

PE Outcome Assessed All Year						
	Mastering (consistently doing mastering)	Advancing (regularly doing mastering)	Progressing (occasionally doing mastering)	Emerging (rarely doing mastering)	Beginning (never doing mastering)	Doesn't Look/Sound Like
AL- Students analyze motivation and its relationship to personal development and active living	<ul style="list-style-type: none"> <li>*always trying to improve skills in all activities (drills or games)</li> <li>*breathing hard, exerting themselves (trying to make activities moderate to vigorous activities when applicable)</li> <li>*always in dynamic/ready position (knees bent, ready to move)</li> <li>*listens and utilizes feedback</li> <li>*trys to self-reflect on learned skills and effort</li> <li>*brings a positive energy and motivates other students</li> <li>*consistently on task when not directly supervised</li> <li>*always wears appropriate clothing and footwear so they can particiapte in every activity</li> </ul>		<ul style="list-style-type: none"> <li>*Listening and following directions</li> <li>*participates in drills/lead up activities without focussing on skill development</li> <li>*Always watching the game and will move when play is in there area</li> <li>*Willing to participate with occasional teacher motivation/supervision</li> <li>*Sometimes going through the motions</li> <li>*Participates but does not usually push themselves into a moderate or vigorous level</li> </ul>		<ul style="list-style-type: none"> <li>*Ignoring directions</li> <li>*Sitting down, hands in their pockets, standing or sitting in a group having a conversation (ignoring the game around them)</li> <li>*Ignores play when around them</li> <li>*Requires teacher encouragement/supervision to participate</li> <li>*Interferes with the learning/participation of others</li> <li>*Wears clothing that hinders participation (ex. Flip flops)</li> </ul>	
<b>Volleyball Activity-Specific Criteria</b>						
<b>Low-Org Games Activity-Specific Criteria</b>						
<b>Wide Games Activity-Specific Criteria</b>	<ul style="list-style-type: none"> <li>*ready position</li> <li>*breathing hard, feeling out of breath</li> </ul>		<ul style="list-style-type: none"> <li>*taking a turn at different roles</li> </ul>			
<b>Basketball Activity-Specific Criteria</b>						
<b>Peak Performance Activity-Specific Criteria:</b>	<ul style="list-style-type: none"> <li>*pushes themselves into vigorous exercise (feeling out of breath) during workouts</li> <li>*always performs exercises (in dynamic warm-up or activity) to the right number of repetitions and quality</li> </ul>					
<b>Dodgeball &amp; Floor Hockey Activity-Specific Criteria</b>						

<b>Circus Activity-Specific Criteria</b>					*performing non-circus activities (ex. Catch, pyramid building, etc)	
<b>Badminton Activity-Specific Criteria</b>						
<b>Climbing Activity-Specific Criteria</b>	Follows/leads warm-up routines--focussed and engaged. Body clearly fatigued on spin and training stations (sweating, red colour, heavy breathing . . .not engaged in conversations). Uses entire period to maximize time climbing; enthusiastic and motivates others. Engaged in directions and regularly helps guide others				Regularly wears flip flops, dresses, or clothing that makes climbing/spinning/training impossible. Constantly avoids activity by constantly using restroom and/or taking unreasonable "breaks". Regularly disrespects other's personal space or interferes with other's equipment and affects their performance. Refuses to climb or spin out of "disinterest"	
<b>Dance Activity-Specific Criteria</b>						
<b>Survivor Activity-Specific Criteria</b>						
<b>Track &amp; Field Activity-Specific Criteria</b>						
<b>Flag Football Activity-Specific Criteria</b>						
<b>Field &amp; Diamond Games Activity-Specific Criteria</b>						
<b>Yard Games Activity-Specific Criteria</b>						
<b>Grade 6</b>						
<b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>				

<ul style="list-style-type: none"> <li>•I can recognize the physical activity guidelines recommend between 30 to 60 minutes of moderate-to-vigorous daily physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>•I can demonstrate motivation in physical activity that supports different training principles.</li> </ul>	<ul style="list-style-type: none"> <li>•I can connect daily routines and planned physical activities with active living goals.</li> </ul>				
<ul style="list-style-type: none"> <li>•I can identify various types of moderate-to-vigorous physical activities (rhythmic, gymnastic, expressive, individual, challenging, adventurous, and/or cultural).</li> </ul>	<ul style="list-style-type: none"> <li>•I can demonstrate motivation that can support individual physical activity routines to improve well-being.</li> </ul>	<ul style="list-style-type: none"> <li>•I can examine how training principles can contribute to active living.</li> </ul>				
<p>I can recognize that motivation can lead to development of skills and lead to exposure to a variety of physical activities</p>	<ul style="list-style-type: none"> <li>•I can utilize feedback and self-reflection to support motivation.</li> </ul>	<ul style="list-style-type: none"> <li>•I can participate in a variety of moderate-to-vigorous physical activities that support training principles</li> </ul>				
	<ul style="list-style-type: none"> <li>•I can recognize that active living in the community occurs when individuals are encouraged and supported.</li> </ul>	<ul style="list-style-type: none"> <li>•I can recognize the influence of motivation on movement skill development and proficiency in various physical activities.</li> </ul>				

