

STANDARD	NEEDS STRENGTHENING	DEVELOPING	SECURE	EXEMPLARY
<b>Demonstrates competency in motor skills and movement patterns.</b>	Beginning to travel in the correct direction or change directions in response to a signal.	Inconsistently or partially travels forward, backward and sideways, but hesitates to change directions in response to a signal.	Consistently travels forward, backward and sideways, and changes directions quickly in a response to a signal.	N/A
	N/A	Inconsistently demonstrates contrasts in speed while traveling.	Consistently demonstrates clear contrasts between slow and fast speeds while traveling.	N/A
	Beginning to demonstrate clear contrasts of the three pathways (straight, curved and zig-zag).	Inconsistently demonstrates clear contrasts between the three pathways (straight, curved and zig-zag).	Consistently demonstrates clear contrasts between the three pathways (straight, curved and zig-zag).	N/A
	Beginning to combine movement patterns while traveling in space.	Inconsistently combines movement patterns while traveling in space.	Consistently combines movement patterns while traveling in space.	Demonstrates mature form combining movement patterns while traveling in space in multiple skill situations.
	Beginning to perform the stationary movements swing, rock, curl, sway, freeze, tense and relax.	Inconsistently performs the stationary movements swing, rock, curl, sway, freeze, tense and relax.	Consistently performs the stationary movements swing, rock, curl, sway, freeze, tense and relax.	N/A
	Beginning to use a variety of body parts or objects in creating symmetrical or asymmetrical shapes (individually and as a group).	Inconsistently uses a variety of body parts or objects in creating symmetrical or asymmetrical shapes (individually and as a group).	Consistently uses a variety of body parts or objects in creating symmetrical and asymmetrical shapes (individually and as a group).	N/A
	Beginning to use the six skill cues to kick a stationary ball.	Inconsistently uses the six skill cues when kicking a stationary ball.	Consistently uses the six skill cues when kicking a stationary ball.	Demonstrates mature form kicking a stationary ball in multiple skill situations.

<p><b>Applies skill concepts, strategies, and tactics to improve physical performance.</b></p>	<p>Beginning to travel in a large group without bumping into others or falling.</p>	<p>Inconsistently travels in a large group without bumping into others or falling.</p>	<p>Consistently travels in a large group without bumping into others or falling.</p>	<p>Aware of self and others while traveling in space during class games and activities.</p>
	<p>Beginning to place a variety of body parts or objects in different levels (low, middle or high).</p>	<p>Inconsistently places a variety of body parts or objects in different levels (low, middle or high).</p>	<p>Consistently places a variety of body parts or objects in different levels (low, middle and high).</p>	<p>N/A</p>
	<p>Beginning to identify the selected body parts.</p>	<p>Inconsistently identifies the selected body parts.</p>	<p>Consistently identifies the selected body parts.</p>	<p>Consistently identifies the selected body parts, and applies knowledge to classroom activities.</p>
	<p>Beginning to sketch the three individual pathways as well as combinations of pathways.</p>	<p>Inconsistently sketches the three individual pathways as well as combinations of pathways.</p>	<p>Consistently sketches the three individual pathways as well as combinations of pathways.</p>	<p>Consistently sketches the three individual pathways as well as combinations of pathways, and applies knowledge to classroom activities.</p>
	<p>Beginning to identify self and general space on a written assessment.</p>	<p>Inconsistently identifies self and general space on a written assessment.</p>	<p>Consistently identifies self and general space on a written assessment.</p>	<p>Consistently identifies self and general space on a written assessment and applies knowledge in classroom activities.</p>
<p><b>Exhibits responsible personal and social behavior that respects self and others.</b></p>	<p>Beginning to demonstrate some aspects of game play sportsmanship, but has difficulty understanding the difference between participation and competition.</p>	<p>Inconsistently demonstrates aspects of game play sportsmanship, and needs reminders that games are played to advance skills and have fun.</p>	<p>Consistently demonstrates good sportsmanship in high fives or encouraging words to teammates and opponents during game play.</p>	<p>Demonstrates and models excellent sportsmanship during game play.</p>
	<p>Beginning to follow some of the rules of fair-play in games and activities.</p>	<p>Inconsistently follows the rules of fair-play in games and activities.</p>	<p>Consistently follows the rules of fair-play in each game and activity.</p>	<p>Demonstrates and models how to follow the rules of fair-play in games and activities.</p>

	Beginning to demonstrate some aspects of end game sportsmanship, but has a hard time accepting game outcomes.	Inconsistently demonstrates aspects of end game sportsmanship, and needs reminders to handle game outcomes appropriately.	Consistently demonstrates good end game sportsmanship, and enjoys participating in games regardless of game outcome.	Demonstrates and models appropriate reaction to end game outcomes.
	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 show acceptance of classmates.	Inconsistently shows acceptance of classmates, and needs reminders in some situations.	Consistently accepts all classmates without regard to personal differences (ethnicity, gender, disability).	Demonstrates and models acceptance of all classmates and goes above and beyond by inviting and making sure all classmates are included.
	Beginning to wear appropriate footwear for class.	Inconsistently wears appropriate footwear for class.	Consistently wears appropriate footwear for class.	N/A
<b>Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>	N/A	Inconsistently shares verbal or nonverbal indicators of enjoyment of class activities.	Consistently shares verbal and nonverbal indicators of enjoyment of class activities.	N/A
	Beginning to participate in challenging activities.	Inconsistently continues participating in challenging activities.	Consistently participates even when being challenged.	Thrives on pursuing new skills and perseveres through challenges with a positive attitude.