

Second Grade Proficiency Scale | Fitness and Health

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

Score Descriptor	Proficiency Scale
4 Exceeds Standard	<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"> • Transfers the critical elements of locomotor skills in a new activity. • Transfers mature form in non-locomotor and balance in a variety of sequenced activities. • Demonstrates mature form in manipulative skills in different activities while using a variety of objects. • Demonstrates manipulative skills while they or the target are moving. • Differentiates concepts of personal and general space in small and large group activities.
3 At Standard	<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"> • Identifies the critical elements of locomotor skills. • Demonstrates mature patterns and smooth transitions from one locomotor skill to another. • Demonstrates locomotor skills in a variety of activities and lead-up games. • Demonstrates mature form in non-locomotor and balance in a variety of sequenced activities. • Demonstrates manipulative skills with stationary targets. • Demonstrates a combination of balance skills using a variety of locomotor and non-locomotor skills in activities (eg. dance, games ..) • Demonstrates concepts of personal and general space while moving safely in a variety of small group activities (ex. pathways, levels and directions).
2 Approaching Standard	<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"> • Imitates individual elements of locomotor skills • Demonstrates non locomotor and balance while in a static position. • Demonstrates some critical elements of manipulative skills • Identifies concepts of personal and general space in small group activities
1 Not At Standard	<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
4 Exceeds Standard	<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"> • Applies the concepts of offense and defense in a variety of individual, partner, and group activities. • Demonstrates sportpersonmanship by encouraging and helping others. • Demonstrates cooperative behaviors in physical activities and encourages others to do the same.
3 At Standard	<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"> • Applies safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment (e.g., uses equipment safely). • Demonstrates cooperative behaviors in physical activities (e.g., takes turns). • Demonstrates positive sportpersonship (e.g., resolves conflicts appropriately). • Demonstrates the concepts of offense and defense when explicitly taught. • Follows routines and procedures.
2 Approaching Standard	<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"> • Wears the correct clothes and shoes to class. • Keeps hands and feet to themselves. • Identifies safe and unsafe behaviors. • Identifies cooperative and uncooperative behaviors. • Identifies positive sportpersonship. • Imitates roles of offense and defense.
1 Not At Standard	<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 the relationship of nutrition to body composition and physical performance.

Score Descriptor	Proficiency Scale
4 Exceeds Standard	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. <ul style="list-style-type: none"> • Creates a balanced meal that has items from each food group.
3 At Standard	The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class. Understands the relationship of nutrition and food nutrients to body composition and physical performance. <ul style="list-style-type: none"> • Describes groups of the Food Guide Pyramid. • Explains that an active body requires more energy from food.
2 Approaching Standard	Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class. <ul style="list-style-type: none"> • Recognizes the groups of the Food Guide Pyramid. • Recognizes that food provides energy for the body.
1 Not At Standard	<u>With help</u> , partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills.

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Power Standard 4: Explains personal health and fitness information.

Score Descriptor	Proficiency Scale
4 Exceeds Standard	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. <ul style="list-style-type: none"> • Plans two or more daily activities that positively affect fitness and healthy living. • Explains how they can assess daily sleep needs and act accordingly
3 At Standard	The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class. <p>Explains personal health and fitness information.</p> <ul style="list-style-type: none"> • Summarizes daily activities and describes how they positively affect fitness and healthy living. • Explains how much sleep is needed each night to stay healthy.
2 Approaching Standard	Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class. <ul style="list-style-type: none"> • Recognizes daily activities that positively affect an active health lifestyle. • Recognizes that sleep is needed each night to stay healthy.
1 Not At Standard	<u>With help</u> , partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills.