

Fourth 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"> • Demonstrates movement combinations in novel group activities. • Demonstrates balance and control in novel group activities. • Demonstrates manipulative skills with both person and target in motion. • Creates complex movement sequences using rhythms.
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 group activities with smooth transitions between movement skills. • Demonstrates a variety of balance and control skills in group activities. • Demonstrates manipulative skills with stationary and moving targets in group activities. • Demonstrates manipulative skills while moving/traveling in group activities. • Organizes and demonstrates complex movement sequences using various rhythms. • Integrates movement concepts increasingly complex activities.
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"> • Demonstrates a variety of balance and control skills in individual & partner activities. • Demonstrates manipulative skills while moving/traveling in individual & partner activities • Demonstrates simple movement sequences 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"> • Points out group’s role in maintaining a safe learning environment. • Facilitates group cooperation when working to achieve a common goal. • Promotes etiquette and application of rules. • Demonstrates complex strategies in games and activities. • Applies game strategies in increasingly complex 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"> • Points out their role in maintaining a safe learning environment. • Demonstrates cooperation when working to achieve a common goal. • Demonstrates etiquette and application of rules. • Demonstrates basic strategies in games and activities. • Compares and contrasts game strategies in increasingly complex activities.
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"> • Identifies the benefits of maintaining a safe learning environment. • Identifies cooperation when working to achieve a common goal. • Recognizes etiquette and application of rules. • Identifies basic strategies in games.
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-related 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"> • Explains the benefits of physical activity for heart, lungs, and muscles. • Creates a health-fitness plan to improve a performance. • Critiques a health-related fitness assessment technique and provides ways to improve. • Creates a plan to increase a component of health-related fitness using the FITT principle and explains how the plan could be evaluated.
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-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</p> <ul style="list-style-type: none"> • Explains the benefits of physical activity for heart, lungs, and muscles.’ • Demonstrates proper technique for health-related fitness assessments. • Explains the relationship between health-related fitness and improved performance in a variety of activities. • Sets realistic goals in order to improve in a component of health-related fitness. • Identifies activities that could improve a component of health-related fitness. • Explains how often and how much time should be spent in order to improve performance (based on the FITT principle).
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 the benefits of physical activity for heart, lungs, and muscles. • Identifies the components of the FITT principle. • Recognizes the proper technique for health related fitness assessments. • Identifies the component(s) of health related fitness measured by a fitness assessment (e.g., site and reach measures flexibility). • Cites examples of how health related fitness improves performance.
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 the relationship 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"> • Plans a daily menu that incorporates the needed nutrients for a healthy diet. • Plans a daily menu that balances caloric intake and energy expenditure.
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"> • Classifies which nutrients belong to each food group. • Explain relationships between caloric intake and energy expenditure.
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 that nutrients are found in food groups. • Identifies which foods have more calories. • Identifies that physical activities expend energy.
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.