Fifth Grade Proficiency Scale | Fitness and Health

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

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<th>Score Descriptor</th>
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| 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.  
• Demonstrates movement skill combination new activities, games and group activities.  
• Critiques tumbling performances.  
• Demonstrates manipulative skills in new lead-up games and group activities.  
• Plans practice schedule for improved movement proficiency.  
• Critiques movement concepts in complex movement activities and game situations. |
| 3 At Standard          | The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class.  
Develops motor skills and movement concepts as developmentally appropriate.  
• Demonstrates movement skill combinations in lead-up games and group activities with smooth transition between movement skills.  
• Designs and performs tumbling activities using smooth transitions.  
• Demonstrates manipulative skills with stationary and moving targets using a variety of objects in lead-up games and group activities.  
• Demonstrates the ability to document practice for improved movement proficiency.  
• Evaluates movement concepts in complex movement activities and game situations. |
| 2 Approaching Standard | Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class.  
• Demonstrates individual movement skills in lead-up games and group activities.  
• Performs individual tumbling skills.  
• Demonstrates manipulative skills with stationary targets only.  
• Recognizes the importance of practice. |
| 1 Not At Standard      | With help, partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills. |
**Power Standard 2:** Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

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| **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.  
- Promotes etiquette and application of rules.  
- Promotes safety principles and safety precautions.  
- Facilitates group cooperation in competitive and non-competitive activities.  
- Applies higher-level strategies in new games and activities.  
- Creates a new game or new rules to a game that require strategy.  
- Critiques strategies in games and activities. |
| **3** At Standard | The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class.  
Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.  
- Critiques etiquette and application of rules and procedures.  
- Applies safety principles when performing age-appropriate activities.  
- Applies knowledge and safety precautions to take before, during, and after a workout.  
- Integrates cooperation during competitive and non-competitive activities.  
- Points out violations and resolution strategies.  
- Demonstrates strategies in games and activities. |
| **2** Approaching Standard | Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class.  
- Identifies etiquette, rules, and procedures.  
- Identifies safety principles.  
- Identifies precautions to take before, during, and after a workout.  
- Cooperates some time but not consistently.  
- Points out violations but does not have resolution strategies.  
- Demonstrates some strategies in games and activities. |
| **1** Not At Standard | With help, partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills. |
Fifth Grade Proficiency Scale | Fitness and Health

**Power Standard 3:** Understands the components of health-related fitness, and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

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| **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.  
- Creates a personal fitness plan that addresses the health-related fitness components and evaluates its success.  
- Evaluates a fitness program based on the FITT principle components and suggests improvements.  
- Predict the long-term health and fitness consequences of current personal decisions (ex. lack of participation in aerobic activities, poor food choices ...). |
| **3** At Standard | The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class.  
Understands the components of health-related fitness, and interprets information from feedback, evaluation, and self-assessment in order to improve performance.  
- Analyzes progress in a fitness log relates it to personal fitness.  
- Distinguishes among lifetime activities which improve components of health-related fitness.  
- Integrates and analyzes FITT principle components of health-related fitness.  
- Explains the impact of daily health and fitness habits.  
- Sets appropriate goal, based on fitness assessments.  
- Draws conclusions about personal fitness in relation to a fitness performance assessment. |
| **2** Approaching Standard | Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class.  
- Creates a fitness log.  
- Identifies the components of the FITT principle.  
- Explains daily health and fitness habits (without explaining the impacts).  
- Sets goals, not completely appropriate, based on fitness assessments.  
- Identifies a strength and weakness based on a fitness performance assessment. |
| **1** Not At Standard | **With help,** partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills. |
**Power Standard 4**: Understands the components of skill-related fitness and interprets information, from feedback, evaluation, and self-assessment in order to improve performance.

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| **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.  
- Creates an appropriate plan to improve performance fitness and reflects on their success based on the plan.  
- Creates an appropriate plan to improve a family member’s skill-related fitness.  
- Uses the FITT principle to design their personal skill-related fitness plan. |
| **3** At Standard | The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class.  
Understands the components of skill-related fitness and interprets information, from feedback, evaluation, and self-assessment in order to improve performance. Interprets information from feedback in order to improve fitness.  
- Identifies fitness assessments that will measure a component of skill-related fitness.  
- Evaluates information from feedback in order to improve fitness.  
- Self-assesses in order to improve performance fitness.  
- Sets appropriate skill-related fitness goals.  
- Reflects on fitness goals. |
| **2** Approaching Standard | Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class.  
- Sets goals, not completely appropriate, based on skill-related fitness assessments.  
- Identifies a strength and weakness based on a skill-related fitness performance assessment.  
- Identifies the components of skill related fitness.  
- Given an activity, identifies the component of skill related fitness needed for the activity (e.g., a gymnast needs good balance, a sprinter needs speed). |
| **1** Not At Standard | With help, partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills. |
**Power Standard 5**: Understands relationship of nutrition and food nutrients to body composition and physical performance,

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<td><strong>4</strong> Exceeds Standard</td>
<td>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.</td>
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<td>• Compares and contrast physical and academic performance with healthy and unhealthy diet choices.</td>
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<td>• Critiques a daily diet and suggests possible improvements.</td>
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<td><strong>3</strong> At Standard</td>
<td>The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class.</td>
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<td>Understands relationship of nutrition and food nutrients to body composition and physical performance,</td>
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<td>• Explains the impact of healthy eating on both physical and academic performance.</td>
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<td>• Explains how serving size impacts a healthy body.</td>
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<td>• Explains the need for a balanced diet and creates examples of healthy meals.</td>
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<tr>
<td><strong>2</strong> Approaching Standard</td>
<td>Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class.</td>
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<td>• Explains the impact of healthy eating on physical performance.</td>
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<td>• Explains serving size.</td>
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<td>• Creates an example of a healthy meal.</td>
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<td><strong>1</strong> Not At Standard</td>
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