

PHYSICAL EDUCATION SCORING GUIDE

| Elementary: K-2 | | | | |
|---|--|---|---|--|
| PERFORM | | | | |
| 5 | 4 | 3 | 2 | 1 |
| A. Locomotor Skills | A. Locomotor Skills | A. Locomotor Skills | A. Locomotor Skills | A. Locomotor Skills |
| <p>Demonstrates mature pattern* of <u>all four</u> locomotor skills (hop, gallop, slide, skip) with <u>fluid motion</u>.</p> <p>*Mature Pattern for Hop: ¹⁾ Body erect with head facing forward ²⁾ Take off on one foot and land on the same foot while lifting knee of non-landing leg ³⁾ Arms bent with upward motion ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Gallop: ¹⁾ Smooth, rhythmical forward action on the balls of the feet ²⁾ Demonstrates lead leg step-close action without crossover ³⁾ Hips (torso) facing forward ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Slide: ¹⁾ Smooth, rhythmical sideways action on the balls of the feet ²⁾ Demonstrates lead leg step-close action without crossover ³⁾ Hips (torso) facing forward while side faces direction of travel ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Skip: ¹⁾ Body erect with head facing forward ²⁾ Step taken followed by a short hop with a knee lift ³⁾ Alternating feet ⁴⁾ Momentarily airborne</p> | <p>Demonstrates mature pattern* of <u>all four</u> locomotor skills (hop, gallop, slide, skip).</p> <p>*Mature Pattern for Hop: ¹⁾ Body erect with head facing forward ²⁾ Take off on one foot and land on the same foot while lifting knee of non-landing leg ³⁾ Arms bent with upward motion ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Gallop: ¹⁾ Smooth, rhythmical forward action on the balls of the feet ²⁾ Demonstrates lead leg step-close action without crossover ³⁾ Hips (torso) facing forward ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Slide: ¹⁾ Smooth, rhythmical sideways action on the balls of the feet ²⁾ Demonstrates lead leg step-close action without crossover ³⁾ Hips (torso) facing forward while side faces direction of travel ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Skip: ¹⁾ Body erect with head facing forward ²⁾ Step taken followed by a short hop with a knee lift ³⁾ Alternating feet ⁴⁾ Momentarily airborne</p> | <p>Demonstrates mature pattern* of <u>three</u> locomotor skills (hop, gallop, slide, skip).</p> <p>*Mature Pattern for Hop: ¹⁾ Body erect with head facing forward ²⁾ Take off on one foot and land on the same foot while lifting knee of non-landing leg ³⁾ Arms bent with upward motion ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Gallop: ¹⁾ Smooth, rhythmical forward action on the balls of the feet ²⁾ Demonstrates lead leg step-close action without crossover ³⁾ Hips (torso) facing forward ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Slide: ¹⁾ Smooth, rhythmical sideways action on the balls of the feet ²⁾ Demonstrates lead leg step-close action without crossover ³⁾ Hips (torso) facing forward while side faces direction of travel ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Skip: ¹⁾ Body erect with head facing forward ²⁾ Step taken followed by a short hop with a knee lift ³⁾ Alternating feet ⁴⁾ Momentarily airborne</p> | <p>Demonstrates mature pattern* of <u>two</u> locomotor skills (hop, gallop, slide, skip).</p> <p>*Mature Pattern for Hop: ¹⁾ Body erect with head facing forward ²⁾ Take off on one foot and land on the same foot while lifting knee of non-landing leg ³⁾ Arms bent with upward motion ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Gallop: ¹⁾ Smooth, rhythmical forward action on the balls of the feet ²⁾ Demonstrates lead leg step-close action without crossover ³⁾ Hips (torso) facing forward ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Slide: ¹⁾ Smooth, rhythmical sideways action on the balls of the feet ²⁾ Demonstrates lead leg step-close action without crossover ³⁾ Hips (torso) facing forward while side faces direction of travel ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Skip: ¹⁾ Body erect with head facing forward ²⁾ Step taken followed by a short hop with a knee lift ³⁾ Alternating feet ⁴⁾ Momentarily airborne</p> | <p>Demonstrates mature pattern* of <u>zero or one</u> locomotor skill (hop, gallop, slide, skip).</p> <p>*Mature Pattern for Hop: ¹⁾ Body erect with head facing forward ²⁾ Take off on one foot and land on the same foot while lifting knee of non-landing leg ³⁾ Arms bent with upward motion ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Gallop: ¹⁾ Smooth, rhythmical forward action on the balls of the feet ²⁾ Demonstrates lead leg step-close action without crossover ³⁾ Hips (torso) facing forward ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Slide: ¹⁾ Smooth, rhythmical sideways action on the balls of the feet ²⁾ Demonstrates lead leg step-close action without crossover ³⁾ Hips (torso) facing forward while side faces direction of travel ⁴⁾ Momentarily airborne</p> <p>*Mature Pattern for Skip: ¹⁾ Body erect with head facing forward ²⁾ Step taken followed by a short hop with a knee lift ³⁾ Alternating feet ⁴⁾ Momentarily airborne</p> |

| Elementary: K-2 | | | | |
|---|--|--|--|---|
| PERFORM | | | | |
| 5 | 4 | 3 | 2 | 1 |
| B. Underhand Throw | B. Underhand Throw | B. Underhand Throw | B. Underhand Throw | B. Underhand Throw |
| <p>Consistently (4 of 4 attempts) throws underhand, demonstrating <u>all five</u> critical elements* of a mature pattern and with <i>accuracy</i> (all four attempts are directly to the target).</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> 1) Face the target in preparation for the throwing action 2) Arm back in preparation for action 3) Step with opposition as throwing arm moves forward 4) Release of ball between knee and waist level 5) Follow through to target | <p>Usually (3 of 4 attempts) throws underhand, demonstrating <u>all five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> 1) Face the target in preparation for the throwing action 2) Arm back in preparation for action 3) Step with opposition as throwing arm moves forward 4) Release of ball between knee and waist level 5) Follow through to target | <p>Usually (3 of 4 attempts) throws underhand, demonstrating <u>four of the five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> 1) Face the target in preparation for the throwing action 2) Arm back in preparation for action 3) Step with opposition as throwing arm moves forward 4) Release of ball between knee and waist level 5) Follow through to target | <p>Usually (3 of 4 attempts) throws underhand, demonstrating <u>two or three of the five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> 1) Face the target in preparation for the throwing action 2) Arm back in preparation for action 3) Step with opposition as throwing arm moves forward 4) Release of ball between knee and waist level 5) Follow through to target | <p>Usually (3 of 4 attempts) throws underhand, demonstrating <u>zero or one of the five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> 1) Face the target in preparation for the throwing action 2) Arm back in preparation for action 3) Step with opposition as throwing arm moves forward 4) Release of ball between knee and waist level 5) Follow through to target |
| C. Underhand Catch | C. Underhand Catch | C. Underhand Catch | C. Underhand Catch | C. Underhand Catch |
| <p>Consistently (4 of 4 attempts) catches a hand-sized ball tossed by a skilled thrower with <u>all five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> 1) Extend arms/hands out to ball 2) Tracks ball to hands 3) Hands are positioned with palms up and pinkies side by side 4) Catch with hands only 5) Absorbs catch on contact | <p>Usually (3 of 4 attempts) catches a hand-sized ball tossed by a skilled thrower with <u>all five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> 1) Extend arms/hands out to ball 2) Tracks ball to hands 3) Hands are positioned with palms up and pinkies side by side 4) Catch with hands only 5) Absorbs catch on contact | <p>Usually (3 of 4 attempts) catches a hand-sized ball tossed by a skilled thrower with <u>four of the five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> 1) Extend arms/hands out to ball 2) Tracks ball to hands 3) Hands are positioned with palms up and pinkies side by side 4) Catch with hands only 5) Absorbs catch on contact | <p>Usually (3 of 4 attempts) catches a hand-sized ball tossed by a skilled thrower with <u>two or three of the five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> 1) Extend arms/hands out to ball 2) Tracks ball to hands 3) Hands are positioned with palms up and pinkies side by side 4) Catch with hands only 5) Absorbs catch on contact | <p>Usually (3 of 4 attempts) catches a hand-sized ball tossed by a skilled thrower with <u>zero or one of the five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> 1) Extend arms/hands out to ball 2) Tracks ball to hands 3) Hands are positioned with palms up and pinkies side by side 4) Catch with hands only 5) Absorbs catch on contact |

