

5th Grade Proficiency Scale

I can demonstrate individual responsibility for safety during physical activities.

Reporting Category: PHYED 5.1.1

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: Engage in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). Participate with responsible behavior in a variety of physical activity contexts, environments and facilities. Conduct self with appropriate behavior while engaging in physical activity. Accepting Feedback: Give correct feedback respectfully to peers. Working with others: Accept, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects. Rules and etiquette: Critique the etiquette involved in rules of various game activities. Safety: Apply safety principles with age appropriate physical activities.
Approaching Standard	2	I can Personal Responsibility: Exhibit responsible behavior in independent group situation. Reflect on personal social behavior in physical activity. Accepting feedback: Listen respectfully to corrective feedback from others (e.g., peers, adults). 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. Rules & etiquette: Exhibit etiquette and adherence to rules in a variety of physical activities. Safety: Work safely with peers and equipment in physical activity settings.
Not at Standard	1	Partial or no success with score 2 content and score 3 content

5th 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 5.1.2

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 Physical activity knowledge: Chart and analyze physical activity outside physical education class for fitness benefits of activities. Engages in Physical Activity: Engage actively in all of the activities of physical education. Fitness Knowledge: Differentiate between skill-related and health-related fitness. Assessment and program planning: Analyze results of fitness assessment(pre and post), comparing results to fitness components for good health.
Approaching Standard	2	I can Physical Activity Knowledge: Analyze opportunities for participating in physical activity outside physical education class. Engages in physical activity: Engage actively in the activities of physical education class, both teacher-directed and independent. Fitness knowledge: Identify the components of health-related fitness. Demonstrate warm-up and cool-down relative to the cardiorespiratory fitness assessment. Assessment and program planning: Complete fitness assessments (pre & post). Identify areas of needed remediation from personal test and with teacher assistance, identify strategies for progress in those areas.
Not at Standard	1	Partial or no success with score 2 content and score 3 content

5th Grade Proficiency Scale

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

Reporting Category: PHYED 5.1.3

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 Movement Concepts: Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and game environments. Combine movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self direction. Apply movement concepts to strategy in game situations. Apply the concepts of direction and force to strike an object with a long handled implement. Analyze movement situations and and applies movements (e. g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. Apply basic offense and defensive strategies and tactics in invasion small sided practice tasks. Apply basic offense and defense strategies and tactics in net and wall small-sided practice tasks. Recognize the type of throw, volley or striking action needed for different games and sports situations.
Approaching Standard	2	I can 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.
Not at Standard	1	Partial or no success with score 2 content and score 3 content