	PE Outcome Assessed All Year					
	Mastering (consistently doing mastering)	Advancing (regularly doing mastering)	Progressing (occasionally doing mastering)	Emerging (rarely doing mastering)	Beginning (never doing mastering)	Doesn't Look/Sound Like
<b>MV3- Students analyze and apply conflict resolution in physical activity</b>	<ul style="list-style-type: none"> <li>*listens and ask questions about rules/guidelines for activities so they can apply correct rules in play</li> <li>*ensures they are calm and can have a conversation when engaged in conflict</li> <li>*utilizes a deep breath or steps out of the situation if they are unable to communicate calmly in the moment</li> <li>*listens to understand others point of view</li> <li>*encourages classmates even when they make a mistake or are losing</li> <li>*understands that everyone makes mistakes, even when trying to follow rules/etiquette of game</li> <li>*takes responsibility and takes care of classmates if there is an accident</li> <li>*advocates for themselves during conflict</li> </ul>		<ul style="list-style-type: none"> <li>*needs reminders about rules and etiquette for games</li> <li>*occasionally needs reminders about staying calm in conflict or taking a break before discussing</li> <li>*occasionally needs help seeing both sides of a conflict</li> </ul>		<ul style="list-style-type: none"> <li>*teacher needs to supervise your game to make sure it follows the rules and etiquette</li> <li>*teacher needs to support with most conflict resolution attempts</li> <li>*does not know the rules/etiquette or purposefully breaks them</li> <li>*most often yells or uses an inappropriate tone for conflict resolution</li> <li>*does not listen to the other side, interrupts the other side</li> </ul>	
<b>Volleyball Activity-Specific Criteria</b>	<ul style="list-style-type: none"> <li>*trying to pass to everyone on their team</li> <li>*trying to go for 3 passes instead of one over to win the point</li> </ul>				<ul style="list-style-type: none"> <li>*kicking the ball</li> <li>*throwing the ball over</li> <li>*serving the ball to hard &amp; high for the space</li> </ul>	
<b>Low-Org Games Activity-Specific Criteria</b>	<ul style="list-style-type: none"> <li>*tchoukball- passing it to everyone on their team in a way that they can catch (depending on skill level)</li> <li>*cricket- bowling in a manner that matches batsmans ability level</li> <li>*cricket- choosing an appropriate level for competition and skill level</li> </ul>				<ul style="list-style-type: none"> <li>*tchoukball- not getting the ball when you throw it out of play</li> <li>*tchoukball- only passing to friends or top players</li> <li>*cricket- purposefully knocking down wickets, slamming bat against the ground, hitting the ball away (slowing the game down)</li> </ul>	
<b>Wide Games Activity-Specific Criteria</b>			<ul style="list-style-type: none"> <li>*abides by ethical tag rule</li> </ul>		<ul style="list-style-type: none"> <li>*cheating</li> <li>*needs direct teacher supervision to ensure rules are followed</li> </ul>	
<b>Basketball Activity-Specific Criteria</b>					<ul style="list-style-type: none"> <li>*passing the ball too hard for the context (next person in line in a drill)</li> </ul>	
<b>Fitness Olympics Activity-Specific Criteria:</b>						

<b>Dodgeball &amp; Floor Hockey Activity-Specific Criteria</b>	*Dodgeball- aware of power in throws and adjust by distance and opponent *Dodgeball- changes how they perform if they hit someone in the head		*Dodgeball-If they hit someone in the head they checks in with and apologizes, stays with them and takes care of them for as long as needed *Floor Hockey- Taking care of equipment (red sticks- right handed, blue sticks- left handed)		*Dodgeball- squeezing all the air out of the ball, picking at or tearing the ball *Floor Hockey- jumping up or down off stage *Floor Hockey- over competitive	
<b>Circus Activity-Specific Criteria</b>			*taking turns with equipment or space *using equipment appropriately and putting equipment away appropriately		*misusing equipment	
<b>Badminton Activity-Specific Criteria</b>	Following and applying badminton etiquette consistently throughout every class <b>Badminton Etiquette</b> *staying out of the court *avoiding game play when moving around *watching games without getting involved *treating raquettes with respect *treating birdies with respect *waiting to pick up birdie if it's in another court in play *wins/loses gracefully **"Good Game" after each game with opponent <b>Close Calls (must see the birdie hit the ground)</b> *1st person to make call is player on that side of court *2nd person (if 1st person didn't see it hit the ground) will make call if they saw it *3rd person (ask a bystander) *re-serve if call can not be determined <b>Re-Serve</b> *re-serve if opponent was not ready *re-serve if there is interference by bystander *re-serve if both players are unsure of the rule and ask teacher when they are not playing *re-serve if players cannot decide on a call	Following badminton etiquette most of the time	Following badminton etiquette with reminders	Follows badminton etiquette with teacher support	Frequently ignores badminton etiquette	
<b>Climbing Activity-Specific Criteria</b>						
<b>Dance Activity-Specific Criteria</b>						
<b>Survivor Activity-Specific Criteria</b>						
<b>Track &amp; Field Activity-Specific Criteria</b>						

<b>Flag Football Activity-Specific Criteria</b>						
<b>Field &amp; Diamond Games Activity-Specific Criteria</b>						
<b>Yard Games Activity-Specific Criteria</b>						

<b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>				
<ul style="list-style-type: none"> <li>•I can recognize that team success can be influenced by conflict.</li> </ul>	<ul style="list-style-type: none"> <li>•I can influence team effectiveness by the ability to manage conflict.</li> </ul>	<ul style="list-style-type: none"> <li>•I can practice conflict resolution.</li> </ul>				
<ul style="list-style-type: none"> <li>•I can describe practices to manage conflict (including, acknowledging emotions, clarifying facts and understanding, listening to understand, discussing possible outcomes, proposing solutions).</li> </ul>	<ul style="list-style-type: none"> <li>•I can recognize that teamwork requires collaboration when coming to a resolution.</li> </ul>	<ul style="list-style-type: none"> <li>•I can reflect on practices used to resolve conflict.</li> </ul>				
	<ul style="list-style-type: none"> <li>•I can recognize that successful teams develop practices to manage conflict.</li> </ul>					
<ul style="list-style-type: none"> <li>•I can recognize that individuals and groups in both cooperative and competitive situations can experience conflict differently.</li> </ul>	<ul style="list-style-type: none"> <li>•I can recognize that cooperative and competitive situations may require group members to adjust thinking or actions to resolve conflict.</li> </ul>	<ul style="list-style-type: none"> <li>•I can discuss how cooperative and competitive situations influence thinking and actions to resolve conflict.</li> </ul>				

Dance (22-23)						
	Mastering (Consistently)	Advancing (Occasionally)	Progressing	Emerging	Beginning/Limited	Doesn't Sound Like
<b>MV2- Students adapt and apply movement patterns in controlled and dynamic physical activities.</b>	<p>Contains all of the following features: synchronicity, transitions, directions and levels, tempo, and style (see below)</p> <p>Dance should be smooth, natural. Whole body is involved in the dance/beat.</p> <p>Contains 12+ of dance steps/sequences learned in class with 2 or more found/created by group.</p>	<p>Contains 4 of the following features: synchronicity, transitions, directions and levels, tempo, and style (see Mastering Activity Specific)</p> <p>Confident in the steps, sequence, dance. May not be able to involve the whole body to move with the dance/beat</p> <p>Contains 10-12 of dance steps/sequences learned in class with 1 or more found/created by group.</p>	<p>Contains 2-3 of the following features: synchronicity, transitions, directions and levels, tempo, and style (see Mastering Activity Specific)</p> <p>Execution of dance moves is developing, but lacks fluid transitions and a musical/expressive quality to movement (may appear mechanical).</p> <p>Contains 8-10 of dance steps/sequences learned in class.</p>	<p>Contains 1 of the following features: synchronicity, transitions, directions and levels, tempo, and style (see Mastering Activity Specific)</p> <p>Regularly watches group members in order to remember sequencing and is regularly unable to execute even basic steps/movements learned in class.</p> <p>Contains 5-7 of dance steps/sequences learned in class.</p>	<p>Always must watch other to remember sequencing of steps, participation is sporadic.</p> <p>Contains 1-4 dance steps/sequences learned in class</p>	
<b>Activity Specific Criteria</b>	<p><b>Synchronicity-</b> group members on the same page (move in sync with each other), movements (steps) are on the beat</p> <p><b>Transitions-</b> each movement sequence flows into the next, don't need to stop between moves.</p> <p><b>Directions and Levels-</b> have different moves that are at different levels and in different directions</p> <p><b>Tempo-</b> can perform moves at various speeds (hard beat, syncopated beat), can match with songs that are slower or faster</p> <p><b>Style-</b> nature of dance is consistent with country swing dance studied</p>					
<b>Activity Specific Criteria</b>						
<b>Grade 6</b>						
<b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>				
<ul style="list-style-type: none"> <li>I can support creativity in movement by including changes in tempo and rhythm</li> <li>I can identify patterns in movements that respond to a stimulus</li> </ul>	<ul style="list-style-type: none"> <li>I can use creativity to adapt movement combinations, patterns, and sequences</li> </ul>	<ul style="list-style-type: none"> <li>I can implement movement patterns in response to a variety of physical, verbal, visual, and musical stimuli.</li> </ul>				