| Elementary: K-2 | | | | |
|--|---|---|---|--|
| PERFORM | | | | |
| 5 | 4 | 3 | 2 | 1 |
| D. Kicking | D. Kicking | D. Kicking | D. Kicking | D. Kicking |
| <p>Consistently (4 of 4 attempts) uses a continuous running approach and kicks a moving ball, demonstrating <u>all five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements: ¹⁾ Arms forward in preparation for kicking action ²⁾ Slight backward lean of trunk in preparation for and during kicking action ³⁾ Contact ball with top of foot (shoelaces) for kicking action ⁴⁾ Contact with ball is made directly behind (travel on ground) or below (travel in air) center of ball ⁵⁾ Follow through toward target; kicking leg extending forward (travel on ground) and upward (travel in air)</p> | <p>Usually (3 of 4 attempts) uses a continuous running approach and kicks a moving ball, demonstrating <u>all five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements: ¹⁾ Arms forward in preparation for kicking action ²⁾ Slight backward lean of trunk in preparation for and during kicking action ³⁾ Contact ball with top of foot (shoelaces) for kicking action ⁴⁾ Contact with ball is made directly behind (travel on ground) or below (travel in air) center of ball ⁵⁾ Follow through toward target; kicking leg extending forward (travel on ground) and upward (travel in air)</p> | <p>Usually (3 of 4 attempts) uses a continuous running approach and kicks a moving ball, demonstrating <u>four of five of the five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements: ¹⁾ Arms forward in preparation for kicking action ²⁾ Slight backward lean of trunk in preparation for and during kicking action ³⁾ Contact ball with top of foot (shoelaces) for kicking action ⁴⁾ Contact with ball is made directly behind (travel on ground) or below (travel in air) center of ball ⁵⁾ Follow through toward target; kicking leg extending forward (travel on ground) and upward (travel in air)</p> | <p>Usually (3 of 4 attempts) uses a continuous running approach and kicks a moving ball, demonstrating <u>two or three of the five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements: ¹⁾ Arms forward in preparation for kicking action ²⁾ Slight backward lean of trunk in preparation for and during kicking action ³⁾ Contact ball with top of foot (shoelaces) for kicking action ⁴⁾ Contact with ball is made directly behind (travel on ground) or below (travel in air) center of ball ⁵⁾ Follow through toward target; kicking leg extending forward (travel on ground) and upward (travel in air)</p> | <p>Usually (3 of 4 attempts) uses a continuous running approach and kicks a moving ball, demonstrating <u>zero or one of the five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements: ¹⁾ Arms forward in preparation for kicking action ²⁾ Slight backward lean of trunk in preparation for and during kicking action ³⁾ Contact ball with top of foot (shoelaces) for kicking action ⁴⁾ Contact with ball is made directly behind (travel on ground) or below (travel in air) center of ball ⁵⁾ Follow through toward target; kicking leg extending forward (travel on ground) and upward (travel in air)</p> |
| E. Dribbling with Hands | E. Dribbling with Hands | E. Dribbling with Hands | E. Dribbling with Hands | E. Dribbling with Hands |
| <p>Dribbles while walking in <i>general space</i> with preferred hand, demonstrating <u>four of the five</u> critical elements*.</p> <p>*Critical Elements for walking and dribbling in general space: ¹⁾ Contact with finger pads only ²⁾ Firm contact using wrist flexion. ³⁾ Hand contact slightly back on the ball. ⁴⁾ Height of bounce maintained at or near waist level. ⁵⁾ Eyes looking forward while only occasionally glancing at the ball.</p> | <p>Dribbles in self-space with preferred hand, demonstrating <u>all five</u> of the critical elements* of a mature pattern.</p> <p>*Critical Elements: ¹⁾ Opposite foot forward and knees slightly bent ²⁾ Contact with finger pads only ³⁾ Firm contact on top of ball using wrist flexion ⁴⁾ Height of bounce maintained at or near waist level. ⁵⁾ Eyes looking "over" not down at the ball.</p> | <p>Dribbles in self-space with preferred hand, demonstrating <u>four of the five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements: ¹⁾ Opposite foot forward and knees slightly bent ²⁾ Contact with finger pads only ³⁾ Firm contact on top of ball using wrist flexion ⁴⁾ Height of bounce maintained at or near waist level. ⁵⁾ Eyes looking "over" not down at the ball.</p> | <p>Demonstrates in self-space with preferred hand, demonstrating <u>two or three of the five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements: ¹⁾ Opposite foot forward and knees slightly bent ²⁾ Contact with finger pads only ³⁾ Firm contact on top of ball using wrist flexion ⁴⁾ Height of bounce maintained at or near waist level. ⁵⁾ Eyes looking "over" not down at the ball.</p> | <p>Dribbles in self-space with preferred hand, demonstrating <u>zero or one of the five</u> critical elements* of a mature pattern.</p> <p>*Critical Elements: ¹⁾ Opposite foot forward and knees slightly bent ²⁾ Contact with finger pads only ³⁾ Firm contact on top of ball using wrist flexion ⁴⁾ Height of bounce maintained at or near waist level. ⁵⁾ Eyes looking "over" not down at the ball.</p> |

| Elementary: K-2 | | | | |
|--|---|---|---|---|
| PERFORM | | | | |
| 5 | 4 | 3 | 2 | 1 |
| F. Gymnastic Sequence | F. Gymnastics Sequence | F. Gymnastics Sequence | F. Gymnastics Sequence | F. Gymnastics Sequence |
| <p>Performs a balance sequence with three different balances. Each balance must have a different base of support. The sequence must have at least one level change. <u>All three</u> of the sequence criteria are met AND there is evidence of muscular tension in all three balances AND the sequence performed with a fluid motion.</p> <p><u>*Criteria:</u> ¹⁾ Balance stillness is demonstrated for at least 3 seconds. ²⁾ Smooth transitions between each balance. ³⁾ Sequence is memorized.</p> | <p>Performs a balance sequence with three different balances. Each balance must have a different base of support. The sequence must have at least one level change. <u>All three</u> of the sequence criteria are met AND the sequence is performed with fluid motion.</p> <p><u>*Criteria:</u> ¹⁾ Balance stillness is demonstrated for at least 3 seconds. ²⁾ Smooth transitions between each balance. ³⁾ Sequence is memorized.</p> | <p>Performs a balance sequence with three different balances. Each balance must have a different base of support. The sequence must have at least one level change. <u>All three</u> of the sequence criteria are met.</p> <p><u>*Criteria:</u> ¹⁾ Balance stillness is demonstrated for at least 3 seconds. ²⁾ Smooth transitions between each balance. ³⁾ Sequence is memorized.</p> | <p>Performs a balance sequence with three different balances. Each balance must have a different base of support. The sequence must have at least one level change. <u>Two of the three</u> sequence criteria* are met or <i>stillness may be evident in only <u>two balances</u></i>.</p> <p><u>*Criteria:</u> ¹⁾ Balance stillness is demonstrated for at least 3 seconds. ²⁾ Smooth transitions between each balance. ³⁾ Sequence is memorized.</p> | <p>Performs a balance sequence with three different balances. Each balance must have a different base of support. The sequence must have at least one level change. <u>Zero or one</u> of the three sequence criteria* is met or <i>stillness may be evident in only <u>one balance</u></i>.</p> <p><u>*Criteria:</u> ¹⁾ Balance stillness is demonstrated for at least 3 seconds. ²⁾ Smooth transitions between each balance. ³⁾ Sequence is memorized.</p> |
| G. Jump Rope Sequence | G. Jump Rope Sequence | G. Jump Rope Sequence | G. Jump Rope Sequence | G. Jump Rope Sequence |
| <p>Performs a self-turned, jump rope sequence with at least three jump rope skills and a basic jump. <u>All four</u> of the sequence criteria* are met AND there is a change in complexity for criterion three. Sequence is done in a fluid motion.</p> <p><u>* Criteria:</u> ¹⁾ Begins the sequence with 8 counts of a basic jump. ²⁾ Correctly performs additional skills for eight counts each. ³⁾ Performance flows from one skill to the next with no basic jump or rope swing as a transitional move. ⁴⁾ Sequence is memorized.</p> | <p>Performs a self-turned, jump rope sequence with at least three jump rope skills and a basic jump. <u>All four</u> of the sequence criteria* are met.</p> <p><u>* Criteria:</u> ¹⁾ Begins the sequence with 8 counts of a basic jump. ²⁾ Correctly performs additional skills for eight counts each. ³⁾ Uses a basic jump or side rope swing as a transition between jumps. ⁴⁾ Sequence is memorized.</p> | <p>Performs a self-turned, jump rope sequence with at least three jump rope skills and a basic jump. <u>Three of the four</u> sequence criteria* are met.</p> <p><u>* Criteria:</u> ¹⁾ Begins the sequence with 8 counts of a basic jump. ²⁾ Correctly performs additional skills for eight counts each. ³⁾ Uses a basic jump or side rope swing as a transition between jumps. ⁴⁾ Sequence is memorized.</p> | <p>Performs a self-turned, jump rope sequence with at least three jump rope skills and a basic jump. <u>Two of the four</u> sequence criteria* are met OR only two skills are performed correctly.</p> <p><u>* Criteria:</u> ¹⁾ Begins the sequence with 8 counts of a basic jump. ²⁾ Correctly performs additional skills for eight counts each. ³⁾ Uses a basic jump or side rope swing as a transition between jumps. ⁴⁾ Sequence is memorized.</p> | <p>Performs a self-turned, jump rope sequence with at least three jump rope skills and a basic jump. <u>Zero or one</u> of the four sequence criteria* are met OR only one skill is performed correctly.</p> <p><u>* Criteria:</u> ¹⁾ Begins the sequence with 8 counts of a basic jump. ²⁾ Correctly performs additional skills for eight counts each. ³⁾ Uses a basic jump or side rope swing as a transition between jumps. ⁴⁾ Sequence is memorized.</p> |

