

Health-related Fitness – 3.1

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 explains why the body needs to participate in movement activity for at least 30 minutes a day.	Frequently explains why the body needs to participate in movement activity for at least 30 minutes a day.	Occasionally explains why the body needs to participate in movement activity for at least 30 minutes a day.	Has not explained why the body needs to participate in movement activity for at least 30 minutes a day.
Consistently and independently fully engages with guidance, in proper warm-up activities which include dynamic stretching.	Frequently fully engages with guidance, in proper warm-up activities which include dynamic stretching.	Occasionally fully engages with guidance, in proper warm-up activities which include dynamic stretching.	Has not fully engaged with guidance, in proper warm-up activities which include dynamic stretching.
Consistently and independently identifies, records, and reflects on realistic goals for increasing personal participation in movement activities.	Frequently identifies, records, and reflects on realistic goals for increasing personal participation in movement activities.	Occasionally identifies, records, and reflects on realistic goals for increasing personal participation in movement activities.	Has not identified, recorded, and reflected on realistic goals for increasing personal participation in movement activities.
Consistently and independently maintains THRZ for a minimum of 7 consecutive minutes.	Frequently maintains THRZ for a minimum of 7 consecutive minutes.	Occasionally maintains THRZ for a minimum of 7 consecutive minutes.	Has not maintained THRZ for a minimum of 7 consecutive minutes.

Active Living – 3.2

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently explains how participation in movement activities can help one grow physically and intellectually.	Frequently explains how participation in movement activities can help one grow physically and intellectually.	Occasionally explains how participation in movement activities can help one grow physically and intellectually.	Has not explained how participation in movement activities can help one grow physically and intellectually.
Consistently and independently evaluates and reflects on own commitment to staying involved in movement activities.	Frequently evaluates and reflects on own commitment to staying involved in movement activities.	Occasionally evaluates and reflects on own commitment to staying involved in movement activities.	Has not evaluated and reflected on own commitment to staying involved in movement activities.
Consistently and independently explains why it is important to set goals with respect to participation in movement activities.	Frequently explains why it is important to set goals with respect to participation in movement activities.	Occasionally explains why it is important to set goals with respect to participation in movement activities.	Has not explained why it is important to set goals with respect to participation in movement activities.
Consistently and independently analyzes movement activities for promoting physical, emotional, mental, and spiritual well-being.	Frequently analyzes movement activities for promoting physical, emotional, mental, and spiritual well-being.	Occasionally analyzes movement activities for promoting physical, emotional, mental, and spiritual well-being.	Has not analyzed movement activities for promoting physical, emotional, mental, and spiritual well-being.
Consistently and independently discusses the benefits of participating in a variety of activities at school and in the community.	Frequently discusses the benefits of participating in a variety of activities at school and in the community.	Occasionally discusses the benefits of participating in a variety of activities at school and in the community.	Has not discussed the benefits of participating in a variety of activities at school and in the community.

Locomotor Skills – 3.3

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.
<i>Utilization</i>			
Consistently and independently jumps backward for height.	Frequently jumps backward for height.	Occasionally jumps backward for height.	Has not jumped backward for height.
Consistently and independently jumps backward and lands in control repeatedly.	Frequently jumps backward and lands in control repeatedly.	Occasionally jumps backward and lands in control repeatedly.	Has not jumped backward and lands in control repeatedly.
Consistently and independently jumps and lands in patterns of movement.	Frequently jumps and lands in patterns of movement.	Occasionally jumps and lands in patterns of movement.	Has not jumped and landed in patterns of movement.
Consistently and independently hops on one foot (alternating every 4) while changing directions.	Frequently hops on one foot (alternating every 4) while changing directions.	Occasionally hops on one foot (alternating every 4) while changing directions.	Has not hopped on one foot (alternating every 4) while changing directions.
Consistently and independently hops on one foot in-out and/or over obstacles.	Frequently hops on one foot in-out and/or over obstacles.	Occasionally hops on one foot in-out and/or over obstacles.	Has not hopped on one foot in-out and/or over obstacles.
Consistently and independently skips forward.	Frequently skips forward.	Occasionally skips forward.	Has not skipped forward.
Consistently and independently gallops through general space switching lead foot on signal.	Frequently gallops through general space switching lead foot on signal.	Occasionally gallops through general space switching lead foot on signal.	Has not galloped through general space switching lead foot on signal.
Consistently and independently leaps upward after running forward.	Frequently leaps upward after running forward.	Occasionally leaps upward after running forward.	Has not leapt upward after running forward.
Consistently and independently slide steps sideways both directions while mirroring a partner.	Frequently slide steps sideways both directions while mirroring a partner.	Occasionally slide steps sideways both directions while mirroring a partner.	Has not slide stepped sideways both directions while mirroring a partner.

