

| STANDARD   | NEEDS STRENGTHENING   | DEVELOPING   | SECURE  | EXEMPLARY  |
|--|---|--|---|--|
| <p><b>Demonstrates competency in motor skills and movement patterns.</b></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><b>Or</b></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><b>Or</b></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><b>And</b></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><b>And</b></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><b>Applies skill concepts, strategies, and tactics to improve physical performance.</b></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>   |

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|   | 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. |
| <b>Exhibits responsible personal and social behavior that respects self and others.</b> | 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.  |

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|  | 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.  |
| <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 to participate in challenging activities.   | Consistently participates even when being challenged.  | Thrives on pursuing new skills and perseveres through challenges with a positive attitude.  |