# Climbing & Spinning

	<b>Mastering (consistently)</b>	<b>Advancing (regularly)</b>	<b>Progressing (occasionally)</b>	<b>Emerging</b>	<b>Beginning</b>	
<b>SF: Students examine risk and identify the factors that influence action.</b>	<p>Always seeks to understand rules and routines by carefully listening to and inquiring about directions and instructions reviewed in class.</p> <p>Always appropriately applies rules to ensure safety for self and others.</p> <p>Always demonstrates exceptional body awareness and control does not endanger others by being careless and assists others to ensure safety.</p> <p>Always demonstrates awareness of safety; takes initiative/responds appropriately to dangerous situations with sensible solutions or recommendations.</p>	<p>Demonstrates some mastering and some progressing qualities.</p>	<p>May occasionally be disengaged or distracted during rules and routine discussions. (Generally responds appropriately to correction/redirection).</p> <p>May occasionally disregard application of safety rules that do not benefit their purpose or were not 'witnessed' by teacher.</p> <p>Occasionally demonstrates reckless behaviour that has the potential to endanger others (but never in a malicious, premeditated manner). Generally responds in a reasonable way and corrects behaviour appropriately. Occasionally requires teacher intervention.</p>	<p>Demonstrates some progressing and some beginning qualities.</p>	<p>Regularly distracted or disengaged during rules and routines discussions.</p> <p>Regularly fails to apply safety rules and routines taught in class or purposefully sabotages situations for effect.</p> <p>Regularly demonstrates reckless behaviour that puts others in danger. Does not acknowledge responsibility, nor is remorseful for actions and requires regular re-direction. Often a "repeat offender".</p> <p>Regularly involved in disagreements with peers over irresponsible behaviour that causes or has the potential to cause injury. Seems generally unaware or unsympathetic regarding the safety of either self or others based on the repetitive nature of incidents requiring intervention.</p>	
<b>Activity Specific Examples</b> <b>Looks like / Sounds Like</b>	<p>Assists others with belay technique or helps others with climbing knot.</p> <p>Leads spin group helping others to understand routine, bike set up/operation and motivate group.</p> <p>Demonstrates through example how to properly execute TRX exercises and appropriate level of intensity to gain health benefits</p>		<p>Thought it was funny to belay friend down at a rate considered unsafe (though controlled). Required reminders to set bike up properly. Required teacher intervention when on the TRX station to refocus on routine.</p>		<p>Irresponsible behaviour placed self or another student in grave danger (e.g. belaying recklessly, riding single pedal on spin bikes, swinging violently on TRX suspension straps and placing too much strain on anchor point).</p>	
<b>Activity-Specific Criteria</b>						



## Badminton Rubric

	Badminton Rubric					
	Mastering (consistently)	Advancing (regularly)	Progressing (occasionally)	Emerging	Beginning	Doesn't Look/Sound Like
<b>MV1- I can examine and demonstrate an understanding of structure in physical activity</b>	<ul style="list-style-type: none"> <li>*moving to the middle of the court after contact with the shuttle</li> <li>*hitting the shuttle in different places on the court</li> <li>*utilizing drills during warm-up to practice low and high serves, net shots, clears and smashes</li> <li>*demonstrating proper technique when trying various shots taught in class</li> </ul>		<ul style="list-style-type: none"> <li>* engaged in the game, watching the play, reacting to what happens</li> <li>*understands the basic objectives of the game</li> <li>*participates in drills, not focused on technique to improve skills</li> </ul>		<ul style="list-style-type: none"> <li>* Standing still, not aware of what is happening, not trying to make any plays</li> <li>*does not understand the basic objectives of the game</li> </ul>	
<b>Activity Specific Criteria</b>						
<b>Grade 6</b>						
<b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>				
<ul style="list-style-type: none"> <li>•I can identify in various physical activities the rules and guidelines, protocols, purpose or intents, roles for participants, and required equipment</li> </ul>	<ul style="list-style-type: none"> <li>•I can summarize the objective or purpose to the physical activity</li> </ul>	<ul style="list-style-type: none"> <li>•I can demonstrate the structure of a physical activity performed in the learning environment</li> </ul>				
<ul style="list-style-type: none"> <li>•I can identify various strategies and tactics by understanding the structure of the physical activity or game</li> </ul>		<ul style="list-style-type: none"> <li>•I can demonstrate various strategies and tactics utilizing the understanding of the structure of the game or physical activity.</li> </ul>				