Locomotor Skills – 3.3

Active Living, Skillful Movement, Relationships

Level Four	Level Three	Level Two	Level One
Consistently and independently transfers weight from 2 feet to 2 hands, kicking feet upward.	Frequently transfers weight from 2 feet to 2 hands, kicking feet upward.	Occasionally transfers weight from 2 feet to 2 hands, kicking feet upward.	Has not transferred weight from 2 feet to 2 hands, kicking feet upward.
Consistently and independently rolls forward, starting and ending in straddle position.	Frequently rolls forward, starting and ending in straddle position.	Occasionally rolls forward, starting and ending in straddle position.	Has not rolled forward, starting and ending in straddle position.
Consistently and independently rolls forward 2 times in a row.	Frequently rolls forward 2 times in a row.	Occasionally rolls forward 2 times in a row.	Has not rolled forward 2 times in a row.
Consistently and independently rolls forward ending in a standing position after jumping off a slightly raised object.	Frequently rolls forward ending in a standing position after jumping off a slightly raised object.	Occasionally rolls forward ending in a standing position after jumping off a slightly raised object.	Has not rolled forward ending in a standing position after jumping off a slightly raised object.
Consistently and independently creates and presents a sequence of forward and sideways rolls.	Frequently creates and presents a sequence of forward and sideways rolls.	Occasionally creates and presents a sequence of forward and sideways rolls.	Has not created and presented a sequence of forward and sideways rolls.
Consistently and independently avoids contact with others when utilizing locomotor skills.	Frequently avoids contact with others when utilizing locomotor skills.	Occasionally avoids contact with others when utilizing locomotor skills.	Has not avoided contact with others when utilizing locomotor skills.
Control			
Consistently and independently rolls in a backward direction starting in a standing position.	Frequently rolls in a backward direction starting in a standing position.	Occasionally rolls in a backward direction starting in a standing position.	Has not rolled in a backward direction starting in a standing position.

Non-locomotor Skills – 3.4

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 non-locomotor movement.	Frequently uses performance words to demonstrate understanding of non-locomotor movement.	Occasionally uses performance words to demonstrate understanding of non-locomotor movement.	Has not used performance words to demonstrate understanding of non-locomotor movement.
Utilization			
Consistently and independently lands on hands onto a mat, from a kneeling position, in response to a variety of challenges.	Frequently lands on hands onto a mat, from a kneeling position, in response to a variety of challenges.	Occasionally lands on hands onto a mat, from a kneeling position, in response to a variety of challenges.	Has not landed on hands onto a mat, from a kneeling position, in response to a variety of challenges.
Consistently and independently incorporates landings on hands into sequence movements.	Frequently incorporates landings on hands into sequence movements.	Occasionally incorporates landings on hands into sequence movements.	Has not incorporated landings on hands into sequence movements.
Consistently and independently rotates on the spot in a variety of ways, on raised surfaces, and while holding objects.	Frequently rotates on the spot in a variety of ways, on raised surfaces, and while holding objects.	Occasionally rotates on the spot in a variety of ways, on raised surfaces, and while holding objects.	Has not rotated on the spot in a variety of ways, on raised surfaces, and while holding objects.
Control			
Consistently and independently lands on hands by falling forward onto mat from a bent knee standing position.	Frequently lands on hands by falling forward onto mat from a bent knee standing position.	Occasionally lands on hands by falling forward onto mat from a bent knee standing position.	Has not landed on hands by falling forward onto mat from a bent knee standing position.
Consistently and independently lands on hands by falling backward onto a mat from a bent knee standing position.	Frequently lands on hands by falling backward onto a mat from a bent knee standing position.	Occasionally lands on hands by falling backward onto a mat from a bent knee standing position.	Has not landed on hands by falling backward onto a mat from a bent knee standing position.

Manipulative Skills – 3.5

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 throws and catches with hands a variety of objects while maintaining control.	Frequently throws and catches with hands a variety of objects while maintaining control.	Occasionally throws and catches with hands a variety of objects while maintaining control.	Has not thrown and caught with hands a variety of objects while maintaining control.
Consistently and independently throws and catches objects that rebound off a surface.	Frequently throws and catches objects that rebound off a surface.	Occasionally throws and catches objects that rebound off a surface.	Has not thrown and caught objects that rebound off a surface.
Consistently and independently throws a ball at a target while body is in the air.	Frequently throws a ball at a target while body is in the air.	Occasionally throws a ball at a target while body is in the air.	Has not thrown a ball at a target while body is in the air.
Consistently and independently throws a frisbee at a stationary target.	Frequently throws a frisbee at a stationary target.	Occasionally throws a frisbee at a stationary target.	Has not thrown a frisbee at a stationary target.
Consistently and independently catches small objects thrown at different levels, both with hands and implements such as a scoop.	Frequently catches small objects thrown at different levels, both with hands and implements such as a scoop.	Occasionally catches small objects thrown at different levels, both with hands and implements such as a scoop.	Has not caught small objects thrown at different levels, both with hands and implements such as a scoop.
Consistently and independently catches small objects with one hand utilizing both the right hand and the left hand.	Frequently catches small objects with one hand utilizing both the right hand and the left hand.	Occasionally catches small objects with one hand utilizing both the right hand and the left hand.	Has not caught small objects with one hand utilizing both the right hand and the left hand.
Consistently and independently sends and receives soccer balls with different combinations of movement.	Frequently sends and receives soccer balls with different combinations of movement.	Occasionally sends and receives soccer balls with different combinations of movement.	Has not sent and received soccer balls with different combinations of movement.
Consistently and independently kicks a ball at a target using a running approach to a stationary ball.	Frequently kicks a ball at a target using a running approach to a stationary ball.	Occasionally kicks a ball at a target using a running approach to a stationary ball.	Has not kicked a ball at a target using a running approach to a stationary ball.



Manipulative Skills – 3.5

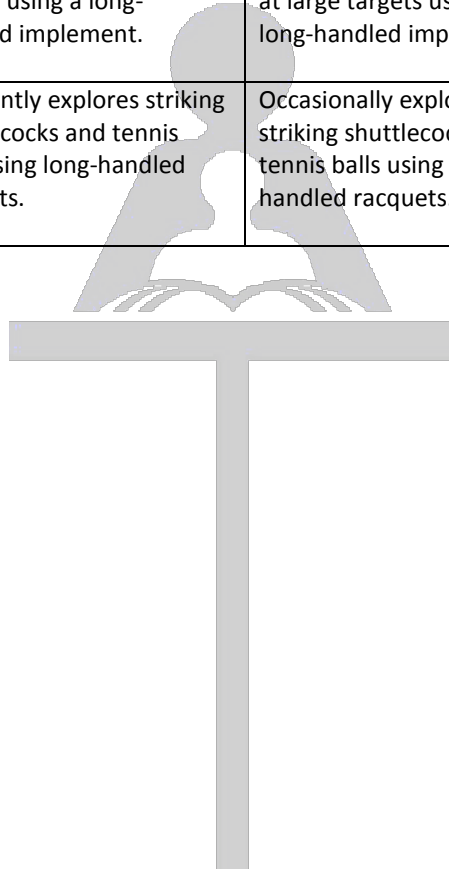
Active Living, Skillful Movement, Relationships

