

Health-related Fitness – 4.1

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently fully engages in fitness sequences that include cardiovascular endurance, muscular endurance and flexibility exercises.	Frequently fully engages in fitness sequences that include cardiovascular endurance, muscular endurance and flexibility exercises.	Occasionally fully engages in fitness sequences that include cardiovascular endurance, muscular endurance and flexibility exercises.	Has not fully engaged in fitness sequences that include cardiovascular endurance, muscular endurance and flexibility exercises.
Consistently and independently fully engages in a variety of individual and group activities that support health-related fitness.	Frequently fully engages in a variety of individual and group activities that support health-related fitness.	Occasionally fully engages in a variety of individual and group activities that support health-related fitness.	Has not fully engaged in a variety of individual and group activities that support health-related fitness.
Consistently and independently monitors daily levels of participation in movement activities and identifies factors that affect personal motivation to stay physically active.	Frequently monitors daily levels of participation in movement activities and identifies factors that affect personal motivation to stay physically active.	Occasionally monitors daily levels of participation in movement activities and identifies factors that affect personal motivation to stay physically active.	Has not monitored daily levels of participation in movement activities and identified factors that affect personal motivation to stay physically active.
Consistently and independently fully engages in the use of fitness appraisal methods to understand own performance level for health-related components of fitness.	Frequently fully engages in the use of fitness appraisal methods to understand own performance level for health-related components of fitness.	Occasionally fully engages in the use of fitness appraisal methods to understand own performance level for health-related components of fitness.	Has not fully engaged in the use of fitness appraisal methods to understand own performance level for health-related components of fitness.
Consistently and independently creates and implements, with guidance, a class plan to improve cardiovascular fitness that follows the F.I.T.T. principles.	Frequently creates and implements, with guidance, a class plan to improve cardiovascular fitness that follows the F.I.T.T. principles.	Occasionally creates and implements, with guidance, a class plan to improve cardiovascular fitness that follows the F.I.T.T. principles.	Has not created and implemented, with guidance, a class plan to improve cardiovascular fitness that follows the F.I.T.T. principles.
Consistently and independently maintains THRZ for a minimum of 8 consecutive minutes.	Frequently maintains THRZ for a minimum of 8 consecutive minutes.	Occasionally maintains THRZ for a minimum of 8 consecutive minutes.	Has not maintained THRZ for a minimum of 8 consecutive minutes.

Body Systems – 4.2

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently describes the location, size and function of the heart.	Frequently describes the location, size and function of the heart.	Occasionally describes the location, size and function of the heart.	Has not described the location, size and function of the heart.
Consistently and independently describes the location and function of the lungs and the role of the skeletal muscles.	Frequently describes the location and function of the lungs and the role of the skeletal muscles.	Occasionally describes the location and function of the lungs and the role of the skeletal muscles.	Has not described the location and function of the lungs and the role of the skeletal muscles.
Consistently and independently explains the difference and the connection between muscular endurance activities/exercises and muscular strength activities/exercises.	Frequently explains the difference and the connection between muscular endurance activities/exercises and muscular strength activities/exercises.	Occasionally explains the difference and the connection between muscular endurance activities/exercises and muscular strength activities/exercises.	Has not explained the difference and the connection between muscular endurance activities/exercises and muscular strength activities/exercises.
Consistently and independently explains the importance of and fully engages in a cool-down following vigorous activity.	Frequently explains the importance of and fully engages in a cool-down following vigorous activity	Occasionally explains the importance of and fully engages in a cool-down following vigorous activity	Has not explained the importance of and fully engaged in a cool-down following vigorous activity
Consistently and independently explains effects of different types of exercise on the body systems as well as how exercise helps decrease body fat and increase muscle.	Frequently explains effects of different types of exercise on the body systems as well as how exercise helps decrease body fat and increase muscle.	Occasionally explains effects of different types of exercise on the body systems as well as how exercise helps decrease body fat and increase muscle.	Has not explained effects of different types of exercise on the body systems as well as how exercise helps decrease body fat and increase muscle.

