

## GRADE KINDERGARTEN

<b>Student Name</b>		<b>Teacher Name</b>				
<b>Evaluation Date</b>						
<b>0 Points</b>		Not attempted physical education tasks, activities, and expectations stated in standard				
<b>1 Point</b>		Attempted physical education tasks, activities, and expectations stated in standard				
<b>2 Points</b>		Performs most physical education tasks, activities, and expectations stated in standard				
<b>3 Points</b>		Masters all physical education tasks, activities, and expectations stated in standard				
Course of Study Content Standards	Initial Evalu ation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks	
1. Travel while changing direction, speed, and pathways to avoid contact with peers.						
2. Use correct form while marching and walking.						
3. Demonstrate the nonlocomotor skills of bending, stretching, twisting, turning, rocking, and swaying.						
4. Demonstrate throwing and catching skills by throwing a ball overhand and underhand and catching a tossed ball before it bounces twice.						
5. Demonstrate individual rope-jumping skills by jumping over a rope lying on the floor, jumping over a swinging rope, and jumping a single rope five consecutive times.						
6. Move rhythmically to even and uneven beats in creative dance, aerobic exercises, movement songs, and simple dances.						
7. Demonstrate body control skills by balancing on multiple body parts, rolling sideways without hesitation, and landing with control from a jump.						
8. Combine fundamental movement skills and concepts in simple games.						
9. Apply movement vocabulary to fundamental skills upon teacher direction.						
10. Apply physical education class rules and procedures for starting and stopping, adhering to safety requirements, using equipment, and entering and exiting an activity.						
11. Demonstrate willingness to play with a diverse range of students using sharing skills with equipment and working cooperatively with peers.						
12. Demonstrate respect for classmates by playing without interfering with others and interacting appropriately with peers.						
13. Describe benefits of regular participation in physical activities.						
14. Describe the location and function of the heart and lungs.						
15. Identify appropriate footwear and clothing for participation in physical activities.						
<b>Total Score</b>						

**Scoring: Not attempted 0 – points    Attempted – 1 point    Performs most – 2 points    Mastery – 3 points**

**Key    0-13 = not mastered    14-27 = limited mastery    28-41 = somewhat mastery 42+ = mastery  
(Student scoring 14 or below at the second nine week evaluation should be referred for APE)**

## GRADE ONE

<b>Student Name</b>		<b>Teacher Name</b>				
<b>Evaluation Date</b>						
<b>0 Points</b>	<u>Not attempted</u> physical education tasks, activities, and expectations stated in standard					
<b>1 Point</b>	<u>Attempted</u> physical education tasks, activities, and expectations stated in standard					
<b>2 Points</b>	<u>Performs most</u> physical education tasks, activities, and expectations stated in standard					
<b>3 Points</b>	<u>Masters all</u> physical education tasks, activities, and expectations stated in standard					
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks	
1. Demonstrate jumping and landing skills by using one- and two-foot take-off methods, balancing at varying levels on multiple body parts, and forming bridges using different body parts.						
2. Apply varied effort and pathways to running, jumping, and throwing.						
3. Demonstrate non-locomotor skills, including pushing and pulling.						
4. Demonstrate manipulative skills by catching a bounced ball with hands, volleying a soft object, kicking a stationary object, and throwing a ball underhand with two hands.						
5. Apply rhythmic movement to games, activities, and dances.						
6. Perform individual and partner stunts.						
7. Demonstrate manipulative and traveling skills in game situations.						
8. Apply movement vocabulary to fundamental movement skills.						
9. Identify cue words and terms associated with throwing, catching, running, and kicking.						
10. Determine speed and type of movement based on rhythmic beat.						
11. Explain the importance of empathy for feelings, concerns, and limitations of peers.						
12. Demonstrate responsibility and cooperative skills in physical activity settings by helping peers, assisting the teacher, and sharing space and equipment.						
13. Identify appropriate footwear and clothing for participation in physical activities.						
14. Explain differences between active and inactive lifestyles.						
15. Explain effects of smoking, lack of sleep, and poor dietary habits on health and physical performance.						
<b>Total Score</b>						

**Scoring:** Not attempted 0 – points    Attempted – 1 point    Performs most – 2 points    Mastery – 3 points

**Key**    0-13 = not mastered    14-27 = limited mastery    28-41 = somewhat mastery    42+ = mastery  
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)