Level Four	Level Three	Level Two	Level One
Consistently and independently kicks a ball that is stationary on the ground and raises it so it travels through the air to a partner.	Frequently kicks a ball that is stationary on the ground and raises it so it travels through the air to a partner.	Occasionally kicks a ball that is stationary on the ground and raises it so it travels through the air to a partner.	Has not kicked a ball that is stationary on the ground and raises it so it travels through the air to a partner.
Control			
Consistently and independently dribbles on the spot with one hand.	Frequently dribbles on the spot with one hand.	Occasionally dribbles on the spot with one hand.	Has not dribbled on the spot with one hand.
Consistently and independently dribbles with one hand through general space without losing control.	Frequently dribbles with one hand through general space without losing control.	Occasionally dribbles with one hand through general space without losing control.	Has not dribbled with one hand through general space without losing control.
Consistently and independently dribbles with feet on the spot.	Frequently dribbles with feet on the spot.	Occasionally dribbles with feet on the spot.	Has not dribbled with feet on the spot.
Consistently and independently dribbles with feet around stationary objects while moving slowly.	Frequently dribbles with feet around stationary objects while moving slowly.	Occasionally dribbles with feet around stationary objects while moving slowly.	Has not dribbled with feet around stationary objects while moving slowly.
Consistently and independently strikes a ball forward with one hand holding the ball in the non-striking hand.	Frequently strikes a ball forward with one hand holding the ball in the non-striking hand.	Occasionally strikes a ball forward with one hand holding the ball in the non-striking hand.	Has not struck a ball forward with one hand holding the ball in the non-striking hand.
Consistently and independently strikes a small ball with a short-handled implement repeatedly upwards.	Frequently strikes a small ball with a short-handled implement repeatedly upwards.	Occasionally strikes a small ball with a short-handled implement repeatedly upwards.	Has not struck a small ball with a short-handled implement repeatedly upwards.
Consistently and independently strikes a self-dropped ball with a short-handled implement.	Frequently strikes a self-dropped ball with a short-handled implement.	Occasionally strikes a self-dropped ball with a short-handled implement.	Has not struck a self-dropped ball with a short-handled implement.

Manipulative Skills – 3.5

Active Living, Skillful Movement, Relationships

Level Four	Level Three	Level Two	Level One
Progressing-towards-control			
Consistently and independently explores volleying using a variety of body parts while remaining in personal space.	Frequently explores volleying using a variety of body parts while remaining in personal space.	Occasionally explores volleying using a variety of body parts while remaining in personal space.	Has not explored volleying using a variety of body parts while remaining in personal space.
Consistently and independently explores striking stationary objects at large targets using a long-handled implement.	Frequently explores striking stationary objects at large targets using a long-handled implement.	Occasionally explores striking stationary objects at large targets using a long-handled implement.	Has not explored striking stationary objects at large targets using a long-handled implement.
Consistently and independently explores striking shuttlecocks and tennis balls using long-handled racquets.	Frequently explores striking shuttlecocks and tennis balls using long-handled racquets.	Occasionally explores striking shuttlecocks and tennis balls using long-handled racquets.	Has not explored striking shuttlecocks and tennis balls using long-handled racquets.



**Regina
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Movement Variables – 3.6

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently jumps repeatedly a self-turned rope while trying to initiate various movement patterns.	Frequently jumps repeatedly a self-turned rope while trying to initiate various movement patterns.	Occasionally jumps repeatedly a self-turned rope while trying to initiate various movement patterns.	Has not jumped repeatedly a self-turned rope while trying to initiate various movement patterns.
Consistently and independently runs and jumps (one-foot take off, two-foot landing) for distance.	Frequently runs and jumps (one-foot take off, two-foot landing) for distance.	Occasionally runs and jumps (one-foot take off, two-foot landing) for distance.	Has not ran and jumped (one-foot take off, two-foot landing) for distance.
Consistently and independently runs and jumps over objects varying take-off and landing.	Frequently runs and jumps over objects varying take-off and landing.	Occasionally runs and jumps over objects varying take-off and landing.	Has not ran and jumped over objects varying take-off and landing.
Consistently and independently demonstrates the ability to change directions, pathways and body positions quickly while participating in chasing, fleeing and deking activities.	Frequently demonstrates the ability to change directions, pathways and body positions quickly while participating in chasing, fleeing and deking activities.	Occasionally demonstrates the ability to change directions, pathways and body positions quickly while participating in chasing, fleeing and deking activities.	Has not demonstrated the ability to change directions, pathways and body positions quickly while participating in chasing, fleeing and deking activities.
Consistently and independently identifies adjustments needed to improve performance in jumping and landing skills by viewing a demonstration.	Frequently identifies adjustments needed to improve performance in jumping and landing skills by viewing a demonstration.	Occasionally identifies adjustments needed to improve performance in jumping and landing skills by viewing a demonstration.	Has not identified adjustments needed to improve performance in jumping and landing skills by viewing a demonstration.
Consistently and independently springs on and off raised objects.	Frequently springs on and off raised objects.	Occasionally springs on and off raised objects.	Has not sprung on and off raised objects.
Consistently and independently balances objects using different body parts while traveling.	Frequently balances objects using different body parts while traveling.	Occasionally balances objects using different body parts while traveling.	Has not balanced objects using different body parts while traveling.
Consistently and independently designs and demonstrates a variety of statues (balances).	Frequently designs and demonstrates a variety of statues (balances).	Occasionally designs and demonstrates a variety of statues (balances).	Has not designed and demonstrated a variety of statues (balances).

