

Physical Education Rubrics – Grade 5

Movement Skills and Concepts

Topic	Exceeding	Meeting	Approaching	Working Below
Movement Concepts SCO: 1.1	Consistently demonstrates fluid transitions between dance steps.	Routinely demonstrates fluid transitions between dance steps.	To some extent demonstrates fluid transitions between dance steps.	Rarely demonstrates fluid transitions between dance steps.
	Consistently demonstrates fluid movement sequences with or without equipment.	Routinely demonstrates fluid movement sequences with or without equipment.	At times demonstrates fluid movement sequences with or without equipment.	Not able to demonstrate fluid movement sequences with or without equipment.
Body and Stability Skills SCO: 1.2	Expertly provides different ways that balance can be maintained.	Easily provides different ways that balance can be maintained.	With some difficulty provides different ways that balance can be maintained.	Not able to provide different ways that balance can be maintained.
	Consistently maintains balance for 5 seconds on stationary or moving objects.	Routinely maintains balance for 5 seconds on stationary or moving objects.	With some support maintains balance for 5 seconds on stationary or moving objects.	Unable to maintain balance for 5 seconds on stationary or moving objects.
	Expertly explains the importance of having a focus point to maintain balance.	Easily explains the importance of having a focus point to maintain balance.	With some difficulty explains the importance of having a focus point to maintain balance.	Not able to explain the importance of having a focus point to maintain balance.
	Frequently provides tips to partner on how to maintain balance.	Generally provides tips to partner on how to maintain balance.	Sometimes provides tips to partner on how to maintain balance.	Rarely provides tips to partner on how to maintain balance.
	Consistently maintains balance for 3-5 seconds while working with a partner or in small groups.	Routinely maintains balance for 3-5 seconds while working with a partner or in small groups.	With some support maintains balance for 3-5 seconds while working with a partner or in small groups.	Unable to maintain balance for 3-5 seconds while working with a partner or in small groups.
	Frequently maintains balance during the final phase of movement or a movement sequence.	Generally maintains balance during the final phase of movement or a movement sequence.	Sometimes maintains balance during the final phase of movement or a movement sequence.	Rarely maintains balance during the final phase of movement or a movement sequence.
Fundamental Locomotor Skills and Manipulative	Frequently combines two locomotor skills with a	Generally combines two locomotor skills with a	Sometimes combines two locomotor skills with a	Rarely combines two locomotor skills with a

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Skills SCO 1.3	smooth transition with activity specific equipment.	smooth transition with activity specific equipment.	smooth transition with activity specific equipment.	smooth transition with activity specific equipment.
	Frequently combines skills with fluidity in a variety of activity specific contexts.	Generally combines skills with fluidity in a variety of activity specific contexts.	Sometimes combines skills with fluidity in a variety of activity specific contexts.	Rarely combines skills with fluidity in a variety of activity specific contexts.
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 SCO: 2.1	Frequently makes the right choice on where to best place an object to reach a target.	Generally makes the right choice on where to best place an object to reach a target.	Sometimes makes the right choice on where to best place an object to reach a target.	Rarely makes the right choice on where to best place an object to reach a target.
	Frequently selects individual strategies to defend a target.	Generally selects individual strategies to defend a target.	Sometimes selects individual strategies to defend a target.	Rarely selects individual strategies to defend a target.
	Regularly uses open spaces to get on base.	Often uses open spaces to get on base.	To some extent uses open spaces to get on base.	Unable to use open spaces to get on base.
	Consistently uses different tactics such as creating space (varying force, angle and/or direction to gain an advantage); using offensive tactic/shot to move opponent out of position) in net/wall games.	Routinely uses different tactics such as creating space (varying force, angle and/or direction to gain an advantage); using offensive tactic/shot to move opponent out of position) in net/wall games.	At times, uses different tactics such as creating space (varying force, angle and/or direction to gain an advantage); using offensive tactic/shot to move opponent out of position) in net/wall games.	Unable to use different tactics such as creating space (varying force, angle and/or direction to gain an advantage); using offensive tactic/shot to move opponent out of position) in net/wall games.
	Frequently uses different tactics such as creating space (selecting appropriate offensive tactics with or without on object; playing with one player	Generally uses different tactics such as creating space (selecting appropriate offensive tactics with or without on object; playing with	Sometimes uses different tactics such as creating space (selecting appropriate offensive tactics with or without on object; playing with	Rarely uses different tactics such as creating space (selecting appropriate offensive tactics with or without on object; playing with one player

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	up as in 2v1) reducing space (marking); changing size and shape of a defender and communication in invasion games.	one player up as in 2v1) reducing space (marking); changing size and shape of a defender and communication in invasion games.	one player up as in 2v1) reducing space (marking); changing size and shape of a defender and communication in invasion games.	up as in 2v1) reducing space (marking); changing size and shape of a defender and communication in invasion games.
Evidence	Observations through games, movement tasks and activities; self-assessments, peer assessments, video analysis			

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Well-being

Topic	Exceeding	Meeting	Approaching	Working Below
Emotional and Social Skills SCO: 3.1	Regularly shows factors that increase participation and activity choices.	Often shows factors that increase participation and activity choices.	To some extent shows factors that increase participation and activity choices.	Unable to show factors that increase participation and activity choices.
	Frequently responds appropriately to the emotional reactions of others during activities or challenges.	Generally responds appropriately to the emotional reactions of others during activities or challenges.	Sometimes responds appropriately to the emotional reactions of others during activities or challenges.	Unable to respond appropriately to the emotional reactions of others during activities or challenges.
	Regularly acts appropriately to winning and losing.	Often acts appropriately to winning and losing.	To some extent acts appropriately to winning and losing.	Seldom acts appropriately to winning and losing.
	Regularly plans strategies with others to accomplish a common goal.	Often plans strategies with others to accomplish a common goal.	To some extent plans strategies with others to accomplish a common goal.	Unable to plans strategies with others to accomplish a common goal.
	Consistently observes others and gives them accurate feedback to help them improve their performance.	Routinely observes others and gives them accurate feedback to help them improve their performance.	At times observes others and gives them accurate feedback to help them improve their performance.	Unable to observe others and gives them accurate feedback to help them improve their performance.
	Consistently uses visual imagery to improve individual skills.	Routinely uses visual imagery to improve individual skills.	At times uses visual imagery to improve individual skills.	Unable uses visual imagery to improve individual skills.
	Regularly acts respectfully and safely in a variety of physical activity.	Often acts respectfully and safely in a variety of physical activity.	To some extent acts respectfully and safely in a variety of physical activity.	Seldom acts respectfully and safely in a variety of physical activity.
Physical Fitness Concepts SCO 3.2	Skilfully monitors their fitness progress.	Easily monitors their fitness progress.	With support monitors their fitness progress.	Unable to monitor their fitness progress.
	Expertly creates a personal wellness plan.	Adeptly creates a personal wellness plan.	With prompting creates a personal wellness plan.	Not able to creates a personal wellness plan.

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	Precisely tracks their progress on their personal wellness plans.	Reliably tracks their progress on their personal wellness plans.	Somewhat tracks their progress on their personal wellness plans.	Not able tracks their progress on their personal wellness plans.
Evidence	Discussions; observations, self-assessments, peer-assessment, portfolios			