

Third 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"> • Creates personal routines/games/activities using two or more motor skill combinations and/or manipulatives. • Articulates movement concepts in dynamic and cooperative situations.
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"> • Demonstrates motor skill combinations in a variety of increasingly complex movement activities with smooth transitions between movement skills. • Demonstrates a variety of balance and control skills in increasingly complex movement activities. • Demonstrates manipulative skills while traveling. • Demonstrates complex movement sequences using various rhythms. • Applies movement concepts in dynamic and cooperative situations.
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"> • Recognizes that a variety of motorskills are needed to perform specific activities. • Demonstrates movement concepts in some situations • Demonstrates manipulative skills in stationary position. • Demonstrates a basic movement sequence using various rhythms.
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"> • Explains rules, procedures, and proper use of equipment. • Encourages cooperation in small and large group activities. • Initiates group discussions related to etiquette, rules, and procedures. • Explains complex strategies in games and 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> <ul style="list-style-type: none"> • Applies rules, procedures, and proper use of equipment. • Demonstrates cooperation in small and large group activities. • Participates in group discussions related to etiquette, rules, and procedures. • Understand basic strategies in games and activities. • Applies movement concepts to basic game strategies of offense and defense.
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"> • Knows rules, procedures, and proper use of equipment. • Demonstrates cooperation in group activities some of the time. • Understand some basic strategies in games and activities. • Knows some movement concepts to basic game strategies 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 components of health-relates fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

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"> • Explain daily activities that require each of the different components of health-related fitness. • Explains the benefit of performing a variety of physical activities. • Demonstrates proper technique in health-related fitness assessments.
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>Understands the components of health-relates fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</p> <ul style="list-style-type: none"> • Classifies daily activities that require each of the different components of health-related fitness. • Classifies a variety of physical activities based on activity level. • Recognizes proper technique in health-related fitness assessments.
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"> • Knows that daily physical activities are important. • Recalls a variety of physical activities based on activity level. • Imitates proper technique in health-related fitness assessments.
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 4: Understands relationships of nutrition and food nutrients 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"> • Suggests an improvement given a daily diet. • Explains the importance of eating a variety of healthy foods and the nutrients they provide.
3 At Standard	The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class. <ul style="list-style-type: none"> • Describes how each food group contributes to a healthy body. • Explains the importance of eating a variety of healthy foods.
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"> • Identifies the food groups. • Identifies foods from each food group.
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.