Movement Variables – 3.6

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently creates and performs a sequence of balances that demonstrate a variety of bases of support.	Frequently creates and performs a sequence of balances that demonstrate a variety of bases of support.	Occasionally creates and performs a sequence of balances that demonstrate a variety of bases of support.	Has not created and performed a sequence of balances that demonstrate a variety of bases of support.
Consistently and independently applies movement vocabulary when involved in movement activities.	Frequently applies movement vocabulary when involved in movement activities.	Occasionally applies movement vocabulary when involved in movement activities.	Has not applied movement vocabulary when involved in movement activities.
Consistently and independently creates and performs a sequence of at least 5 movements with smooth flow, variations in speed, covering a given space while manipulating one object.	Frequently creates and performs a sequence of at least 5 movements with smooth flow, variations in speed, covering a given space while manipulating one object.	Occasionally creates and performs a sequence of at least 5 movements with smooth flow, variations in speed, covering a given space while manipulating one object.	Has not created and performed a sequence of at least 5 movements with smooth flow, variations in speed, covering a given space while manipulating one object.
Consistently and independently demonstrates an understanding of mirroring and matching movements of partners in stationary positions and while moving.	Frequently demonstrates an understanding of mirroring and matching movements of partners in stationary positions and while moving.	Occasionally demonstrates an understanding of mirroring and matching movements of partners in stationary positions and while moving.	Has not demonstrated an understanding of mirroring and matching movements of partners in stationary positions and while moving.
Consistently and independently moves for a sustained period of time (building towards 7 minutes) while participating in rhythmic activities.	Frequently moves for a sustained period of time while participating in rhythmic activities.	Occasionally moves for a sustained period of time while participating in rhythmic activities.	Has not moved for a sustained period of time while participating in rhythmic activities.
Consistently and independently creates patterns of movement to rhythms.	Frequently creates patterns of movement to rhythms.	Occasionally creates patterns of movement to rhythms.	Has not created patterns of movement to rhythms.
Consistently and independently imitates/follows dance steps and movements selected by the teacher.	Frequently imitates/follows dance steps and movements selected by the teacher.	Occasionally imitates/follows dance steps and movements selected by the teacher.	Has not imitated/followed dance steps and movements selected by the teacher.

Strategies and Skills – 3.7

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently identifies the main intention of games.	Frequently identifies the main intention of games.	Occasionally identifies the main intention of games.	Has not identified the main intention of games.
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 identifies and applies effective tactics to use in various games.	Frequently identifies and applies effective tactics to use in various games.	Occasionally identifies and applies effective tactics to use in various games.	Has not identifies and applies effective tactics to use in various games.
Consistently and independently cooperatively designs, explains and manages a team game involving given criteria.	Frequently cooperatively designs, explains and manages a team game involving given criteria.	Occasionally cooperatively designs, explains and manages a team game involving given criteria.	Has not cooperatively designed, explained and managed a team game involving given criteria.
Consistently and independently demonstrates controlled body movement when participating in activities that involve chasing, fleeing, and evading.	Frequently demonstrates controlled body movement when participating in activities that involve chasing, fleeing, and evading.	Occasionally demonstrates controlled body movement when participating in activities that involve chasing, fleeing, and evading.	Has not demonstrated controlled body movement when participating in activities that involve chasing, fleeing, and evading.
Consistently and independently demonstrates effective selection of movement skills and correct application of performance cues.	Frequently demonstrates effective selection of movement skills and correct application of performance cues.	Occasionally demonstrates effective selection of movement skills and correct application of performance cues.	Has not demonstrated effective selection of movement skills and correct application of performance cues.
Consistently and independently responds physically and correctly to movement vocabulary verbalized by the teacher.	Frequently responds physically and correctly to movement vocabulary verbalized by the teacher.	Occasionally responds physically and correctly to movement vocabulary verbalized by the teacher.	Has not responded physically and correctly to movement vocabulary verbalized by the teacher.



