**3rd 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 (Baseball, Lacrosse, Ultimate Frisbee, Tennis, and Fitness Testing.)** | | 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. |
| |  | | --- | |  | | **Identify effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. (Community Health, Five Senses, and Body Systems)** | | |  | | --- | | Student can explain and identify effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. | | |  | | --- | | Student can explain |   effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. | |  | | --- | | Student can Identify |   effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. |
| **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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 (Baseball, Lacrosse, Ultimate Frisbee, Tennis, and Fitness Testing.)** | 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. |
| **Identify effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. (Community Health, Five Senses, and Body Systems)** | |  | | --- | | Student can explain and identify effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. | | |  | | --- | | Student can explain |   effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. | |  | | --- | | Student can Identify |   effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. |
| **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 (Baseball, Lacrosse, Ultimate Frisbee, Tennis, and Fitness Testing.)** | 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. |
| |  | | --- | |  | |  | **Identify effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. (Community Health, Five Senses, and Body Systems)** | | |  | | --- | | Student can explain and identify effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. | | |  | | --- | |  | | Student can explain |   effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. | |  | | --- | |  | | Student can Identify |   effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. |
| **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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 (Baseball, Lacrosse, Ultimate Frisbee, Tennis, and Fitness Testing.)** | | |  | | --- | | 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 | |
| **Identify and develop a position in relation to a health-related issue that affects the school community. (Community health, Five Senses, and Body Systems)** | Student can identify and develop a position in relation to a health-related issue that affects the school community. | Student needs cues in developing a position in relation to a health-related issue that affects the school community. | Student needs assistance in developing a position in relation to a health-related issue that affects the school community. |
| **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 |