## GRADE TWO

<b>Student Name</b>		<b>Teacher Name</b>			
<b>Evaluation Date</b>					
<b>0 Points</b>	<u>Not attempted</u> physical education tasks, activities, and expectations stated in standard				
<b>1 Point</b>	<u>Attempted</u> physical education tasks, activities, and expectations stated in standard				
<b>2 Points</b>	<u>Performs most</u> physical education tasks, activities, and expectations stated in standard				
<b>3 Points</b>	<u>Masters all</u> physical education tasks, activities, and expectations stated in standard				
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate leaping and jumping skills by transferring and absorbing body weight in different ways.					
2. Demonstrate movements that combine shapes, levels, and pathways into simple sequences.					
3. Apply body management skills on the floor and on apparatus while performing simple individual and partner stunts.					
4. Demonstrate correct form while hopping, jumping, and sliding.					
5. Demonstrate ball-moving skills by passing, dribbling a ball with a dominant hand, kicking a slow-moving ball, and throwing underhand with one arm.					
6. Display basic rope-jumping skills.					
7. Demonstrate simple folk, line, and mixer dances.					
8. Utilize combinations of the fundamental movement skills of chasing, fleeing, and dodging.					
9. Identify cue words and terms associated with hopping, galloping, jumping, and sliding					
10. Explain ways to resolve conflicts during physical activity in a school-approved manner.					
11. Demonstrate safety rules for physical education activities, including games that require implements and tag games that have designated boundaries.					
12. Describe the immediate effect of physical activity on heart rate, breathing rate, and perspiration.					
13. Explain how physical activity affects overall health, including the heart, lungs, and muscular system.					
14. Explain ways in which food intake affects body composition and physical performance.					
<b>Total Score</b>					

**Scoring: Not attempted 0 – points    Attempted – 1 point    Performs most – 2 points    Mastery – 3 points**

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(Student scoring 14 or below at the second nine week evaluation should be referred for APE)**

GRADE THREE					
Student Name			Teacher Name		
Evaluation Date					
<b>0 Points</b>	Not attempted physical education tasks, activities, and expectations stated in standard				
<b>1 Point</b>	Attempted physical education tasks, activities, and expectations stated in standard				
<b>2 Points</b>	Performs most physical education tasks, activities, and expectations stated in standard				
<b>3 Points</b>	Masters all physical education tasks, activities, and expectations stated in standard				
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate correct form while skipping in general space.					
2. Demonstrate ball control while dribbling with the hand or foot in a stationary position and while traveling within a group.					
3. Demonstrate skills that require crossing the midline of the body, including hitting a ball off a tee and throwing a ball overhand.					
4. Use correct grip while consistently striking a softly thrown ball with a bat or paddle.					
5. Demonstrate long-rope jumping skills by traveling in and out of a long rope without hesitation and executing consecutive jumps.					
6. Perform the rhythmic movement skills of folk, line, and aerobic dances, including incorporating combinations of locomotor skills and partner mixing.					
7. Demonstrate supporting, lifting, and controlling body weight by transitioning in and out of balanced positions with control.					
8. Apply combinations of complex locomotor and manipulative skills by chasing, tagging, dodging, and fleeing.					
9. Describe how stability affects skill execution while participating in physical activity.					
10. Utilize a variety of locomotor and manipulative skills to create new or modify existing games.					
11. Display good sportsmanship.					
12. Apply problem-solving, conflict resolution, and teamwork strategies to cooperative and group challenges in physical education settings.					
13. Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings.					
14. Describe how the blood applies oxygen and nutrients to the body.					
<b>Total Score</b>					

Scoring: Not attempted 0 points    Attempted – 1 point    Performs most – 2 points    Mastery-3 points

Key    0-13 = not mastered    14-27 = limited mastery    28-41 = somewhat mastery    42+ = mastery  
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)