Complex Locomotor Skills – 4.3

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently uses the performance cues language of locomotor movement.	Frequently uses the performance cues language of locomotor movement.	Occasionally uses the performance cues language of locomotor movement.	Has not used the performance cues language of locomotor movement.
Consistently and independently creates & performs dance sequence that involves rhythmical movement and locomotor skills.	Frequently creates & performs dance sequence that involves rhythmical movement and locomotor skills.	Occasionally creates & performs dance sequence that involves rhythmical movement and locomotor skills.	Has not created & performed dance sequence that involves rhythmical movement and locomotor skills.
Consistently and independently runs planned patterns to evade an opponent and receive an object thrown or kicked.	Frequently runs planned patterns to evade an opponent and receive an object thrown or kicked.	Occasionally runs planned patterns to evade an opponent and receive an object thrown or kicked.	Has not run planned patterns to evade an opponent and receive an object thrown or kicked.
Consistently and independently combines and performs a variety of sequences including 5-6 locomotor skills.	Frequently combines and performs a variety of sequences including 5-6 locomotor skills.	Occasionally combines and performs a variety of sequences including 5-6 locomotor skills.	Has not combined and performed a variety of sequences including 5-6 locomotor skills.
Consistently and independently avoids stationary objects and moving classmates while moving through general space.	Frequently avoids stationary objects and moving classmates while moving through general space.	Occasionally avoids stationary objects and moving classmates while moving through general space.	Has not avoided stationary objects and moving classmates while moving through general space.
Consistently and independently rolls: a) on hands, b) forward, rising into a balanced position and c) safely to absorb impact from a fall.	Frequently rolls: a) on hands, b) forward, rising into a balanced position and c) safely to absorb impact from a fall.	Occasionally rolls: a) on hands, b) forward, rising into a balanced position and c) safely to absorb impact from a fall.	Has not rolled: a) on hands, b) forward, rising into a balanced position and c) safely to absorb impact from a fall.
Consistently and independently demonstrates the proper footwork and locomotor skill for specific movement skills.	Frequently demonstrates the proper footwork and locomotor skill for specific movement skills.	Occasionally demonstrates the proper footwork and locomotor skill for specific movement skills.	Has not demonstrated the proper footwork and locomotor skill for specific movement skills.
Consistently and independently travels quickly and efficiently through obstacle course.	Frequently travels quickly and efficiently through obstacle course.	Occasionally travels quickly and efficiently through obstacle course.	Has not traveled quickly and efficiently through obstacle course.

Locomotor Skills – 4.4

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Utilization			
Consistently and independently rolls backwards 2 consecutive times staying tight and trying to end on feet.	Frequently rolls backwards 2 consecutive times staying tight and trying to end on feet.	Occasionally rolls backwards 2 consecutive times staying tight and trying to end on feet.	Has not rolled backwards 2 consecutive times staying tight and trying to end on feet.
Consistently and independently rolls backwards at varying speeds while keeping body tight.	Frequently rolls backwards at varying speeds while keeping body tight.	Occasionally rolls backwards at varying speeds while keeping body tight.	Has not rolled backwards at varying speeds while keeping body tight.
Consistently and independently combines rolling backward in a sequence with at least one other skill.	Frequently combines rolling backward in a sequence with at least one other skill.	Occasionally combines rolling backward in a sequence with at least one other skill.	Has not combined rolling backward in a sequence with at least one other skill.
Consistently and independently rolls backward safely to absorb impact after falling.	Frequently rolls backward safely to absorb impact after falling.	Occasionally rolls backward safely to absorb impact after falling.	Has not rolled backward safely to absorb impact after falling.