## Circus Arts

	<b>Mastering (Consistently)</b>	<b>Advancing (Occasionally)</b>	<b>Progressing</b>	<b>Emerging</b>	<b>Beginning/Limited</b>	<b>Doesn't Sound Like</b>
<b>CD1- Character Development: Students connect strategies for well-being to life opportunities and lifelong learning</b>	Always trying to better skills throughout all activities; determined to persevere through failures		Trys, but can get discouraged after a while; needs occasional intervention/motivation to keep trying		Refuse to try; quick to give up; needs a babysitter	
Activity Specific Criteria	<ul style="list-style-type: none"> <li>- focuses on 1 or 2 events</li> <li>- continuously focuses on mastering next skill/trick</li> <li>- once a skill is mastered, challenges themselves to learn next skill</li> <li>- asks questions/watches videos</li> <li>- watches and asks classmates that have mastered skill</li> </ul>		<ul style="list-style-type: none"> <li>- wanders around 3 or more events</li> <li>- trys a skill, but will switch events when discouraged</li> <li>- jumps progressions (ex. right to 3 juggling balls without mastering 2)</li> <li>- stays on one skill that is mastered, instead of making a new goal/challenge</li> </ul>		#NAME?	
<b>CD1- Character Development: Students connect strategies for well-being to life opportunities and lifelong learning</b>	Always trying to better skills throughout all activities; determined to persevere through failures		Trys, but can get discouraged after a while; needs occasional intervention/motivation to keep trying		Refuse to try; quick to give up; needs a babysitter	
Activity Specific Criteria	<ul style="list-style-type: none"> <li>- focuses on 1 or 2 events</li> <li>- continuously focuses on mastering next skill/trick</li> <li>- once a skill is mastered, challenges themselves to learn next skill</li> <li>- asks questions/watches videos</li> <li>- watches and asks classmates that have mastered skill</li> </ul>		<ul style="list-style-type: none"> <li>- wanders around 3 or more events</li> <li>- trys a skill, but will switch events when discouraged</li> <li>- jumps progressions (ex. right to 3 juggling balls without mastering 2)</li> <li>- stays on one skill that is mastered, instead of making a new goal/challenge</li> </ul>		#NAME?	

Soccer						
	Mastering (consistently)	Advancing (regularly)	Progressing (occasionally)	Emerging	Beginning	
<b>MV1- I can examine and demonstrate an understanding of structure in physical activity</b>	<p>Communicates clearly, positively and interacts respectfully with teammates. Supportive of efforts and builds other's skill and confidence (by meaningfully utilizing them in spite of skill and experience).</p> <p>Stands as an example of focus and leadership. Always helps the team and the game move forward by understanding/respecting the rules and contributing tactics and strategy.</p> <p>Understands the value of roles in sports. Assumes a role, does not depend on others to do all the hard work; shares responsibility to the benefit of the whole team (helps others find and be successful at their role).</p> <p>Deals with opponents respectfully and resolves conflict reasonably and considerately.</p>	<p>Demonstrates some mastering and some progressing qualities.</p>	<p>Quality of communication with peers/teammates is inconsistent (e.g. occasionally negative or unsupportive).</p> <p>Effort/contribution is inconsistent or understanding/execution of role is undeveloped. Depends on others to do the 'hard work' or tries to assume too many roles and does not rely on (and help develop) teammates.</p> <p>May struggle to deal with conflict or independently resolve issues.</p> <p>Passively participates (drifts) through the game without determined intent. Ritualistic--plays because they 'have to'.</p> <p>Does not fully understand or properly apply rules of the game--causing team to lose possession or be penalized.</p>	<p>Demonstrates some progressing and some beginning qualities.</p>	<p>Regularly distracted or entirely disengaged. Lack of effort or assumption of a meaningful roles hurts team effort.</p> <p>Is often guilty of offensive and disrespectful behaviour toward teammates and/or opponents.</p> <p>May present a physical danger to team and/or opponents due to reckless disregard of rules.</p> <p>May even purposefully sabotage games/situations for effect.</p> <p>Does not acknowledge responsibility, nor is remorseful for actions and requires regular re-direction. Often a "repeat offender".</p>	
<b>Activity Specific Examples</b>  <b>Looks like / Sounds Like</b>	<p>Communication: "Man on!" "Time!" "Square!" "Down the Line" "Support" etc</p> <p>"We don't have a ref, let's just redo the play?" (win-win solutions).</p>		<p>Silent - Absence of teammate communication</p> <p>Unsupportive/negative language: "cheater!", "don't pass to ____"</p> <p>Passively plays the easiest role to avoid exerting effort (e.g. in soccer - goalie).</p> <p>"Tells" teacher when others improperly apply rules rather than finding solutions.</p>		<p>Offensive language - particularly directed at another player.</p> <p>Angrily boots ball onto street and stomps off field when others improperly apply rules.</p> <p>Involves self in adjacent games to sabotage or distract.</p> <p>Does not go on assigned team.</p> <p>Complains openly about teammates or opponents without making genuine efforts to improve the play/success of others.</p>	
<b>Grade 6</b>						
<b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>				
<ul style="list-style-type: none"> <li>• I can identify in various physical activities the rules and guidelines, protocols, purpose or intents, roles for participants, and required equipment</li> <li>• I can identify various strategies and tactics by understanding the structure of the physical activity or game</li> </ul>	<ul style="list-style-type: none"> <li>• I can summarize the objective or purpose to the physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate the structure of a physical activity performed in the learning environment</li> <li>• I can demonstrate various strategies and tactics utilizing the understanding of the structure of the game or physical activity.</li> </ul>				