## GRADE FOUR

<b>Student Name</b>		<b>Teacher Name</b>			
<b>Evaluation Date</b>					
<b>0 Points</b>	Not attempted physical education tasks, activities, and expectations stated in standard				
<b>1 Point</b>	Attempted physical education tasks, activities, and expectations stated in standard				
<b>2 Points</b>	Performs most physical education tasks, activities, and expectations stated in standard				
<b>3 Points</b>	Masters all physical education tasks, activities, and expectations stated in standard				
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate correct form while leaping.					
2. Demonstrate throwing, striking, and kicking skills by throwing overhand for distance and accuracy, striking with short- and long-handled implements, and kicking while approaching a moving object.					
3. Demonstrate short- and long-rope jumping skills, including individual and partner jumping techniques.					
4. Perform multicultural rhythmic dances, including introductory square dance.					
5. Demonstrate gymnastic skills while maintaining proper body alignment by transitioning smoothly between sequences and balancing with control on apparatus.					
6. Apply specialized sport skills in combination with fundamental movement skills in a game situation.					
7. Create appropriate physical education activities, including cooperative tasks, group challenges, and games.					
8. Identify cue words and terms associated with leaping, striking, and kicking.					
9. Identify formations and steps associated with dance.					
10. Demonstrate positive changes in performance based on peer and teacher evaluations.					
11. List consequences of compliance and noncompliance with rules and regulations while participating in physical activities and games.					
12. Explain outcomes of positive versus negative responses to classmates when winning or losing.					
13. Analyze varying intensities of exercise for effect on heart rate using manual pulse-checking or heart-rate monitors.					
14. Identify devices used to measure cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility.					
15. Describe relationships among food intake, physical activity, and weight maintenance.					
<b>Total Score</b>					

**Scoring:** Not attempted 0 points    Attempted – 1 point    Performs most – 2 points    Mastery-3 points

**Key**    0-13 = not mastered    14-27 = limited mastery    28-41 = somewhat mastery    42+ = mastery  
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)

## GRADE FIVE

<b>Student Name</b>		<b>Teacher Name</b>			
<b>Evaluation Date</b>					
<b>0 Points</b>	Not attempted physical education tasks, activities, and expectations stated in standard				
<b>1 Point</b>	Attempted physical education tasks, activities, and expectations stated in standard				
<b>2 Points</b>	Performs most physical education tasks, activities, and expectations stated in standard				
<b>3 Points</b>	Masters all physical education tasks, activities, and expectations stated in standard				
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
16. Demonstrate correct form while sprinting and running for distance.					
17. Demonstrate correct form while fielding and punting a ball.					
18. Execute single and dual long-rope activities and stunts.					
19. Demonstrate rhythmic dances, including modern, aerobic, and ethnic.					
20. Demonstrate weight transfer and balance on mats and apparatus by smoothly transitioning between combinations of traveling and rolling.					
21. Apply appropriate skills in sport-modified games.					
22. Identify cue words and terms associated with punting and fielding.					
23. Describe relationships among strength, flexibility, balance, and coordination in successfully executing physical activities.					
24. Identify basic rules, player positions, and offensive and defensive strategies in organized games and in sport-modified games.					
25. Explain good sportsmanship techniques for use in settling disputes.					
26. Explain physical activity and safety benefits of exercising with a partner.					
27. Describe how aerobic exercise affects the efficiency and longevity of the heart and lungs.					
28. Categorize physical activities according to their most beneficial health-related fitness component.					
29. Define the four components of the frequency, intensity, time, and type (FITT) principle as they relate to a successful fitness program.					
<b>Total Score</b>					

**Scoring:** Not attempted 0 points    Attempted – 1 point    Performs most – 2 points    Mastery-3 points

**Key**    0-13 = not mastered    14-27 = limited mastery    28-41 = somewhat mastery    42+ = mastery  
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)

## GRADE SIX

<b>Student Name</b>		<b>Teacher Name</b>			
<b>Evaluation Date</b>					
<b>0 Points</b>	Not attempted physical education tasks, activities, and expectations stated in standard				
<b>1 Point</b>	Attempted physical education tasks, activities, and expectations stated in standard				
<b>2 Points</b>	Performs most physical education tasks, activities, and expectations stated in standard				
<b>3 Points</b>	Masters all physical education tasks, activities, and expectations stated in standard				
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate rope-jumping and original dance routines that incorporate varying lengths, skill sequences, and musical accompaniments.					
2. Combine a variety of skills into sequenced routines.					
3. Demonstrate dribbling, shooting, and striking skills.					
4. Demonstrate forehand and backhand striking skills.					
5. Identify rules and regulations for a variety of sports and lifetime activities.					
6. Explain the importance of repetition and practice as a means for skill improvement.					
7. Modify physical activities, games, and sports to meet specified criteria.					
8. Explain sport-specific etiquette and good sportsmanship for team, individual, and dual sports.					
9. Demonstrate positive social interactions in situations that include members of different genders, cultures, ethnicities, abilities, and disabilities.					
10. Describe progress toward achieving personal fitness goals for each of the health-related fitness components.					
11. Analyze exercise and heart-rate data to determine adjustments to health fitness plans.					
12. Identify possible injuries resulting from improper exercise routines.					
13. Describe the structure and function of the muscular and skeletal systems as they relate to physical performance.					
<b>Total Score</b>					