Complex Non-Locomotor Skills – 4.5

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently uses the performance cues language of non-locomotor movement.	Frequently uses the performance cues language of non-locomotor movement.	Occasionally uses the performance cues language of non-locomotor movement.	Has not used the performance cues language of non-locomotor movement.
Consistently and independently springs onto a variety of slightly raised objects, landing in control and maintaining balance.	Frequently springs onto a variety of slightly raised objects, landing in control and maintaining balance.	Occasionally springs onto a variety of slightly raised objects, landing in control and maintaining balance.	Has not sprung onto a variety of slightly raised objects, landing in control and maintaining balance.
Consistently and independently creates and performs a variety of balances and supports with a partner in which the partner is partially supporting the weight of the other.	Frequently creates and performs a variety of balances and supports with a partner in which the partner is partially supporting the weight of the other.	Occasionally creates and performs a variety of balances and supports with a partner in which the partner is partially supporting the weight of the other.	Has not created and performed a variety of balances and supports with a partner in which the partner is partially supporting the weight of the other.
Consistently and independently balances on different body parts and equipment, demonstrating control and various shapes.	Frequently balances on different body parts and equipment, demonstrating control and various shapes.	Occasionally balances on different body parts and equipment, demonstrating control and various shapes.	Has not balanced on different body parts and equipment, demonstrating control and various shapes.
Consistently and independently performs a sequence of balances in time to a rhythmical pattern.	Frequently performs a sequence of balances in time to a rhythmical pattern.	Occasionally performs a sequence of balances in time to a rhythmical pattern.	Has not performed a sequence of balances in time to a rhythmical pattern.
Consistently and independently lands on hands from a standing position onto raised objects.	Frequently lands on hands from a standing position onto raised objects.	Occasionally lands on hands from a standing position onto raised objects.	Has not landed on hands from a standing position onto raised objects.
Consistently and independently jumps off raised object, rotating in air, and landing in control.	Frequently jumps off raised object, rotating in air, and landing in control.	Occasionally jumps off raised object, rotating in air, and landing in control.	Has not jumped off raised object, rotating in air, and landing in control.
Consistently and independently jumps over self-turned rope varying movements & maintaining rhythmical beat.	Frequently jumps over self-turned rope varying movements & maintaining rhythmical beat.	Occasionally jumps over self-turned rope varying movements & maintaining rhythmical beat.	Has not jumped over self-turned rope varying movements & maintaining rhythmical beat.

Manipulative Skills – 4.6

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently uses performance words to demonstrate understanding of sending and receiving.	Frequently uses performance words to demonstrate understanding of sending and receiving.	Occasionally uses performance words to demonstrate understanding of sending and receiving.	Has not used performance words to demonstrate understanding of sending and receiving.
Utilization			
Consistently and independently dribbles with one hand a given amount of times and switch to other hand, repeating.	Frequently dribbles with one hand a given amount of times and switch to other hand, repeating.	Occasionally dribbles with one hand a given amount of times and switch to other hand, repeating.	Has not dribbled with one hand a given amount of times and switch to other hand, repeating.
Consistently and independently dribbles with one hand and then other varying the height of the dribble.	Frequently dribbles with one hand and then other varying the height of the dribble.	Occasionally dribbles with one hand and then other varying the height of the dribble.	Has not dribbled with one hand and then other varying the height of the dribble.
Consistently and independently dribbles with hands and feet moving through general space and around objects, starting and stopping on signal without losing control.	Frequently dribbles with hands and feet moving through general space and around objects, starting and stopping on signal without losing control.	Occasionally dribbles with hands and feet moving through general space and around objects, starting and stopping on signal without losing control.	Has not dribbled with hands and feet moving through general space and around objects, starting and stopping on signal without losing control.
Consistently and independently strikes balls accurately at targets, with each hand separately, varying force, contact point and body positions.	Frequently strikes balls accurately at targets, with each hand separately, varying force, contact point and body positions.	Occasionally strikes balls accurately at targets, with each hand separately, varying force, contact point and body positions.	Has not struck balls accurately at targets, with each hand separately, varying force, contact point and body positions.
Control			
Consistently and independently volleys a ball continuously upwards using various body parts.	Frequently volleys a ball continuously upwards using various body parts.	Occasionally volleys a ball continuously upwards using various body parts.	Has not volleyed a ball continuously upwards using various body parts.
Consistently and independently volleys a ball with two hands in an overhand position.	Frequently volleys a ball with two hands in an overhand position.	Occasionally volleys a ball with two hands in an overhand position.	Has not volleyed a ball with two hands in an overhand position.



