

Health-related Fitness – 2.1

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 heart rate and breathing rate increase during moderate to vigorous activity.	Frequently explains why heart rate and breathing rate increase during moderate to vigorous activity.	Occasionally explains why heart rate and breathing rate increase during moderate to vigorous activity.	Has not explained why heart rate and breathing rate increase during moderate to vigorous activity.
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 determines own degree of exertion with an understanding of what it means to be 'tired'.	Frequently determines own degree of exertion with an understanding of what it means to be 'tired'.	Occasionally determines own degree of exertion with an understanding of what it means to be 'tired'.	Has not determined own degree of exertion with an understanding of what it means to be 'tired'.
Consistently and independently maintains THRZ for a minimum of 6 consecutive minutes.	Frequently maintains THRZ for a minimum of 6 consecutive minutes.	Occasionally maintains THRZ for a minimum of 6 consecutive minutes.	Has not maintained THRZ for a minimum of 6 consecutive minutes.

Active Living – 2.2

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 describes benefits of participating in regular movement activity of 60 minutes or more/day.	Frequently describes benefits of participating in regular movement activity of 60 minutes or more/day.	Occasionally describes benefits of participating in regular movement activity of 60 minutes or more/day.	Has not described benefits of participating in regular movement activity of 60 minutes or more/day.
Consistently and independently records on a weekly calendar a daily record of physical activity, both in and out of school.	Frequently records on a weekly calendar a daily record of physical activity, both in and out of school.	Occasionally records on a weekly calendar a daily record of physical activity, both in and out of school.	Has not recorded on a weekly calendar a daily record of physical activity, both in and out of school.
Consistently and independently explains potential consequences of specific active and inactive behaviours.	Frequently explains potential consequences of specific active and inactive behaviours.	Occasionally explains potential consequences of specific active and inactive behaviours.	Has not explained potential consequences of specific active and inactive behaviours.
Consistently and independently identifies opportunities for physical activity that are self-initiated.	Frequently identifies opportunities for physical activity that are self-initiated.	Occasionally identifies opportunities for physical activity that are self-initiated.	Has not identified opportunities for physical activity that are self-initiated.

Locomotor Skills – 2.3

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.
Utilization			
Consistently and independently walks forward and backward at varying speeds, following a variety of given directions and pathways keeping head up and avoiding collisions.	Frequently walks forward and backward at varying speeds, following a variety of given directions and pathways keeping head up and avoiding collisions.	Occasionally walks forward and backward at varying speeds, following a variety of given directions and pathways keeping head up and avoiding collisions.	Has not walked forward and backward at varying speeds, following a variety of given directions and pathways keeping head up and avoiding collisions.
Consistently and independently runs forward and backward at varying speeds, following a variety of given directions and pathways keeping head up and avoiding collisions.	Frequently runs forward and backward at varying speeds, following a variety of given directions and pathways keeping head up and avoiding collisions.	Occasionally runs forward and backward at varying speeds, following a variety of given directions and pathways keeping head up and avoiding collisions. jumps backward and lands in control repeatedly.	Has not ran forward and backward at varying speeds, following a variety of given directions and pathways keeping head up and avoiding collisions. jumped backward and lands in control repeatedly.
Consistently and independently walks forward and backward keeping in time with a partner.	Frequently walks forward and backward keeping in time with a partner.	Occasionally walks forward and backward keeping in time with a partner.	Has not walked forward and backward keeping in time with a partner.
Consistently and independently walks and/or runs through obstacle course without touching obstacles and improving timed performance with each attempt.	Frequently walks and/or runs through obstacle course without touching obstacles and improving timed performance with each attempt.	Occasionally walks and/or runs through obstacle course without touching obstacles and improving timed performance with each attempt.	Has not walked and/or ran through obstacle course without touching obstacles and improving timed performance with each attempt.
Consistently and independently jumps forward or sideways and lands in control.	Frequently jumps forward or sideways and lands in control.	Occasionally jumps forward or sideways and lands in control.	Has not jumped forward or sideways and landed in control.
Consistently and independently performs a travelling sequence described by the teacher.	Frequently performs a travelling sequence described by the teacher.	Occasionally performs a travelling sequence described by the teacher.	Has not performed a travelling sequence described by the teacher.

