

STANDARD	NEEDS STRENGTHENING	DEVELOPING	SECURE	EXEMPLARY
<p>Demonstrates competency in motor skills and movement patterns.</p>	<p>Beginning to use the six skill cues for kicking a rolling ball.</p>	<p>Inconsistently uses the six skill cues for kicking a rolling ball.</p>	<p>Consistently uses the six skill cues for kicking a rolling ball.</p>	<p>Demonstrates mature form using the six skill cues for kicking a rolling ball, in multiple situations.</p>
	<p>Beginning to use the instep to complete a soccer pass.</p> <p>Or</p> <p>Beginning to use strength and accuracy when passing to a partner who is twenty feet away.</p>	<p>Inconsistently uses the instep of the foot to pass a soccer ball to a partner.</p> <p>Or</p> <p>Inconsistently passes to a partner who is 20 feet away with strength and accuracy.</p>	<p>Consistently uses the instep of the foot to pass a soccer ball to a partner.</p> <p>And</p> <p>Consistently passes with strength and accuracy to a partner who is 20 feet away.</p>	<p>Demonstrates mature form passing a soccer ball in multiple skill situations.</p> <p>And</p> <p>Demonstrates mature form passing a soccer ball with strength and accuracy in multiple skill situations.</p>
	<p>Beginning to combine a soccer dribble and trap to change directions while protecting the ball from an opponent.</p>	<p>Inconsistently combines a soccer dribble and trap to change directions while protecting the ball from an opponent.</p>	<p>Consistently combines a soccer dribble and trap to change directions while protecting the ball from an opponent.</p>	<p>Demonstrates mature form combining a soccer dribble and trap to change directions while protecting the ball from an opponent in multiple skill situations.</p>
<p>Applies skill concepts, strategies, and tactics to improve physical performance.</p>	<p>Beginning to identify the six lines/areas of a soccer field on a written assessment.</p>	<p>Inconsistently identifies the six lines/areas of a soccer field on a written assessment.</p>	<p>Consistently identifies the six lines/areas of a soccer field on a written assessment.</p>	<p>Consistently identifies the six of the six lines/areas of a soccer field on a written assessment and applies knowledge to classroom activities.</p>
	<p>Beginning to identify the four appropriate foot contact points for various kicking and soccer activities.</p>	<p>Inconsistently identifies the four appropriate foot contact points for various kicking and soccer activities.</p>	<p>Consistently identifies the four appropriate foot contact points for various kicking and soccer activities.</p>	<p>Consistently identifies the four appropriate foot contact points for various kicking and soccer activities and applies knowledge to classroom activities.</p>

	Beginning to identify characteristics of being a good sport on a written assessment.	Inconsistently identifies characteristics of being a good sport on a written assessment.	Consistently identifies characteristics of being a good sport on a written assessment.	Consistently identifies characteristics of being a good sport on a written assessment and applies knowledge to classroom activities.
Exhibits responsible personal and social behavior that respects self and others.	Beginning to demonstrate some aspects of game play sportsmanship, but has difficulty understanding the difference between participation and competition.	Inconsistently demonstrates aspects of game play sportsmanship, and needs reminders that games are played to advance skills and have fun.	Consistently demonstrates good sportsmanship in high fives or encouraging words to teammates and opponents during game play.	Demonstrates and models excellent sportsmanship during game play.
	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 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 some 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
	Beginning to use problem solving strategies and conflict resolution skills when working with teammates on cooperative challenges.	Inconsistently uses problem solving strategies and conflict resolution skills when working with teammates on cooperative challenges.	Consistently uses problem solving strategies and conflict resolution skills when working with teammates on cooperative challenges.	Exhibits leadership skills and excellent teamwork.
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	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 to participate in challenging activities.	Consistently participates even when being challenged.	Thrives on pursuing new skills and perseveres through challenges with a positive attitude.