Manipulative Skills – 4.6

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Control			
Consistently and independently strikes self-dropped shuttlecocks and balls using long-handled racquets.	Frequently strikes self-dropped shuttlecocks and balls using long-handled racquets.	Occasionally strikes self-dropped shuttlecocks and balls using long-handled racquets.	Has not struck self-dropped shuttlecocks and balls using long-handled racquets.
Consistently and independently strikes stationary objects with long-handled implements to a target.	Frequently strikes stationary objects with long-handled implements to a target.	Occasionally strikes stationary objects with long-handled implements to a target.	Has not struck stationary objects with long-handled implements to a target.
Progressing-towards-control			
Consistently and independently punts a ball in a forward and upward direction by dropping to the floor, letting it bounce once and then kicking it while in the air.	Frequently punts a ball in a forward and upward direction by dropping to the floor, letting it bounce once and then kicking it while in the air.	Occasionally punts a ball in a forward and upward direction by dropping to the floor, letting it bounce once and then kicking it while in the air.	Has not punted a ball in a forward and upward direction by dropping to the floor, letting it bounce once and then kicking it while in the air.
Consistently and independently explores punting a dropped ball with various parts of the foot, both before and after it bounces.	Frequently explores punting a dropped ball with various parts of the foot, both before and after it bounces.	Occasionally explores punting a dropped ball with various parts of the foot, both before and after it bounces.	Has not explored punting a dropped ball with various parts of the foot, both before and after it bounces.

Complex Manipulative Skills – 4.7

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently throws and catches small, soft balls using extensions from both stationary and moving positions.	Frequently throws and catches small, soft balls using extensions from both stationary and moving positions.	Occasionally throws and catches small, soft balls using extensions from both stationary and moving positions.	Has not thrown and caught small, soft balls using extensions from both stationary and moving positions.
Consistently and independently throws an object at a target as a stationary opponent tries to block or deflect.	Frequently throws an object at a target as a stationary opponent tries to block or deflect.	Occasionally throws an object at a target as a stationary opponent tries to block or deflect.	Has not thrown an object at a target as a stationary opponent tries to block or deflect.
Consistently and independently throws and catches a variety of objects, from a stationary and moving position, to and from partners who are both stationary and moving.	Frequently throws and catches a variety of objects, from a stationary and moving position, to and from partners who are both stationary and moving.	Occasionally throws and catches a variety of objects, from a stationary and moving position, to and from partners who are both stationary and moving.	Has not thrown and caught a variety of objects, from a stationary and moving position, to and from partners who are both stationary and moving.
Consistently and independently practices shooting at baskets using lightweight balls modeling proper shooting technique.	Frequently practices shooting at baskets using lightweight balls modeling proper shooting technique.	Occasionally practices shooting at baskets using lightweight balls modeling proper shooting technique.	Has not practiced shooting at baskets using lightweight balls modeling proper shooting technique.
Consistently and independently kicks a stationary ball to a stationary target and a moving target by approaching the ball from different angles, making contact with all parts of foot.	Frequently kicks a stationary ball to a stationary target and a moving target by approaching the ball from different angles, making contact with all parts of foot.	Occasionally kicks a stationary ball to a stationary target and a moving target by approaching the ball from different angles, making contact with all parts of foot.	Has not kicked a stationary ball to a stationary target and a moving target by approaching the ball from different angles, making contact with all parts of foot.
Consistently and independently kicks a moving ball at a target or net.	Frequently kicks a moving ball at a target or net.	Occasionally kicks a moving ball at a target or net.	Has not kicked a moving ball at a target or net.
Consistently and independently traps and/or deflects balls sent by others.	Frequently traps and/or deflects balls sent by others.	Occasionally traps and/or deflects balls sent by others.	Has not trapped and/or deflected balls sent by others.

