**Physical Education**

**Rubrics – Grades 2-3**

**Doing**

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| Exceeding | Meeting | Approaching | Working Below |
| Frequently performs a variety of locomotor and non-locomotor skills in simple sequences individually or with a partner. | Generally performs, a variety of locomotor and non-locomotor skills in simple sequences individually or with a partner. | Sometimes performs, a variety of locomotor and non-locomotor skills in simple sequences individually or with a partner. | Rarely selects and executes, with smoothness and fluidity, a variety of locomotor and non-locomotor skills in simple sequences individually or with a partner. |
| Frequently selects the appropriate movement tasks using a given criteria. | Generally selects the appropriate movement tasks using a given criteria. | Sometimes selects the appropriate movement tasks using a given criteria. | Rarely selects the appropriate movement tasks using a given criteria. |
| Frequently composes and describes using performance words movement sequences. | Generally composes and describes using performance words movement sequences. | Sometimes composes and describes using performance words movement sequences. | Rarely composes and describes using performance words movement sequences. |
| Frequently performs imaginative and original movement sequences in response to a variety of stimuli. | Generally performs imaginative and original movement sequences in response to a variety of stimuli. | Sometimes performs imaginative and original movement sequences in response to a variety of stimuli. | Rarely performs imaginative and original movement sequences in response to a variety of stimuli. |
| Frequently executes simple sequences that focus on different rhythm patterns using a combination of various locomotor and nonlocomotor movements. | Generally executes simple sequences that focus on different rhythm patterns using a combination of various locomotor and nonlocomotor movements. | Sometimes executes simple sequences that focus on different rhythm patterns using a combination of various locomotor and nonlocomotor movements. | Rarely executes simple sequences that focus on different rhythm patterns using a combination of various locomotor and nonlocomotor movements. |
| Frequently executes basic dance steps making few errors. | Generally executes basic dance steps making some errors. | Sometimes some prompting and little confidence executes basic dance steps making several errors. | Rarely executes basic dance steps. |
| Frequently invents a dance sequence using small apparatuses that is creative, complete and displays lots of effort and practice while respecting safety. | Generally invents a dance sequence using small apparatuses that is somewhat creative, complete and displays some effort and practice while respecting safety. | Sometimes invents a dance sequence using small apparatuses that is somewhat creative, and displays some effort and practice while respecting safety. | Rarely invents a dance sequence using small apparatuses while respecting safety. |
| Frequently executes various ways to retain and move an object with control. | Generally executes various ways to retain and move an object with control. | Sometimes executes various ways to retain and move an object with control. | Rarely executes various ways to retain and move an object with control. |
| Frequently executes ways to send (throw) and receive (catch) a variety of objects with and without equipment. | Generally executes ways to send and receive a variety of objects with and without equipment. | Sometimes executes ways to send and receive a variety of objects with and without equipment. | Rarely executes ways to send and receive a variety of objects with and without equipment. |
| Frequently applies acquired motor skills in simple, low organized games. | Generally applies acquired motor skills in simple, low organized games. | Sometimes applies acquired motor skills in simple, low organized games. | Rarely applies acquired motor skills in simple, low organized games. |
| Thoughtfully invents and describes using their own words games which have been designed to practise specific skills. | Easily invents and describes using their own words games which have been designed to practise specific skills. | With some support invents and describes using their own words games which have been designed to practise specific skills. | Is not able to invent and describe using their own words games which have been designed to practise specific skills. |
| Frequently executes, with smoothness and fluidness, running, jumping and throwing skills. | Generally executes, with smoothness and fluidness, running, jumping and throwing skills. | Sometimes executes, with smoothness and fluidness, running, jumping and throwing skills. | Rarely executes, with smoothness and fluidness, running, jumping and throwing skills. |
| Frequently executes activity-specific motor skills in a variety of alternative environments. | Generally executes activity-specific motor skills in a variety of alternative environments. | Sometimes executes activity-specific motor skills in a variety of alternative environments. | Rarely executes activity-specific motor skills in a variety of alternative environments. |

