Movement Skills and Concepts

Topic	Exceeding	Meeting	Approaching	Working Below
Movement Concepts	Consistently creates dance	Routinely creates dance	To some extent creates	Rarely creates dance steps
	steps that demonstrate an	steps that demonstrate an	dance steps that	that demonstrate an
SCO: 1.1	understanding of tempo and	understanding of tempo and	demonstrate an	understanding of tempo and
	rhythm with attention to	rhythm with attention to	understanding of tempo and	rhythm with attention to
	movement concepts such as	movement concepts such as	rhythm with attention to	movement concepts such as
	effort, relationships, sound,	effort, relationships, sound,	movement concepts such as	effort, relationships, sound,
	themes, body and space.	themes, body and space.	effort, relationships, sound,	themes, body and space.
			themes, body and space.	
	Regularly creates rhythmical	Often creates rhythmical	To some extent creates	Rarely creates rhythmical
	movement sequences	movement sequences	rhythmical movement	movement sequences
	combining time, force/flow,	combining time, force/flow,	sequences combining time,	combining time, force/flow,
	space and relationships in an	space and relationships in	force/flow, space and	space and relationships in
	effective way in a variety of	an effective way in a variety	relationships in an effective	an effective way in a variety
	social and cultural dances.	of social and cultural	way in a variety of social and	of social and cultural dances.
		dances.	cultural dances.	
	Regularly creates a variety of	Often creates a variety of	To some creates executes a	Rarely creates a variety of
	movement sequences using	movement sequences using	variety of movement	movement sequences using
	equipment to demonstrate	equipment to demonstrate	sequences using equipment	equipment to demonstrate
	an understanding of	an understanding of	to demonstrate an	an understanding of
	relationships (over/under,	relationships (over/under,	understanding of	relationships (over/under,
	around /through, alongside,	around /through, alongside,	relationships (over/under,	around /through, alongside,
	behind, in front of, etc.).	behind, in front of, etc.).	around /through, alongside,	behind, in front of, etc.).
			behind, in front of, etc.).	
Body and Stability Skills	Frequently uses the	Generally uses the principles	Sometimes uses the	Rarely uses the principles for
	principles for static and	for static and dynamic	principles for static and	static and dynamic balance
SCO: 1.2	dynamic balance (i.e.: bases	balance (i.e.: bases of	dynamic balance (i.e.: bases	(i.e.: bases of support,
	of support, center of gravity,	support, center of gravity,	of support, center of gravity,	center of gravity, counter
	counter balance) while	counter balance) while	counter balance) while	balance) while executing
	executing various movement	executing various	executing various	various movement skills.
	skills.	movement skills.	movement skills.	
	Skilfully maintains balance	Easily maintains balance for	With some support	Unable to maintain balance

	for 5 seconds on different	5 seconds on different	maintains balance for 5	for 5 seconds on different
	stationary objects (foam	stationary objects (foam	seconds on different	stationary objects (foam
	rollers, BOSU balls, etc.).	rollers, BOSU balls, etc.).	stationary objects (foam	rollers, BOSU balls, etc.).
			rollers, BOSU balls, etc.).	
	Skilfully maintains balance	Easily maintains balance for	With some support	Unable to maintain balance
	for 5 seconds on different	5 seconds on different	maintains balance for 5	for 5 seconds on different
	moving objects (balance	moving objects (balance	seconds on different moving	moving objects (balance
	board, Bongo Board, Rolo	board, Bongo Board, Rolo	objects (balance board,	board, Bongo Board, Rolo
	Board, body ball, etc.).	Board, body ball, etc.).	Bongo Board, Rolo Board,	Board, body ball, etc.).
			body ball, etc.).	
Fundamental Locomotor	Frequently combines two	Generally combines two	Sometimes combines two	Rarely combines two
Skills and Manipulative	locomotor skills with a	locomotor skills with a	locomotor skills with a	locomotor skills with a
Skills	smooth transition.	smooth transition.	smooth transition.	smooth transition.
	Frequently combines two	Generally combines two	Sometimes combines two	Rarely combines two
SCO 1.3	locomotor skills to a beat or	locomotor skills to a beat or	locomotor skills to a beat or	locomotor skills to a beat or
	rhythm with a smooth	rhythm with a smooth	rhythm with a smooth	rhythm with a smooth
	transition.	transition.	transition.	transition.
Evidence	Observations through games, movement tasks and activities; self-assessments, peer assessments, video analysis			