Movement Refinement – 4.8

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently provides feedback to peers performance of complex movement skills	Frequently provides feedback to peers performance of complex movement skills	Occasionally provides feedback to peers performance of complex movement skills	Has not provided feedback to peers performance of complex movement skills
Consistently and independently demonstrates an understanding of 'athletic position'.	Frequently demonstrates an understanding of 'athletic position'.	Occasionally demonstrates an understanding of 'athletic position'.	Has not demonstrated an understanding of 'athletic position'.
Consistently and independently demonstrates an understanding of how to vary performance, as indicated by the teacher, by making performance adjustment to affect trajectory, force and speed.	Frequently demonstrates an understanding of how to vary performance, as indicated by the teacher, by making performance adjustment to affect trajectory, force and speed.	Occasionally demonstrates an understanding of how to vary performance, as indicated by the teacher, by making performance adjustment to affect trajectory, force and speed.	Has not demonstrated an understanding of how to vary performance, as indicated by the teacher, by making performance adjustment to affect trajectory, force and speed.
Consistently and independently says performance cues while performing movement skills.	Frequently says performance cues while performing movement skills.	Occasionally says performance cues while performing movement skills.	Has not said performance cues while performing movement skills.
Consistently and independently applies the concept of 'open space' to move effectively through groups of students while performing both offensive and defensive movements.	Frequently applies the concept of 'open space' to move effectively through groups of students while performing both offensive and defensive movements.	Occasionally applies the concept of 'open space' to move effectively through groups of students while performing both offensive and defensive movements.	Has not applied the concept of 'open space' to move effectively through groups of students while performing both offensive and defensive movements.

Skillful Play – 4.9

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently create, as a class and with guidance, a checklist of effective game and team tactics and strategies used in specified games and provide feedback on the use of the checklist.	Frequently create, as a class and with guidance, a checklist of effective game and team tactics and strategies used in specified games and provide feedback on the use of the checklist.	Occasionally create, as a class and with guidance, a checklist of effective game and team tactics and strategies used in specified games and provide feedback on the use of the checklist.	Has not created, as a class and with guidance, a checklist of effective game and team tactics and strategies used in specified games and provide feedback on the use of the checklist.
Consistently and independently participates in a variety of alternate environment activities focusing on enhancing understanding and skill.	Frequently participates in a variety of alternate environment activities focusing on enhancing understanding and skill.	Occasionally participates in a variety of alternate environment activities focusing on enhancing understanding and skill.	Has not participated in a variety of alternate environment activities focusing on enhancing understanding and skill.
Consistently and independently applies the beginning individual offensive and defensive skills while participating in low-organizational and lead-up games.	Frequently applies the beginning individual offensive and defensive skills while participating in low-organizational and lead-up games.	Occasionally applies the beginning individual offensive and defensive skills while participating in low-organizational and lead-up games.	Has not applied the beginning individual offensive and defensive skills while participating in low-organizational and lead-up games.
Consistently and independently plans and implements offensive and defensive skills and tactics for given situations while participating in a variety of invasion/territorial lead-up games and striking/fielding games.	Frequently plans and implements offensive and defensive skills and tactics for given situations while participating in a variety of invasion/territorial lead-up games and striking/fielding games.	Occasionally plans and implements offensive and defensive skills and tactics for given situations while participating in a variety of invasion/territorial lead-up games and striking/fielding games.	Has not planned and implemented offensive and defensive skills and tactics for given situations while participating in a variety of invasion/territorial lead-up games and striking/fielding games.
Consistently and independently identifies the main purpose & participates in net/wall games following class-created and/or teacher-given rules.	Frequently identifies the main purpose & participates in net/wall games following class-created and/or teacher-given rules.	Occasionally identifies the main purpose & participates in net/wall games following class-created and/or teacher-given rules.	Has not identified the main purpose & participates in net/wall games following class-created and/or teacher-given rules.
Consistently and independently shows how to deliver & vary the weight of the delivery of objects used in target games.	Frequently shows how to deliver & vary the weight of the delivery of objects used in target games.	Occasionally shows how to deliver & vary the weight of the delivery of objects used in target games.	Has not shown how to deliver & vary the weight of the delivery of objects used in target games.

