

Physical Education Rubrics – Kindergarten

Movement Skills and Concepts

Topic	Exceeding	Meeting	Approaching	Working Below
Space and Body Awareness SCO: 1.1a	Regularly moves safely in personal space and shared space.	Often moves safely in personal space and shared space.	To some extent moves safely in personal space and shared space.	Seldom moves safely in personal space and shared space.
	Regularly follows simple instruction or rules while moving into space (varying directions, levels, pathways and extensions).	Often follows simple instruction or rules while moving into space (varying directions, levels, pathways and extensions).	To some extent follows simple instruction or rules while moving into space (varying directions, levels, pathways and extensions).	Seldom follows simple instruction or rules while moving into space (varying directions, levels, pathways and extensions).
	Frequently names various body parts linked to movement.	Generally names various body parts linked to movement.	Sometimes names various body parts linked to movement.	Rarely names various body parts linked to movement.
	Skilfully creates various shapes with body.	Easily creates various shapes with body.	With some support creates various shapes with body.	Unable to create various shapes with body.
Effort and Relationships Concepts SCO: 1.1b	Regularly moves into space varying speed.	Often moves into space varying speed.	To some extent moves into space varying speed.	Rarely moves into space varying speed.
	Regularly moves into space varying force and flow.	Often moves into space varying force and flow.	To some extent moves into space varying force and flow.	Rarely moves into space varying force and flow.
	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 in response to sound.	Often moves body in response to sound.	To some extent moves body in response to sound.	Rarely moves body in response to sound.
Body and Stability Skills	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.

Physical Education Rubrics – Kindergarten

SCO: 1.2	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 walks heel-to-toe on a line while maintaining balance.	Easily walks heel-to-toe on a line while maintaining balance.	With some support walks heel-to-toe on a line while maintaining balance.	Unable to walks heel-to-toe on a line while maintaining balance.
Fundamental Locomotor Skills SCO 1.3	Frequently performs various fundamental locomotor skills (run, hop, jump, gallop, leap, rock, roll and climb).	Generally performs various fundamental locomotor skills (run, hop, jump, gallop, leap, rock, roll and climb).	Sometimes performs various fundamental locomotor skills (run, hop, jump, gallop, leap, rock, roll and climb).	Rarely performs various fundamental locomotor skills (run, hop, jump, gallop, leap, rock, roll and climb).
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).
Evidence	Observations through games, movement tasks and activities; self-assessments, peer assessments, video analysis			

Physical Education Rubrics – Kindergarten

Movement Strategies

Topic	Exceeding	Meeting	Approaching	Working Below
Tactics in Simple Games SCO: 2.1	Regularly uses various tactics to avoid getting tagged.	Often uses various tactics to avoid getting tagged.	To some extent uses various tactics to avoid getting tagged.	Seldom uses various tactics avoid getting tagged.
	Frequently varies distance to a target to hit it successfully.	Generally varies distance to a target to hit it successfully.	Sometimes varies distance to a target to hit it successfully.	Rarely varies distance to a target to hit it successfully.
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 one feeling after participating in physical activity.	Generally one feeling after participating in physical activity.	With one feeling after participating in physical activity.	Unable one feeling after participating in physical activity.
	Frequently shares equipment and space with others.	Generally shares equipment and space with others.	Sometimes shares equipment and space with others.	Rarely shares equipment and space with others.
	Regularly cooperates with others.	Often cooperates with others.	To some extent cooperates with others.	Seldom cooperates 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 to use cues from teacher to improve performance.
	Frequently follows class rules.	Generally follows class rules.	Sometimes follows class rules.	Unable to follow class rules.
Physical Fitness Concepts	Regularly identifies where the heart and lungs are	Often identifies where the heart and lungs are situated.	To some extent identifies where the heart and lungs	Seldom identifies where the heart and lungs are situated.

**Physical Education
Rubrics – Kindergarten**

SCO 3.2	situated.		are situated.	
	Frequently finds their heart rate before and after physical activity.	Generally finds their heart rate before and after physical activity.	Sometimes find their heart rate before and after physical activity.	Unable to find their heart rate before and after physical activity.
	Consistently states if an activity is slow or fast paced.	Routinely states if an activity is slow or fast paced.	At times states if an activity is slow or fast paced.	Unable to state if an activity is slow or fast paced.
Evidence	Discussions; observations			