Locomotor Skills – 2.3

Active Living, Skillful Movement, Relationships

Level Four	Level Three	Level Two	Level One
Consistently and independently creates and performs, alone or with a partner, a travelling sequence.	Frequently creates and performs, alone or with a partner, a travelling sequence.	Occasionally creates and performs, alone or with a partner, a travelling sequence.	Has not created and performed, alone or with a partner, a travelling sequence.
Consistently and independently jumps forward or sideways off slightly raised objects showing different body shapes while in the air and then landing on feet in control.	Frequently jumps forward or sideways off slightly raised objects showing different body shapes while in the air and then landing on feet in control.	Occasionally jumps forward or sideways off slightly raised objects showing different body shapes while in the air and then landing on feet in control.	Has not jumped forward or sideways off slightly raised objects showing different body shapes while in the air and then landing on feet in control.
Consistently and independently mimics the jumping and landing, running, and walking movements of others.	Frequently mimics the jumping and landing, running, and walking movements of others.	Occasionally mimics the jumping and landing, running, and walking movements of others.	Has not mimicked the jumping and landing, running, and walking movements of others.
Control			
Consistently and independently jumps backward following teacher-given criteria.	Frequently jumps backward following teacher-given criteria.	Occasionally jumps backward following teacher-given criteria.	Has not jumped backward following teacher-given criteria.
Consistently and independently hops forward at least 5 times on one foot following teacher-given criteria.	Frequently hops forward at least 5 times on one foot following teacher-given criteria.	Occasionally hops forward at least 5 times on one foot following teacher-given criteria.	Has not hopped forward at least 5 times on one foot following teacher-given criteria.
Consistently and independently skips forward at least 5 times following teacher-given criteria.	Frequently skips forward at least 5 times following teacher-given criteria.	Occasionally skips forward at least 5 times following teacher-given criteria.	Has not skipped forward at least 5 times following teacher-given criteria.
Consistently and independently gallops forward at least 5 times following teacher-given criteria.	Frequently gallops forward at least 5 times following teacher-given criteria.	Occasionally gallops forward at least 5 times following teacher-given criteria.	Has not galloped forward at least 5 times following teacher-given criteria.

Locomotor Skills – 2.3

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently leaps forward at least 5 times following teacher-given criteria.	Frequently leaps forward at least 5 times following teacher-given criteria.	Occasionally leaps forward at least 5 times following teacher-given criteria.	Has not leapt forward at least 5 times following teacher-given criteria.
Consistently and independently slides sideways, in both directions, following teacher-given criteria.	Frequently slides sideways, in both directions, following teacher-given criteria.	Occasionally slides sideways, in both directions, following teacher-given criteria.	Has not slid sideways, in both directions, following teacher-given criteria.
Consistently and independently stops any travelling skill on signal with control.	Frequently stops any travelling skill on signal with control.	Occasionally stops any travelling skill on signal with control.	Has not stopped any travelling skill on signal with control.
Consistently and independently rolls forward following teacher-given criteria.	Frequently rolls forward following teacher-given criteria.	Occasionally rolls forward following teacher-given criteria.	Has not rolled forward following teacher-given criteria.
Consistently and independently rolls sideways with arms stretched above head.	Frequently rolls sideways with arms stretched above head.	Occasionally rolls sideways with arms stretched above head.	Has not rolled sideways with arms stretched above head.
Consistently and independently rolls sideways 2 consecutive times from a tucked position.	Frequently rolls sideways 2 consecutive times from a tucked position.	Occasionally rolls sideways 2 consecutive times from a tucked position.	Has not rolled sideways 2 consecutive times from a tucked position.
<i>Progressing-towards-control</i>			
Consistently and independently rocks backward and forward while lying on back.	Frequently rocks backward and forward while lying on back.	Occasionally rocks backward and forward while lying on back.	Has not rocked backward and forward while lying on back.
Consistently and independently rolls on back like a rocking horse following teacher-given criteria.	Frequently rolls on back like a rocking horse following teacher-given criteria.	Occasionally rolls on back like a rocking horse following teacher-given criteria.	Has not rolled on back like a rocking horse following teacher-given criteria.

