

Physical Education Rubrics – Grade 4

Movement Skills and Concepts

Topic	Exceeding	Meeting	Approaching	Working Below
Movement Concepts SCO: 1.1	Consistently creates dance steps that demonstrate an understanding of tempo and rhythm with attention to movement concepts such as effort, relationships, sound, themes, body and space.	Routinely creates dance steps that demonstrate an understanding of tempo and rhythm with attention to movement concepts such as effort, relationships, sound, themes, body and space.	To some extent creates dance steps that demonstrate an understanding of tempo and rhythm with attention to movement concepts such as effort, relationships, sound, themes, body and space.	Rarely creates dance steps that demonstrate an understanding of tempo and rhythm with attention to movement concepts such as effort, relationships, sound, themes, body and space.
	Regularly creates rhythmical movement sequences combining time, force/flow, space and relationships in an effective way in a variety of social and cultural dances.	Often creates rhythmical movement sequences combining time, force/flow, space and relationships in an effective way in a variety of social and cultural dances.	To some extent creates rhythmical movement sequences combining time, force/flow, space and relationships in an effective way in a variety of social and cultural dances.	Rarely creates rhythmical movement sequences combining time, force/flow, space and relationships in an effective way in a variety of social and cultural dances.
	Regularly creates a variety of movement sequences using equipment to demonstrate an understanding of relationships (over/under, around /through, alongside, behind, in front of, etc.).	Often creates a variety of movement sequences using equipment to demonstrate an understanding of relationships (over/under, around /through, alongside, behind, in front of, etc.).	To some creates executes a variety of movement sequences using equipment to demonstrate an understanding of relationships (over/under, around /through, alongside, behind, in front of, etc.).	Rarely creates a variety of movement sequences using equipment to demonstrate an understanding of relationships (over/under, around /through, alongside, behind, in front of, etc.).
Body and Stability Skills SCO: 1.2	Frequently uses the principles for static and dynamic balance (i.e.: bases of support, center of gravity, counter balance) while executing various movement skills.	Generally uses the principles for static and dynamic balance (i.e.: bases of support, center of gravity, counter balance) while executing various movement skills.	Sometimes uses the principles for static and dynamic balance (i.e.: bases of support, center of gravity, counter balance) while executing various movement skills.	Rarely uses the principles for static and dynamic balance (i.e.: bases of support, center of gravity, counter balance) while executing various movement skills.
	Skilfully maintains balance	Easily maintains balance for	With some support	Unable to maintain balance

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	for 5 seconds on different stationary objects (foam rollers, BOSU balls, etc.).	5 seconds on different stationary objects (foam rollers, BOSU balls, etc.).	maintains balance for 5 seconds on different stationary objects (foam rollers, BOSU balls, etc.).	for 5 seconds on different stationary objects (foam rollers, BOSU balls, etc.).
	Skilfully maintains balance for 5 seconds on different moving objects (balance board, Bongo Board, Rolo Board, body ball, etc.).	Easily maintains balance for 5 seconds on different moving objects (balance board, Bongo Board, Rolo Board, body ball, etc.).	With some support maintains balance for 5 seconds on different moving objects (balance board, Bongo Board, Rolo Board, body ball, etc.).	Unable to maintain balance for 5 seconds on different moving objects (balance board, Bongo Board, Rolo Board, body ball, etc.).
Fundamental Locomotor Skills and Manipulative Skills	Frequently combines two locomotor skills with a smooth transition.	Generally combines two locomotor skills with a smooth transition.	Sometimes combines two locomotor skills with a smooth transition.	Rarely combines two locomotor skills with a smooth transition.
SCO 1.3	Frequently combines two locomotor skills to a beat or rhythm with a smooth transition.	Generally combines two locomotor skills to a beat or rhythm with a smooth transition.	Sometimes combines two locomotor skills to a beat or rhythm with a smooth transition.	Rarely combines two locomotor skills to a beat or rhythm with a smooth transition.
Evidence	Observations through games, movement tasks and activities; self-assessments, peer assessments, video analysis			

