

Physical Education Rubrics – Grade 3

Movement Skills and Concepts

| Topic | Exceeding | Meeting | Approaching | Working Below |
|--|--|--|---|---|
| Movement Concepts SCO: 1.1 | Consistently follows dance steps with no prompts from others. | Routinely follows dance steps with only a few prompts from others. | To some extent follows dance steps but with frequent prompts from others. | Rarely follows dance steps. |
| | Regularly executes rhythmical movement sequences combining time, force/flow, space and relationships in an effective way by participating in a variety of social and cultural dances. | Often executes rhythmical movement sequences combining time, force/flow, space and relationships in an effective way by participating in a variety of social and cultural dances. | To some extent executes rhythmical movement sequences combining time, force/flow, space and relationships in an effective way. by participating in a variety of social and cultural dances. | Rarely executes rhythmical movement sequences combining time, force/flow, space and relationships in an effective way. by participating in a variety of social and cultural dances. |
| | Regularly executes a variety of movement sequences using equipment to demonstrate an understanding of relationships (over/under, around /through, alongside, behind, in front of, etc.). | Often executes a variety of movement sequences using equipment to demonstrate an understanding of relationships (over/under, around /through, alongside, behind, in front of, etc.). | To some extent executes a variety of movement sequences using equipment to demonstrate an understanding of relationships (over/under, around /through, alongside, behind, in front of, etc.). | Rarely executes a variety of movement sequences using equipment to demonstrate an understanding of relationships (over/under, around /through, alongside, behind, in front of, etc.). |
| Body and Stability Skills SCO: 1.2 | Frequently uses the principles of balance (varies base of support, moves center of gravity, adjusts body parts) while executing various movement skills. | Generally uses the principles of balance (varies base of support, moves center of gravity, adjusts body parts) while executing various movement skills. | Sometimes uses the principles of balance (varies base of support, moves center of gravity, adjusts body parts) while executing various movement skills. | Rarely uses the principles of balance (varies base of support, moves center of gravity, adjusts body parts) while executing various movement skills. |
| | Skilfully maintains balance for 3 seconds on different stationary objects (foam rollers, BOSU balls, etc.). | Easily maintains balance for 3 seconds on different stationary objects (foam rollers, BOSU balls, etc.). | With some support maintains balance for 3 seconds on different stationary objects (foam rollers, BOSU balls, etc.). | Unable to maintain balance for 3 seconds on different stationary objects (foam rollers, BOSU balls, etc.). |

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| | Skilfully maintains balance for 3 seconds on different moving objects (balance board, Bongo Board, Rolo Board, body ball, etc.). | Easily maintains balance for 3 seconds on different moving objects (balance board, Bongo Board, Rolo Board, body ball, etc.). | With some support maintains balance for 3 seconds on different moving objects (balance board, Bongo Board, Rolo Board, body ball, etc.). | Unable to maintains balance for 3 seconds on different moving objects (balance board, Bongo Board, Rolo Board, body ball, etc.). |
| Fundamental Locomotor Skills and Manipulative Skills SCO 1.3 | Frequently combines two locomotor skills with a smooth transition. | Generally combines two locomotor skills with a smooth transition. | Sometimes combines two locomotor skills with a smooth transition. | Rarely combines two locomotor skills with a smooth transition. |
| | Frequently combines two locomotor skills to a beat or rhythm with a smooth transition. | Generally combines two locomotor skills to a beat or rhythm with a smooth transition. | Sometimes combines two locomotor skills to a beat or rhythm with a smooth transition. | Rarely combines two locomotor skills to a beat or rhythm with a smooth transition. |
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| 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 |
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| 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 |
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| 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 | | | |