**Physical Education**

**Rubrics – Kindergarten & Grade 1**

**Doing**

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| Exceeding | Meeting | Approaching | Working Below |
| Frequently distinguishes between personal space and shared space and recognizes various relationships that exist between body parts and space. | Generally distinguishes between personal space and shared space and recognizes various relationships that exist between body parts and space. | Sometimes distinguishes between personal space and shared space and recognizes various relationships that exist between body parts and space. | Rarely distinguishes between personal space and shared space and rarely recognizes various relationships that exist between body parts and space. |
| Frequently travels in a safe and controlled, balanced manner using a variety of locomotor (movement) skills. | Generally travels in a safe and controlled, balanced manner using a variety of locomotor (movement) skills. | Sometimes travels in a safe and controlled, balanced manner using a variety of locomotor (movement) skills. | Rarely travels in a safe and controlled manner using a variety of locomotor (movement) skills. |
| Frequently travels in a variety of ways in different directions and is able to maintain control. | Generally travels in a variety of ways in different directions and is able to maintain control. | Sometimes travels in a variety of ways in different directions and is able to maintain control. | Rarely travels in a variety of ways in different directions and finds it difficult to maintain control. |
| Frequently executes a variety of locomotor and non-locomotor skills individually or with a partner and while manipulation objects. | Generally executes a variety of locomotor and non-locomotor skills individually or with a partner and while manipulation objects. | Sometimes executes a variety of locomotor and non-locomotor skills individually or with a partner and while manipulation objects. | Rarely executes a variety of locomotor and non-locomotor skills individually or with a partner and while manipulation objects. |
| Frequently executes a variety of locomotor and non-locomotor skills with a change in speed. | Generally executes a variety of locomotor and non-locomotor skills with a change in speed. | Sometimes executes a variety of locomotor and non-locomotor skills with a change in speed. | Rarely executes a variety of locomotor and non-locomotor skills with a change in speed. |
| Frequently executes simple movement tasks and sequences. | Generally executes simple movement tasks and sequences. | Sometimes executes simple movement tasks and sequences. | Rarely executes simple movement tasks and sequences. |
| Frequently responds to a variety of stimuli (musical sounds, action words, stories, etc,) by generating simple movement sequences. | Generally responds to a variety of stimuli (musical sounds, action words, stories, etc,) by generating simple movement sequences. | Sometimes responds to a variety of stimuli (musical sounds, action words, stories, etc,) by generating simple movement sequences. | Rarely ever responds to a variety of stimuli (musical sounds, action words, stories, etc,) by generating simple movement sequences. |
| Frequently forms a variety of body shapes (round, wide, twisted, etc. while maintaining balance. | Generally forms a variety of body shapes (round, wide, twisted, etc. while maintaining balance. | Sometimes forms a variety of body shapes (round, wide, twisted, etc. while maintaining balance. | Rarely forms a variety of body shapes (round, wide, twisted, etc. while maintaining balance. |
| Combines travelling, jumping, landing and rolling expertly most often with control. | Combines travelling, jumping, landing and rolling adeptly often with control. | Combines travelling, jumping, landing and rolling with some difficulty and somewhat with control. | Finds it difficult to combine travelling, jumping, landing and rolling with control. |
| Using a variety of low apparatus, frequently explores the themes of mounting, balancing, traveling and landing. | Using a variety of low apparatus, generally explores the themes of mounting, balancing, traveling and landing. | Using a variety of low apparatus, sometimes explores the themes of mounting, balancing, traveling and landing. | Using a variety of low apparatus, rarely ever explores the themes of mounting, balancing, traveling and landing. |
| Frequently carries an object with control in a variety of ways. | Generally carries an object with control in a variety of ways. | Sometimes carries an object with control in a variety of ways. | Rarely carries an object with control in a variety of ways. |
| Frequently sends an object in a variety of ways using different body parts and objects. | Generally sends an object in a variety of ways using different body parts and objects. | Sometimes sends an object in a variety of ways using different body parts and objects. | Rarely sends an object in a variety of ways using different body parts and objects. |
| Frequently receives objects in a variety of ways, individually and with a partner. | Generally receives objects in a variety of ways, individually and with a partner. | Sometimes receives objects in a variety of ways, individually and with a partner. | Rarely receives objects in a variety of ways, individually and with a partner. |
| Sophisticatedly creates and engages in simple games, including co-operative activities, parachute play and games.  | Easily creates and engages in simple games, including co-operative activities, parachute play and games. | With some support creates and engages in simple games, including co-operative activities, parachute play and games. | Is not able to create and engages in simple games, including co-operative activities, parachute play and games. |
| Frequently combines movement and rhythmical patterns in a cooperative manner for the purpose of performing a dance. | Generally combines movement and rhythmical patterns in a cooperative manner for the purpose of performing a dance. | Sometimes combines movement and rhythmical patterns in a cooperative manner for the purpose of performing a dance. | Rarely combines movement and rhythmical patterns in a cooperative manner for the purpose of performing a dance. |
| Frequently moves safely in a variety of environments. | Generally moves safely in a variety of environments. | Sometimes moves safely in a variety of environments. | Rarely moves safely in a variety of environments. |