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Movement Strategies

Topic	Exceeding	Meeting	Approaching	Working Below
Tactics in Simple Games SCO: 2.1	Frequently selects the right throw to increase chances of hitting a target.	Generally selects the right throw to increase chances of hitting a target.	Sometimes selects the right throw to increase chances of hitting a target.	Rarely selects the right throw to increase chances of hitting a target.
	Regularly uses open spaces to get on base.	Often uses open spaces to get on base.	To some extent uses open spaces to get on base.	Unable to use open spaces to get on base.
	Consistently uses different tactics (i.e.: creating space, using width and length of playing area; moving opponent) in net/wall games.	Routinely uses different tactics (i.e.: creating space, using width and length of playing area; moving opponent) in net/wall games.	At times, uses different tactics (i.e.: creating space, using width and length of playing area; moving opponent) in net/wall games.	Unable to use different tactics (i.e.: creating space, using width and length of playing area; moving opponent) in net/wall games.
	Frequently uses different tactics (i.e.: creating space, reducing space) that increase chances of scoring in invasion games.	Generally uses different tactics (i.e.: creating space, reducing space) that increase chances of scoring in invasion games.	Sometimes uses different tactics (i.e.: creating space, reducing space) that increase chances of scoring in invasion games.	Rarely uses different tactics (i.e.: creating space, reducing space) that increase chances of scoring in invasion games.
Evidence	Observations through games, movement tasks and activities; self-assessments, peer assessments, video analysis			

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Well-being

Topic	Exceeding	Meeting	Approaching	Working Below
Emotional and Social Skills SCO: 3.1	Regularly lists factors that increase participation and activity choices.	Often lists factors that increase participation and activity choices.	To some extent lists factors that increase participation and activity choices.	Unable to list factors that increase participation and activity choices.
	Frequently chooses appropriate emotions when trying new activities and challenges.	Generally chooses appropriate emotions when trying new activities and challenges.	Sometimes chooses appropriate emotions when trying new activities and challenges.	Unable to choose appropriate emotions when trying new activities and challenges.
	Regularly responds appropriately to winning and losing.	Often responds appropriately to winning and losing.	To some extent responds appropriately to winning and losing.	Seldom responds appropriately to winning and losing.
	Consistently accepts responsibility for their own performance without blaming others.	Routinely accepts responsibility for their own performance without blaming others.	At times accepts responsibility for their own performance without blaming others.	Seldom accepts responsibility for their own performance without blaming others.
	Frequently chooses strategies to work effectively with others.	Generally chooses strategies to work effectively with others.	Sometimes chooses strategies to work effectively with others.	Unable chooses strategies to work effectively with others.
	Regularly shows persistency when learning new skills.	Often shows persistency when learning new skills.	To some extent shows persistency when learning new skills.	Seldom shows persistency when learning new skills.
	Consistently observes others and gives them feedback to help them improve their performance.	Routinely observes others and gives them feedback to help them improve their performance.	At times observes others and gives them feedback to help them improve their performance.	Unable to observe others and gives them feedback to help them improve their performance.
	Consistently observes their own performance and makes corrections.	Routinely observes their own performance and makes corrections.	At times observes their own performance and makes corrections.	Unable observes their own performance and makes corrections.
	Regularly uses feedback from others to improve their performance.	Often uses feedback from others to improve their performance.	To some extent uses feedback from others to improve their performance.	Seldom uses feedback from others to improve their performance.

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	Regularly plays in a safe manner in a variety of physical activity.	Often plays in a safe manner in a variety of physical activity.	To some extent plays in a safe manner in a variety of physical activity.	Seldom plays in a safe manner in a variety of physical activity.
Physical Fitness Concepts SCO 3.2	Skilfully monitors their fitness progress.	Easily monitors their fitness progress.	With support monitors their fitness progress.	Unable to monitor their fitness progress.
	Expertly interprets their fitness progress and sets realistic goals for improvement.	Adeptly interprets their fitness progress and sets realistic goals for improvement.	With prompting interprets their fitness progress and sets realistic goals for improvement.	Not able to interpret their fitness progress and sets realistic goals for improvement.
	Precisely tracks their activity time to reach their fitness goals.	Reliably tracks their activity time to reach their fitness goals.	Somewhat tracks their activity time to reach their fitness goals.	Not able tracks their activity time to reach their fitness goals.
Evidence	Discussions; observations, self-assessments, peer-assessment, portfolios			