| Elementary: K-2 | | | | |
|--|---|--|---|---|
| RESPOND | | | | |
| 5 | 4 | 3 | 2 | 1 |
| A. Identify Skills | A. Identify Skills | A. Identify Skills | A. Identify Skills | A. Identify Skills |
| Correctly identifies <u>all four</u> locomotor skills (hop, gallop, slide, skip) when observing the performance of another person or recorded performance AND explains how the skills are similar/different. | Correctly identifies <u>all four</u> locomotor skills (hop, gallop, slide, skip) when observing the performance of another person or recorded performance. | Correctly identifies <u>three</u> locomotor skills (hop, gallop, slide, skip) when observing the performance of another person or recorded performance. | Correctly identifies <u>two</u> locomotor skills (hop, gallop, slide, skip) when observing the performance of another person or recorded performance. | Correctly identifies <u>zero or one</u> locomotor skills (hop, gallop, slide, skip) when observing the performance of another person or recorded performance. |
| B. Critique | B. Critique | B. Critique | B. Critique | B. Critique |
| Correctly identifies the error in performance, provides <u>two</u> or more statements for correction, AND <u>two</u> or more statements of proper performance when shown a demonstration or recorded performance. | Correctly identifies the error in performance, provides <u>one</u> statement of correction, AND <u>one</u> statement of proper performance when shown a demonstration or recorded performance. | Correctly identifies the error in performance AND provides <u>one</u> statement of correction when shown a demonstration or recorded performance. | Correctly identifies the error in performance when shown a demonstration or recorded performance. | Cannot correctly identify the error in performance when shown a demonstration or recorded performance. |
| C. Peer Teaching | C. Peer Teaching | C. Peer Teaching | C. Peer Teaching | C. Peer Teaching |
| Describes to a partner the correct way to perform a skill using <u>all</u> critical elements, content-specific vocabulary, and logical, sequential order. | Describes to a partner the correct way to perform a skill using <u>all</u> of the critical elements. | Partially describes to a partner the correct way to perform a skill, using <u>at least two</u> of the critical elements. | Partially describes to a partner the correct way to perform a skill using <u>at least one</u> of the critical elements. | Incorrectly describes to a partner the way to perform a skill, using <u>none</u> of the critical elements. |

| Elementary: K-2 | | | | |
|---|--|--|---|--|
| CREATE | | | | |
| 5 | 4 | 3 | 2 | 1 |
| A. Gymnastics Sequence | A. Gymnastics Sequence | A. Gymnastics Sequence | A. Gymnastics Sequence | A. Gymnastics Sequence |
| <p>Creates a balance sequence. Each balance must have a different base of support. The sequence must have at least one level change. The final product meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence contains three balances. ²⁾ Each balance has a different base of support ³⁾ Sequence contains at least one level change ⁴⁾ Sequence is recorded in sequential order with clear illustrations of skills ⁵⁾ Sequence has a high degree of complexity</p> | <p>Creates a balance sequence. Each balance must have a different base of support. The sequence must have at least one level change. The final product meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence contains three balances ²⁾ Each balance has a different base of support ³⁾ Sequence contains at least one level change ⁴⁾ Sequence is recorded in sequential order with clear illustrations of skills</p> | <p>Creates a balance sequence. Each balance must have a different base of support. The sequence must have at least one level change. The final product meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence contains three balances ²⁾ Two balances may have the same base of support (<i>Ex. Just changed hands on a balance on one hand and two feet</i>) ³⁾ Sequence contains at least one level change ⁴⁾ Sequence is recorded on paper in sequential order but lacks clarity</p> | <p>Creates a balance sequence. Each balance must have a different base of support. The sequence must have at least one level change. The final product meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence contains three balances ²⁾ Two balances may have the same base of support (<i>Ex. Just changed hands on a balance on one hand and two feet</i>) ³⁾ Sequence has no level change ⁴⁾ Sequence is recorded on paper but not in sequential order</p> | <p>Creates a balance sequence. Each balance must have a different base of support. The sequence must have at least one level change. The final product meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence contains only two balances ²⁾ Sequence is recorded on paper, but with no clarity</p> |
| B. Jump Rope Sequence | B. Jump Rope Sequence | B. Jump Rope Sequence | B. Jump Rope Sequence | B. Jump Rope Sequence |
| <p>Creates a self-turned, jump rope sequence with at least three jump rope basic skills and a basic jump. The final product meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence begins with eight counts of a basic jump ²⁾ Sequence contains three additional skills for eight counts each. ³⁾ Sequence contains a degree of complexity that does not need transitional jumps ⁴⁾ Sequence is recorded in sequential order with clear illustrations of skills</p> | <p>Creates a self-turned, jump rope sequence with at least three jump rope basic skills and a basic jump. The final product meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence begins with eight counts of a basic jump ²⁾ Sequence contains three additional skills for eight counts each ³⁾ Sequence may include transitional basic jumps or side swings between the jumps ⁴⁾ Sequence is recorded in sequential order with clear illustrations of skills</p> | <p>Creates a self-turned, jump rope sequence with at least three jump rope basic skills and a basic jump. The final product meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence begins with eight counts of a basic jump. ²⁾ Sequence may contain only two additional skills for eight counts ³⁾ Sequence may include transitional basic jumps or side swings between the jumps ⁴⁾ Sequence is recorded on paper in sequential order but lacks clarity</p> | <p>Creates a self-turned, jump rope sequence with at least three jump rope basic skills and a basic jump. The final product meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence may leave out the beginning eight counts of a basic jump ²⁾ Sequence may contain only two additional skills for eight counts ³⁾ Sequence may not include transitional basic jumps or side swings between the jumps despite need ⁴⁾ Sequence is recorded but with little order</p> | <p>Creates a self-turned, jump rope sequence with at least three jump rope basic skills and a basic jump. The final product meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence may leave out the beginning eight counts of a basic jump ²⁾ Sequence may contain only two additional skills for eight counts ³⁾ Sequence may not include transitional basic jumps or side swings between the jumps despite need ⁴⁾ All of sequence is not recorded</p> |

| Elementary: K-2 | | | | |
|---|---|--|--|---|
| CREATE | | | | |
| 5 | 4 | 3 | 2 | 1 |
| C. Travel Sequence | C. Travel Sequence | C. Travel Sequence | C. Travel Sequence | C. Travel Sequence |
| <p>Creates a traveling sequence with at least four locomotor skills, three contrasts in movement concepts (levels, directions, pathways, force, time, etc.), beginning and ending shapes, and floor pattern/spatial awareness. The final product meets the criteria* below.</p> <p><u>*Criteria:</u></p> <ol style="list-style-type: none"> 1) Sequence begins with a starting shape 2) Sequence contains four different locomotor skills 3) Three contrasts in movement concepts are planned (<i>Ex. Skip forward at a high level and slide sideways at a medium level contrasts both direction and levels.</i>) 4) Sequence ends with a shape 5) Sequence is recorded in sequential order with clear illustrations of floor pattern 6) Sequence is organized allowing for easy transitions from one skill to the next (<i>Ex. Hop to skip instead of skip to slide sideways.</i>) | <p>Creates a traveling sequence with at least four locomotor skills, three contrasts in movement concepts (levels, directions, pathways, force, time, etc.), beginning and ending shapes, and floor pattern/spatial awareness. The final product meets the criteria* below.</p> <p><u>*Criteria:</u></p> <ol style="list-style-type: none"> 1) Sequence begins with a starting shape 2) Sequence contains four different locomotor skills 3) Only two contrasts in movement concepts may be planned (<i>Ex. Skip forward at a high level and slide sideways at a medium level contrasts both direction and levels.</i>) 4) Sequence ends with a shape 5) Sequence is recorded in sequential order with clear illustrations of floor pattern. | <p>Creates a traveling sequence with at least four locomotor skills, three contrasts in movement concepts (levels, directions, pathways, force, time, etc.), beginning and ending shapes, and floor pattern/spatial awareness. The final product meets the criteria* below.</p> <p><u>*Criteria:</u></p> <ol style="list-style-type: none"> 1) Sequence begins with a starting shape 2) Sequence contains four different locomotor skills 3) Only one contrast in movement concepts may be planned (<i>Ex. Skip forward and slide sideways contrasts directions only.</i>) 4) Sequence may not clearly end with a shape 5) Sequence is recorded on paper in sequential order but lacks clarity of floor pattern | <p>Creates a traveling sequence with at least four locomotor skills, three contrasts in movement concepts (levels, directions, pathways, force, time, etc.), beginning and ending shapes, and floor pattern/spatial awareness. The final product meets the criteria* below.</p> <p><u>*Criteria:</u></p> <ol style="list-style-type: none"> 1) Sequence may not begin with a starting shape 2) Sequence may contain only three different locomotor skills 3) No obvious contrast in movement concepts is evident 4) Sequence may not clearly end with a shape 5) Sequence is recorded on paper in sequential order but does not demonstrate floor pattern | <p>Creates a traveling sequence with at least four locomotor skills, three contrasts in movement concepts (levels, directions, pathways, force, time, etc.), beginning and ending shapes, and floor pattern/spatial awareness. The final product meets the criteria* below.</p> <p><u>*Criteria:</u></p> <ol style="list-style-type: none"> 1) Sequence may not begin with a shape 2) Sequence may contain only two different locomotor skills 3) No obvious contrast in movement concepts is evident 4) Sequence may not end with a shape 5) Sequence is recorded on paper but not in sequential order and does not demonstrate floor pattern |

