

1st Grade 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 1.1.1

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	<p>I can</p> <p>Personal Responsibility: Accept personal responsibility by using equipment and space appropriately. Follow the rules and parameters of the learning environment.</p> <p>Working with others: Work independently with others in a variety of class environments (small and large groups).</p> <p>Safety: Follow teacher directions for safe participation and proper use of equipment without teacher</p>
Approaching Standard	2	<p>I can</p> <p>Personal Responsibility: Follow directions in group setting (e.g., safe behaviors, following rules, taking turns. Acknowledge responsibility for behavior when prompted.</p> <p>Working with others: Share equipment and space with others.</p> <p>Safety: Follow teacher directions for safe participation and proper use of equipment with minimal reminders.</p>
Not at Standard	1	Partial or no success with score 2 content and score 3 content

1st Grade Proficiency Scale

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

Reporting Category: PHYED 1.1.2

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	<p>I can</p> <p>Movement Concepts- Space: Move in self-space and general space in response to designated beats/rhythms.</p> <p>Pathways, shapes, levels: Travel demonstrating low, middle and high levels. Travel demonstrating a variety of relationships with objects (over, under, around, through.)</p> <p>Speed, direction, force: Differentiate between fast and slow speeds. Differentiate between strong and light force.</p>
Approaching Standard	2	<p>I can</p> <p>Movement Concepts- Space: Differentiate between movement in personal (self-space) and general space. Move in personal space to a rhythm.</p> <p>Pathways, shapes, levels: Travel in 3 different pathways.</p> <p>Speed, direction, force: Travel in general space with different speeds.</p>
Not at Standard	1	Partial or no success with score 2 content and score 3 content

1st Grade 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 1.1.3

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	<p>I can</p> <p>Locomotor: Walking, hopping, galloping, running, sliding, skipping, leaping, jumping and landing horizontal: Hop, gallop, jog and slide using a mature pattern. Demonstrate 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings.</p> <p>Nonlocomotor (stability)Balance: Maintain stillness on different bases of support with different body shapes.</p> <p>Weight transfer, rolling: Transfer weight from one body part to another in self-space in dance/gymnastics environments. Roll with either a narrow or curled body shape.</p> <p>Curling & stretching, twisting & bending: Demonstrate twisting, curling, bending, & stretching actions.</p>
Approaching Standard	2	<p>I can</p> <p>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.</p> <p>Nonlocomotor (stability)Balance: Maintain momentary stillness on different bases of support. Form wide,narrow, curled & twisted body shapes.</p> <p>Weight transfer, rolling: Roll sideways in a narrow body shape.</p> <p>Curling & stretching, twisting & bending: Contrast the actions of curling and stretching.</p>
Not at Standard	1	Partial or no success with score 2 content and score 3 content

1st Grade Proficiency Scale

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

Reporting Category: PHYED 1.1.4

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	<p>I can</p> <p>Underhand throw: Throw underhand demonstrating 2 of 5 critical elements of a mature pattern.</p> <p>Catching: Catch a soft object from a self-toss before it bounces. Catch various sizes of ball self-tossed or tossed by a skilled thrower</p> <p>Dribbling/ball control-hands: Dribble continuously in self-space using the preferred hand.</p> <p>Dribbling/ball control-feet: Tap or dribble a ball using the inside of the foot while walking in general space.</p> <p>Kicking: Approach a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.</p> <p>Volley: Volley an object with an open palm sending it upward.</p> <p>Jumping rope: Jump forward or backward consecutively using a self-turned rope. Jump a long rope up to 5 times consecutively with teacher-assisted turning.</p>
Approaching Standard	2	<p>I can</p> <p>Underhand throw: Throw underhand with opposite foot forward.</p> <p>Catching: Drop a ball and catch it before it bounces twice. Catch a large ball tossed by a skilled thrower.</p> <p>Dribbling/ball control-hands: Dribble a ball with one hand, attempting the second contact.</p> <p>Dribbling/ball control-feet: Tap a ball using the inside of the foot, sending it forward.</p> <p>Kicking: Kick a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.</p> <p>Volley: Volley a light-weight object sending it upward.</p> <p>Jumping rope: execute a single jump with self turned rope.</p>
Not at Standard	1	Partial or no success with score 2 content and score 3 content