

PHYSICAL EDUCATION RUBRIC GRADES 4-5
North Smithfield School Department

CRITERIA	4 Exceeds the standard	3 Meets the standard	2 Almost meets the standard	1 Does not meet the standard
1. Demonstrate competency in many movement forms and proficiency in a few movement forms.	<ul style="list-style-type: none"> • Understands and applies basic skills specific to games and sports: 1.1.1 • Always demonstrates proper form in all warm-up and cool-down activities. 1.1.3 	<ul style="list-style-type: none"> • Begins to understand and apply basic skills specific to games and sports: 1.1.1 • Demonstrates proper form in all warm-up and cool-down activities. 1.1.3 	<ul style="list-style-type: none"> • Attempts to understand and apply basic skills specific to games and sports: 1.1.1 • Attempts to demonstrate proper form in all warm-up and cool-down activities. 1.1.3 	<ul style="list-style-type: none"> • Shows little or no understanding of basic skills specific to games and sports: 1.1.1 • Does not demonstrate proper form in all warm-up and cool-down activities. 1.1.3
2. Movements concepts	<ul style="list-style-type: none"> • Consistently recognizes the following biomechanical principles: <ul style="list-style-type: none"> ○ center of gravity/base of support ○ force ○ speed and angle of an object ○ movement of body parts sequentially ○ squaring to the target - balance ○ follow through 2.1.1, 2.1.3 • Consistently uses rudimentary application of biomechanical principles 2.1.2 	<ul style="list-style-type: none"> • Recognizes the following biomechanical principles: <ul style="list-style-type: none"> ○ center of gravity/base of support ○ force ○ speed and angle of an object ○ movement of body parts sequentially ○ squaring to the target - balance ○ follow through 2.1.1, 2.1.3 • Uses rudimentary application of biomechanical principles 2.1.2 	<ul style="list-style-type: none"> • Attempts to recognizes some of the following biomechanical principles: <ul style="list-style-type: none"> ○ center of gravity/base of support ○ force ○ speed and angle of an object ○ movement of body parts sequentially ○ squaring to the target - balance ○ follow through 2.1.1, 2.1.3 • Attempts to use rudimentary application of biomechanical principles. 2.1.2 	<ul style="list-style-type: none"> • Does not recognize some of the following biomechanical principles: <ul style="list-style-type: none"> ○ center of gravity/base of support ○ force ○ speed and angle of an object ○ movement of body parts sequentially ○ squaring to the target - balance ○ follow through 2.1.1, 2.1.3 • Does not use rudimentary application of biomechanical principles. 2.1.2
4. Fitness goals	<ul style="list-style-type: none"> • Consistently makes progress towards the health-related fitness standards of the Fitnessgram™ Test. 4.1.1 • Skillfully engages in physical activity to improve scores for each of the fitness components on the Fitnessgram™ Test. 4.2.2 	<ul style="list-style-type: none"> • Makes progress towards the health-related fitness standards of the Fitnessgram™ Test. 4.1.1 • Engages in physical activity to improve scores for each of the fitness components on the Fitnessgram™ Test. 4.2.2 	<ul style="list-style-type: none"> • Attempts to make some progress towards the health-related fitness standards of the Fitnessgram™ Test. 4.1.1 • Engages in some physical activity to improve scores for each of the fitness components on the Fitnessgram™ Test. 4.2.2 	<ul style="list-style-type: none"> • Does not make progress towards the health-related fitness standards of the Fitnessgram™ Test. 4.1.1 • Does not engage in physical activity to improve scores for each of the fitness components on the Fitnessgram™ Test. 4.2.2
5. Responsible personal and social behavior	<ul style="list-style-type: none"> • Always uses self-control in game and movement activities, e.g. <ul style="list-style-type: none"> ○ applying safe practices ○ proper/ safe equipment use. ○ rules and procedures 5.1.1 • Always utilizes safety principles in activity situations and settings. <ul style="list-style-type: none"> ○ body awareness/ control ○ respect for self and other ○ safe and appropriate <ul style="list-style-type: none"> ▪ clothing and footwear ▪ use of equipment ▪ warm-up/ cool-down activities ○ spatial awareness 5.3.1 • Consistently communicates effectively with others to promote respect and tolerance. 	<ul style="list-style-type: none"> • Uses self-control in game and movement activities, e.g. <ul style="list-style-type: none"> ○ applying safe practices ○ proper/ safe equipment use. ○ rules and procedures 5.1.1 • Utilizes safety principles in activity situations and settings. <ul style="list-style-type: none"> ○ body awareness/ control ○ respect for self and other ○ safe and appropriate <ul style="list-style-type: none"> ▪ clothing and footwear ▪ use of equipment ▪ warm-up/ cool-down activities ○ spatial awareness 5.3.1 • Communicates effectively with others to promote respect and tolerance. 5.6.2 	<ul style="list-style-type: none"> • Uses some self-control in game and movement activities, e.g. <ul style="list-style-type: none"> ○ applying safe practices ○ proper/ safe equipment use. ○ rules and procedures 5.1.1 • Utilizes some safety principles in activity situations and settings. <ul style="list-style-type: none"> ○ body awareness/ control ○ respect for self and other ○ safe and appropriate <ul style="list-style-type: none"> ▪ clothing and footwear ▪ use of equipment ▪ warm-up/ cool-down activities ○ spatial awareness 5.3.1 • Sometimes communicates effectively with others to promote respect and tolerance. 	<ul style="list-style-type: none"> • Does not use self-control in game and movement activities, e.g. <ul style="list-style-type: none"> ○ applying safe practices ○ proper/ safe equipment use. ○ rules and procedures 5.1.1 • Does not utilize safety principles in activity situations and settings. <ul style="list-style-type: none"> ○ body awareness/ control ○ respect for self and other ○ safe and appropriate <ul style="list-style-type: none"> ▪ clothing and footwear ▪ use of equipment ▪ warm-up/ cool-down activities ○ spatial awareness 5.3.1 • Does not communicate effectively with others to promote respect and tolerance.

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