Positive Interactions – 3.8

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently responds positively to challenges, successes and losses while participating in movement activities.	Frequently responds positively to challenges, successes and losses while participating in movement activities.	Occasionally responds positively to challenges, successes and losses while participating in movement activities.	Has not responded positively to challenges, successes and losses while participating in movement activities.
Consistently and independently demonstrates the ability to win and lose graciously.	Frequently demonstrates the ability to win and lose graciously.	Occasionally demonstrates the ability to win and lose graciously.	Has not demonstrated the ability to win and lose graciously.
Consistently and independently works and plays cooperatively with both teammates and opponents.	Frequently works and plays cooperatively with both teammates and opponents.	Occasionally works and plays cooperatively with both teammates and opponents.	Has not worked and played cooperatively with both teammates and opponents.
Consistently and independently demonstrates the ability to be responsible for own social behaviours.	Frequently demonstrates the ability to be responsible for own social behaviours.	Occasionally demonstrates the ability to be responsible for own social behaviours.	Has not demonstrated the ability to be responsible for own social behaviours.
Consistently and independently describes what it looks and sounds like to cooperate in movement activities.	Frequently describes what it looks and sounds like to cooperate in movement activities.	Occasionally describes what it looks and sounds like to cooperate in movement activities.	Has not described what it looks and sounds like to cooperate in movement activities.
Consistently and independently distinguishes between compliance and non-compliance with rules and guidelines of games.	Frequently distinguishes between compliance and non-compliance with rules and guidelines of games.	Occasionally distinguishes between compliance and non-compliance with rules and guidelines of games.	Has not distinguished between compliance and non-compliance with rules and guidelines of games.
Consistently and independently celebrates personal successes as well as those of others.	Frequently celebrates personal successes as well as those of others.	Occasionally celebrates personal successes as well as those of others.	Has not celebrated personal successes as well as those of others.

Safety – 3.9

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently evaluates own approach to safe participation in a variety of movement activities.	Frequently evaluates own approach to safe participation in a variety of movement activities.	Occasionally evaluates own approach to safe participation in a variety of movement activities.	Has not evaluated own approach to safe participation in a variety of movement activities.
Consistently and independently analyzes the safety benefits and risks associated with specific movement activities.	Frequently analyzes the safety benefits and risks associated with specific movement activities.	Occasionally analyzes the safety benefits and risks associated with specific movement activities.	Has not analyzed the safety benefits and risks associated with specific movement activities.
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 demonstrates and explains appropriate body control and safe movement during participation in movement activities.	Frequently demonstrates and explains appropriate body control and safe movement during participation in movement activities.	Occasionally demonstrates and explains appropriate body control and safe movement during participation in movement activities.	Has not demonstrated and explained appropriate body control and safe movement during participation in movement activities.

Relationships – 3.10

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently self-initiates the use of strategies for resolving conflict that may occur.	Frequently self-initiates the use of strategies for resolving conflict that may occur.	Occasionally self-initiates the use of strategies for resolving conflict that may occur.	Has not self-initiated the use of strategies for resolving conflict that may occur.
Consistently and independently represents what team spirit, fair play and inclusion looks like, sounds like and feels like.	Frequently represents what team spirit, fair play and inclusion looks like, sounds like and feels like.	Occasionally represents what team spirit, fair play and inclusion looks like, sounds like and feels like.	Has not represented what team spirit, fair play and inclusion 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 listens to and incorporates the ideas of others into game play activities.	Frequently listens to and incorporates the ideas of others into game play activities.	Occasionally listens to and incorporates the ideas of others into game play activities.	Has not listened to and incorporated the ideas of others into game play activities.