**3rd Grade Rubric**

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| **Standard** | **Masters the Standard** | **Working Toward the Standard** | **Not Meeting the Standard** |
| |  | | --- | | **Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings (Soccer, Fitness testing, Hockey, Team and Recess Games).** | | Student can explain and demonstrate appropriate control when engaging in game, activity, or dance in various applied settings | Student can demonstrate appropriate control when engaging in game, activity, or dance in various applied settings | Student can explain appropriate control when engaging in game, activity, or dance in various applied settings |
| |  | | --- | |  | |  | | **Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.** |  |  | | --- | |  | | Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. | Student can demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. | |  |  | | --- | --- | |  | Student can explain specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. | |
| |  | | --- | |  | | **Identify the characteristics of good sportsmanship that are displayed by both players and observers** | | Student demonstrates the characteristics of good sportsmanship that are displayed by both the player and observer. | Student needs cues to demonstrate the characteristics of good sportsmanship that are displayed by both the player and observer. | Student needs improvement in the characteristics of good sportsmanship that are displayed by both the player and observer. |
| |  | | --- | |  | | **Determine how an individual’s character develops over time and impacts personal health (Wellness)** | | |  | | --- | | Student can explain and identify how an individual’s character develops over time and impacts personal health (physical, mental, emotional, social) | | |  | | --- | | Student can explain |   How an individual’s character develops over time and impacts personal health (physical, mental, emotional, social**)** | |  | | --- | | Student can Identify |   how an individual’s character develops over time and impacts personal health (physical, mental, emotional, social) |
| **Participation and preparedness** | Student is consistently actively engaged in the lesson; always uses time wisely; and demonstrates an eager readiness to learn  Forgot sneakers 1-2 times | Student is engaged in the lesson most of the time; sometimes uses time wisely; and at times demonstrates a readiness to learn  Forgot sneakers 3-5 times | Student is rarely engaged in the lesson; time on task needs improvement and rarely demonstrates a readiness to learn  Forgot sneakers 6 or more times |

**4th Grade Rubric**

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| --- | --- | --- | --- |
| **Standard** | **Masters the Standard** | **Working Toward the Standard** | **Not Meeting the Standard** |
| |  | | --- | |  |   **Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings**  **(Soccer, Fitness testing, Hockey, Team and Recess Games).** | Student can explain and demonstrate appropriate control when engaging in game, activity, or dance in various applied settings | Student can demonstrate appropriate control when engaging in game, activity, or dance in various applied settings | Student can explain appropriate control when engaging in game, activity, or dance in various applied settings |
| |  | | --- | |  | |  | | **Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.).** |  |  | | --- | |  | | Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components | Student can demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. | Student can explain specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. |
| |  | | --- | |  | | **Identify the characteristics of good sportsmanship that are displayed by both players and observers** | | Student demonstrates the characteristics of good sportsmanship that are displayed by both the player and observer. | Student needs cues to demonstrate the characteristics of good sportsmanship that are displayed by both the player and observer. | Student needs improvement in the characteristics of good sportsmanship that are displayed by both the player and observer. |
| **Determine how an individual’s character develops over time and impacts personal health**  **(Wellness)** | Student can explain and identify how an individual’s character develops over time and impacts personal health (physical, mental, emotional, social) | |  | | --- | | Student can explain |   How an individual’s character develops over time and impacts personal health (physical, mental, emotional, social | |  | | --- | | Student can Identify |   how an individual’s character develops over time and impacts personal health (physical, mental, emotional, social) |
| **Participation and preparedness** | Student is consistently actively engaged in the lesson; always uses time wisely; and demonstrates an eager readiness to learn  Forgot sneakers 1-2 times | Student is engaged in the lesson most of the time; sometimes uses time wisely; and at times demonstrates a readiness to learn  Forgot sneakers 3-5 times | Student is rarely engaged in the lesson; time on task needs improvement and rarely demonstrates a readiness to learn  Forgot sneakers 6 or more times |

