

Physical Education Rubrics – Grade 2

Movement Skills and Concepts

Topic	Exceeding	Meeting	Approaching	Working Below
Movement Concepts SCO: 1.1	Regularly moves in general space at different speeds while avoiding others and obstacles.	Often moves in general space at different speeds while avoiding others and obstacles.	To some extent moves in general space at different speeds while avoiding others and obstacles.	Seldom moves in general space at different speeds while avoiding others and obstacles.
	Regularly moves in general space changing direction quickly with control.	Often moves in general space changing direction quickly with control.	To some extent moves in general space changing direction quickly with control.	Seldom moves in general space changing direction quickly with control.
	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 with others using our bodies.	Easily creates various shapes with others using our bodies.	With some support creates various with others using our bodies.	Unable to create various shapes with others using our bodies.
	Regularly moves body over/under, around/through and alongside equipment at different heights.	Often moves body in/out, over/under, around/through and alongside equipment at different heights.	To some extent moves body in/out, over/under, around/through and alongside equipment at different heights.	Rarely moves body in/out, over/under, around/through and alongside equipment at different heights.
	Consistently mounts and dismounts equipment.	Routinely mounts and dismounts equipment.	To some extent mounts and dismounts equipment.	Seldom mounts and dismounts equipment.
	Regularly moves body to a variety of sound cues and themes.	Often moves body to a variety of sound cues and themes.	To some extent moves body to a variety of sound cues and themes.	Rarely moves body to a variety of sound cues and themes.
	Consistently moves in time with a changing beat.	Routinely moves in time with a changing beat.	To some extent moves in time with a changing beat.	Seldom moves in time with a changing beat.
	Consistently follows dance steps and movement patterns.	Routinely follows dance steps and movement patterns.	To some extent follows dance steps and movement patterns.	Rarely follows dance steps and movement patterns.

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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 5 seconds on different body parts and while holding different body shapes.	Easily maintains balance for 5 seconds on different body parts and while holding different body shapes.	With some support maintains balance for 5 seconds on different body parts and while holding different body shapes.	Unable to maintain balance for 5 seconds on different body parts and while holding different body shapes.
	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 (gallop, jump, leap, skip, run and jump over low obstacles, wheel, climb, roll).	Generally performs various fundamental locomotor skills (gallop, jump, leap, skip, run and jump over low obstacles, wheel, climb, roll).	Sometimes performs various fundamental locomotor skills (gallop, jump, leap, skip, run and jump over low obstacles, wheel, climb, roll).	Rarely performs various fundamental locomotor skills (gallop, jump, leap, skip, run and jump over low obstacles, wheel, climb, roll).
Fundamental Manipulative Skills SCO 1.4	Frequently performs various fundamental manipulative skills (underhand throw, catch, kick, carry/dribble/control an object with hands, feet or implement).	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, two hands or foot (kick).	Routinely strikes an object with one hand, two hands or foot (kick).	Routinely strikes an object with one hand, two hands or foot (kick).	Routinely strikes an object with one hand, two hands or foot (kick).
Evidence	Observations through games, movement tasks and activities; self-assessments, peer assessments, video analysis			

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Movement Strategies

Topic	Exceeding	Meeting	Approaching	Working Below
Tactics in Simple Games SCO: 2.1	Regularly changes direction quickly to avoid being tagged.	Often changes direction quickly to avoid being tagged.	To some extent changes direction quickly to avoid being tagged.	Seldom changes direction quickly to avoid being tagged.
	Frequently uses different tactics to avoid being tagged.	Often uses different tactics to avoid being tagged.	To some extent uses different tactics to avoid being tagged.	Seldom uses different tactics to avoid being tagged.
	Frequently uses different tactics that increases chances	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.
	Frequently uses different tactics that increases chances of scoring.	Frequently uses different tactics that increases chances of scoring.	Frequently uses different tactics that increases chances of scoring.	Frequently uses different tactics that increases chances of scoring.
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	Regularly lists positive feelings gained after physical activity.	Often lists positive feelings gained after physical activity.	To some extent lists positive feelings gained after physical activity.	Unable to list positive feelings gained after physical activity.
	Frequently regulates their emotions when trying new activities and challenges.	Generally regulates their emotions when trying new activities and challenges.	Sometimes regulates their emotions when trying new activities and challenges.	Unable to regulates their 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.

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	Consistently gives cues to others to help them improve their performance.	Routinely gives cues to others to help them improve their performance.	At times gives cues to others to help them improve their performance.	Unable to give cues to others to help them improve their performance.
	Regularly plays in a safe manner in a variety of physical activity.	Often plays in a safe manner in a variety of physical activity.	To some extent plays in a safe manner in a variety of physical activity.	Seldom plays in a safe manner in a variety of physical activity.
Physical Fitness Concepts SCO 3.2	Regularly lists two benefits of physical activity.	Often lists two benefits of physical activity.	To some extent lists two benefits of physical activity.	Seldom lists two benefits of physical activity.
	Skilfully can take their heart rates for 10 seconds.	Easily lists two benefits of physical activity.	With lists two benefits of physical activity.	Unable to lists two benefits of physical activity.
	Regularly differentiates between slow heart rate/breathing and fast heart rate/breathing.	Often differentiates between slow heart rate/breathing and fast heart rate/breathing.	To some extent differentiates between slow heart rate/breathing and fast heart rate/breathing.	Seldom differentiates between slow heart rate/breathing and fast heart rate/breathing.
	Regularly applies the concepts of intensity and time to pace themselves for 2 minutes.	Often applies the concepts of intensity and time to pace themselves for 2 minutes.	To some extent applies the concepts of intensity and time to pace themselves for 2 minutes.	Seldom applies the concepts of intensity and time to pace themselves for 2 minutes.
	Regularly identifies muscles used in various movement skills.	Often identifies muscles used in various movement skills.	To some extent identifies muscles used in various movement skills.	Seldom identifies muscles used in various movement skills.
Evidence	Discussions; observations			