**Scoring:** Not attempted 0 points    Attempted – 1 point    Performs most – 2 points    Mastery-3 points

**Key**    0-13 = not mastered    14-27 = limited mastery    28-41 = somewhat mastery    42+ = mastery  
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)

## GRADE SEVEN

<b>Student Name</b>		<b>Teacher Name</b>			
<b>Evaluation Date</b>					
<b>0 Points</b> <u>Not attempted</u> physical education tasks, activities, and expectations stated in standard <b>1 Point</b> <u>Attempted</u> physical education tasks, activities, and expectations stated in standard <b>2 Points</b> <u>Performs most</u> physical education tasks, activities, and expectations stated in standard <b>3 Points</b> <u>Masters all</u> physical education tasks, activities, and expectations stated in standard					
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Apply coordinated movements, strategies, and rules to achieve success in a variety of sports and activities.					
2. Demonstrate strategic positioning for offense and defense in game situations.					
3. Demonstrate dances used for social and recreational enjoyment and physical fitness enhancement.					
4. Demonstrate a sequence of balancing skills by traveling on apparatus while working cooperatively with a partner to create a balance sequence.					
5. Demonstrate relaxation and stress-reduction exercises.					
6. Demonstrate offensive skills, including pick, fake, and screen, for a variety of team sports.					
7. Identify appropriate drills and repetitions to improve performance.					
8. Describe the concept of effort as it relates to improvement of skill execution.					
9. Analyze peer skill performance for efficiency in sport and recreational activities.					
10. Explain differences between legal and illegal behaviors in sports.					
11. Apply methods for communicating with confrontational opponents.					
12. Demonstrate elements, including sport competency, literacy, and enthusiasm, needed to accomplish a team goal in competitive and cooperative environments.					
13. Identify factors that can be manipulated to achieve an overload in muscular strength and cardiorespiratory endurance.					
14. Explain correlations among nutrition, exercise, and rest in the development of a healthy lifestyle.					
<b>Total Score</b>					

**Scoring:**   Not attempted 0 points   Attempted – 1 point   Performs most – 2 points   Mastery-3 points  
**Key**   0-13 = not mastered   14-27 = limited mastery   28-41 = somewhat mastery   42+ = mastery  
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)



## GRADE EIGHT

**Student Name** \_\_\_\_\_ **Teacher Name** \_\_\_\_\_

**Evaluation Date** \_\_\_\_\_

**0 Points** Not attempted physical education tasks, activities, and expectations stated in standard  
**1 Point** Attempted physical education tasks, activities, and expectations stated in standard  
**2 Points** Performs most physical education tasks, activities, and expectations stated in standard  
**3 Points** Masters all physical education tasks, activities, and expectations stated in standard

Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate skills utilized in lifetime health-enhancing activities.					
2. Demonstrate aerobic movement skills and the performance of original dance routines.					
3. Demonstrate combinations of balancing and supporting skills.					
4. Demonstrate skills used in individual, dual, and team sports.					
5. Demonstrate skills associated with adventure, outdoor, and recreational activities.					
6. Demonstrate player-to-player defensive strategy skills.					
7. Identify rules, regulations, tactics, strategies, and rituals utilized in individual, dual, and teams sports.					
8. Apply movement concepts to sport, dance, gymnastics, recreational skill performances, and other physical activities.					
9. Summarize research findings of at least one local, national, or international game for its history, terminology, rules, and basic skills.					
10. Solve problems in physical activity settings by identifying cause and potential solutions.					
11. Describe how recognizing opposing opinions and priorities, including displaying willingness to compromise, apply to teamwork and goal achievement.					
12. Apply positive reinforcement to enhance peer physical performance during physical activity.					
13. Explain long-term physiological and psychological benefits resulting from regular participation in physical activity.					
14. Identify the role of exercise in stress reduction.					
15. Apply the frequency, intensity, time, and type (FITT) principle to an individualized fitness plan.					
16. Design a personalized fitness plan.					
<b>Total Score</b>					

**Scoring: Not attempted 0 points    Attempted – 1 point    Performs most – 2 points    Mastery-3 points**

**Key    0-13 = not mastered    14-27 = limited mastery    28-41 = somewhat mastery    42+ = mastery**  
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)