Tactics, Strategies and Rules – 4.10

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently solves problems cooperatively and respectfully with group members, working productively in achieving a common group goal while participating in movement activities.	Frequently solves problems cooperatively and respectfully with group members, working productively in achieving a common group goal while participating in movement activities.	Occasionally solves problems cooperatively and respectfully with group members, working productively in achieving a common group goal while participating in movement activities.	Has not solved problems cooperatively and respectfully with group members, working productively in achieving a common group goal while participating in movement activities.
Consistently and independently demonstrates correct and respectful application of rules and procedures.	Frequently demonstrates correct and respectful application of rules and procedures.	Occasionally demonstrates correct and respectful application of rules and procedures.	Has not demonstrated correct and respectful application of rules and procedures.
Consistently and independently creates and implements tactics, strategies and rules that support the well-being of self and others.	Frequently creates and implements tactics, strategies and rules that support the well-being of self and others.	Occasionally creates and implements tactics, strategies and rules that support the well-being of self and others.	Has not created and implemented tactics, strategies and rules that support the well-being of self and others.
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.
Consistently and independently demonstrates inclusiveness of all in movement activities.	Frequently demonstrates inclusiveness of all in movement activities.	Occasionally demonstrates inclusiveness of all in movement activities.	Has not demonstrated inclusiveness of all in movement activities.

Safety and First-Aid – 4.11

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 explains and demonstrates safe stretching and strengthening exercises.	Frequently explains and demonstrates safe stretching and strengthening exercises.	Occasionally explains and demonstrates safe stretching and strengthening exercises.	Has not explained and demonstrated safe stretching and strengthening exercises.
Consistently and independently demonstrates and practices safe techniques for lifting heavy objects and responding to unplanned falls.	Frequently demonstrates and practices safe techniques for lifting heavy objects and responding to unplanned falls.	Occasionally demonstrates and practices safe techniques for lifting heavy objects and responding to unplanned falls.	Has not demonstrated and practiced safe techniques for lifting heavy objects and responding to unplanned falls.
Consistently and independently describes ways to adapt to outdoor conditions in any season.	Frequently describes ways to adapt to outdoor conditions in any season.	Occasionally describes ways to adapt to outdoor conditions in any season.	Has not described ways to adapt to outdoor conditions in any season.

Relationships – 4.12

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 represents what team spirit and fair play looks like, sounds like and feels like.	Frequently represents what team spirit and fair play looks like, sounds like and feels like.	Occasionally represents what team spirit and fair play looks like, sounds like and feels like.	Has not represented what team spirit and fair play looks like, sounds like and feels like.
Consistently and independently demonstrates an appreciation for diversity and a personal responsibility for demonstrating acceptance of everyone while participating in movement activities.	Frequently demonstrates an appreciation for diversity and a personal responsibility for demonstrating acceptance of everyone while participating in movement activities.	Occasionally demonstrates an appreciation for diversity and a personal responsibility for demonstrating acceptance of everyone while participating in movement activities.	Has not demonstrated an appreciation for diversity and a personal responsibility for demonstrating acceptance of everyone while participating in movement activities.
Consistently and independently displays courteous and complimentary behaviours as well as inclusive language.	Frequently displays courteous and complimentary behaviours as well as inclusive language.	Occasionally displays courteous and complimentary behaviours as well as inclusive language.	Has not displayed courteous and complimentary behaviours as well as inclusive language.

Culture and History – 4.13

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 originated with the First Nations and Métis Culture.	Frequently identifies and shares the stories of sports and movement activities that originated with the First Nations and Métis Culture.	Occasionally identifies and shares the stories of sports and movement activities that originated with the First Nations and Métis Culture.	Has not identified and shared the stories of sports and movement activities that originated with the First Nations and Métis Culture.
Consistently and independently explains cultural origins of various movement activities that are connected to cultures located in own geographical area.	Frequently independently explains cultural origins of various movement activities that are connected to cultures located in own geographical area.	Occasionally independently explains cultural origins of various movement activities that are connected to cultures located in own geographical area.	Has not independently explained cultural origins of various movement activities that are connected to cultures located in own geographical area.
Consistently and independently identifies cultural origins of a variety of movement activities participated in throughout the year.	Frequently identifies cultural origins of a variety of movement activities participated in throughout the year.	Occasionally identifies cultural origins of a variety of movement activities participated in throughout the year.	Has not identified cultural origins of a variety of movement activities participated in throughout the year.