# Track and Field

	<b>Mastering (Consistently)</b>	<b>Advancing (Occasionally performing Mastery criteria)</b>	<b>Progressing</b>	<b>Emerging (occasionally performing beginning limited criteria)</b>	<b>Beginning/Limited</b>	<b>Doesn't Sound/Look Like</b>
<b>MV2- Students adapt and apply movement patterns in controlled and dynamic physical activities.</b>  <b>Activity Specific Criteria/Indicators</b>	<p>Combines ALL the skill cues when performing various events (discus, shot put, long jump, high jump, triple jump (Gr. 7&amp;8), hurdles (Gr. 7&amp;8), sprints and long distance running) with a high performance result.</p>	<p>Combines ALL the skill cues when performing various events (discus, shot put, long jump, high jump, triple jump (Gr. 7&amp;8) hurdles (Gr. 7&amp;8), sprints and long distance running).</p>	<p>Combines SOME of the skill cues when performing various events (discus, shot put, long jump, high jump, triple jump (Gr. 7&amp;8) hurdles (Gr. 7&amp;8), sprints and long distance running).</p>	<p>Demonstrates a blend of Progressing and Beginning qualities or demonstrates Progressing qualities to a less intensive or consistent degree.</p>	<p>Follows one or none of the skill cues when performing various events (discus, shot put, long jump, high jump, triple jump (Gr. 7&amp;8) hurdles (Gr. 7&amp;8), sprints and long distance running).</p>	<p>Ignoring any/all critical rules/cues/safety precautions</p> <p>Silly, dangerous behaviour designed to draw negative attention that puts self or others at risk (e.g. flipping on high jump mats, throwing implement before whistle, interfering with others' performance).</p> <p>Not listening during instruction on performance cues/tips/techniques/rules</p> <p>Distracted by outdoor events (wildlife, aircraft, other classes, etc.)</p>
<b>CD1- Character Development: Students connect strategies for well-being to life opportunities and lifelong learning</b>	<p>Exceeds expectations. Demonstrates authentic interest; entirely self motivated, focussed and determined. Consistently works extremely hard (max exertion, full interval, challenging resistance, works beyond discomfort and exhaustion, etc.) because they understand and value the benefits of the activities and exercises.</p> <p>Genuinely pursuing fitness/performance goals and is always striving for excellence as evidenced by consistent extraordinary effort and careful attention to form and technique.</p> <p>Shows genuine interest that may extend beyond the PE class context. Contributes knowledge and asks insightful/appropriate questions.</p> <p>Positively influences others by their enthusiasm, effort and passion.</p>	<p>Demonstrates some Mastery AND some Progressing qualities or demonstrates Mastery qualities to a less intensive or consistent degree.</p>	<p>Ritually engaged. Meets expectations. Engagement/intensity is inconsistent. Participation is based on/motivated by what the teacher expects or requires, NOT because the student wants to or genuinely appreciates the benefits and value of the activity.</p> <p>Desire to work through discomfort and exert "best effort" is most evident when being directly observed or encouraged by teacher. Avoids challenge and exertion if possible.</p> <p>Student generally responds well to instruction, redirection, or motivation from teacher. Struggles to sustain effort. Max exertion irregular.</p> <p>Concentration on form/technique is inconsistent and regularly needs correction and redirection.</p>	<p>Demonstrates a blend of Progressing and Beginning qualities or demonstrates Progressing qualities to a less intensive or consistent degree.</p>	<p>Avoids exertion and/or requires constant direction and motivation.</p> <p>Regularly disrupts/impedes the progress of others. Requires active supervision.</p> <p>Participation is not yet at a level where form and technique can be addressed.</p>	<p>"When is this class over (sigh)?"</p> <p>"Why do we have to do this?" (even though purpose has been explained)</p> <p>Avoidance/Refusal behaviours. Not attempting trials/training (e.g. discretely slipping to back of line, always walking during reasonable run intervals, sabotaging the training/trials of classmates, etc.)</p> <p>"Don't be such a try-hard, just walk with me-I don't feel like running (trying) today."</p>
<b>Activity Specific Criteria/Indicators</b>  <b>Please See Track and Field Success Cues for event-specific indicators and Performance Targets documents.</b>	<p>Always pushes themselves into zone of discomfort (e.g. sets personal times/distances/intervals to achieve beyond prescribed class intervals).</p> <p>Practices cues while waiting for turn (when possible)</p> <p>Asks questions about cues and technique utilizes feedback tries to do as many repetitions as safely possible (goes to a smaller line )</p>		<p>Occasionally pushes themselves into zone of discomfort</p> <p>Participates in all activities</p> <p>Listens to the cues and participates in progressions or practice</p>		<p>Rarely/never pushes themselves into aerobic activity (walking with friends)</p> <p>Rarely/never listens to cues or practices progressions/warm-up activities.</p> <p>Avoids participating in events (might only try an event a few times or never)</p>	
	<b>Grade 6</b>					
	<b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>			
	<ul style="list-style-type: none"> <li>I can identify that similar patterns exist across a variety of physical activities</li> </ul>	<ul style="list-style-type: none"> <li>I can transfer movement patterns across a variety of physical activities for individual and group success.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate how movement patterns are applied across various physical activities.</li> </ul>			

	<ul style="list-style-type: none"> <li>• I can describe controlled physical activities as being structured, individual, or partnered.</li> <li>• I can describe controlled physical activities as allowing for repeated practice of movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate that controlled and dynamic physical activities can support movement skill patterns in a variety of physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can adapt movement patterns to improve accuracy, speed, and proficiency in a variety of controlled and dynamic physical activities.</li> </ul>			
	<ul style="list-style-type: none"> <li>• I can learn through challenging and adverse experiences</li> <li>• I can provide opportunities for personal development by getting involved in a variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can develop personal potential over time and can evolve from experiences.</li> <li>• I can recognize that learning is a lifelong process.</li> </ul>	<ul style="list-style-type: none"> <li>• I can reflect on personal skills and interests for continued development and growth</li> </ul>			
	<ul style="list-style-type: none"> <li>• I can identify strategies for learning and personal development (managing time, prioritizing tasks, clarifying expectations, asking questions, reflecting, and establishing routines).</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply a variety of strategies to maximize learning potential and support personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• I can develop and apply personal strategies to support learning and development.</li> </ul>			
	<ul style="list-style-type: none"> <li>• I can relate discipline to taking proactive steps to improve well-being and responding positively to success and challenges.</li> </ul>					
	<ul style="list-style-type: none"> <li>• I can identify motivation strategies (such as, focusing on positive aspects of situations or events, reflecting on gratitude, and seeking positive encouragement and supports)</li> </ul>					
	<ul style="list-style-type: none"> <li>• I can identify goal-achievement strategies that build hope (such as, listing personal priorities, setting specific goals, organizing goals into small steps, and developing creative ways to overcome obstacles)</li> </ul>	<ul style="list-style-type: none"> <li>• I can cultivate hope through applying strategies to achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>• I can relate strategies to achieving goals in a variety of contexts.</li> </ul>			

# Survivor Rubric

	<b>Survivor Rubric</b>					
	<b>Mastering (consistently)</b>	<b>Advancing (regularly)</b>	<b>Progressing (occasionally)</b>	<b>Emerging (rarely)</b>	<b>Beginning (never)</b>	
<b>HR1- Students consider and describe a variety of perspectives that support the development of healthy relationships</b>	<ul style="list-style-type: none"> <li>*taking on a positive leadership role</li> <li>*Is observant. Shares "air time" and invites/encourages others to speak and contribute to team decisions.</li> <li>*encouraging teammates through victories, mistakes, resets</li> <li>*allows other students to take a leadership role</li> <li>*understand the rules and makes honest calls about teams performance</li> <li>*encourages other classmates/teams</li> <li>*Is central in creating a culture of inclusivity and positivity</li> <li>*prioritizes positive relationships with peers and teachers above winning the challenge</li> <li>*determines team members strengths and utilizes them in different strategies</li> <li>*Is reflective. Considers how tone, words, and body language can make others feel. Addresses others with patience, respect and sensitivity by using a friendly/non-confrontational "win-win" approach to resolving conflict and making decisions.</li> </ul>	Regularly demonstrates positive communication and leadership that share some progressing qualities and some mastering qualities.	<ul style="list-style-type: none"> <li>*participates in every challenge</li> <li>*does not get discouraged when things are going wrong</li> <li>*listens and understands the rules of the challenge</li> <li>*Demonstrates that they can address others with respect and courtesy. Sometimes expresses thoughts and ideas on impulse (often based on incomplete knowledge and understanding of the topic or situation).</li> <li>*Has occasional lapses in judgement and may use language or tone that is offensive, hurtful or unsuited to the situation or audience. Generally able to accept responsibility for actions and apologize if necessary.</li> </ul>		<ul style="list-style-type: none"> <li>*communicates in a negative fashion, overly critical</li> <li>*yells teammates name when mistakes happen</li> <li>*sabotages team</li> <li>*leaves group/ does not participate (not just a short break)</li> <li>*Demonstrates lack of interest in speaker's message; verbal/nonverbal feedback indicates lack of understanding or misunderstanding. Asks irrelevant questions or monopolizes "air time" or frequently interrupts other speakers.</li> <li>*Often addresses others with disrespectful, offensive language or a provocative tone (e.g. sarcastic or insulting)</li> <li>*Does not accept responsibility for behaviour. Blames others.</li> </ul>	
<b>Activity Specific Criteria (looks/sounds like)</b>	<p>Adds energy: "We got this!" Complimentary: "Great solution, Sara!" Inclusive/observant: "You're quiet, Jeff. What do you think we should do?" Respectful/non-confrontational: Wow! Both are great ideas! What do you guys think if we try Matt's solution, then Melissa's to see which works best?" Polite/active listener: "I'm sorry, Emily, I think I missed part of what you said, how do you think we should rotate again?"</p>		<p>Occasionally gets caught up in the competition; forgets feelings of others</p> <p>Occasionally outwardly expresses annoyance, frustration, aggravation or dismay towards teammate. "Argh! Why do you keep dropping it!" Or, passively disengages or doesn't try in order to sabotage the team's efforts.</p>		<p>Disrespectful/Poor listening skills: lays down or walks away during conversation; body language appears disinterested or dismissive. "What's the point, we're going to lose anyway!"</p> <p>Uses offensive and/or critical language.</p> <p>Interrupts, interjects, or refuses to listen to other's ideas.</p>	
<b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>				
<ul style="list-style-type: none"> <li>•I can identify positive social behaviours like respecting others, helping others, being honest, and acknowledging diversity</li> <li>•I can consider different perspectives by recognizing and appreciating the points of views of others</li> <li>•I can identify that empathy involves trying to understand or share the feelings of another person</li> <li>•I can identify various ways to improve empathy through role modeling, practice, and reflection</li> </ul>	<ul style="list-style-type: none"> <li>•I can enhance healthy relationships and pro-social behaviours by considering the perspective of others</li> <li>•I can demonstrate healthy relationships by considering different opinions, thoughts, feelings, beliefs, and needs</li> </ul>	<ul style="list-style-type: none"> <li>•I can demonstrate positive social behaviours to develop and maintain healthy relationships</li> <li>•I can identify how the consideration of others' perspectives contribute to empathy</li> </ul>				
		<ul style="list-style-type: none"> <li>•I can examine how empathy toward others with different perspectives supports healthy relationships</li> </ul>				

# Basketball

	<b>Mastering (consistently)</b>	<b>Advancing (regularly)</b>	<b>Progressing (occasionally)</b>	<b>Emerging</b>	<b>Beginning</b>	<b>Doesn't Look/ Sound Like</b>
<b>Movement 2 - Students adapt and apply movement patterns in controlled and dynamic physical activities.</b>	<p>Always seeks to improve personal performance by listening to, inquiring about, and carefully applying "Skill Cues" taught in class.</p> <p>Always appropriately selects the right basketball skill for the situation in drills and games.</p> <p>Always demonstrates exceptional body awareness (e.g. uses speed, balance, coordination, strength, agility, mobility) and spatial awareness (e.g. moves to empty space/creates space/closes space) in order to send/receive the basketball with accuracy and purpose from stationary and non-stationary positions.</p>	<p>Regularly/often demonstrates most criterion.</p>	<p>Occasionally seeks to improve personal performance by listening to, inquiring about, and attempting to apply "Skill Cues" taught in class.</p> <p>Irregularly chooses the right basketball skill for the situation in drills and games.</p> <p>Occasionally demonstrates body awareness and spatial awareness in order to send/receive the basketball successfully with balance, purpose and accuracy.</p>	<p>Rarely demonstrates most criterion.</p>	<p>Never attempts to apply skill cues taught in class or purposefully sabotages skill attempts (e.g. for peer attention/humour).</p> <p>Comprehension, appreciation and performance of physical literacy concepts and basic sport skills is still approaching grade level expectations.</p> <p>Motivation, behaviour and/or health-related factors may be barriers to effective demonstration of sport-related skills.</p>	
<b>Activity Specific Criteria</b>	<p><b>"SKILL CUES":</b></p> <p><b>1. DRIBBLING</b></p> <ul style="list-style-type: none"> <li>* Cushion the Contact</li> <li>* Head up, Butt Down</li> <li>* Guard the Gold</li> <li>* Pressure High? Ball Low!</li> </ul> <p><b>2. SHOOTING</b></p> <ul style="list-style-type: none"> <li>* Triple Threat</li> <li>* Balanced and Bent</li> <li>* i not A</li> <li>* Use the Force</li> <li>* Ride the Rainbow</li> <li>* Crane and Hold!</li> </ul> <p><b>3. LAYUP</b></p> <ul style="list-style-type: none"> <li>* Guard the Gold</li> <li>* Outside, Inside, Up</li> <li>* Gather with TWO, Release with ONE</li> <li>* i not A</li> <li>* Lift then Push</li> <li>* Bank It!</li> </ul>	<p>In addition to descriptors above, the taught/learned "Activity Specific Criteria" (AKA "Skill Cues") are additional "indicators" of performance that are used to make an informed determination of physical performance and level of development demonstrated by students.</p>				

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## Fitness Olympics Rubric

	<b>Mastering (consistently)</b>	<b>Advancing (regularly)</b>	<b>Progressing (occasionally)</b>	<b>Emerging (rarely)</b>	<b>Beginning (never)</b>	<b>Doesn't Look/ Sound Like</b>
<b>AL: I can analyze motivation and its relationship to personal and active living</b>	<p>Exceeds expectations. Demonstrates authentic interest; entirely self motivated, focussed and determined. Consistently works extremely hard (max exertion, full interval, challenging resistance, works beyond discomfort and exhaustion, etc.) because they understand and value the health benefits of the activities and exercises.</p> <p>Genuinely pursuing fitness goals and is always striving for excellence as evidenced by consistent extraordinary effort and careful attention to form and technique.</p> <p>Shows genuine interest that may extend beyond the PE class context. Contributes knowledge and asks insightful/appropriate questions.</p> <p>Positively influences others by their enthusiasm, effort and passion.</p>	<p>Demonstrates some Mastery AND some Progressing qualities or demonstrates Mastery qualities to a less intensive or consistent degree.</p>	<p>Ritually engaged. Meets expectations. Engagement/intensity is inconsistent. Participation is based on/motivated by what the teacher expects or requires, NOT because the student wants to or genuinely appreciates the benefits and value of the activity.</p> <p>Desire to work through discomfort and exert "best effort" is most evident when being directly observed or encouraged by teacher. Avoids challenge and exertion if possible.</p> <p>Student generally responds well to instruction, redirection, or motivation from teacher. Struggles to sustain effort. Max exertion irregular.</p> <p>Concentration on form/technique is inconsistent and regularly needs correction and redirection.</p>	<p>Demonstrates a blend of Progressing and Beginning qualities or demonstrates Progressing qualities to a less intensive or consistent degree.</p>	<p>Avoids exertion and/or requires constant direction and motivation.</p> <p>Regularly disrupts/impedes the progress of others. Requires active supervision.</p> <p>Participation is not yet at a level where form and technique can be addressed.</p>	
<b>Activity Specific Criteria</b>	<p><b>Dynamic Warm-up:</b> *always performing movements to proper technique (not rushing) *by end of warm-up breathing has increased or starting to feel out of breath (vigorous exercise) <b>Fitness Olympic Challenges</b> *competing to the best of their ability when it is their turn; focusing on skills cues when performing different movements</p>		<p><b>Dymanic Warm-up:</b> *performing warm-up, but not always going to the end, or speeding up and not performing the right technique in different movements <b>Fitness Olympic Challenges:</b> *performing activities, not always trying their best</p>		<p><b>Dymanic Warm-up:</b> *sitting out or not performing the movement (ex. walking instead of carioca) <b>Fitness Olympic Challenges:</b> *not participating in challenges</p>	
<b>Grade 6</b>						
<b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>				
<ul style="list-style-type: none"> <li>I can remember the physical activity guidelines recommend between 30 to 60 minutes of moderate-to-vigorous daily physical activity.</li> <li>I can identify various types of moderate-to-vigorous physical activities (rhythmic, gymnastic, expressive, individual, challenging, adventurous, and/or cultural).</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate motivation in physical activity that supports different training principles.</li> <li>I can demonstrate motivation that can support individual physical activity routines to improve well-being.</li> <li>I can utilize feedback and self-reflection to support motivation.</li> <li>I can recognize that active living in the community occurs when individuals are encouraged and supported.</li> </ul>	<ul style="list-style-type: none"> <li>I can connect daily routines and planned physical activities with active living goals.</li> <li>I can examine how training principles can contribute to active living.</li> <li>I can participate in a variety of moderate-to-vigorous physical activities that support training principles</li> <li>I can recognize the influence of motivation on movement skill development and proficiency in various physical activities.</li> </ul>				

## Low Organized Games- Cricket, Tchoukball, Barber Ball (22-23)

	Mastering (Consistently)	Advancing (Occasionally mastering)	Progressing	Emerging (occasionally beginning)	Beginning/Limited	Doesn't Sound Like
<b>MV1- I can examine and demonstrate an understanding of structure in physical activity</b>	<ul style="list-style-type: none"> <li>*trying to anticipate what happens and move to new areas of the playing field</li> <li>*trying to figure out the strategy of each new game and modify play for it</li> <li>*engaging and listening to strategy in discussion or from teacher</li> <li>*communicating with teammates about strategies and plays</li> </ul>		<ul style="list-style-type: none"> <li>* engaged in the game, watching the play, reacting to what happens</li> <li>*understands the basic objectives of the game</li> <li>*knows the rules, purpose, roles of participants, required equipment</li> </ul>		<ul style="list-style-type: none"> <li>* Standing still, not aware of what is happening, not trying to make any plays</li> <li>*does not understand the basic objectives of the game</li> </ul>	
<b>Activity Specific Criteria</b>	<p><b>Cricket-</b> spreading out as fielders, moving to where the ball is hit most often, moving behind the wickets for overthrows or catch and throw at wicket, trying to hit the ball into areas with no people, only throw at wickets when there is a reasonable chance to get an out</p> <p><b>Tchoukball-</b> trying more angled shots, jump shots, switching the play around quickly (different rebounders or different sides of forbidden zone, anticipating and moving to opposite angles for catch, utilizing different types of shots (hard, soft, different positions)</p> <p><b>Barber Ball-</b> Fake throws (pump fake) into end zone to move away from defenders, moving ball into open space to try foot-to-hand rule, using a punt to get the ball down the field, utilizing the 5 seconds to move the ball, small and easy passes with a partner to move the ball (using give and go), blocking catches without body contact</p>				<p><b>Cricket-</b> talking to friends and not aware of when the ball is hit near you, not trying to go for the ball</p> <p><b>Tchoukball-</b> standing in the middle, not moving, talking to friends, not paying attention</p> <p><b>Barber Ball-</b> not aware of play, standing in the middle or endzone and not participating,</p>	
	<b>I can statements:</b>					
<b>Grade 6</b>						

<b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>				
<ul style="list-style-type: none"> <li>•I can identify in various physical activities the rules and guidelines, protocols, purpose or intents, roles for participants, and required equipment</li> </ul>	<ul style="list-style-type: none"> <li>•I can summarize the objective or purpose to the physical activity</li> </ul>	<ul style="list-style-type: none"> <li>•I can demonstrate the structure of a physical activity performed in the learning environment</li> </ul>				
<ul style="list-style-type: none"> <li>•I can identify various strategies and tactics by understanding the structure of the physical activity or game</li> </ul>		<ul style="list-style-type: none"> <li>•I can demonstrate various strategies and tactics utilizing the understanding of the structure of the game or physical activity.</li> </ul>				

# Volleyball Rubric

	<b>Volleyball Rubric</b>					
	<b>Mastering (consistently)</b>	<b>Advancing (regularly)</b>	<b>Progressing (occasionally)</b>	<b>Emerging (rarely)</b>	<b>Beginning (never)</b>	<b>Doesn't Look/Sound Like</b>
<b>A1 - Perform/Refine locomotor, non-locomotor, &amp; manipulative skills</b>	<p>Always seeks to improve personal performance by listening to, inquiring about, and carefully applying "Skill Cues" taught in class.</p> <p>Always appropriately chooses the right volleyball skill for the situation in drills and games.</p> <p>Always demonstrates exceptional body awareness (e.g. anticipates flight path and uses speed, balance, coordination, strength, agility, mobility) and spatial awareness (e.g. occupies appropriate rotational position and space; assumes responsibility for space and communicates intention) in order to send/receive the volleyball with accuracy and purpose from stationary and non-stationary positions.</p>	<p>Regularly demonstrates most criterion.</p>	<p>Occasionally seeks to improve personal performance by listening to, inquiring about, and carefully applying "Skill Cues" taught in class.</p> <p>Occasionally appropriately chooses the right volleyball skill for the situation in drills and games.</p> <p>Occasionally demonstrates body awareness and spatial awareness in order to send/receive the volleyball with accuracy and purpose.</p>	<p>Rarely demonstrates most criterion.</p>	<p>Never attempts to apply skill cues taught in class or purposefully sabotages skill attempts (e.g. for peer attention/humour).</p> <p>Comprehension, appreciation and performance of physical literacy concepts and basic sport skills not yet sufficient.</p> <p>Motivation and/or health-related factors affect to demonstration of sport-related skills.</p>	