**Knowing**

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| Exceeding | Meeting | Approaching | Below |
| Precisely describes, using their own words, the importance of participating daily in moderate to vigorous physical activities. | Reliably describes, using their own words, the importance of participating daily in moderate to vigorous physical activities. | Somewhat describes, using their own words, the importance of participating daily in moderate to vigorous physical activities. | Is not able to describe using their own words the importance of participating daily in moderate to vigorous physical activities. |
| Precisely paraphrases the effects of combining healthy eating and personal well-being. | Reliably paraphrases the effects of combining healthy eating and personal well-being. | Somewhat paraphrases the effects of combining healthy eating and personal well-being. | Is not able to paraphrase the effects of combining healthy eating and personal well-being. |
| Thoughtfully lists various ways enjoyment can be obtained by being physically active. | Generally lists various ways enjoyment can be obtained by being physically active. | Somewhat lists various ways enjoyment can be obtained by being physically active. | Is not able to list various ways enjoyment can be obtained by being physically active. |
| Precisely paraphrases, using their own words, the benefits of working with a partner or group for improving performance. | Reliably paraphrases, using their own words, the benefits of working with a partner or group for improving performance. | Somewhat paraphrases, using their own words, the benefits of working with a partner or group for improving performance. | Is not able to paraphrase, using their own words, the benefits of working with a partner or group for improving performance. |
| Frequently follows safety rules and procedures for various activities. | Generally follows safety rules and procedures for various activities. | Sometimes follows safety rules and procedures for various activities. | Rarely follows safety rules and procedures for various activities. |
| Consistently and independently demonstrates, through movement, an understanding of force absorption. | Routinely and somewhat independently demonstrates, through movement, an understanding of force absorption. | At times and with support, demonstrates, through movement, an understanding of force absorption. | Hardly ever demonstrates, through movement, an understanding of force absorption. |
| Frequently demonstrates safe lifting practices. | Generally demonstrates safe lifting practices. | Sometimes demonstrates safe lifting practices. | Rarely demonstrates safe lifting practices. |

**Valuing**

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| Exceeding | Meeting | Approaching | Below |
| Frequently accepts responsibility for assigned roles. | Generally accepts responsibility for assigned roles. | Sometimes accepts responsibility for assigned roles. | Rarely accepts responsibility for assigned roles. |
| Frequently works with all classmates without regard to personal differences in abilities, interests and cultural background. | Generally works with all classmates without regard to personal differences in abilities, interests and cultural background. | Sometimes works with classmates, without regard to personal differences in abilities, interests and cultural background and at times needs reminders in some situations. | Rarely works with all classmates without regard to personal differences in abilities, interests and cultural background. |
| Precisely paraphrases, using their own words, the differences between work and leisure and the need for balance between the two. | Reliably paraphrases, using their own words, the differences between work and leisure and the need for balance between the two. | Somewhat paraphrases, using their own words, the differences between work and leisure and the need for balance between the two. | Is not able to paraphrase, using their own words, the differences between work and leisure and the need for balance between the two. |
| Frequently demonstrates persistence in given tasks even when being challenged. | Generally demonstrates persistence in given tasks even when being challenged. | Sometimes demonstrates persistence in given tasks even when being challenged. | Rarely demonstrates persistence in given tasks even when being challenged. |
| Frequently demonstrates through movement creativity a willingness to explore various ways of moving. | Generally demonstrates through movement creativity a willingness to explore various ways of moving. | Sometimes demonstrates through movement creativity a willingness to explore various ways of moving. | Rarely ever demonstrates through movement creativity a willingness to explore various ways of moving. |
| |  | | --- | | Frequently demonstrates and models good listening skills, follows directions and stays on tasks. | | |  | | --- | | Generally demonstrates good listening skills, follows directions and stays on tasks. | | Sometimes demonstrates good listening skills, follows directions and stays on tasks.   |  | | --- | |  | | Rarely demonstrates good listening skills, follows directions and stays on tasks. |
| Frequently demonstrates safe behaviors when using a variety of equipment. | Generally demonstrates safe behaviors when using a variety of equipment. | Sometimes demonstrates safe behaviors when using a variety of equipment. | Rarely demonstrates safe behaviors when using a variety of equipment. |
| Frequently shares ideas, space and equipment with others. | Generally shares ideas, space and equipment with others. | Sometimes shares ideas, space and equipment with others. | Rarely shares ideas, space and equipment with others. |