Non-locomotor Skills – 2.4

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 balances in control for 5 consecutive seconds using a variety of bases of support.	Frequently balances in control for 5 consecutive seconds using a variety of bases of support.	Occasionally balances in control for 5 consecutive seconds using a variety of bases of support.	Has not balanced in control for 5 consecutive seconds using a variety of bases of support.
Consistently and independently balances on one foot and changes the position of other body parts, moving smoothly and holding each new position for 5 seconds.	Frequently balances on one foot and changes the position of other body parts, moving smoothly and holding each new position for 5 seconds.	Occasionally balances on one foot and changes the position of other body parts, moving smoothly and holding each new position for 5 seconds.	Has not balanced on one foot and changed the position of other body parts, moving smoothly and holding each new position for 5 seconds.
Consistently and independently jumps straight up in the air and lands in control.	Frequently jumps straight up in the air and lands in control.	Occasionally jumps straight up in the air and lands in control.	Has not jumped straight up in the air and landed in control.
Consistently and independently bends, twists, curls and stretches the body while in the flight stage of a jump.	Frequently bends, twists, curls and stretches the body while in the flight stage of a jump.	Occasionally bends, twists, curls and stretches the body while in the flight stage of a jump.	Has not bent, twisted, curled and stretched the body while in the flight stage of a jump.
Consistently and independently performs a non-traveling sequence described by the teacher.	Frequently performs a non-traveling sequence described by the teacher.	Occasionally performs a non-traveling sequence described by the teacher.	Has not performed a non-traveling sequence described by the teacher.
Consistently and independently creates and performs, alone or with a partner, a non-traveling series of controlled movements that involve jumping and landing and balancing in various ways.	Frequently creates and performs, alone or with a partner, a non-traveling series of controlled movements that involve jumping and landing and balancing in various ways.	Occasionally creates and performs, alone or with a partner, a non-traveling series of controlled movements that involve jumping and landing and balancing in various ways.	Has not created and performed, alone or with a partner, a non-traveling series of controlled movements that involve jumping and landing and balancing in various ways.

Non-locomotor Skills – 2.4

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
<i>Control</i>			
Consistently and independently lands on hands by falling forward from a kneeling position following teacher-given criteria.	Frequently lands on hands by falling forward from a kneeling position following teacher-given criteria..	Occasionally lands on hands by falling forward from a kneeling position following teacher-given criteria..	Has not landed on hands by falling forward from a kneeling position following teacher-given criteria..
Consistently and independently rotates on the spot (turn, jump turn) following teacher-given criteria.	Frequently rotates on the spot (turn, jump turn) following teacher-given criteria.	Occasionally rotates on the spot (turn, jump turn) following teacher-given criteria.	Has not rotated on the spot (turn, jump turn) following teacher-given criteria.
<i>Progressing-towards-control</i>			
Consistently and independently lands on hands from standing position with knees slightly bent.	Frequently lands on hands from standing position with knees slightly bent.	Occasionally lands on hands from standing position with knees slightly bent.	Has not landed on hands from standing position with knees slightly bent.

Manipulative Skills – 2.5

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.
Control			
Consistently and independently throws small objects both overhand and underhand, with one hand at target following teacher-given criteria.	Frequently throws small objects both overhand and underhand, with one hand at target following teacher-given criteria.	Occasionally throws small objects both overhand and underhand, with one hand at target following teacher-given criteria.	Has not thrown small objects both overhand and underhand, with one hand at target following teacher-given criteria.
Consistently and independently throws/rolls small object along the ground, in intended direction.	Frequently throws/rolls small object along the ground, in intended direction.	Occasionally throws/rolls small object along the ground, in intended direction.	Has not thrown/rolled small object along the ground, in intended direction.
Consistently and independently catches with two hands both a self-tossed and gently thrown object following teacher-given criteria.	Frequently catches with two hands both a self-tossed and gently thrown object following teacher-given criteria.	Occasionally catches with two hands both a self-tossed and gently thrown object following teacher-given criteria.	Has not caught with two hands both a self-tossed and gently thrown object following teacher-given criteria.
Consistently and independently catches various sizes of self-thrown balls that rebound off a wall, gradually progressing in distance away from the wall.	Frequently catches various sizes of self-thrown balls that rebound off a wall, gradually progressing in distance away from the wall.	Occasionally catches various sizes of self-thrown balls that rebound off a wall, gradually progressing in distance away from the wall.	Has not caught various sizes of self-thrown balls that rebound off a wall, gradually progressing in distance away from the wall.
Consistently and independently kicks for distance following teacher-given criteria.	Frequently kicks for distance following teacher-given criteria.	Occasionally kicks for distance following teacher-given criteria.	Has not kicked for distance following teacher-given criteria.