| Elementary: K-2 | | | | |
|---|---|--|--|---|
| CONNECT | | | | |
| 5 | 4 | 3 | 2 | 1 |
| A. Written Instructions | A. Written Instructions | A. Written Instructions | A. Written Instructions | A. Written Instructions |
| When given a task card or written instructions at a station, the student accurately follows <u>all of the steps</u> presented in the written instructions with <i>no teacher redirection</i> . | When given a task card or written instructions at a station, the student accurately follows <u>at least three of the steps</u> presented in the written instructions. <i>Limited teacher redirection</i> was required. | When given a task card or written instructions at a station, the student accurately follows <u>at least two of the steps</u> presented in the written instructions. <i>Some teacher redirection</i> was required. | When given a task card or written instructions at a station, the student accurately follows <u>at least one of the steps</u> presented in the written instructions. <i>Some teacher redirection</i> was required. | When given a task card or written instructions at a station, the student accurately follows <u>none of the steps</u> presented in the written instructions. <i>Significant teacher redirection</i> was required. |
| B. Journal Entry | B. Journal Entry | B. Journal Entry | B. Journal Entry | B. Journal Entry |
| Provides a written explanation of a skill, activity, movement sequence, or use of movement concepts applied to a skill that meets the criteria* below. <u>*Criteria:</u> 1) Content-specific vocabulary used appropriately and consistently throughout 2) Explanation is thorough 3) Clear connection is made to other skills or activities | Provides a written explanation of a skill, activity, movement sequence, or use of movement concepts applied to a skill that meets the criteria* below. <u>*Criteria:</u> 1) Content-specific vocabulary used appropriately and consistently throughout 2) Explanation is thorough 3) Vaguely connection is made to other skills or activities | Provides a written explanation of a skill, activity, movement sequence, or use of movement concepts applied to a skill that meets the criteria* below. <u>*Criteria:</u> 1) Content-specific vocabulary is usually used appropriately and may or may not be consistent 2) Explanation lacks depth 3) No connection is made to other skills or activities | Provides a written explanation of a skill, activity, movement sequence, or use of movement concepts applied to a skill that meets the criteria* below. <u>*Criteria:</u> 1) Content-specific vocabulary is rarely used 2) Explanation lacks depth 3) No connection is made to other skills or activities | Provides a written explanation of a skill, activity, movement sequence, or use of movement concepts applied to a skill that meets the criteria* below. <u>*Criteria:</u> 1) No content-specific vocabulary OR content-specific vocabulary used inappropriately 2) Limited explanation 3) No connection is made to other skills or activities |
| C. Goal Setting | C. Goal Setting | C. Goal Setting | C. Goal Setting | C. Goal Setting |
| Choose a skill on which to focus an improvement plan. Improvement plan should meet the criteria* below. <u>*Criteria:</u> 1) Sets realistic and ambitious goal 2) Sets reasonable timeline for completion 3) Has at least three ideas about how to meet goal 4) Develops a way to track progress | Choose a skill on which to focus an improvement plan. Improvement plan should meet the criteria* below. <u>*Criteria:</u> 1) Sets realistic and ambitious goal 2) Sets reasonable timeline for completion 3) Has at least three ideas about how to meet goal | Choose a skill on which to focus an improvement plan. Improvement plan should meet the criteria* below. <u>*Criteria:</u> 1) Sets realistic goal 2) Sets reasonable timeline for completion 3) Has at least two ideas about how to meet goal | Choose a skill on which to focus an improvement plan. Improvement plan should meet the criteria* below. <u>*Criteria:</u> 1) Sets goal that may be somewhat unrealistic 2) Sets reasonable timeline for completion 3) Has at least one idea about how to meet goal | Choose a skill on which to focus an improvement plan. Improvement plan should meet the criteria* below. <u>*Criteria:</u> 1) Sets goal that is unrealistic or developmentally inappropriate 2) Sets unrealistic timeline for completion 3) Has no ideas about how to meet goal |

| Elementary: 3-5 | | | | |
|---|--|--|---|---|
| PERFORM | | | | |
| 5 | 4 | 3 | 2 | 1 |
| A. Overhand Throw | A. Overhand Throw | A. Overhand Throw | A. Overhand Throw | A. Overhand Throw |
| <p>Catches a self-tossed ball and moves into an overhand throw for distance (or force) demonstrating a <i>mature overhand throwing pattern</i>. <u>All six of the mature pattern critical elements*</u> are met.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> ¹⁾ Successfully makes catch and positions body in preparation for throwing action (staggered stance with opposite foot facing direction of throw, weight on back foot and inside of back foot facing target). ²⁾ Hips begin rotation followed by shoulders, resulting in side to target. ³⁾ As shoulders rotate, throwing hand goes back and rotates with palm slightly away. ⁴⁾ As throwing hand goes back, elbow is aligned with hip and remains at shoulder height or slightly below. ⁵⁾ Elbow leads forward action. ⁶⁾ Follow through toward target and across body | <p>Catches a self-tossed ball and moves into an overhand throw for distance (or force) demonstrating a <i>mature overhand throwing pattern</i>. <u>Five of the six mature pattern critical elements*</u> are met.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> ¹⁾ Successfully makes catch and positions body in preparation for throwing action (staggered stance with opposite foot facing direction of throw, weight on back foot and inside of back foot facing target). ²⁾ Hips begin rotation followed by shoulders, resulting in side to target. ³⁾ As shoulders rotate, throwing hand goes back and rotates with palm slightly away. ⁴⁾ As throwing hand goes back, elbow is aligned with hip and remains at shoulder height or slightly below. ⁵⁾ Elbow leads forward action. ⁶⁾ Follow through toward target and across body | <p>Catches a self-tossed ball and demonstrates an <i>emerging stage</i> of an overhand throw for distance (or force). <u>Five of the six critical elements*</u> of the emerging stage are met.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> ¹⁾ Hip and spine rotate as throwing action is executed ²⁾ Side to target in preparation for throw ³⁾ Arm back and extended with elbow at shoulder height or slightly below ⁴⁾ Step with opposition as throwing arm moves forward ⁵⁾ Elbow leads forward ⁶⁾ Follow through toward target and across body. | <p>Catches a self-tossed ball and demonstrates an <i>emerging stage</i> of an overhand throw for distance (or force). <u>Three or four of the six critical elements*</u> of the emerging stage are met.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> ¹⁾ Hip and spine rotate as throwing action is executed ²⁾ Side to target in preparation for throw ³⁾ Arm back and extended with elbow at shoulder height or slightly below ⁴⁾ Step with opposition as throwing arm moves forward ⁵⁾ Elbow leads forward ⁶⁾ Follow through toward target and across body. | <p>Catches a self-tossed ball and demonstrates an <i>emerging stage</i> of an overhand throw for distance (or force). <u>Two or less of the six critical elements*</u> are met.</p> <p>*Critical Elements:</p> <ol style="list-style-type: none"> ¹⁾ Hip and spine rotate as throwing action is executed ²⁾ Side to target in preparation for throw ³⁾ Arm back and extended with elbow at shoulder height or slightly below ⁴⁾ Step with opposition as throwing arm moves forward ⁵⁾ Elbow leads forward ⁶⁾ Follow through toward target and across body. |

| Elementary: 3-5 | | | | |
|--|--|--|---|---|
| PERFORM | | | | |
| 5 | 4 | 3 | 2 | 1 |
| B. Overhead Volley | B. Overhead Volley | B. Overhead Volley | B. Overhead Volley | B. Overhead Volley |
| <p>Consistently (4 of 4 attempts) strikes/volleys with a two-hand overhead pattern, sending a ball in an upward arc over a net/rope and to a target person while demonstrating <u>all five of the critical elements</u>* of a mature pattern with fluid motion. All four attempts are sent directly to the target person.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> ¹⁾ Body aligned and positioned under the ball ²⁾ Knees and elbows bent in preparation for the volley ³⁾ Hands rounded; thumbs and pointer finger make triangle (without touching). ⁴⁾ Ball contacts only the finger pads; wrists stay firm ⁵⁾ Extend arms upward on contact, follow through up and toward target resulting in an upward arc pathway over the net/rope | <p>Usually (3 of 4 attempts) strikes/volleys with a two-hand overhead pattern, sending a ball in an upward arc over a net/rope and to a target while demonstrating <u>all five of the critical elements</u>* of a mature pattern. All four attempts are within one step of the target tosser.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> ¹⁾ Body aligned and positioned under the ball ²⁾ Knees and elbows bent in preparation for the volley ³⁾ Hands rounded; thumbs and pointer finger make triangle (without touching). ⁴⁾ Ball contacts only the finger pads; wrists stay firm ⁵⁾ Extend arms upward on contact, follow through up and toward target resulting in an upward arc pathway over the net/rope | <p>Usually (3 of 4 attempts) strikes/volleys with a two-hand overhead pattern, sending a ball in an upward arc over a net/rope and to a target while demonstrating <u>four of the five critical elements</u>* of a mature pattern. At least three of the four attempts are within one step of the target.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> ¹⁾ Body aligned and positioned under the ball ²⁾ Knees and elbows bent in preparation for the volley ³⁾ Hands rounded; thumbs and pointer finger make triangle (without touching). ⁴⁾ Ball contacts only the finger pads; wrists stay firm ⁵⁾ Extend arms upward on contact, follow through up and toward target resulting in an upward arc pathway over the net/rope | <p>Usually (3 of 4 attempts) strikes/volleys with a two-hand overhead pattern, sending a ball in an upward arc over a net/rope and to a target while demonstrating <u>two or three of the five critical elements</u>* of a mature pattern. Two of the four attempts are within one step of the target.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> ¹⁾ Body aligned and positioned under the ball ²⁾ Knees and elbows bent in preparation for the volley ³⁾ Hands rounded; thumbs and pointer finger make triangle (without touching). ⁴⁾ Ball contacts only the finger pads; wrists stay firm ⁵⁾ Extend arms upward on contact, follow through up and toward target resulting in an upward arc pathway over the net/rope | <p>Usually (3 of 4 attempts) strikes/volleys with a two-hand overhead pattern, sending a ball in an upward arc over a net/rope and to a target while demonstrating <u>zero or one of the five critical elements</u>* of a mature pattern. Zero or one of the four attempts is within one step of the target.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> ¹⁾ Body aligned and positioned under the ball ²⁾ Knees and elbows bent in preparation for the volley ³⁾ Hands rounded; thumbs and pointer finger make triangle (without touching). ⁴⁾ Ball contacts only the finger pads; wrists stay firm ⁵⁾ Extend arms upward on contact, follow through up and toward target resulting in an upward arc pathway over the net/rope |

