

Physical Education Rubrics – Grade 1

Movement Skills and Concepts

Topic	Exceeding	Meeting	Approaching	Working Below
Space and Body Awareness SCO: 1.1a	Regularly moves in general space at different speeds and under control.	Often moves in general space at different speeds and under control.	To some extent moves in general space at different speeds and under control.	Seldom moves in general space at different speeds and under control.
	Regularly moves in general space changing direction quickly.	Often moves in general space changing direction quickly.	To some extent moves in general space changing direction quickly.	Seldom moves in general space changing direction quickly.
	Regularly moves at different levels and in different directions at various speeds.	Often moves at different levels and in different directions at various speeds.	To some extent moves at different levels and in different directions at various speeds.	Seldom moves at different levels and in different directions at various speeds.
	Skilfully creates various shapes using different body parts.	Easily creates various shapes with body using different body parts.	With some support creates various using different body parts.	Unable to create various shapes using different body parts.
Effort and Relationships Concepts SCO: 1.1b	Regularly moves into space varying time, force and flow depending on what is in or around the playing space.	Often moves into space varying time, force and flow depending on what is in or around the playing space.	To some extent moves into space varying time, force and flow depending on what is in or around the playing space.	Rarely moves into space varying time force and flow depending on what is in or around the playing space.
	Regularly leads or imitates movement or movement patterns with a partner.	Often leads or imitates movement or movement patterns with a partner.	To some extent leads or imitates movement or movement patterns with a partner.	Rarely leads or imitates movement or movement patterns with a partner.
	Regularly moves body in/out, over/under, around/through various equipment.	Often moves body in/out, over/under, around/through various equipment.	To some extent moves body in/out, over/under, around/through various equipment.	Rarely moves body in/out, over/under, around/through various equipment.
	Regularly moves body to a variety of sound cues.	Often moves body to a variety of sound cues.	To some extent moves body to a variety of sound cues.	Rarely moves body to a variety of sound cues.
	Consistently follows a rhythm.	Routinely follows a rhythm.	To some extent follows a rhythm.	Seldom follows a rhythm.

Physical Education Rubrics – Grade 1

Body and Stability Skills SCO: 1.2	Frequently starts and stops while maintaining balance.	Generally starts and stops while maintaining balance.	Sometimes starts and stops while maintaining balance.	Rarely starts and stops while maintaining balance.
	Skilfully maintains balance for 3 seconds on different body parts.	Easily maintains balance for 3 seconds on different body parts.	With some support maintains balance for 3 seconds on different body parts.	Unable to maintain balance for 3 seconds on different body parts.
	Skilfully maintains balance while performing various movement skills.	Easily maintains balance while performing various movement skills.	With some support maintains balance while performing various movement skills.	Unable to maintain balance while performing various movement skills.
Fundamental Locomotor Skills SCO 1.3	Frequently performs various fundamental locomotor skills (run, hop, jump, gallop, leap, climb, wheel, slide, roll forward and sideways).	Generally performs various fundamental locomotor skills (run, hop, jump, gallop, leap, climb, wheel, slide, roll forward and sideways).	Sometimes performs various fundamental locomotor skills (run, hop, jump, gallop, leap, climb, wheel, slide, roll forward and sideways).	Rarely performs various fundamental locomotor skills (run, hop, jump, gallop, leap, climb, wheel, slide, roll forward and sideways).
Fundamental Manipulative Skills SCO 1.4	Frequently performs various fundamental manipulative skills (roll a ball, underhand throw, catch, kick).	Generally performs various fundamental manipulative skills (roll a ball, underhand throw, catch).	Sometimes performs various fundamental manipulative skills (roll a ball, underhand throw, catch).	Rarely performs various fundamental manipulative skills (roll a ball, underhand throw, catch).
	Consistently carries, dribbles or controls an object with hands, feet or implement).	Routinely carries, dribbles, or controls an object with hands, feet or implement).	To some extent, carries, dribbles or controls an object with hands, feet or implement).	Seldom carries, dribbles or controls an object with hands, feet or implement).
	Consistently strikes an object with one hand or foot (kick).	Routinely strikes an object with one hand or foot (kick).	Routinely strikes an object with one hand or foot (kick).	Routinely strikes an object with one hand or foot (kick).
Evidence	Observations through games, movement tasks and activities; self-assessments, peer assessments, video analysis			

Physical Education Rubrics – Grade 1

Movement Strategies

Topic	Exceeding	Meeting	Approaching	Working Below
Tactics in Simple Games SCO: 2.1	Regularly varies pathways, speed, direction and level to avoid being tagged.	Often varies pathways, speed, direction and level to avoid being tagged.	To some extent varies pathways, speed, direction and level to avoid being tagged.	Seldom varies pathways, speed, direction and level to avoid being tagged.
	Frequently uses different tactics that increases chances of hitting a target.	Generally uses different tactics that increases chances of hitting a target.	Sometimes uses different tactics that increases chances of hitting a target.	Rarely uses different tactics that increases chances of hitting a target.
Evidence	Observations through games, movement tasks and activities; self-assessments, peer assessments, video analysis			

Well-being

Topic	Exceeding	Meeting	Approaching	Working Below
Emotional and Social Skills SCO: 3.1	Thoughtfully describes how they feel after physical activity.	Generally describes how they feel after physical activity.	With some difficulty describes how they feel after physical activity.	Unable to describe how they feel after physical activity.
	Frequently identifies different emotions when trying new activities and challenges.	Generally identifies different emotions when trying new activities and challenges.	Sometimes identifies different emotions when trying new activities and challenges.	Unable to identify different emotions when trying new activities and challenges.
	Regularly demonstrates positive social interaction with others.	Often demonstrates positive social interaction with others.	To some extent demonstrates positive social interaction with others.	Seldom demonstrates positive social interaction with others.
	Regularly shows persistency when learning new skills.	Often shows persistency when learning new skills.	To some extent shows persistency when learning new skills.	Seldom shows persistency when learning new skills.
	Consistently uses cues from teacher to improve performance.	Routinely uses cues from teacher to improve performance.	At times uses cues from teacher to improve performance.	Unable uses cues from teacher to improve performance.
	Regularly plays in a safe	Often plays in a safe manner	To some extent plays in a	Seldom plays in a safe

Physical Education Rubrics – Grade 1

	manner in a variety of physical activity.	in a variety of physical activity.	safe manner in a variety of physical activity.	manner in a variety of physical activity.
Physical Fitness Concepts SCO 3.2	Thoughtfully lists reasons why physical activity is important for well-being.	Generally lists reasons why physical activity is important for well-being.	With some difficulty lists reasons why physical activity is important for well-being.	Unable to list reasons why physical activity is important for well-being.
	Skilfully describes the changes that take place in the body (heart and lungs) during activity.	Easily describes the changes that take place in the body (heart and lungs) during activity.	With support describes the changes that take place in the body (heart and lungs) during activity.	Unable to describe the changes that take place in the body (heart and lungs) during activity.
	Regularly describes the relationships between the concepts of intensity and time within physical activity.	Often describes the relationships between the concepts of intensity and time within physical activity.	To some extent describes the relationships between the concepts of intensity and time within physical activity.	Seldom describes the relationships between the concepts of intensity and time within physical activity.
	Thoughtfully states the importance of muscular strength during the performance of various skills.	Generally states the importance of muscular strength during the performance of various skills.	With some difficulty states the importance of muscular strength during the performance of various skills.	Unable to state the importance of muscular strength during the performance of various skills.
Evidence	Discussions; observations			