

STANDARD	NEEDS STRENGTHENING	DEVELOPING	SECURE	EXEMPLARY
Demonstrates competency in motor skills and movement patterns.	Beginning to combine fielding a ground ball (while playing second base) with a throw to first base.	Inconsistently combines fielding a ground ball (while playing second base) with a throw to first base.	Consistently combines fielding a ground ball (while playing second base) with a throw to first base.	Demonstrates mature form fielding a ground ball (while playing second base) with a throw to first base in multiple skill situations.
Applies skills concepts, strategies, and tactics to improve physical performance.	Beginning to identify the softball/baseball terms and rules of game play, on a written assessment.	Inconsistently identifies the softball/baseball terms and rules of game play, on a written assessment.	Consistently identifies the softball/baseball terms and rules of game play, on a written assessment.	Consistently identifies the softball/baseball terms and rules of game play, on a written assessment, and applies knowledge to classroom activities.
	Beginning to identify the FITT principle, jobs of the muscles and benefits of lifetime and competitive sports/activities, on a written assessment.	Inconsistently identifies the FITT principle, jobs of the muscles and benefits of lifetime and competitive sports/activities, on a written assessment.	Consistently identifies the FITT principle, jobs of the muscles and benefits of lifetime and competitive sports/activities, on a written assessment.	Consistently identifies the FITT principle, jobs of the muscles and benefits of lifetime and competitive sports/activities, on a written assessment, and applies knowledge to classroom activities.
	Beginning to identify safety and injury management procedures during physical activity on a written assessment.	Inconsistently identifies safety and injury management procedures during physical activity on a written assessment.	Consistently identifies safety and injury management procedures during physical activity on a written assessment.	Consistently identifies safety and injury management procedures during physical activity on a written assessment, and applies knowledge to classroom activities.
	Beginning to identify a variety of benefits of physical activity and types/ways to exercise efficiently on a written assessment.	Inconsistently identifies a variety of benefits of physical activity and types/ways to exercise efficiently on a written assessment.	Consistently identifies a variety of benefits of physical activity and types/ways to exercise efficiently on a written assessment.	Consistently identifies a variety of benefits of physical activity and types/ways to exercise efficiently on a written assessment, and applies knowledge to classroom activities.

Participates regularly in physical activity outside of school.	Beginning to complete a physical activity on an activity calendar.	Inconsistently completes a physical activity on an activity calendar.	Consistently completes a physical activity on an activity calendar.	Consistently completes daily physical activities on an activity calendar.
Recognizes and participates in a health-enhancing level of physical fitness.	Beginning to identify the five healthy zones for their fitness scores.	Inconsistently identifies the five healthy zones for their fitness scores.	Consistently identifies the five healthy zones for their fitness scores.	Consistently identifies the five healthy zones for their fitness scores and applies knowledge to classroom activities.
	Beginning to identify the healthy zone improvements for their fitness test scores.	Inconsistently identifies the healthy zone improvements for their fitness test scores.	Consistently identifies the healthy zone improvements for their fitness test scores.	Consistently identifies the healthy zone improvements for their fitness test scores and applies knowledge to classroom activities.
	N/A	Inconsistently compares levels of intensity using heart rate monitors.	Consistently compares levels of intensity using heart rate monitors.	N/A
Exhibits responsible personal and social behavior that respects self and others.	Beginning to follow some rules of fair-play in games and activities.	Inconsistently follows the rules of fair-play in games and activities.	Consistently follows the rules of fair-play in each game and activity.	Demonstrates and models how to follow the rules of fair-play in games and activities.
	Beginning to stay on task.	Inconsistently stays on task.	Consistently works independently and productively on specific skills as assigned.	Consistently works independently and challenges self to strive for personal best.
	Beginning to display some aspects of listening and following directions.	Inconsistently displays aspects of listening and following directions.	Consistently follows directions given for all class activities in a timely manner.	Demonstrates and models good listening skills and following directions.
	Beginning to continue participation even when begin challenged.	Inconsistently continues participation even when being challenged.	Consistently continues participation even when being challenged.	Thrives on pursuing new skills and perseveres through challenges with a positive attitude.
	Beginning to show readiness to participate by wearing appropriate footwear for class.	Inconsistently shows readiness to participate by wearing appropriate footwear for class.	Consistently shows readiness to participate by wearing appropriate footwear for class.	N/A

	Beginning to take turns/sharing equipment/including all class and/or teammates in racquet (alternative to softball if unable to go outside) game play.	Inconsistently takes turns/sharing equipment/including all class and/or teammates in racquet (alternative to softball if unable to go outside) game play.	Consistently takes turns/sharing equipment/including all class and/or teammates in racquet (alternative to softball if unable to go outside) game play.	Leads by example by taking turns/sharing equipment/including all class and/or teammates in racquet (alternative to softball if unable to go outside) game play.
	Beginning to take turns/sharing equipment/including all class and/or teammates in softball game play.	Inconsistently takes turns/sharing equipment/including all class and/or teammates in softball game play.	Consistently takes turns/sharing equipment/including all class and/or teammates in softball game play.	Leads by example by taking turns/sharing equipment/including all class and/or teammates in softball game play.