## GRADED 9-12 LIFE COURSE

<b>Student Name</b>		<b>Teacher Name</b>			
<b>Evaluation Date</b>					
<b>0 Points</b>	Not attempted physical education tasks, activities, and expectations stated in standard				
<b>1 Point</b>	Attempted physical education tasks, activities, and expectations stated in standard				
<b>2 Points</b>	Performs most physical education tasks, activities, and expectations stated in standard				
<b>3 Points</b>	Masters all physical education tasks, activities, and expectations stated in standard				
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate movement combinations from a variety of physical activities that enhance cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.					
2. Demonstrate complex movement sequences in a variety of physical activities.					
3. Utilize rules and strategies for safe game play and selected lifetime activities.					
4. Identify short- and long-term health-enhancing benefits of physical activity.					
5. Identify requirements for selected careers in physical education, health, and fitness.					
6. Identify strategies for positive behavior modification and for social interaction among diverse populations.					
7. Explain the impact of participating in multicultural physical activities.					
8. Demonstrate responsible personal and social behavior during physical activities.					
9. Demonstrate responsibilities of a leader or a follower to accomplish group goals.					
10. Critique a community service project that involves physical activity by identifying benefits, problems, compromises, and outcomes.					
11. Utilize health and fitness technologies to develop a healthy lifestyle.					
12. Utilize safe practices when participating in physical activities.					
13. Compare goals for attaining and maintaining fitness.					
14. Construct criteria for evaluation of commercial fitness and health products and services.					
15. Create a nutrition program that targets goals for maintaining energy and recommended body composition.					
16. Design a personal fitness plan that promotes activity for life.					
<b>Total Score</b>					

**Key**      0-13 = not mastered      14-27 = limited mastery      28-41 = somewhat mastery      42+ = mastery  
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)

## Appendices F. Example of Standard-Based Evaluation for Physical Education

Susie Jones is a 4<sup>th</sup> grade student who has a physical disability. She is also developmentally delayed.

GRADE FOUR					
Student Name <b>Susie Jones</b>			Teacher Name <b>J. Doe</b>		
Evaluation Date	<b>9/15/2014</b>				
<b>0 Points</b>	Not attempted physical education tasks, activities, and expectations stated in standard				
<b>1 Point</b>	Attempted physical education tasks, activities, and expectations stated in standard				
<b>2 Points</b>	Performs most physical education tasks, activities, and expectations stated in standard				
<b>3 Points</b>	Masters all physical education tasks, activities, and expectations stated in standard				
Course of Study Content Standards	Initial Evaluation	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
1. Demonstrate correct form while leaping.	0	0	0	0	0
2. Demonstrate throwing, striking, and kicking skills by throwing overhand for distance and accuracy, striking with short- and long-handled implements, and kicking while approaching a moving object.	0	1	1	1	2
3. Demonstrate short- and long-rope jumping skills, including individual and partner jumping techniques.	0	0	0	0	1
4. Perform multicultural rhythmic dances, including introductory square dance.	0	2	2	2	2
5. Demonstrate gymnastic skills while maintaining proper body alignment by transitioning smoothly between sequences and balancing with control on apparatus.	0	0	0	0	0
6. Apply specialized sport skills in combination with fundamental movement skills in a game situation.	0	1	1	1	2
7. Create appropriate physical education activities, including cooperative tasks, group challenges, and games.	0	1	1	1	2
8. Identify cue words and terms associated with leaping, striking, and kicking.	0	3	3	3	3
9. Identify formations and steps associated with dance.	0	2	2	2	2
10. Demonstrate positive changes in performance based on peer and teacher evaluations.	0	3	3	3	3
11. List consequences of compliance and noncompliance with rules and regulations while participating in physical activities and games.	0	0	0	0	1
12. Explain outcomes of positive versus negative responses to classmates when winning or losing.	0	0	0	0	1
13. Analyze varying intensities of exercise for effect on heart rate using manual pulse-checking or heart-rate monitors.	0	0	0	0	0
14. Identify devices used to measure cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility.	0	0	0	0	0
15. Describe relationships among food intake, physical activity, and weight maintenance.	0	0	0	0	0
<b>Total Score</b>	<b>0</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>17</b>

Scoring: Not attempted 0 points      Attempted – 1 point      Performs most – 2 points      Mastery-3 points  
 Key      0-13 = not mastered      14-29 = limited mastery      28-44 = somewhat mastery      42+ = mastery  
 (Student scoring 14 or below at the second nine week evaluation should be referred for APE)

Based on the initial evaluation on 9/14/2014 Susie Jones should have been referred for adapted physical education.

