

STANDARD	NEEDS STRENGTHENING	DEVELOPING	SECURE	EXEMPLARY
<b>Demonstrates competency in motor skills and movement patterns.</b>	Beginning to use the four skill cues to demonstrate fielding a pop-fly.	Inconsistently uses the four skill cues to demonstrate fielding a pop-fly.	Consistently uses the four skill cues to demonstrate fielding a pop-fly.	Demonstrates mature form to field a pop-fly in multiple skill situations.
	Beginning to use the five skill cues to demonstrate fielding a ground ball.	Inconsistently uses the five skill cues to demonstrate fielding a ground ball.	Consistently uses the five skill cues to demonstrate fielding a ground ball.	Demonstrates mature form to field a ground ball in multiple skill situations.
	Beginning to complete consecutive forehand and/or backhand hits to the wall (above line at 2 ½ feet).	Inconsistently completes consecutive forehand and/or backhand hits to the wall (above line at 2 ½ feet).	Consistently completes consecutive forehand and/or backhand hits to the wall (above line at 2 ½ feet).	Demonstrates mature form to complete consecutive forehand and/or backhand hits to the wall (above line at 2 ½ feet).
<b>Applies skill concepts, strategies, and tactics to improve physical performance.</b>	Student identifies less than 60% (less than 6) of the correct ways to run the bases, on a written assessment.	Student identifies the correct way to run the bases on a written assessment, with 60-79% (6-7) accuracy.	Student identifies the correct way to run the bases on a written assessment, with 80-99% (8-9) accuracy.	Student identifies the correct way to run the bases on a written assessment, with 100% (10) accuracy.
	Student identifies less than 60% (less than 7) of the parts of a work-out, anaerobic vs. aerobic exercises and target heart rate, on a written assessment.	Student identifies the parts of a work-out, anaerobic vs. aerobic exercises and target heart rate on a written assessment, with 60-79% (7-8) accuracy.	Student identifies the parts of a work-out, anaerobic vs. aerobic exercises and target heart rate on a written assessment, with 80-99% (9-11) accuracy.	Student identifies the parts of a work-out, anaerobic vs. aerobic exercises and target heart rate on a written assessment, with 100% (12) accuracy.
	Student identifies less than 60% (less than 17) of health-related fitness, skill related fitness and benefits of physical activity, on a written assessment.	Student identifies health-related fitness, skill related fitness and benefits of physical activity on a written assessment, with 60-79% (17-22) accuracy.	Student identifies health-related fitness, skill related fitness and benefits of physical activity on a written assessment, with 80-99% (23-28) accuracy.	Student identifies health-related fitness, skill related fitness and benefits of physical activity on a written assessment, with 100% (29) accuracy.

<b>Participates regularly in physical activity outside of school.</b>	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.
<b>Recognizes and participates in a health-enhancing level of physical fitness.</b>	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
<b>Exhibits responsible personal and social behavior that respects self and others.</b>	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 game play.	Inconsistently takes turns/sharing equipment/including all class and/or teammates in racquet game play.	Consistently takes turns/sharing equipment/including all class and/or teammates in racquet game play.	Leads by example by taking turns/sharing equipment/including all class and/or teammates in racquet 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.