| Elementary: 3-5 | | | | |
|--|---|---|---|--|
| PERFORM | | | | |
| 5 | 4 | 3 | 2 | 1 |
| C. Forehand Striking | C. Forehand Striking | C. Forehand Striking | C. Forehand Striking | C. Forehand Striking |
| <p>Using a forehand stroke, consistently (4 of 4 attempts) strikes a ball with a racket or paddle, demonstrating <u>all five of the critical elements</u>* of a mature pattern <i>with fluid motion</i>, while maintaining a rally of <i>four or more consecutive hits</i>.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> 1) Racket back and side to target in preparation for striking 2) Knees bent to contact ball at or just below waist level 3) Maintains adequate swing distance between body and ball (elbow away from body) 4) Steps into the swing or shifts weight onto opposite foot 5) Swing low to high following through to shoulder height | <p>Using a forehand stroke, usually (3 of 4 attempts) strikes a ball with a racket or paddle, demonstrating <u>all five of the critical elements</u>* of a mature pattern while maintaining a rally of <i>four or more consecutive hits</i>.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> 1) Racket back and side to target in preparation for striking 2) Knees bent to contact ball at or just below waist level 3) Maintains adequate swing distance between body and ball (elbow away from body) 4) Steps into the swing or shifts weight onto opposite foot 5) Swing low to high following through to shoulder height | <p>Using a forehand stroke, usually (3 of 4 attempts) strikes a ball with a racket or paddle, demonstrating <u>four of the five critical elements</u>* of a mature pattern while maintaining a rally of <i>three or more consecutive hits</i>.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> 1) Racket back and side to target in preparation for striking 2) Knees bent to contact ball at or just below waist level 3) Maintains adequate swing distance between body and ball (elbow away from body) 4) Steps into the swing or shifts weight onto opposite foot 5) Swing low to high following through to shoulder height | <p>Using a forehand stroke, usually (3 of 4 attempts) strikes a ball with a racket or paddle, demonstrating <u>two or three of the five critical elements</u>* of a mature pattern while maintaining a rally of <i>two or more consecutive hits</i>.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> 1) Racket back and side to target in preparation for striking 2) Knees bent to contact ball at or just below waist level 3) Maintains adequate swing distance between body and ball (elbow away from body) 4) Steps into the swing or shifts weight onto opposite foot 5) Swing low to high following through to shoulder height | <p>Using a forehand stroke usually (3 of 4 attempts) strikes a ball with a racket or paddle, demonstrating <u>zero or one of the five critical elements</u>* of a mature pattern and/or is unable to rally for <i>two consecutive hits</i>.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> 1) Racket back and side to target in preparation for striking 2) Knees bent to contact ball at or just below waist level 3) Maintains adequate swing distance between body and ball (elbow away from body) 4) Steps into the swing or shifts weight onto opposite foot 5) Swing low to high following through to shoulder height |
| D. Invasion Game Task | D. Invasion Game Task | D. Invasion Game Task | D. Invasion Game Task | D. Invasion Game Task |
| <p>Consistently (4 of 4 attempts) performs in a 2 vs. 1 sending and receiving invasion game against a passive defensive player with <u>all five critical elements</u>* AND uses <i>fake movements with intent</i>.</p> <p><u>*Critical Elements</u></p> <ol style="list-style-type: none"> 1) Sends a receivable pass 2) Leads the receiver 3) Moves to successfully create an open space for receiving the pass 4) Maintains adequate spacing in relation to teammate 5) Receives the pass and maintains control of the object and body. | <p>Usually (3 of 4 attempts) performs in a 2 vs. 1 sending and receiving invasion game against a passive defensive player with <u>all five critical elements</u>*.</p> <p><u>*Critical Elements</u></p> <ol style="list-style-type: none"> 1) Sends a receivable pass 2) Leads the receiver 3) Moves to successfully create an open space for receiving the pass 4) Maintains adequate spacing in relation to teammate 5) Receives the pass and maintains control of the object and body | <p>Usually (3 of 4 attempts) performs in a 2 vs. 1 sending and receiving invasion game against a passive defensive player with <u>four of the five critical elements</u>*.</p> <p><u>*Critical Elements</u></p> <ol style="list-style-type: none"> 1) Sends a receivable pass 2) Leads the receiver 3) Moves to successfully create an open space for receiving the pass 4) Maintains adequate spacing in relation to teammate 5) Receives the pass and maintains control of the object and body | <p>Usually (3 of 4 attempts) performs in a 2 vs. 1 sending and receiving invasion game against a passive defensive player with <u>two or three of the five critical elements</u>*.</p> <p><u>*Critical Elements</u></p> <ol style="list-style-type: none"> 1) Sends a receivable pass 2) Leads the receiver 3) Moves to successfully create an open space for receiving the pass 4) Maintains adequate spacing in relation to teammate 5) Receives the pass and maintains control of the object and body | <p>Usually (3 of 4 attempts) performs in a 2 vs. 1 sending and receiving invasion game against a passive defensive player with <u>zero or one of the five critical elements</u>*.</p> <p><u>*Critical Elements</u></p> <ol style="list-style-type: none"> 1) Sends a receivable pass 2) Leads the receiver 3) Moves to successfully create an open space for receiving the pass 4) Maintains adequate spacing in relation to teammate 5) Receives the pass and maintains control of the object and body |

| Elementary: 3-5 | | | | |
|---|---|--|---|---|
| PERFORM | | | | |
| 5 | 4 | 3 | 2 | 1 |
| E. Dance Routine | E. Dance Routine | E. Dance Routine | E. Dance Routine | E. Dance Routine |
| <p>Performs a teacher or student-designed dance routine that combines at least four traveling skills, two non-locomotor skills, four contrasts in movement concepts (levels, directions, pathways, time/tempo, force). <u>All four critical elements*</u> are met, AND <i>he dance is performed with fluid motion.</i></p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> 1) Performs the dance steps as choreographed. 2) Is on beat with the music. 3) Timing is accurate on transitions and changes of direction 4) Has memorized the dance and is repeatable in sequence and actions | <p>Performs a teacher or student-designed dance routine that combines at least four traveling skills, two non-locomotor skills, four contrasts in movement concepts (levels, directions, pathways, time/tempo, force). <u>All four critical elements*</u> are met.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> 1) Performs the dance steps as choreographed. 2) Is on beat with the music. 3) Timing is accurate on transitions and changes of direction 4) Has memorized the dance and is repeatable in sequence and actions. | <p>Performs a teacher or student-designed dance routine that combines at least four traveling skills, two non-locomotor skills, four contrasts in movement concepts (levels, directions, pathways, time/tempo, force). <u>Three of the four critical elements*</u> are met.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> 1) Performs the dance steps as choreographed. 2) Is on beat with the music. 3) Timing is accurate on transitions and changes of direction 4) Has memorized the dance and is repeatable in sequence and actions. | <p>Performs a teacher or student-designed dance routine that combines at least four traveling skills, two non-locomotor skills, four contrasts in movement concepts (levels, directions, pathways, time/tempo, force). <u>Two of the critical elements*</u> are met.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> 1) Performs the dance steps as choreographed. 2) Is on beat with the music. 3) Timing is accurate on transitions and changes of direction 4) Has memorized the dance and is repeatable in sequence and actions. | <p>Performs a teacher or student-designed dance routine that combines at least four traveling skills, two non-locomotor skills, four contrasts in movement concepts (levels, directions, pathways, time/tempo, force). <u>Zero or one of the four critical elements*</u> is met.</p> <p><u>*Critical Elements:</u></p> <ol style="list-style-type: none"> 1) Performs the dance steps as choreographed. 2) Is on beat with the music. 3) Timing is accurate on transitions and changes of direction 4) Has memorized the dance and is repeatable in sequence and actions. |

