

First Grade Proficiency Scale | Fitness and Health

Power Standard 1: Develops motor skills and movement concepts as developmentally appropriate.

| Score Descriptor | Proficiency Scale |
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| <p style="text-align: center;">4 Exceeds Standard</p> | <p>Transfer of learning to more complex content and thinking (not new content), including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.</p> <ul style="list-style-type: none"> • Demonstrates several of the locomotor, non-locomotor, and manipulative skills in combination. • Applies locomotor, non-locomotor, and manipulative skills in games and other activities. • Differentiates how static and dynamic balance are important for daily physical activities. • Uses concepts of personal and general space while moving safely in a variety of group activities (ex. Pathways, levels and direction). |
| <p style="text-align: center;">3 At Standard</p> | <p>The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class.</p> <p>Develops motor skills and movement concepts as developmentally appropriate.</p> <ul style="list-style-type: none"> • Demonstrates critical elements used in locomotor skills: hop, leap, gallop, slide, and skip. • Demonstrates a variety of balance and control skills in locomotor activities. • Demonstrates non-locomotor skills with a partner in a variety of activities: bend, twist, stretch, push, pull, turn, swing, sway and rock. • Demonstrates static balance and dynamic balance using a variety of simple sequences. • Demonstrates critical elements used in manipulative skills: roll, bounce, toss, throw, catch/receive, strike, kick, and hand/foot dribble. • Demonstrates simple rhythmic patterns and balance using locomotor and non-locomotor skills for self expression (e.g. cultural dances and gymnastics) • Uses concepts of personal and general space while moving safely in a variety of partner activities (ex. Pathways, levels and direction). |
| <p style="text-align: center;">2 Approaching Standard</p> | <p>Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class.</p> <ul style="list-style-type: none"> • Demonstrates at least 1 critical element used in locomotor, non-locomotor, and manipulative skills that contribute to movement proficiency. • Imitates examples of movement concepts physically after a demonstration. • Identifies static and dynamic balance. • Recounts concepts of personal and general space. |
| <p style="text-align: center;">1 Not At Standard</p> | <p><u>With help</u>, partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills.</p> |

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Power Standard 2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

| Score Descriptor | Proficiency Scale |
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| <p style="text-align: center;">4 Exceeds Standard</p> | <p>Transfer of learning to more complex content and thinking (not new content), including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.</p> <ul style="list-style-type: none"> • Explains the importance of the class rules, procedures and proper use of equipment. • Explains the concept of offense and defense in a variety of new individual, partner and group activities. |
| <p style="text-align: center;">3 At Standard</p> | <p>The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class.</p> <p>Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.</p> <ul style="list-style-type: none"> • Understands and follows class rules, procedures and proper use of equipment. • Describes healthy choices related to rest, hydration, and proper clothing when participating in physical activity. • Describes safety rules related to participation in physical activity. • Demonstrates cooperate behaviors in physical activities. • Recognizes the concept of offense and defense in a variety of individual, partner and group activities. |
| <p style="text-align: center;">2 Approaching Standard</p> | <p>Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class.</p> <ul style="list-style-type: none"> • Identifies class rules, procedures and proper use of equipment • Recognizes the concept of offense and defense in a single activity or game. |
| <p style="text-align: center;">1 Not At Standard</p> | <p><u>With help</u>, partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills.</p> |

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Power Standard 3: Understands relationship of nutrition and food nutrients to body composition and physical performance.

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| <p style="text-align: center;">4 Exceeds Standard</p> | <p>Transfer of learning to more complex content and thinking (not new content), including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.</p> <ul style="list-style-type: none"> • Independently creates a list of healthy and unhealthy foods. • Designs a nutritious breakfast. |
| <p style="text-align: center;">3 At Standard</p> | <p>The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class.</p> <p>Understands relationship of nutrition and food nutrients to body composition and physical performance.</p> <ul style="list-style-type: none"> • Identifies healthy and unhealthy foods from a potpourri of foods. • Explains why some foods are unhealthy. • Explains the importance of eating a nutritious breakfast. |
| <p style="text-align: center;">2 Approaching Standard</p> | <p>Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class.</p> <ul style="list-style-type: none"> • Identifies the healthy choice when shown only two foods. • Recognizes the importance of eating breakfast. |
| <p style="text-align: center;">1 Not At Standard</p> | <p><u>With help</u>, partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills.</p> |

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Power Standard 4: Describes personal health and fitness information.

| Score Descriptor | Proficiency Scale |
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| <p style="text-align: center;">4 Exceeds Standard</p> | <p>Transfer of learning to more complex content and thinking (not new content), including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.</p> <ul style="list-style-type: none"> • Relates their personal activities to how it influences their fitness and health. • Infers how they could improve their personal fitness and health based on their own activities. |
| <p style="text-align: center;">3 At Standard</p> | <p>The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class.</p> <p>Understands relationship of nutrition and food nutrients to body composition and physical performance.</p> <ul style="list-style-type: none"> • Describes how daily activities can influence fitness and healthy living (ex. stretches in the morning to help muscles move, rides a bike after school to develop a healthy heart). |
| <p style="text-align: center;">2 Approaching Standard</p> | <p>Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class.</p> <ul style="list-style-type: none"> • Identifies activities that help fitness and healthy living. |
| <p style="text-align: center;">1 Not At Standard</p> | <p><u>With help</u>, partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills.</p> |