Performs skill beyond grade-level expectation ▪ Movement is refined and transition between skills is seamless ▪ Student can apply skills to a variety of activities 	<ul style="list-style-type: none"> ▪ Performs a variety of manipulative skills (isolated and in combination) at a grade-appropriate level (minimal teacher prompting is acceptable) including but not limited to: <ul style="list-style-type: none"> ○ Overhand throw ○ Controlling object with feet, hands or implementing a target (dribble, throw, catch, kick, strike) ○ Jump rope skills 	<ul style="list-style-type: none"> ▪ Struggles to perform and/or inconsistently demonstrates manipulative skills at a grade-appropriate level 	<ul style="list-style-type: none"> ▪ Coordination is significantly below grade-level expectations ▪ Intensive teacher support necessary for child to perform basic manipulative skills
<p>Performs adventure activities (climbing wall, ropes, ladders) (WI 2:2:A4)</p>	<ul style="list-style-type: none"> ▪ Performs adventure activities beyond grade-level expectation ▪ Shows above grade-level strength and muscular endurance ▪ Shows outstanding, “adventure spirit” and willingness to challenge themselves 	<ul style="list-style-type: none"> ▪ Shows grade-appropriate strength and muscular endurance on apparatus ▪ Grade appropriately applies the following skills to a variety of activities: <ul style="list-style-type: none"> ○ holds own body weight while traversing across an apparatus ○ climbs to safe levels on various apparatus ▪ Recognizes and follows safety practices 	<ul style="list-style-type: none"> ▪ Struggles to perform and/or inconsistently demonstrates adventure activities at a grade-appropriate level ▪ May struggle with overcoming fear of engaging in adventure activities ▪ Inconsistently follows safety practices 	<ul style="list-style-type: none"> ▪ Intensive teacher support necessary for child to perform basic components of the adventure activities ▪ May refuse to engage in adventure activities

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<p>Demonstrates grade-appropriate tumbling and/or gymnastic skills (WI1:2:B2, 1:2:A5-6; 2:2:A4)</p>	<ul style="list-style-type: none"> ▪ Performs tumbling / gymnastic skills beyond grade-level expectation ▪ Shows above grade-level strength and muscular endurance ▪ Shows outstanding willingness to challenge themselves 	<ul style="list-style-type: none"> ▪ 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"> ○ Variety of rolls ○ Balance activities ○ Partner activities ○ Routines ▪ Shows grade-appropriate strength and muscular endurance ▪ Recognizes and follows safety practices 	<ul style="list-style-type: none"> ▪ Struggles to perform and/or inconsistently demonstrates tumbling/ gymnastic skills at a grade-appropriate level ▪ May struggle with overcoming fear of engaging in activities ▪ Inconsistently follows safety practices 	<ul style="list-style-type: none"> ▪ Intensive teacher support necessary for child to perform most basic components of the tumbling / gymnastic skills ▪ May refuse to engage in tumbling activities