| Elementary: 3-5 | | | | |
|--|---|---|---|---|
| PERFORM | | | | |
| 5 | 4 | 3 | 2 | 1 |
| F. Gymnastics Routine | F. Gymnastics Routine | F. Gymnastics Routine | F. Gymnastics Routine | F. Gymnastics Routine |
| <p>Performs a teacher or student designed gymnastics routine (floor or apparatus) that has a clear beginning and ending shape, combines two locomotor skills, four different balances, and two weight transfers, with at least four contrasts in concepts (force, time, shapes, levels). <u>All five critical elements</u>* are met <i>AND routine is performed with fluid motion.</i></p> <p><u>*Critical Elements:</u> ¹⁾ Has memorized the routine and is repeatable in sequence and action ²⁾ Balances include stillness, tight muscles and clear extensions of free body parts ³⁾ Weight transfer actions include proper form (extensions, curls, tight muscles, weight distribution) ⁴⁾ Demonstrates clear transitions ⁵⁾ A clear beginning and ending shape is evident.</p> | <p>Performs a teacher or student designed gymnastics routine (floor or apparatus) that has a clear beginning and ending shape, combines two locomotor skills, four different balances, and two weight transfers, with at least four contrasts in concepts (force, time, shapes, levels). <u>All five critical elements</u> * are met.</p> <p><u>*Critical Elements:</u> ¹⁾ Has memorized the routine and is repeatable in sequence and action ²⁾ Balances include stillness, tight muscles and clear extensions of free body parts ³⁾ Weight transfer actions include proper form (extensions, curls, tight muscles, weight distribution) ⁴⁾ Demonstrates clear transitions ⁵⁾ A clear beginning and ending shape is evident.</p> | <p>Performs a teacher or student designed gymnastics routine (floor or apparatus) that has a clear beginning and ending shape, combines two locomotor skills, four different balances, and two weight transfers, with at least four contrasts in concepts (force, time, shapes, levels). <u>Four of the five critical elements</u> * are met.</p> <p><u>*Critical Elements:</u> ¹⁾ Has memorized the routine and is repeatable in sequence and action ²⁾ Balances include stillness, tight muscles and clear extensions of free body parts ³⁾ Weight transfer actions include proper form (extensions, curls, tight muscles, weight distribution) ⁴⁾ Demonstrates clear transitions ⁵⁾ A clear beginning and ending shape is evident.</p> | <p>Performs a teacher or student designed gymnastics routine (floor or apparatus) that has a clear beginning and ending shape, combines two locomotor skills, four different balances, and two weight transfers, with at least four contrasts in concepts (force, time, shapes, levels). <u>Two or three of the five critical elements</u> * are met.</p> <p><u>*Critical Elements:</u> ¹⁾ Has memorized the routine and is repeatable in sequence and action ²⁾ Balances include stillness, tight muscles and clear extensions of free body parts ³⁾ Weight transfer actions include proper form (extensions, curls, tight muscles, weight distribution) ⁴⁾ Demonstrates clear transitions ⁵⁾ A clear beginning and ending shape is evident.</p> | <p>Performs a teacher or student designed gymnastics routine (floor or apparatus) that has a clear beginning and ending shape, combines two locomotor skills, four different balances, and two weight transfers, with at least four contrasts in concepts (force, time, shapes, levels). <u>Zero or one of the five critical elements</u> * is met.</p> <p><u>*Critical Elements:</u> ¹⁾ Has memorized the routine and is repeatable in sequence and action ²⁾ Balances include stillness, tight muscles and clear extensions of free body parts ³⁾ Weight transfer actions include proper form (extensions, curls, tight muscles, weight distribution) ⁴⁾ Demonstrates clear transitions ⁵⁾ A clear beginning and ending shape is evident.</p> |

| Elementary: 3-5 | | | | |
|---|--|---|---|---|
| PERFORM | | | | |
| 5 | 4 | 3 | 2 | 1 |
| G. Cultural Dance | G. Cultural Dance | G. Cultural Dance | G. Cultural Dance | G. Cultural Dance |
| <p>Performs three cultural dances from at least two different countries that show variations in rhythm, floor pattern, formations, and differing dance steps/composition. <u>All four criteria</u>* are met for <i>all three dances</i>.</p> <p><u>*Criteria:</u> 1) Performs the dance steps correctly. 2) Is on beat with the music. 3) Timing is accurate on transitions and changes of direction 4) Has memorized the dances.</p> | <p>Performs three cultural dances from at least two different countries that show variations in rhythm, floor pattern, formations, and differing dance steps/composition. <u>All four criteria</u>* are met for <i>two of the three dances</i>.</p> <p><u>*Criteria:</u> 1) Performs the dance steps correctly. 2) Is on beat with the music. 3) Timing is accurate on transitions and changes of direction 4) Has memorized the dances.</p> | <p>Performs three cultural dances from at least two different countries that show variations in rhythm, floor pattern, formations, and differing dance steps/composition. <u>Three of the four criteria</u>* are met for <i>two of the three dances</i>.</p> <p><u>*Criteria:</u> 1) Performs the dance steps correctly. 2) Is on beat with the music. 3) Timing is accurate on transitions and changes of direction 4) Has memorized the dances.</p> | <p>Performs three cultural dances from at least two different countries that show variations in rhythm, floor pattern, formations, and differing dance steps/composition. <u>Two of the four criteria</u>* are met for <i>two of the three dances</i>.</p> <p><u>*Criteria:</u> 1) Performs the dance steps correctly. 2) Is on beat with the music. 3) Timing is accurate on transitions and changes of direction 4) Has memorized the dances.</p> | <p>Performs three cultural dances from at least two different countries that show variations in rhythm, floor pattern, formations, and differing dance steps/composition. <u>Zero or one of the criteria</u>* is met for <i>two of the three dances</i>.</p> <p><u>*Criteria:</u> 1) Performs the dance steps correctly. 2) Is on beat with the music. 3) Timing is accurate on transitions and changes of direction 4) Has memorized the dances.</p> |

| Elementary: 3-5 | | | | |
|--|--|---|---|---|
| RESPOND | | | | |
| 5 | 4 | 3 | 2 | 1 |
| A. Critique | A. Critique | A. Critique | A. Critique | A. Critique |
| <p>Provides a critique that addresses <u>all criteria</u>* when shown a demonstration or recorded performance of another person.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Identifies the skills and strategies involved 2) Highlights positive aspects of the performance 3) Identifies errors in the performance 4) Provides corrective feedback 5) Uses content-specific vocabulary | <p>Provides a critique that addresses <u>at least four criteria</u>* when shown a demonstration or recorded performance of another person.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Identifies the skills and strategies involved 2) Highlights positive aspects of the performance 3) Identifies errors in the performance 4) Provides corrective feedback 5) Uses content-specific vocabulary | <p>Provides a critique that addresses <u>at least three criteria</u>* when shown a demonstration or recorded performance of another person.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Identifies the skills and strategies involved 2) Highlights positive aspects of the performance 3) Identifies errors in the performance 4) Provides corrective feedback 5) Uses content-specific vocabulary | <p>Provides a critique that addresses <u>at least two criteria</u>* when shown a demonstration or recorded performance of another person.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Identifies the skills and strategies involved 2) Highlights positive aspects of the performance 3) Identifies errors in the performance 4) Provides corrective feedback 5) Uses content-specific vocabulary | <p>Provides a critique that addresses <u>at least one criteria</u>* when shown a demonstration or recorded performance of another person.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Identifies the skills and strategies involved 2) Highlights positive aspects of the performance 3) Identifies errors in the performance 4) Provides corrective feedback 5) Uses content-specific vocabulary |
| B. Self-Critique | B. Self-Critique | B. Self-Critique | B. Self-Critique | B. Self-Critique |
| <p>Provides a critique of own performance that addresses <u>all criteria</u>* when shown a recording.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Identifies the skills and strategies involved 2) Highlights positive aspects of the performance 3) Identifies errors in the performance 4) Provides corrective feedback 5) Uses content-specific vocabulary | <p>Provides a critique of own performance that addresses <u>at least four criteria</u>* when shown a demonstration or recording.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Identifies the skills and strategies involved 2) Highlights positive aspects of the performance 3) Identifies errors in the performance 4) Provides corrective feedback 5) Uses content-specific vocabulary | <p>Provides a critique of own performance that addresses <u>at least three criteria</u>* when shown a demonstration or recording.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Identifies the skills and strategies involved 2) Highlights positive aspects of the performance 3) Identifies errors in the performance 4) Provides corrective feedback 5) Uses content-specific vocabulary | <p>Provides a critique of own performance that addresses <u>at least two criteria</u>* when shown a demonstration or recording.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Identifies the skills and strategies involved 2) Highlights positive aspects of the performance 3) Identifies errors in the performance 4) Provides corrective feedback 5) Uses content-specific vocabulary | <p>Provides a critique of own performance that addresses <u>at least one criteria</u>* when shown a demonstration or recording.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Identifies the skills and strategies involved 2) Highlights positive aspects of the performance 3) Identifies errors in the performance 4) Provides corrective feedback 5) Uses content-specific vocabulary |

