

## Health-related Fitness – 5.1

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently fully engages in opportunities to enhance own level of cardiovascular fitness.	Frequently fully engages in opportunities to enhance own level of cardiovascular fitness.	Occasionally fully engages in opportunities to enhance own level of cardiovascular fitness.	Has not fully engaged in opportunities to enhance own level of cardiovascular fitness.
Consistently and independently demonstrates and practices ways to determine heart rate while monitoring exercise intensity.	Frequently demonstrates and practices ways to determine heart rate while monitoring exercise intensity.	Occasionally demonstrates and practices ways to determine heart rate while monitoring exercise intensity.	Has not demonstrated and practiced ways to determine heart rate while monitoring exercise intensity.
Consistently and independently demonstrates an understanding of terms associated with the function of the cardiovascular system.	Frequently demonstrates an understanding of terms associated with the function of the cardiovascular system.	Occasionally demonstrates an understanding of terms associated with the function of the cardiovascular system.	Has not demonstrated an understanding of terms associated with the function of the cardiovascular system.
Consistently and independently fully engages in the use of fitness appraisal methods to understand personal cardiovascular endurance level.	Frequently fully engages in the use of fitness appraisal methods to understand personal cardiovascular endurance level.	Occasionally fully engages in the use of fitness appraisal methods to understand personal cardiovascular endurance level.	Has not fully engaged in the use of fitness appraisal methods to understand personal cardiovascular endurance level.
Consistently and independently sets and works towards obtainable goals related to cardiovascular fitness.	Frequently sets and works towards obtainable goals related to cardiovascular fitness.	Occasionally sets and works towards obtainable goals related to cardiovascular fitness.	Has not set and worked towards obtainable goals related to cardiovascular fitness.
Consistently and independently maintains THRZ for a minimum of 9 consecutive minutes.	Frequently maintains THRZ for a minimum of 9 consecutive minutes.	Occasionally maintains THRZ for a minimum of 9 consecutive minutes.	Has not maintained THRZ for a minimum of 9 consecutive minutes.

## Muscular Fitness – 5.2

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently fully engages, with or without equipment, in a variety of movement activities that promote muscular endurance and flexibility.	Frequently fully engages, with or without equipment, in a variety of movement activities that promote muscular endurance and flexibility.	Occasionally fully engages, with or without equipment, in a variety of movement activities that promote muscular endurance and flexibility.	Has not fully engaged, with or without equipment, in a variety of movement activities that promote muscular endurance and flexibility.
Consistently and independently, within a small group, creates and participates in a flexibility routine and muscular endurance exercise plan.	Frequently, within a small group, creates and participates in a flexibility routine and muscular endurance exercise plan.	Occasionally, within a small group, creates and participates in a flexibility routine and muscular endurance exercise plan.	Has not, within a small group, created and participated in a flexibility routine and muscular endurance exercise plan.
Consistently and independently identifies & verbalizes the health-related benefits while participating in teacher-selected exercises and activities.	Frequently identifies & verbalizes the health-related benefits while participating in teacher-selected exercises and activities.	Occasionally identifies & verbalizes the health-related benefits while participating in teacher-selected exercises and activities.	Has not identified & verbalized the health-related benefits while participating in teacher-selected exercises and activities.
Consistently and independently demonstrates effective and safe flexibility and muscular endurance exercises.	Frequently demonstrates effective and safe flexibility and muscular endurance exercises.	Occasionally demonstrates effective and safe flexibility and muscular endurance exercises.	Has not demonstrated effective and safe flexibility and muscular endurance exercises.

