

STANDARD	NEEDS STRENGTHENING	DEVELOPING	SECURE	EXEMPLARY
Demonstrates competency in motor skills and movement patterns.	Beginning to toss a ball underhand to the wall, and catch it before it bounces twice.	Inconsistently tosses a ball underhand to the wall, and catches it before it bounces twice.	Consistently tosses a ball underhand to the wall, and catches it before it bounces twice.	Demonstrates mature form for tossing a ball underhand to the wall, and catching it before it bounces twice in multiple skill situations.
	Beginning to use the four skill cues to complete an underhand throw.	Inconsistently uses the four skill cues for an underhand throw.	Consistently uses the four skill cues for an underhand throw.	Demonstrates mature form for an underhand throw in multiple skill situations.
	Beginning to combine movement patterns while traveling to a beat.	Inconsistently combines movement patterns while traveling to a beat.	Consistently combines three movement patterns while traveling to a beat.	Consistently combines more than three movement patterns while traveling to a beat.
	Beginning to complete two skills from any tumbling category (rolls, balances and arm supports).	Inconsistently completes two skills from the tumbling categories (rolls, balances and arm supports).	Consistently completes two skills from each tumbling category (rolls, balances and arm supports).	Consistently completes more than two skills from each tumbling category (rolls, balances and arm supports).
	Beginning to maintain balance for the length of the beam going forward and sideways.	Inconsistently maintains balance for the length of the beam going forward and sideways.	Consistently maintains balance for the length of the beam going forward and sideways.	Demonstrates mature form maintaining balance the length of the beam going forward and sideways.
	Beginning to maintain a three point grip while traveling along the traverse wall.	Inconsistently maintains a three point grip while traveling along the traverse wall.	Consistently maintains a three point grip while traveling along the traverse wall.	Demonstrates mature form maintaining a three point grip in multiple climbing activities while traveling along the traverse wall.
Applies skill concepts, strategies, and tactics to improve physical performance.	Beginning to travel with relationships to objects (over, under, behind, next to and through).	Inconsistently travels with relationships to objects (over, under, behind, next to and through).	Consistently travels with relationships to objects (over, under, behind, next to and through).	N/A
	Beginning to identify objects that are over, under, behind, next to and through on a written assessment.	Inconsistently identifies objects that are over, under, behind, next to and through on a written assessment.	Consistently identifies objects that are over, under, behind, next to and through on a written assessment.	Consistently identifies objects that are over, under, behind, next to and through on a written assessment, and applies knowledge to classroom activities.

	Beginning to identify indoor versus outdoor physical activities on a written assessment.	Inconsistently identifies indoor versus outdoor physical activities on a written assessment.	Consistently identifies indoor versus outdoor physical activities on a written assessment.	Consistently identifies indoor versus outdoor physical activities on a written assessment, and applies knowledge to classroom activities.
	Beginning to identify the selected activities to stay fit on a written assessment.	Inconsistently identifies the selected activities to stay fit on a written assessment.	Consistently identifies the selected activities to stay fit on a written assessment.	Consistently identifies the selected activities to stay fit 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 of the 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 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 utilize safety procedures (emphasized during climbing and tumbling activities).	Inconsistently utilizes safety procedures (emphasized during climbing and tumbling activities).	Consistently utilizes safety procedures (emphasized during climbing and tumbling activities).	Applies safety procedures (emphasized during climbing and tumbling activities) in all class activities.
	Beginning to wear appropriate footwear for class.	Inconsistently wears appropriate footwear for class.	Consistently wears appropriate footwear for class.	N/A
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 participating in challenging activities.	Consistently participates even when being challenged.	Thrives on pursuing new skills and perseveres through challenges with a positive attitude.