

4th Grade Proficiency Scale

I can demonstrate individual responsibility for safety during physical activities.

Reporting Category: PHYED 4.1.1

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: Exhibit responsible behavior in independent group situation. Reflect on personal social behavior in physical activity.</p> <p>Accepting feedback: Listen respectfully to corrective feedback from others (e.g., peers, adults).</p> <p>Working with others: Praise the movement performance of others both more skilled and less skilled. Accept players of all skill levels into the physical activity.</p> <p>Rules & etiquette: Exhibit etiquette and adherence to rules in a variety of physical activities</p>
Approaching Standard	2	<p>I can</p> <p>Personal Responsibility: Exhibit personal responsibility in teacher-directed activities. Work independently for extended periods of time.</p> <p>Accepting feedback: Accept and implement specific corrective feedback from the teacher.</p> <p>Working with others: Work cooperatively with others. Praise others for their success in movement performances.</p> <p>Rules & etiquette: Recognize the role of rules and etiquette in teacher-designed physical activities.</p> <p>Safety: Work independently and safely in physical education. Work safely with physical education equipment.</p>
Not at Standard	1	Partial or no success with score 2 content and score 3 content

4th Grade Proficiency Scale

I can demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Reporting Category: PHYED 4.1.2

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>Physical Activity Knowledge: Analyze opportunities for participating in physical activity outside physical education class.</p> <p>Engages in physical activity: Engage actively in the activities of physical education class, both teacher-directed and independent.</p> <p>Fitness knowledge: Identify the components of health-related fitness. Demonstrate warmup and cool-down relative to the cardiorespiratory fitness assessment.</p> <p>Assessment and program planning: Complete fitness assessments (pre & post). Identify areas of needed remediation from personal test and with teacher assistance, identifies strategies for progress in those areas.</p>
Approaching Standard	2	<p>Physical Activity Knowledge: Identify physical activity as a way to become healthier. Engages in physical activity: Engage actively in the activities of physical education class without prompting.</p> <p>Fitness knowledge: Describe the concept of fitness and provides examples of physical activity to enhance fitness. Recognize the importance of warm-up and cool-down relative to vigorous physical activity. Assessment and program planning: Demonstrate, with teacher direction, the health-related fitness components.</p>
Not at Standard	1	Partial or no success with score 2 content and score 3 content

4th Grade Proficiency Scale

I can explain and apply game strategies to basic games and physical activities.

Reporting Category: PHYED 4.1.3

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	Movements concepts: Apply the concepts of open spaces to skills involving traveling (e.g., dribbling and traveling). Apply concepts of closing spaces in small-sided practice tasks. Dribble in general space with changes in direction and speed. Combine movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. Apply the movement concepts of speed, endurance and pacing for running. Apply the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. Apply simple offensive strategies and tactics in chasing and fleeing activities. Apply simple defensive strategies and tactics in chasing and fleeing activities. Recognize the types of kicks needed for different games and sports situations.
Approaching Standard	2	Movement Concepts: Recognize the concept of open spaces in a movement context. Recognize locomotor skills specific to a wide variety of physical activities. Combine movement concepts (direction, levels, force, time) with skills as directed by the teacher. Employ the concept of alignment in gymnastic and dance. Employ the concept of muscular tension with balance in gymnastics and dance. Apply simple strategies and tactics in chasing activities. Apply simple strategies in fleeing activities.
Not at Standard	1	Partial or no success with score 2 content and score 3 content