<p><b>Activity Specific Criteria</b></p>	<p><b>"SKILL CUES":</b></p> <p><b>1. FOREARM PASS ("BUMP")</b></p> <ul style="list-style-type: none"> <li>• Active and Dynamic (AKA "ready position')</li> <li>• Arms at 90; Waist at 45</li> <li>• Thumb pads together; Elbows Locked; Wrists hyperextended</li> <li>• Contact Point: "Volleyball Groove"</li> <li>• Drop, Pop, n' Pause; Shift n' Lift</li> <li>• Fifteen 'n Clean</li> </ul> <p><b>2. FACE PASS ("VOLLEY")</b></p> <ul style="list-style-type: none"> <li>• Active and Dynamic (AKA "ready position')</li> <li>• Hands up early shaped like ball</li> <li>• Hips and one</li> <li>• Thumbs to nose</li> <li>• Elbows and floor</li> <li>• Pads not Palms (or Pinkies)</li> <li>• One and Freeze; Raise the Roof and Lift w/ Legs</li> <li>• Fifteen 'n Clean</li> </ul> <p><b>3. SERVE</b></p> <ul style="list-style-type: none"> <li>• Shoulder to target</li> <li>• Weight on back foot</li> <li>• Underhand Rhythm: <ul style="list-style-type: none"> <li>o Drop ("drop" center of gravity downward)</li> <li>o Shift (to lead foot)</li> <li>o Lift (rise/extend legs slightly)</li> <li>o Contact (No Throw! No Thumb!)</li> </ul> </li> <li>• Overhand Rhythm: <ul style="list-style-type: none"> <li>o Thumb down, elbow high</li> <li>o Drop (ball slightly with support hand)</li> <li>o Shift (to lead)</li> <li>o Lift (ball ~3 feet high in front of serving shoulder)</li> <li>o Contact (Contact Point: heel then pads; "thud" not "slap")</li> </ul> </li> </ul> <p><b>4. GAME PLAY</b></p> <ul style="list-style-type: none"> <li>• Active/Dynamic position</li> <li>• Anticipates flight; is well positioned to receive ball</li> <li>• Selects appropriate contact; is purposeful and intentional</li> <li>• Transitions well from offense to defense; does not spectate</li> <li>• Attempts to set up proper attack</li> <li>• A team player; plays rotational position</li> <li>• Exhibits an appropriate level of intensity for context</li> </ul>									<p><b>FOREARM PASS:</b> Swings arms aggressively; contacts ball with thumbs/knuckles; elbows are bent. Unable to judge flight path of ball (handcuffs self); requires an optimal 'feed'. Unaware of body position in space and unable to coordinate movement/timing required to make consistent contacts.</p> <p><b>FACE PASS:</b> does not position body underneath ball. Slaps or stabs ball. Elbows too wide; does not cradle ball with thumb. Flicks wrists causing ball to spin.</p> <p><b>SERVE:</b></p> <p>Underhand - holds ball in front of body or holds ball too high. Swings support arm (causing ball to be thrown). Throws ball upward (causing ill-timed contact. Power faults . . . does not engage core/stabilize support muscles; uses wrong contact point; support hand allows ball to roll off prior to contact; steps "goofy-footed".</p> <p>Overhand - does not hold ball in front of serving arm. Tosses too high or too low. Power faults . . . does not engage core/stabilize support muscles; uses wrong contact point; steps "goofy-footed".</p>
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Outcome	Mastering (Consistently)	Advancing (Occasionally)	Progressing	Emerging	Beginning/Limited	Doesn't Sound Like
<b>B1 Understand, experience, and appreciate the health benefits that result from physical activity</b>	Demonstrates authentic interest; asking insightful/appropriate questions; "get it", "dialed in", disappointed period if over		"You are doing it because you were told to do it"		Avoiding and disrupting others from activity	"What time is it?" How long do we have to do this?"
Activity Specific Criteria						
<b>C1 Use positive communication &amp; leadership skills</b>	elevates others around them; motivating/encouraging others in the activity; language is respectful/positive; "is aware and invites the odd man out to play"; influences the tone of the class in a positive way		passive communicator (silently), doesn't take opportunity to lead, attempts to lead but is developing appropriate method		negatively influences others; drags students to not participate; taunting others (abusive language/tone); provoking	"Do I have to go in a group with _____ " _____ sucks, never passes"
Activity Specific Criteria						
<b>C2 Demonstrate etiquette &amp; fair play</b>	Positive role model; understands this is a PE class not sport competition; holds others accountable in a positive way; awareness of others' abilities and applies the principles of fair play accordingly		Following fair play; follow flow of game without understanding of fair play		Ignores fair play; can't differentiate between ultimate competitive setting and PE class setting; combative, bring controversy to the game; negative energy	Tattling; "teacher he/she cheated"
Activity Specific Criteria						
<b>C3 Demonstrate teamwork</b>	Inclusive; Respects and encourages others; focused on everyone participating/contributing		Playing/contributing without awareness with how to involve others; focused on personal ability		Chooses to not involve other students in play; excludes team members	"Don't pass the ball to _____; they suck"
Activity Specific Criteria						
<b>D1 Put forth effort</b>	Purposefull effort/engagement in all activities, everyday, all the time; always trying to improve skills		Participates, but not a full capacity or all the time; may need motivation/encouragement/ reminders to participate		Never participating in activity; draws other student to not participate	

Activity Specific Criteria						
<b>D2 Follow safety rules/routines</b>	Can be relied upon by teachers to support safety rules/routines; always/everyday follows rules and routines		Follows safety rules and routines with occasional reminders		Consciously, actively, regularly chooses to alter/ignore safety rules and routines	
Activity Specific Criteria						
<b>D3 Develop goals and personal challenges</b>	Always trying to better skills throughout all activities; determined to persevere through failures		Trys, but can get discouraged after a while; needs occasional intervention/motivation to keep trying		Refuse to try; quick to give up; needs a babysitter	
Activity Specific Criteria						