**5th Grade Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Masters the Standard** | **Working Toward the Standard** | **Not Meeting the Standard** |
| |  | | --- | |  |   **Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings (Soccer, Fitness testing, Hockey, Team and Recess Games).** | Student can explain and demonstrate appropriate control when engaging in game, activity, or dance in various applied settings | Student can demonstrate appropriate control when engaging in game, activity, or dance in various applied settings | Student can explain appropriate control when engaging in game, activity, or dance in various applied settings |
| |  | | --- | |  | | **Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.** | |  |  |  | | --- | |  | | Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components | Student can demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components | Student can explain specific exercises, activities, and strategies that will maintain  And improve health and skill related fitness components | | Student can explain specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. |
| |  | | --- | |  | | **Identify the characteristics of good sportsmanship that are displayed by both players and observers** | | Student demonstrates the characteristics of good sportsmanship that are displayed by both the player and observer. | Student needs cues to demonstrate the characteristics of good sportsmanship that are displayed by both the player and observer. | Student needs improvement in the characteristics of good sportsmanship that are displayed by both the player and observer. |
| |  | | --- | |  | |  | **Determine how an individual’s character develops over time and impacts personal health (Wellness)** | | Student can explain and identify how an individual’s character develops over time and impacts personal health (physical, mental, emotional, social) | |  | | --- | |  | | Student can explain |   How an individual’s character develops over time and impacts personal health (physical, mental, emotional, social | |  | | --- | |  | | Student can Identify |   how an individual’s character develops over time and impacts personal health (physical, mental, emotional, social) |
| **Participation and preparedness** | Student is consistently actively engaged in the lesson; always uses time wisely; and demonstrates an eager readiness to learn  Forgot sneakers 1-2 | Student is engaged in the lesson most of the time; sometimes uses time wisely; and at times demonstrates a readiness to learn  Forgot sneakers 3-5 times | Student is rarely engaged in the lesson; time on task needs improvement and rarely demonstrates a readiness to learn  Forgot sneakers 6 or more times |

**6th Grade Rubric**

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| --- | --- | --- | --- |
| **Standard** | **Masters the Standard** | **Working Toward the Standard** | **Not Meeting the Standard** |
| |  | | --- | |  | | **Identify and demonstrate the use of various shots / skills used during practice / game play**  **(Soccer, Fitness testing, Hockey, Team and Recess Games).** | | |  | | --- | | Student can Identify and demonstrate the use of various shots / skills used during practice / game play | | Student can demonstrate the use of various shots / skills used during practice / game play | Student can Identify the use of various shots / skills used during practice / game play |
| |  | | --- | |  | | |  | | --- | |  | |  | | | **Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice/ training.** | | |  | | --- | | Student can | | Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice/ training | | |  | | --- | | Student needs cues to |   Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice/ training | Student needs assistance to Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice/ training |
| |  | | --- | |  | | |  | | --- | | **Demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games** |  |  | | --- | |  | | | |  | | --- | | Student can demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games | | Student needs cues to   |  | | --- | | Demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games | | Student needs improvement in   |  | | --- | | Demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games | |
| **Develop methods and strategies that will promote character development in individual, group, an team environments.**  **(Wellness)** | Student can Develop methods and strategies that will promote character development in individual, group, a team environments. | Student needs cues in developing methods and strategies that will promote character development in individual, group, and team environments. | Student needs assistance in developing methods and strategies that will promote character development in individual, group, and team environments. |
| **Participation and preparedness** | Student is consistently actively engaged in the lesson; always uses time wisely; and demonstrates an eager readiness to learn  Forgot sneakers 1-2 times | Student is engaged in the lesson most of the time; sometimes uses time wisely; and at times demonstrates a readiness to learn  Forgot sneakers 3-5 times | Student is rarely engaged in the lesson; time on task needs improvement and rarely demonstrates a readiness to learn  Forgot sneakers 6 or more times |