Movement Strategies

Topic	Exceeding	Meeting	Approaching	Working Below
Tactics in Simple Games	Frequently selects the right	Generally selects the right	Sometimes selects the right	Rarely selects the right
	throw to increase chances of	throw to increase chances of	throw to increase chances of	throw to increase chances of
SCO: 2.1	hitting a target.	hitting a target.	hitting a target.	hitting a target.
	Regularly uses open spaces	Often uses open spaces to	To some extent uses open	Unable to use open spaces
	to get on base.	get on base.	spaces to get on base.	to get on base.
	Consistently uses different	Routinely uses different	At times, uses different	Unable to use different
	tactics (i.e.: creating space,	tactics (i.e.: creating space,	tactics (i.e.: creating space,	tactics (i.e.: creating space,
	using width and length of	using width and length of	using width and length of	using width and length of
	playing area; moving	playing area; moving	playing area; moving	playing area; moving
	opponent) in net/wall	opponent) in net/wall	opponent) in net/wall	opponent) in net/wall
	games.	games.	games.	games.
	Frequently uses different	Generally uses different	Sometimes uses different	Rarely uses different tactics
	tactics (i.e.: creating space,	tactics (i.e.: creating space,	tactics (i.e.: creating space,	(i.e.: creating space,
	reducing space) that	reducing space) that	reducing space) that	reducing space) that
	increase chances of scoring	increase chances of scoring	increase chances of scoring	increase chances of scoring
	in invasion games.	in invasion games.	in invasion games.	in invasion games.
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	Regularly lists factors that	Often lists factors that	To some extent lists factors	Unable to list factors that
	increase participation and	increase participation and	that increase participation	increase participation and
SCO: 3.1	activity choices.	activity choices.	and activity choices.	activity choices.
	Frequently chooses	Generally chooses	Sometimes chooses	Unable to choose
	appropriate emotions when	appropriate emotions when	appropriate emotions when	appropriate emotions when
	trying new activities and	trying new activities and	trying new activities and	trying new activities and
	challenges.	challenges.	challenges.	challenges.
	Regularly responds	Often responds	To some extent responds	Seldom responds
	appropriately to winning and	appropriately to winning	appropriately to winning	appropriately to winning
	losing.	and losing.	and losing.	and losing.
	Consistently accepts	Routinely accepts	At times accepts	Seldom accepts
	responsibility for their own	responsibility for their own	responsibility for their own	responsibility for their own
	performance without	performance without	performance without	performance without
	blaming others.	blaming others.	blaming others.	blaming others.
	Frequently chooses	Generally chooses strategies	Sometimes chooses	Unable chooses strategies to
	strategies to work effectively	to work effectively with	strategies to work	work effectively with others.
	with others.	others.	effectively with others.	
	Regularly shows persistency	Often shows persistency	To some extent shows	Seldom shows persistency
	when learning new skills.	when learning new skills.	persistency when learning	when learning new skills.
			new skills.	
	Consistently observes others	Routinely observes others	At times observes others	Unable to observe others
	and gives them feedback to	and gives them feedback to	and gives them feedback to	and gives them feedback to
	help them improve their	help them improve their	help them improve their	help them improve their
	performance.	performance.	performance.	performance.
	Consistently observes their	Routinely observes their	At times observes their own	Unable observes their own
	own performance and	own performance and	performance and makes	performance and makes
	makes corrections.	makes corrections.	corrections.	corrections.
	Regularly uses feedback	Often uses feedback from	To some extent uses	Seldom uses feedback from
	from others to improve their	others to improve their	feedback from others to	others to improve their
	performance.	performance.	improve their performance.	performance.

	Regularly plays in a safe	Often plays in a safe manner	To some extent plays in a	Seldom plays in a safe
	manner in a variety of	in a variety of physical	safe manner in a variety of	manner in a variety of
	physical activity.	activity.	physical activity.	physical activity.
Physical Fitness Concepts	Skilfully monitors their	Easily monitors their fitness	With support monitors their	Unable to monitor their
SCO 3.2	fitness progress.	progress.	fitness progress.	fitness progress.
	Expertly interprets their fitness progress and sets realistic goals for improvement.	Adeptly interprets their fitness progress and sets realistic goals for improvement.	With prompting interprets their fitness progress and sets realistic goals for improvement.	Not able to interpret their fitness progress and sets realistic goals for improvement.
	Precisely tracks their activity time to reach their fitness goals.	Reliably tracks their activity time to reach their fitness goals.	Somewhat tracks their activity time to reach their fitness goals.	Not able tracks their activity time to reach their fitness goals.
Evidence	Discussions; observations, self-assessments, peer-assessment, portfolios			