Manipulative Skills – 2.5

Active Living, Skillful Movement, Relationships

Level Four	Level Three	Level Two	Level One
Progressing-towards-control			
Consistently and independently explores and discusses a variety of ways to dribble large balls with hands and feet.	Frequently explores and discusses a variety of ways to dribble large balls with hands and feet.	Occasionally explores and discusses a variety of ways to dribble large balls with hands and feet.	Has not explored and discussed a variety of ways to dribble large balls with hands and feet.
Consistently and independently bounces a ball with two hands and catch it repeatedly, while remaining stationary.	Frequently bounces a ball with two hands and catch it repeatedly, while remaining stationary.	Occasionally bounces a ball with two hands and catch it repeatedly, while remaining stationary.	Has not bounced a ball with two hands and catch it repeatedly, while remaining stationary.
Consistently and independently dribbles a ball with two hands continuously, while remaining stationary.	Frequently dribbles a ball with two hands continuously, while remaining stationary.	Occasionally dribbles a ball with two hands continuously, while remaining stationary.	Has not dribbled a ball with two hands continuously, while remaining stationary.
Consistently and independently dribbles a ball with one hand and then the other.	Frequently dribbles a ball with one hand and then the other.	Occasionally dribbles a ball with one hand and then the other.	Has not dribbled a ball with one hand and then the other.
Consistently and independently dribbles a ball with feet in a forward direction.	Frequently dribbles a ball with feet in a forward direction.	Occasionally dribbles a ball with feet in a forward direction.	Has not dribbled a ball with feet in a forward direction.
Consistently and independently strikes light objects upward with hand repeatedly while remaining in personal space.	Frequently strikes light objects upward with hand repeatedly while remaining in personal space.	Occasionally strikes light objects upward with hand repeatedly while remaining in personal space.	Has not struck light objects upward with hand repeatedly while remaining in personal space.
Consistently and independently strikes a balloon or suspended ball repeatedly, without missing, using a lightweight paddle.	Frequently strikes a balloon or suspended ball repeatedly, without missing, using a lightweight paddle.	Occasionally strikes a balloon or suspended ball repeatedly, without missing, using a lightweight paddle.	Has not struck a balloon or suspended ball repeatedly, without missing, using a lightweight paddle.
Consistently and independently throws, catches, kicks and receives objects while moving.	Frequently throws, catches, kicks and receives objects while moving.	Occasionally throws, catches, kicks and receives objects while moving.	Has not thrown, caught, kicked and received objects while moving.

Movement Variables – 2.6

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently responds physically and correctly to movement vocabulary verbalized by teacher.	Frequently responds physically and correctly to movement vocabulary verbalized by teacher.	Occasionally responds physically and correctly to movement vocabulary verbalized by teacher.	Has not responded physically and correctly to movement vocabulary verbalized by teacher.
Consistently and independently demonstrates physically and/or verbalizes questions related to space.	Frequently demonstrates physically and/or verbalizes questions related to space.	Occasionally demonstrates physically and/or verbalizes questions related to space.	Has not demonstrated physically and/or verbalizes questions related to space.
Consistently and independently creates visual representation of different pathways, directions and movement skills and physically responds to others visual representation.	Frequently creates visual representation of different pathways, directions and movement skills and physically responds to others visual representation.	Occasionally creates visual representation of different pathways, directions and movement skills and physically responds to others visual representation.	Has not created visual representation of different pathways, directions and movement skills and physically responded to others visual representation.
Consistently and independently creates and performs, alone or with a partner, a sequence of locomotor and non-locomotor movements that fit teacher-given criteria.	Frequently creates and performs, alone or with a partner, a sequence of locomotor and non-locomotor movements that fit teacher-given criteria.	Occasionally creates and performs, alone or with a partner, a sequence of locomotor and non-locomotor movements that fit teacher-given criteria.	Has not created and performed, alone or with a partner, a sequence of locomotor and non-locomotor movements that fit teacher-given criteria.
Consistently and independently refines created sequences using feedback from teacher/peers.	Frequently refines created sequences using feedback from teacher/peers.	Occasionally refines created sequences using feedback from teacher/peers.	Has not refined created sequences using feedback from teacher/peers.
Consistently and independently sends and receives objects at different levels and with varying effort.	Frequently sends and receives objects at different levels and with varying effort.	Occasionally sends and receives objects at different levels and with varying effort.	Has not sent and received objects at different levels and with varying effort.
Consistently and independently demonstrates an understanding of relationships by performing a variety of movements using various pieces of equipment.	Frequently demonstrates an understanding of relationships by performing a variety of movements using various pieces of equipment.	Occasionally demonstrates an understanding of relationships by performing a variety of movements using various pieces of equipment.	Has not demonstrated an understanding of relationships by performing a variety of movements using various pieces of equipment.

