

STANDARD	NEEDS STRENGTHENING	DEVELOPING	SECURE	EXEMPLARY
<b>Demonstrates competency in motor skills and movement patterns.</b>	Beginning to complete a drop and hit forehand (racket) serve over the net, or over designated height on wall (2 ½ feet).	Inconsistently completes a drop and hit forehand (racket) serve over the net, or over designated height on wall (2 ½ feet).	Consistently completes a drop and hit forehand (racket) serve over the net, or over designated height on wall (2 ½ feet).	Demonstrates mature form completing a drop and hit forehand (racquet) serve over the net, or over designated height on wall, (2 ½ feet) in multiple skill situations.
	Beginning to strike a ball off a tee a distance of 15 feet.	Inconsistently strikes a ball off a tee a distance of 15 feet.	Consistently strikes a ball off a tee a distance of 15 feet.	Demonstrates mature form striking a ball off a tee a distance of 15 feet, in multiple skill situations.
<b>Applies skills concepts, strategies, and tactics to improve physical performance.</b>	Beginning to label the nine outfield positions on a written assessment.	Inconsistently labels the nine outfield positions on a written assessment.	Consistently labels the nine outfield positions on a written assessment.	Consistently labels the nine outfield positions on a written assessment and applies knowledge to classroom activities.
	Beginning to identify two physical activities to strengthen the legs.	Inconsistently identifies two physical activities to strengthen the legs.	Consistently identifies three physical activities to strengthen the legs.	Consistently identifies more than three physical activities to strengthen the legs.
	Beginning to identify two physical activities to strengthen the arms.	Inconsistently identifies two physical activities to strengthen the arms.	Consistently identifies three physical activities to strengthen the arms.	Consistently identifies more than three physical activities to strengthen the arms.
	Beginning to identify three activities that can enhance levels of cardiovascular endurance.	Inconsistently identifies three activities that can enhance levels of cardiovascular endurance.	Consistently identifies four activities that can enhance levels of cardiovascular endurance.	Consistently identifies more than four activities that can enhance levels of cardiovascular endurance.

	Beginning to identify the health-related fitness concepts and benefits of physical fitness on a written assessment.	Inconsistently identifies the health-related fitness concepts and benefits of physical fitness on a written assessment.	Consistently identifies the health-related fitness concepts and benefits of physical fitness on a written assessment.	Consistently identifies the health-related fitness concepts and benefits of physical fitness on a written assessment and applies knowledge to classroom activities.
<b>Participates regularly in physical activity outside of school.</b>	Beginning to record physical activities on an activity calendar for six weeks.	Inconsistently records physical activities on an activity calendar for six weeks.	Consistently records physical activities on an activity calendar for six weeks.	Records daily physical activities on an activity calendar for six weeks.
<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 five healthy zone improvements for their fitness scores.	Inconsistently identifies the five healthy zone improvements for their fitness scores.	Consistently identifies the five healthy zones improvements for their fitness scores.	Consistently identifies the five healthy zone improvements for their fitness scores and applies knowledge to classroom activities.
	N/A	Inconsistently identifies that 10,000 steps on a pedometer is equivalent of walking 5 miles.	Consistently identifies that 10,000 steps on a pedometer is equivalent of walking 5 miles.	N/A
	N/A	Inconsistently compares levels of fitness intensity using pedometers.	Consistently compares levels of fitness intensity using pedometers.	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 t-ball game play.	Inconsistently takes turns/sharing equipment/including all class and/or teammates in t-ball game play.	Consistently takes turns/sharing equipment/including all class and/or teammates in t-ball game play.	Leads by example by taking turns/sharing equipment/including all class and/or teammates in t-ball game play.