| Elementary: 3-5 | | | | |
|--|---|--|--|--|
| RESPOND | | | | |
| 5 | 4 | 3 | 2 | 1 |
| C. Peer Teaching | C. Peer Teaching | C. Peer Teaching | C. Peer Teaching | C. Peer Teaching |
| <p>Teaches another student how to perform a skill and informs the student of the game or activity where the skill is used. Includes <u>all of the criteria</u>* below.</p> <p>*Criteria: ¹⁾ Correctly explains the critical elements of the skill (Outlined in the Perform domain) ²⁾ Correctly demonstrates the skill ³⁾ Explains the skill within the context of the sport ⁴⁾ Uses content-specific vocabulary ⁵⁾ Responds to questions appropriately</p> | <p>Teaches another student how to perform a skill and informs the student of the game or activity where the skill is used. Includes <u>four of the criteria</u>* below.</p> <p>*Criteria: ¹⁾ Correctly explains the critical elements of the skill (Outlined in the Perform domain) ²⁾ Correctly demonstrates the skill ³⁾ Explains the skill within the context of the sport ⁴⁾ Uses content-specific vocabulary ⁵⁾ Responds to questions appropriately</p> | <p>Teaches another student how to perform a skill and informs the student of the game or activity where the skill is used. Includes <u>three of the criteria</u>* below.</p> <p>*Criteria: ¹⁾ Correctly explains the critical elements of the skill (Outlined in the Perform domain) ²⁾ Correctly demonstrates the skill ³⁾ Explains the skill within the context of the sport ⁴⁾ Uses content-specific vocabulary ⁵⁾ Responds to questions appropriately</p> | <p>Teaches another student how to perform a skill and informs the student of the game or activity where the skill is used. Includes <u>two of the criteria</u>* below.</p> <p>*Criteria: ¹⁾ Correctly explains the critical elements of the skill (Outlined in the Perform domain) ²⁾ Correctly demonstrates the skill ³⁾ Explains the skill within the context of the sport ⁴⁾ Uses content-specific vocabulary ⁵⁾ Responds to questions appropriately</p> | <p>Teaches another student how to perform a skill and informs the student of the game or activity where the skill is used. Includes <u>zero or one of the criteria</u>* below.</p> <p>*Criteria: ¹⁾ Correctly explains the critical elements of the skill (Outlined in the Perform domain) ²⁾ Correctly demonstrates the skill ³⁾ Explains the skill within the context of the sport ⁴⁾ Uses content-specific vocabulary ⁵⁾ Responds to questions appropriately</p> |

| Elementary: 3-5 | | | | |
|--|--|--|--|--|
| CREATE | | | | |
| 5 | 4 | 3 | 2 | 1 |
| A. Dance Routine | A. Dance Routine | A. Dance Routine | A. Dance Routine | A. Dance Routine |
| <p>Creates a dance routine that combines at least four traveling skills, two non-locomotor skills, four contrasts in movement concepts (levels, directions, pathways, time/tempo, or force), AND meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence contains four different traveling skills. ²⁾ Sequence includes two non-locomotor skills ³⁾ Sequence contains four contrasts in movement concepts ⁴⁾ Sequence contains an obvious element of complexity and/or creativity ⁵⁾ Dance is recorded in sequential order with clear depiction of skills and concepts.</p> | <p>Creates a dance routine that combines at least four traveling skills, two non-locomotor skills, four contrasts in movement concepts (levels, directions, pathways, time/tempo, or force), AND meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence contains four different traveling skills. ²⁾ Sequence includes two non-locomotor skills ³⁾ Sequence contains four contrasts in movement concepts ⁴⁾ Dance is recorded in sequential order with clear depiction of skills and concepts.</p> | <p>Creates a dance routine that combines at least four traveling skills, two non-locomotor skills, four contrasts in movement concepts (levels, directions, pathways, time/tempo, or force), AND meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence may contain only three different traveling skills. ²⁾ Sequence may include only one non-locomotor skill ³⁾ Sequence may contain only three contrasts in movement concepts ⁴⁾ Dance is recorded in sequential order but may lack clarity in the depiction of skills and concepts.</p> | <p>Creates a dance routine that combines at least four traveling skills, two non-locomotor skills, four contrasts in movement concepts (levels, directions, pathways, time/tempo, or force), AND meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence may contain only two different traveling skills. ²⁾ Sequence may include no non-locomotor skill ³⁾ Sequence may contain only one or two contrasts in movement concepts ⁴⁾ Sequence is recorded but may not be in sequential order.</p> | <p>Creates a dance routine that combines at least four traveling skills, two non-locomotor skills, four contrasts in movement concepts (levels, directions, pathways, time/tempo, or force), AND meets the criteria* below.</p> <p><u>*Criteria:</u> ¹⁾ Sequence may contain only one traveling skill. ²⁾ Sequence may include no non-locomotor skill ³⁾ Sequence has no contrasts in movement concepts ⁴⁾ All of sequence is not recorded.</p> |

| Elementary: 3-5 | | | | |
|--|--|--|---|---|
| CREATE | | | | |
| 5 | 4 | 3 | 2 | 1 |
| B. Gymnastics Routine | B. Gymnastics Routine | B. Gymnastics Routine | B. Gymnastics Routine | B. Gymnastics Routine |
| <p>Creates a gymnastics routine (floor or apparatus) that has a clear beginning and ending, combines two locomotor skills, four different balances, and two weight transfers, with at least four contrasts in concepts (force, time, shapes, directions, levels, extensions), AND meets the criteria* below.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Routine has a clear beginning and ending. 2) Routine includes at least two locomotor skills. 3) Routine includes at least four balances with changes in bases of support combinations 4) Routine includes at least two different transfers of weight 5) Routine includes contrasts in four concepts 6) Routine is recorded as designed and with clear illustrations of floor/apparatus travel pattern. 7) Routine has an element of complexity and/or creativity | <p>Creates a gymnastics routine (floor or apparatus) that has a clear beginning and ending, combines two locomotor skills, four different balances, and two weight transfers, with at least four contrasts in concepts (force, time, shapes, directions, levels, extensions), AND meets the criteria* below.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Routine has a clear beginning and ending. 2) Routine includes at least two locomotor skills. 3) Routine includes at least four balances with changes in bases of support combinations 4) Routine includes at least two different transfers of weight 5) Routine includes contrasts in three concepts 6) Routine is recorded as designed and with clear illustrations of floor/apparatus travel pattern. | <p>Creates a gymnastics routine (floor or apparatus) that has a clear beginning and ending, combines two locomotor skills, four different balances, and two weight transfers, with at least four contrasts in concepts (force, time, shapes, directions, levels, extensions), AND meets the criteria* below.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Routine has a clear beginning and ending. 2) Routine includes at least two locomotor skills. 3) Routine may include at least four balances but does not have a change in bases of support combinations for all 4) Routine may include only one transfers of weight or do two identical transfers. 5) Routine may include contrasts in only two concepts 6) Routine is recorded as designed but with limited floor/apparatus travel pattern. | <p>Creates a gymnastics routine (floor or apparatus) that has a clear beginning and ending, combines two locomotor skills, four different balances, and two weight transfers, with at least four contrasts in concepts (force, time, shapes, directions, levels, extensions), AND meets the criteria* below.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Routine may not have a clear beginning or ending. 2) Routine includes at least two locomotor skills. 3) Routine may include at least three balances or does not have a change in bases of support combinations for all 4) Routine may include only one transfers of weight 5) Routine may include contrasts in only one concept 6) Routine is recorded but may not be as designed or does not depict a clear floor/apparatus travel pattern. | <p>Creates a gymnastics routine (floor or apparatus) that has a clear beginning and ending, combines two locomotor skills, four different balances, and two weight transfers, with at least four contrasts in concepts (force, time, shapes, directions, levels, extensions), AND meets the criteria* below.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) Routine may not have a clear beginning and ending. 2) Routine may include only one locomotor skill. 3) Routine may include only two balances or does not have a change in bases of support combinations for any balances. 4) Routine may include no transfers of weight 5) Routine may include no contrasts in concepts 6) All of routine is not recorded. |

| Elementary: 3-5 | | | | |
|--|---|---|---|--|
| CREATE | | | | |
| 5 | 4 | 3 | 2 | 1 |
| C. Game Strategy | C. Game Strategy | C. Game Strategy | C. Game Strategy | C. Game Strategy |
| <p>Design a sending and receiving strategy with at least three passes to move the ball the length of the field/gymnasium. Use the previously learned skills of sending and receiving, creating open space, and the concepts of pathways and levels, AND meets the criteria* below.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) The strategy demonstrates at least three passes. 2) The strategy demonstrates a clear plan for creating open space. 3) The strategy demonstrates two contrasts in levels for receiving the pass (aerial strategy) 4) The strategy demonstrates two contrasts in pathways for travel of the receiver. 5) The strategy is recorded in sequential order and with clarity in pathways and levels. 6) Strategy has an element of complexity and/or creativity. | <p>Design a sending and receiving strategy with at least three passes to move the ball the length of the field/gymnasium. Use the previously learned skills of sending and receiving, creating open space, and the concepts of pathways and levels, AND meets the criteria* below.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) The strategy demonstrates at least three passes. 2) The strategy demonstrates a clear plan for creating open space. 3) The strategy demonstrates two contrasts in levels for receiving the pass (aerial strategy) 4) The strategy demonstrates two contrasts in pathways for travel of the receiver. 5) The strategy is recorded in sequential order and with clarity in pathways and levels. | <p>Design a sending and receiving strategy with at least three passes to move the ball the length of the field/gymnasium. Use the previously learned skills of sending and receiving, creating open space, and the concepts of pathways and levels, AND meets the criteria* below.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) The strategy demonstrates three passes. 2) The strategy demonstrates one contrast in levels for receiving the pass (aerial strategy) 3) The strategy demonstrates one contrast in pathways for travel of the receiver. 4) The strategy is recorded in sequential order but may lack clarity in describing pathway and level. | <p>Design a sending and receiving strategy with at least three passes to move the ball the length of the field/gymnasium. Use the previously learned skills of sending and receiving, creating open space, and the concepts of pathways and levels, AND meets the criteria* below.</p> <p>Criteria*</p> <ol style="list-style-type: none"> 1) The strategy demonstrates two passes. 2) The strategy demonstrates one contrast in levels for receiving the pass (aerial strategy) or one contrast in pathways for travel of the receiver. 3) The strategy is recorded is recorded but may lack clarity. | <p>Design a sending and receiving strategy with at least three passes to move the ball the length of the field/gymnasium. Use the previously learned skills of sending and receiving, creating open space, and the concepts of pathways and levels, AND meets the criteria* below.</p> <p>*Criteria:</p> <ol style="list-style-type: none"> 1) The strategy demonstrates one or two passes. 2) The strategy includes no contrast in levels for receiving the pass (aerial strategy) or contrast in pathways for travel of the receiver. 3) All of the strategy is not recorded. |

