

2nd 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 2.1.1

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: Practice skills with minimal teacher prompting. Accept responsibility for class protocols with behavior and performance actions.</p> <p>Working with others: Work independently with others in partner environments.</p> <p>Safety: Work independently and safely in physical education and with equipment.</p>
Approaching Standard	2	<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>
Not at Standard	1	Partial or no success with score 2 content and score 3 content

2nd Grade Proficiency Scale

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

Reporting Category: PHYED 2.1.2

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: Combine locomotor skills in general space to a rhythm.</p> <p>Pathways, shapes,levels:Combine shapes, levels and pathways into simple travel, dance/gymnastics sequences.</p> <p>Speed, direction, force: Vary time and force with gradual increases and decreases.</p>
Approaching Standard	2	<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>
Not at Standard	1	Partial or no success with score 2 content and score 3 content

2nd 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 2.1.3

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: Skip, hop, gallop, jog and slide using a mature pattern. Demonstrate 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1-and 2-foot take-offs and landings.</p> <p>Nonlocomotor (stability)Balance: Balance on different bases of support, combining levels and shapes. Balance in an inverted position with stillness and supportive base.</p> <p>Weight transfer, rolling: Transfer weight from feet to different body parts/bases of support for balance and/or travel. Roll in different directions with either a narrow or curled body shape.</p> <p>Curling & stretching, twisting & bending: Differentiate among twisting, curling, bending & stretching actions.</p> <p>Nonlocomotor Combinations: Combine balances and transfers into a 3-part sequence (dance/gymnastics)</p>
Approaching Standard	2	<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>
Not at Standard	1	Partial or no success with score 2 content and score 3 content

2nd Grade Proficiency Scale

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

Reporting Category: PHYED 2.1.4

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 using a mature pattern.</p> <p>Overhand throw: Throw overhand, demonstrating 2 of the 5 critical elements of a mature pattern.</p> <p>Catching: Catch a self tossed or well-thrown large ball with hands, not trapping or cradling against the body.</p> <p>Dribbling/ball control-hands: Dribble in self-space with preferred hand demonstrating a mature pattern and walking in general space.</p> <p>Dribbling/ball control-feet: Dribble with the feet in general space with control of ball and body.</p> <p>Kicking: Use a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.</p> <p>Volley: Volley an object upward with consecutive hits.</p> <p>Jumping rope: Jump a self-turned rope consecutively forward and backward with a mature pattern. Jump a long rope 5 times consecutively with student turners.</p>
Approaching Standard	2	<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>
Not at Standard	1	Partial or no success with score 2 content and score 3 content