

Kindergarten Proficiency Scale

I can identify and use safe practices and follow directions while participating in developmental physical education activities promoting overall health.

Reporting Category: PHYED K.1.1

Exceeds Standard	4	In addition to score 3 and 2, the students will transfer learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	I can Personal Responsibility: Follow directions in group setting (e.g., safe behaviors, following rules, taking turns. Acknowledge responsibility for behavior when prompted. Working with others: Share equipment and space with others. Safety: Follow teacher directions for safe participation and proper use of equipment with minimal reminders
Approaching Standard	2	I can Personal Responsibility: Approach following directions in group settings. (e.g., safe behaviors, following rules, taking turns. Working with others: Develop sharing equipment and space with others. Safety: Follow teacher directions for safe participation and proper use of equipment with repeated reminders
Not at Standard	1	Partial or no success with score 2 content and score 3 content

Kindergarten Proficiency Scale

I can travel in different speeds, directions, and pathways in large groups with spatial awareness and body control.

Reporting Category: PHYED K.1.2

Exceeds Standard	4	In addition to score 3 and 2, the students will transfer learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.	
At Standard Proficient	3	I can Movement Concepts- Space: Differentiate between movement in personal (self-space) and general space. Moves in personal space to a rhythm. Pathways, shapes, levels: Travel in 3 different pathways. Speed, direction, force: Travel in general space with different speeds.	
Approaching Standard	2	Movement Concepts- Space: Develop awareness between movement in personal (self-space) and general space while working on rhythm. Pathways, shapes, levels: Travel in 1-2 different pathways. Speed, direction, force: Travel in general space with minimal changes in speed.	
Not at Standard	1	Partial or no success with score 2 content and score 3 content	

Kindergarten Proficiency Scale

I can demonstrate basic locomotor (run, hop, skip) and non-locomotor (bend, stretch, balance) movements at a developmentally appropriate level.

Reporting Category: PHYED K.1.3

Exceeds Standard	4	In addition to score 3 and 2, the students will transfer learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	I can Locomotor - Walking, hopping, galloping, running, sliding, skipping, leaping, jumping and landing horizontal: Perform these locomotor movements while maintaining balance. Perform jumping and landing actions with balance. Nonlocomotor (stability)Balance: Maintain momentary stillness on different bases of support. Form wide,narrow, curled & twisted body shapes. Weight transfer, rolling: Roll sideways in a narrow body shape. Curling & stretching, twisting & bending: Contrast the actions of curling and stretching.
Approaching Standard	2	Locomotor - Walking, hopping, galloping, running, sliding, skipping, leaping, jumping and landing horizontal: Perform these locomotor movements losing balance and performs jumping and landing actions 2 out of 3 attempts. Nonlocomotor (stability)Balance: Maintain stillness on different bases of support briefly for a second. Form wide,narrow, curled & twisted body shapes. Weight transfer, rolling: Roll sideways in a wide body shape. Curling & stretching, twisting & bending: Perform stretching and curling in separate motions.
Not at Standard	1	Partial or no success with score 2 content and score 3 content

Kindergarten Proficiency Scale

I can demonstrate manipulative movements (throw, catch, kick) at a developmentally appropriate level.

Reporting Category: PHYED K.1.4

Exceeds Standard	4	In addition to score 3 and 2, the students will transfer learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	I can Underhand throw: Throw underhand with opposite foot forward. Catching: Drop a ball and catch it before it bounces twice. Catch a large ball tossed by a skilled thrower. Dribbling/ball control-hands: Dribble a ball with one hand, attempting the second contact. Dribbling/ball control-feet: Tap a ball using the inside of the foot, sending it forward. Kicking: Kick a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern. Volley: Volley a light-weight object sending it upward. Jumping rope: Execute a single jump with self turned rope.
Approaching Standard	2	I can Underhand throw: Throw underhand with same foot forward. Occasionally stepping with opposite foot. Catching: Drop a ball and catch it before it bounces 3 times. Catch a large ball tossed by a skilled thrower minimally. Dribbling/ball control-hands: Dribble a ball with one hand. Dribbling/ball control-feet: Tap a ball using the toes, sending it away. Kicking: Kick a stationary ball from a stationary position, demonstrating 1 of the 5 elements of a mature kicking pattern. Volley: Volley a light-weight object sending it away. Jumping rope: Execute a single jump 1 out of 3 attempts with self turned rope.
Not at Standard	1	Partial or no success with score 2 content and score 3 content