## Complex Skills – 5.3

### Active Living, Skillful Movement, Relationships

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently identifies and applies movement concepts and cues for controlled movement that challenges balance.	Frequently identifies and applies movement concepts and cues for controlled movement that challenges balance.	Occasionally identifies and applies movement concepts and cues for controlled movement that challenges balance.	Has not identified and applied movement concepts and cues for controlled movement that challenges balance.
Consistently and independently demonstrates basic rhythmic steps, positions and patterns in repeatable sequences.	Frequently demonstrates basic rhythmic steps, positions and patterns in repeatable sequences.	Occasionally demonstrates basic rhythmic steps, positions and patterns in repeatable sequences.	Has not demonstrated basic rhythmic steps, positions and patterns in repeatable sequences.
Consistently and independently demonstrates combinations of two or more selected movement skills while applying movement variables.	Frequently demonstrates combinations of two or more selected movement skills while applying movement variables.	Occasionally demonstrates combinations of two or more selected movement skills while applying movement variables.	Has not demonstrated combinations of two or more selected movement skills while applying movement variables.
Consistently and independently creates and performs a sequence of locomotor and non-locomotor skills that vary in direction, levels and pathways, and include a landing on hands.	Frequently creates and performs a sequence of locomotor and non-locomotor skills that vary in direction, levels and pathways, and include a landing on hands.	Occasionally creates and performs a sequence of locomotor and non-locomotor skills that vary in direction, levels and pathways, and include a landing on hands.	Has not created and performed a sequence of locomotor and non-locomotor skills that vary in direction, levels and pathways, and include a landing on hands.
Consistently and independently creates and performs in a group a dance sequence which meets given criteria related to movement skills.	Frequently creates and performs in a group a dance sequence which meets given criteria related to movement skills.	Occasionally creates and performs in a group a dance sequence which meets given criteria related to movement skills.	Has not created and performed in a group a dance sequence which meets given criteria related to movement skills.
Consistently and independently demonstrates body shapes during flight and lands in control.	Frequently demonstrates body shapes during flight and lands in control.	Occasionally demonstrates body shapes during flight and lands in control.	Has not demonstrated body shapes during flight and lands in control.
Consistently and independently performs modern, folk, cultural/multicultural dances.	Frequently performs modern, folk, cultural/multicultural dances.	Occasionally performs modern, folk, cultural/multicultural dances.	Has not performed modern, folk, cultural/multicultural dances.

## Manipulative Skills – 5.4

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently communicates using performance words to demonstrate understanding of performance cues for sending and receiving objects.	Frequently communicates using performance words to demonstrate understanding of performance cues for sending and receiving objects.	Occasionally communicates using performance words to demonstrate understanding of performance cues for sending and receiving objects.	Has not communicated using performance words to demonstrate understanding of performance cues for sending and receiving objects.
Consistently and independently communicates performance cues while punting in a control level of skill.	Frequently communicates performance cues while punting in a control level of skill.	Occasionally communicates performance cues while punting in a control level of skill.	Has not communicated performance cues while punting in a control level of skill.
<b>Utilization</b>			
Consistently and independently successfully volleys with hands volleyball five times consecutively.	Frequently successfully volleys with hands volleyball five times consecutively.	Occasionally successfully volleys with hands volleyball five times consecutively.	Has not successfully volleyed with hands volleyball five times consecutively.
Consistently and independently volleys with hands and/or arms a trainer volleyball or beach ball above head using proper technique for an indicated length of time.	Frequently volleys with hands and/or arms a trainer volleyball or beach ball above head using proper technique for an indicated length of time.	Occasionally volleys with hands and/or arms a trainer volleyball or beach ball above head using proper technique for an indicated length of time.	Has not volleyed with hands and/or arms a trainer volleyball or beach ball above head using proper technique for an indicated length of time.
Consistently and independently volleys with one foot a lightweight ball or foot bag upward.	Frequently volleys with one foot a lightweight ball or foot bag upward.	Occasionally volleys with one foot a lightweight ball or foot bag upward.	Has not volleyed with one foot a lightweight ball or foot bag upward.
Consistently and independently strikes stationary and moving objects using various long-handled implements.	Frequently strikes stationary and moving objects using various long-handled implements.	Occasionally strikes stationary and moving objects using various long-handled implements.	Has not struck stationary and moving objects using various long-handled implements.
<b>Control</b>			
Consistently and independently punts a variety of balls upward and forward.	Frequently punts a variety of balls upward and forward.	Occasionally punts a variety of balls upward and forward.	Has not punted a variety of balls upward and forward.