Movement Variables – 2.7

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently travels in time to a variety of rhythms.	Frequently travels in time to a variety of rhythms.	Occasionally travels in time to a variety of rhythms.	Has not traveled in time to a variety of rhythms.
Consistently and independently replicates, smoothly, a series of 4-6 movements in a sequence led by others.	Frequently replicates, smoothly, a series of 4-6 movements in a sequence led by others.	Occasionally replicates, smoothly, a series of 4-6 movements in a sequence led by others.	Has not replicated, smoothly, a series of 4-6 movements in a sequence led by others.
Consistently and independently creates and performs rhythmic patterns of travelling and non-travelling movements, while incorporating objects and listening to a beat.	Frequently creates and performs rhythmic patterns of travelling and non-travelling movements, while incorporating objects and listening to a beat.	Occasionally creates and performs rhythmic patterns of travelling and non-travelling movements, while incorporating objects and listening to a beat.	Has not created and performed rhythmic patterns of travelling and non-travelling movements, while incorporating objects and listening to a beat.
Consistently and independently varies body shapes and level of movement in time to a rhythm.	Frequently varies body shapes and level of movement in time to a rhythm.	Occasionally varies body shapes and level of movement in time to a rhythm.	Has not varied body shapes and level of movement in time to a rhythm.
Consistently and independently moves rhythmically to established counted rhythms as used in various dances.	Frequently moves rhythmically to established counted rhythms as used in various dances.	Occasionally moves rhythmically to established counted rhythms as used in various dances.	Has not moved rhythmically to established counted rhythms as used in various dances.
Consistently and independently explores and creates rhythmical movement sequences with and without music.	Frequently explores and creates rhythmical movement sequences with and without music.	Occasionally explores and creates rhythmical movement sequences with and without music.	Has not explored and created rhythmical movement sequences with and without music.
Consistently and independently moves cooperatively in time to a rhythm while manipulating objects.	Frequently moves cooperatively in time to a rhythm while manipulating objects.	Occasionally moves cooperatively in time to a rhythm while manipulating objects.	Has not moved cooperatively in time to a rhythm while manipulating objects.



Strategies and Skills – 2.8

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 creates, with a partner, target games that incorporate manipulative skills.	Frequently creates, with a partner, target games that incorporate manipulative skills.	Occasionally creates, with a partner, target games that incorporate manipulative skills.	Has not created, with a partner, target games that incorporate manipulative skills.
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 uses movement skills, rules and basic strategies to support cooperative participation in a variety of low-organizational games.	Frequently uses movement skills, rules and basic strategies to support cooperative participation in a variety of low-organizational games.	Occasionally uses movement skills, rules and basic strategies to support cooperative participation in a variety of low-organizational games.	Has not used movement skills, rules and basic strategies to support cooperative participation in a variety of low-organizational games.
Consistently and independently uses effective movement skills and strategies to participate in winter activities.	Frequently uses effective movement skills and strategies to participate in winter activities.	Occasionally uses effective movement skills and strategies to participate in winter activities.	Has not used effective movement skills and strategies to participate in winter activities.
Consistently and independently fully engages in a variety of games and activities that focus on 'hitting a target'.	Frequently fully engages in a variety of games and activities that focus on 'hitting a target'.	Occasionally fully engages in a variety of games and activities that focus on 'hitting a target'.	Has not fully engaged in a variety of games and activities that focus on 'hitting a target'.
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.



Safety – 2.9

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently applies general and specific safety guidelines for participating in movement activities.	Frequently applies general and specific safety guidelines for participating in movement activities.	Occasionally applies general and specific safety guidelines for participating in movement activities.	Has not applied general and specific safety guidelines for participating in 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 demonstrates and practices the safe use and care of equipment.	Frequently demonstrates and practices the safe use and care of equipment.	Occasionally demonstrates and practices the safe use and care of equipment.	Has not demonstrated and practices the safe use and care of equipment.
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.



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Relationships – 2.10

Active Living, Skillful Movement, Relationships

Name: _____

Date: _____

Level Four	Level Three	Level Two	Level One
Consistently and independently practices positive ways to resolve conflict that occur while participating in movement activities.	Frequently practices positive ways to resolve conflict that occur while participating in movement activities.	Occasionally practices positive ways to resolve conflict that occur while participating in movement activities.	Has not practiced positive ways to resolve conflict that occur while participating in movement activities.
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 displays a willingness to share ideas, space, objects and equipment while participating with others.	Frequently displays a willingness to share ideas, space, objects and equipment while participating with others.	Occasionally displays a willingness to share ideas, space, objects and equipment while participating with others.	Has not displayed a willingness to share ideas, space, objects and equipment while participating with others.