| Elementary: 3-5 | | | | |
|--|---|---|---|---|
| CONNECT | | | | |
| 5 | 4 | 3 | 2 | 1 |
| A. Goal Setting | A. Goal Setting | A. Goal Setting | A. Goal Setting | A. Goal Setting |
| <p>Choose a skill performance or fitness component on which to focus an improvement plan. Improvement plan should meet criteria* below.</p> <p>*Criteria: ¹⁾ Specific and measurable goal (Ex. Improve pacer or mile run time by 10%; increase distance of overhand throw by 20 yards) ²⁾ Clear baseline identified ³⁾ Realistic and ambitious timeline for completion of goal ⁴⁾ Identification of at least <u>two</u> good strategies for improvement ⁵⁾ A list of two tasks or activities that will help student meet goal ⁶⁾ Tangible method of tracking progress</p> | <p>Choose a skill performance or fitness component on which to focus an improvement plan. Improvement plan should meet criteria* below.</p> <p>*Criteria: ¹⁾ Specific and measurable goal (Ex. Improve pacer or mile run time by 10%; increase distance of overhand throw by 20 yards) ²⁾ Clear baseline identified ³⁾ Realistic and ambitious timeline for completion of goal ⁴⁾ Identification of at least <u>one</u> good strategy for improvement ⁵⁾ A task or activity that will help student meet goal ⁶⁾ Tangible method of tracking progress</p> | <p>Choose a skill performance or fitness component on which to focus an improvement plan. Improvement plan should meet criteria* below.</p> <p>*Criteria: ¹⁾ Specific and measurable goal (Ex. Improve pacer or mile run time by 10%; increase distance of overhand throw by 20 yards) ²⁾ Clear baseline identified ³⁾ Realistic timeline for completion of goal ⁴⁾ Identification of at least <u>one</u> good strategy for improvement ⁵⁾ A task or activity that will help student meet goal</p> | <p>Choose a skill performance or fitness component on which to focus an improvement plan. Improvement plan should meet criteria* below.</p> <p>*Criteria: ¹⁾ Vague or unrealistic goal (Ex. Improve pacer or mile run time from 8 minutes to 4 minutes) ²⁾ Baseline identified ³⁾ Somewhat realistic timeline for completion of goal</p> | <p>Choose a skill performance or fitness component on which to focus an improvement plan. Improvement plan should meet criteria* below.</p> <p>*Criteria: ¹⁾ Vague goal (Ex. Get better at jumping) ²⁾ Vague or no baseline identified ³⁾ Unrealistic timeline for completion of goal</p> |
| B. Performance Analysis | B. Performance Analysis | B. Performance Analysis | B. Performance Analysis | B. Performance Analysis |
| <p>Calculates percentage of success on a skill test (Ex. Throwing, volleying, striking) and completes a journal entry with strategies for improvement. Journal entry meets the criteria* below.</p> <p>*Criteria: ¹⁾ Accurately and independently calculated percentage of success ²⁾ At least three appropriate strategies for improvement ³⁾ Content-specific vocabulary used appropriately and consistently to describe strategies for improvement</p> | <p>Calculates percentage of success on a skill test (Ex. Throwing, volleying, striking) and completes a journal entry with strategies for improvement. Journal entry meets the criteria* below.</p> <p>*Criteria: ¹⁾ Accurate and independently calculated percentage of success ²⁾ At least two appropriate strategies for improvement ³⁾ Content-specific vocabulary used appropriately and consistently to describe strategies for improvement</p> | <p>Calculates percentage of success on a skill test (Ex. Throwing, volleying, striking) and completes a journal entry with strategies for improvement. Journal entry meets the criteria* below.</p> <p>*Criteria: ¹⁾ Accurate calculation of percentage of success with peer assistance ²⁾ At least two appropriate strategies for improvement ³⁾ Content-specific vocabulary used appropriately and consistently to describe strategies for improvement</p> | <p>Calculates percentage of success on a skill test (Ex. Throwing, volleying, striking) and completes a journal entry with strategies for improvement. Journal entry meets the criteria* below.</p> <p>*Criteria: ¹⁾ Accurate calculation of percentage of success with peer assistance ²⁾ At least one appropriate strategy for improvement ³⁾ Content-specific vocabulary to describe strategies for improvement</p> | <p>Calculates percentage of success on a skill test (Ex. Throwing, volleying, striking) and completes a journal entry with strategies for improvement. Journal entry meets the criteria* below.</p> <p>*Criteria: ¹⁾ Accurate calculation of percentage of success with teacher assistance OR inaccurate calculation of percentage of success ²⁾ No appropriate strategy for improvement ³⁾ Limited content-specific vocabulary OR content-specific vocabulary used inappropriately</p> |

| Elementary: 3-5 | | | | |
|--|--|--|---|---|
| CONNECT | | | | |
| 5 | 4 | 3 | 2 | 1 |
| C. Journal Entry | C. Journal Entry | C. Journal Entry | C. Journal Entry | C. Journal Entry |
| <p>Provides a written explanation of a game, activity, fitness experience, etc. that meets the criteria* below.</p> <p>*Criteria: 1) Clear explanation of rules/strategies/components of game or activity 2) Content-specific vocabulary used appropriately and consistently 3) Thorough explanation of how skills are used in chosen activity 4) Clear connections to other activities, games, or fitness/health</p> | <p>Provides a written explanation of a game, activity, fitness experience, etc. that meets the criteria* below.</p> <p>*Criteria: 1) Clear explanation of rules/strategies/components of game or activity 2) Content-specific vocabulary used appropriately and consistently 3) Thorough explanation of how skills are used in chosen activity 4) Names another activity, game or fitness experience that is similar</p> | <p>Provides a written explanation of a game, activity, fitness experience, etc. that meets the criteria* below.</p> <p>*Criteria: 1) Clear explanation of rules/strategies/components of game or activity 2) Content-specific vocabulary used appropriately and consistently 3) Thorough explanation of how skills are used in chosen activity</p> | <p>Provides a written explanation of a game, activity, fitness experience, etc. that meets the criteria* below.</p> <p>*Criteria: 1) Explanation of basic rules/strategies/components of game or activity 2) Some content-specific vocabulary 3) Explanation of how skills are used in chosen activity</p> | <p>Provides a written explanation of a game, activity, fitness experience, etc. that meets the criteria* below.</p> <p>*Criteria: 1) Limited explanation of rules/strategies/components of game or activity 2) Limited content-specific vocabulary OR content-specific vocabulary used inappropriately 3) Limited or no explanation of how skills are used in chosen activity</p> |
| D. Performance Review | D. Performance Review | D. Performance Review | D. Performance Review | D. Performance Review |
| <p>Write a newspaper-style review of a dance or gymnastics performance that addresses <u>all six</u> of the criteria* below.</p> <p>*Criteria: 1) Content-specific vocabulary 2) Descriptive writing with detailed information 3) Information on the five W's (who, what, where, when, and why) 4) Identification of the skills AND choreography involved 5) Positive aspects of performance 6) Areas for improvement in the performance</p> | <p>Write a newspaper-style review of a dance or gymnastics performance that addresses <u>at least five</u> of the criteria* below.</p> <p>*Criteria: 1) Content-specific vocabulary 2) Descriptive writing with detailed information 3) Information on the five W's (who, what, where, when, and why) 4) Identification of the skills involved 5) Positive aspects of performance 6) Areas for improvement in the performance</p> | <p>Write a newspaper-style review of a dance or gymnastics performance that addresses <u>at least four</u> of the criteria* below.</p> <p>*Criteria: 1) Content-specific vocabulary 2) Descriptive writing with detailed information 3) Information on the five W's (who, what, where, when, and why) 4) Identification of the skills involved 5) Positive aspects of performance 6) Areas for improvement in the performance</p> | <p>Write a newspaper-style review of a dance or gymnastics performance that addresses <u>at least three</u> of the criteria* below.</p> <p>*Criteria: 1) Content-specific vocabulary 2) Descriptive writing with detailed information 3) Information on the five W's (who, what, where, when, and why) 4) Identification of the skills involved 5) Positive aspects of performance 6) Areas for improvement in the performance</p> | <p>Write a newspaper-style review of a dance or gymnastics performance that meets <u>two or fewer</u> of the criteria* below.</p> <p>*Criteria: 1) Content-specific vocabulary 2) Descriptive writing with detailed information 3) Information on the five W's (who, what, where, when, and why) 4) Identification of the skills involved 5) Positive aspects of performance 6) Areas for improvement in the performance</p> |