## Complex Manipulative Skills – 5.5

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently communicates using performance words to demonstrate understanding of performance cues used in manipulative skills.	Frequently communicates using performance words to demonstrate understanding of performance cues used in manipulative skills.	Occasionally communicates using performance words to demonstrate understanding of performance cues used in manipulative skills.	Has not communicated using performance words to demonstrate understanding of performance cues used in manipulative skills.
Consistently and independently throws and catches objects while being guarded.	Frequently throws and catches objects while being guarded.	Occasionally throws and catches objects while being guarded.	Has not thrown and caught objects while being guarded.
Consistently and independently throws and catches a frisbee, varying force, levels & direction.	Frequently throws and catches a frisbee, varying force, levels & direction.	Occasionally throws and catches a frisbee, varying force, levels & direction.	Has not thrown and caught a frisbee, varying force, levels & direction.
Consistently and independently throws quickly at a target immediately after catching.	Frequently throws quickly at a target immediately after catching.	Occasionally throws quickly at a target immediately after catching.	Has not thrown quickly at a target immediately after catching.
Consistently and independently kicks a stationary ball to a moving and stationary target.	Frequently kicks a stationary ball to a moving and stationary target.	Occasionally kicks a stationary ball to a moving and stationary target.	Has not kicked a stationary ball to a moving and stationary target.
Consistently and independently throws/strikes an object demonstrating accuracy and distance.	Frequently throws/strikes an object demonstrating accuracy and distance.	Occasionally throws/strikes an object demonstrating accuracy and distance.	Has not thrown/struck an object demonstrating accuracy and distance.
Consistently and independently hand/foot dribbles maintaining control in various activities.	Frequently hand/foot dribbles maintaining control in various activities.	Occasionally hand/foot dribbles maintaining control in various activities.	Has not hand/foot dribbled maintaining control in various activities.
Consistently and independently strike objects with hands and short-handled implement at targets and over nets.	Frequently strike objects with hands and short-handled implement at targets and over nets.	Occasionally strike objects with hands and short-handled implement at targets and over nets.	Has not struck objects with hands and short-handled implement at targets and over nets.
Consistently and independently creates & performs juggling sequence.	Frequently creates & performs juggling sequence.	Occasionally creates & performs juggling sequence.	Has not created & performed juggling sequence.

## Performance Refinement – 5.6

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently uses feedback to self-analyze performance and create plans for improvement.	Frequently uses feedback to self-analyze performance and create plans for improvement.	Occasionally uses feedback to self-analyze performance and create plans for improvement.	Has not used feedback to self-analyze performance and create plans for improvement.
Consistently and independently develops a list of required criteria to use in peer assessment of a skill performance.	Frequently develops a list of required criteria to use in peer assessment of a skill performance.	Occasionally develops a list of required criteria to use in peer assessment of a skill performance.	Has not developed a list of required criteria to use in peer assessment of a skill performance.
Consistently and independently communicates using the vocabulary of tactics, movement variables, and performance cues.	Frequently communicates using the vocabulary of tactics, movement variables, and performance cues.	Occasionally communicates using the vocabulary of tactics, movement variables, and performance cues.	Has not communicated using the vocabulary of tactics, movement variables, and performance cues.
Consistently and independently teaches an activity or skill to a classmate using accepted vocabulary.	Frequently teaches an activity or skill to a classmate using accepted vocabulary.	Occasionally teaches an activity or skill to a classmate using accepted vocabulary.	Has not taught an activity or skill to a classmate using accepted vocabulary.
Consistently and independently develops and implements a short term plan to improve the performance of a skill that incorporates the principles of practice.	Frequently develops and implements a short term plan to improve the performance of a skill that incorporates the principles of practice.	Occasionally develops and implements a short term plan to improve the performance of a skill that incorporates the principles of practice.	Has not developed and implemented a short term plan to improve the performance of a skill that incorporates the principles of practice.
Consistently and independently applies movement concepts related to accuracy, force and follow-through when sending objects.	Frequently applies movement concepts related to accuracy, force and follow-through when sending objects.	Occasionally applies movement concepts related to accuracy, force and follow-through when sending objects.	Has not applied movement concepts related to accuracy, force and follow-through when sending objects.

## Skillful Play – 5.7

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently determines effective game tactics in cooperation with others.	Frequently determines effective game tactics in cooperation with others.	Occasionally determines effective game tactics in cooperation with others.	Has not determined effective game tactics in cooperation with others.
Consistently and independently designs and plays an invasion/territorial type game, including rules and tactics, incorporating at least 2 motor skills.	Frequently designs and plays an invasion/territorial type game, including rules and tactics, incorporating at least 2 motor skills.	Occasionally designs and plays an invasion/territorial type game, including rules and tactics, incorporating at least 2 motor skills.	Has not designed and played an invasion/territorial type game, including rules and tactics, incorporating at least 2 motor skills.
Consistently and independently distinguishes between effective and ineffective offensive and defensive tactics used in various types of games.	Frequently distinguishes between effective and ineffective offensive and defensive tactics used in various types of games.	Occasionally distinguishes between effective and ineffective offensive and defensive tactics used in various types of games.	Has not distinguished between effective and ineffective offensive and defensive tactics used in various types of games.
Consistently and independently applies the elements of good decisions related to game play.	Frequently applies the elements of good decisions related to game play.	Occasionally applies the elements of good decisions related to game play.	Has not applied the elements of good decisions related to game play.
Consistently and independently demonstrates an understanding of how the strategic components of one game transfer to another game.	Frequently demonstrates an understanding of how the strategic components of one game transfer to another game.	Occasionally demonstrates an understanding of how the strategic components of one game transfer to another game.	Has not demonstrated an understanding of how the strategic components of one game transfer to another game.
Consistently and independently fully engages in practicing skills specific to alternate environment activities and demonstrates an understanding of how the skills used in one activity can transfer to another.	Frequently fully engages in practicing skills specific to alternate environment activities and demonstrates an understanding of how the skills used in one activity can transfer to another.	Occasionally fully engages in practicing skills specific to alternate environment activities and demonstrates an understanding of how the skills used in one activity can transfer to another.	Has not fully engaged in practicing skills specific to alternate environment activities and demonstrates an understanding of how the skills used in one activity can transfer to another.

## Rules – 5.8

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently accepts willingly the “official’s” decision regarding rule infractions without displaying negative reactions.	Frequently accepts willingly the “official’s” decision regarding rule infractions without displaying negative reactions.	Occasionally accepts willingly the “official’s” decision regarding rule infractions without displaying negative reactions.	Has not accepted the “official’s” decision regarding rule infractions without displaying negative reactions.
Consistently and independently performs simple officiating duties.	Frequently performs simple officiating duties.	Occasionally performs simple officiating duties.	Has not performed simple officiating duties.
Consistently and independently contributes to class decision-making process on the creation or adaptation of rules to be used in class activities and games.	Frequently contributes to class decision-making process on the creation or adaptation of rules to be used in class activities and games.	Occasionally contributes to class decision-making process on the creation or adaptation of rules to be used in class activities and games.	Has not contributed to class decision-making process on the creation or adaptation of rules to be used in class activities and games.
Consistently and independently examines the rules for games and how the rules affect the play of the game.	Frequently examines the rules for games and how the rules affect the play of the game.	Occasionally examines the rules for games and how the rules affect the play of the game.	Has not examined the rules for games and how the rules affect the play of the game.