**Knowing**

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| Exceeding | Meeting | Approaching | Below |
| Thoughtfully paraphrases in their own words the importance of physical activity in the development of personal fitness. | Easily paraphrases in their own words the importance of physical activity in the development of personal fitness. | Slightly paraphrases in their own words the importance of physical activity in the development of personal fitness. | Is not able to paraphrase in their own words the importance of physical activity in the development of personal fitness. |
| Frequently locates relevant parts of the human body and identify how some are used to help maintain stability. | Generally locates relevant parts of the human body and identify how some are used to help maintain stability. | Sometimes locates relevant parts of the human body and identify how some are used to help maintain stability. | Rarely locates relevant parts of the human body and identify how some are used to help maintain stability. |
| Expertly describes the changes that take place in the body during activity. | Adeptly describes the changes that take place in the body during activity. | With prompting describes the changes that take place in the body during activity. | Is not able to describe the changes that take place in the body during activity. |
| Thoughtfully paraphrases in their own words the importance of physical activity in developing personal well-being. | Easily paraphrases in their own words the importance of physical activity in developing personal well-being. | Slightly paraphrases in their own words the importance of physical activity in developing personal well-being. | Is not able to paraphrase in their own words the importance of physical activity in developing personal well-being. |
| Frequently communicates, using appropriate cue words, an understanding of safety in catching skills (eye on the object; watch target; partner is ready). | Generally communicates, using appropriate cue words, an understanding of safety in catching skills (eye on the object; watch target; partner is ready). | Sometimes communicates, using appropriate cue words, an understanding of safety in catching skills (eye on the object; watch target; partner is ready). | Rarely communicates, using appropriate cue words, an understanding of safety in catching skills (eye on the object; watch target; partner is ready). |
| Consistently communicates, using appropriate cue words, an understanding of safety in jumping skills (land with two feet; bend knees; arms out for balance). | Routinely communicates, using appropriate cue words, an understanding of safety in jumping skills (land with two feet; bend knees; arms out for balance). | Sometimes communicates, using appropriate cue words, an understanding of safety in jumping skills (land with two feet; bend knees; arms out for balance). | Rarely communicates, using appropriate cue words, an understanding of safety in jumping skills (land with two feet; bend knees; arms out for balance). |
| Skilfully relates in their own words the benefits of practice for skill improvement. | Proficiently relates in their own words the benefits of practice for skill improvement. | With prompting relates in their own words the benefits of practice for skill improvement. | Is not able to relate in their own words the benefits of practice for skill improvement. |
| Frequently explains the importance of following rules during physical activity. | Generally explains the importance of following rules during physical activity. | Sometimes explains the importance of following rules during physical activity. | Rarely explains the importance of following rules during physical activity. |
| Frequently explains the principle of absorbing force. | Generally explains the principle of absorbing force. | Sometimes explains the principle of absorbing force. | Rarely explains the principle of absorbing force. |
| Frequently explains how to lift safely. | Generally explains how to lift safely. | Sometimes explains how to lift safely. | Rarely explain how to lift safely. |

**Valuing**

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| Exceeding | Meeting | Approaching | Below |
| Frequently follows directions and simple explanations given for all class activities in a timely manner.  | Generally follows directions and simple explanations given for all class activities in a timely manner. | Sometimes follows directions and simple explanations given for all class activities in a timely manner. | Rarely follows directions and simple explanations given for all class activities in a timely manner. |
| Frequently demonstrates safe behaviors in responding to simple movement tasks. | Generally demonstrates safe behaviors in responding to simple movement tasks. | Sometimes demonstrates safe behaviors in responding to simple movement tasks. | Rarely demonstrates safe behaviors in responding to simple movement tasks. |
| Frequently works independently and productively (stays on task?) on specific skills as assigned.  | Generally works independently and productively on specific skills as assigned. | Sometimes works independently and productively on specific skills as assigned. | Rarely works independently and productively on specific skills as assigned. |
| Frequently shares space and equipment, as well as, takes turns with others. | Generally shares space and equipment, as well as, takes turns with others. | Sometimes shares space and equipment, as well as, takes turns with others. | Rarely shares space and equipment, as well as, takes turns with others. |
| Frequently takes personal responsibility for roles in various activities. | Generally takes personal responsibility for roles in various activities. | Sometimes takes personal responsibility for roles in various activities. | Rarely takes personal responsibility for roles in various activities. |
| Frequently accepts all classmates without regard to personal differences in abilities. | Generally accepts all classmates without regard to personal differences in abilities. | Sometimes accepts all classmates without regard to personal differences in abilities. | Rarely accepts all classmates without regard to personal differences in abilities. |
| Frequently explores new activities and environments. | Generally explores new activities and environments. | Sometimes explores new activities and environments. | Rarely explores new activities and environments. |
| Frequently shares verbal and nonverbal indicators of interest and enjoyment of physical activities.  | Generally shares verbal and nonverbal indicators of interest and enjoyment of physical activities.  | Sometimes shares verbal and nonverbal indicators of interest and enjoyment of physical activities.  | Rarely ever shares verbal and nonverbal indicators of interest and enjoyment of physical activities.  |