## Safety and First-Aid – 5.9

Active Living, Skillful Movement, Relationships

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently applies recommended first-aid procedures for basic 'role-played' injuries.	Frequently applies recommended first-aid procedures for basic 'role-played' injuries.	Occasionally applies recommended first-aid procedures for basic 'role-played' injuries.	Has not applied recommended first-aid procedures for basic 'role-played' injuries.
Consistently and independently proposes practical suggestions for enhancing safety in given situations.	Frequently proposes practical suggestions for enhancing safety in given situations.	Occasionally proposes practical suggestions for enhancing safety in given situations.	Has not proposed practical suggestions for enhancing safety in given situations.
Consistently and independently determines causes, preventions and care for teacher-specified discomforts and injuries by using information from a variety of sources.	Frequently determines causes, preventions and care for teacher-specified discomforts and injuries by using information from a variety of sources.	Occasionally determines causes, preventions and care for teacher-specified discomforts and injuries by using information from a variety of sources.	Has not determined causes, preventions and care for teacher-specified discomforts and injuries by using information from a variety of sources.



**Regina  
Catholic Schools**

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## Social Skills – 5.10

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently able to self-assess level of social skills exhibited on a regular basis.	Frequently able to self-assess level of social skills exhibited on a regular basis.	Occasionally able to self-assess level of social skills exhibited on a regular basis.	Has not self-assessed level of social skills exhibited on a regular basis.
Consistently and independently creates and presents representations as what behaviour looks like on each of the five levels of the social skills continuum.	Frequently creates and presents representations as what behaviour looks like on each of the five levels of the social skills continuum.	Occasionally creates and presents representations as what behaviour looks like on each of the five levels of the social skills continuum.	Has not created and presented representations as what behaviour looks like on each of the five levels of the social skills continuum.
Consistently and independently acknowledges when own behaviour is irresponsible and/or lacking self control.	Frequently acknowledges when own behaviour is irresponsible and/or lacking self control.	Occasionally acknowledges when own behaviour is irresponsible and/or lacking self control.	Has not acknowledged when own behaviour is irresponsible and/or lacking self control.
Consistently and independently engages in a class plan to show “caring for others and for self”.	Frequently engages in a class plan to show “caring for others and for self”.	Occasionally engages in a class plan to show “caring for others and for self”.	Has not engaged in a class plan to show “caring for others and for self”.

# Culture and History – 5.11

*Active Living, Skillful Movement, Relationships*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level Four	Level Three	Level Two	Level One
Consistently and independently identifies and shares the stories of sports and movement activities that are historically Canadian.	Frequently identifies and shares the stories of sports and movement activities that are historically Canadian.	Occasionally identifies and shares the stories of sports and movement activities that are historically Canadian.	Has not identified and shared the stories of sports and movement activities that are historically Canadian.
Consistently and independently communicates to others the contributions of Canadians in specific sports and movement activities.	Frequently communicates to others the contributions of Canadians in specific sports and movement activities.	Occasionally communicates to others the contributions of Canadians in specific sports and movement activities.	Has not communicated to others the contributions of Canadians in specific sports and movement activities.
Consistently and independently communicates the impact that heroes and mentors have in motivating others to participate in movement activities.	Frequently communicates the impact that heroes and mentors have in motivating others to participate in movement activities.	Occasionally communicates the impact that heroes and mentors have in motivating others to participate in movement activities.	Has not communicated the impact that heroes and mentors have in motivating others to participate in movement activities.
Consistently and independently evaluates the impact Canadian athletes have on the options for participation in movement activities in Canada.	Frequently evaluates the impact Canadian athletes have on the options for participation in movement activities in Canada.	Occasionally evaluates the impact Canadian athletes have on the options for participation in movement activities in Canada.	Has not evaluated the impact Canadian athletes have on the options for participation in movement activities in Canada.