

Fifth Grade Proficiency Scale | Fitness and Health

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

Score Descriptor	Proficiency Scale
<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 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.
<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 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.
<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 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.
<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>

Fifth Grade Proficiency Scale | Fitness and Health

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"> • 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	<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"> • 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	<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 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	<p><u>With help</u>, partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills.</p>

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.

Score Descriptor	Proficiency Scale
<p>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"> • Creates a personal fitness plan that addresses the health-related fitness components and evaluates its success. • Evaluates a fitness program based on the 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 ...).
<p>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 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"> • 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.
<p>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"> • 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.
<p>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>

Fifth Grade Proficiency Scale | Fitness and Health

Power Standard 4: Understands the components of skill-related fitness and interprets information, from feedback, evaluation, and self-assessment in order to improve performance.

Score Descriptor	Proficiency Scale
<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"> • 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.
<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 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.</p> <ul style="list-style-type: none"> • Identifies fitness assesments 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.
<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"> • 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).
<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>

Fifth Grade Proficiency Scale | Fitness and Health

Power Standard 5: Understands relationship of nutrition and food nutrients to body composition and physical 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"> • Compares and contrast physical and academic performance with healthy and unhealthy diet choices. • Critiques a daily diet and suggests possible improvements.
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 relationship of nutrition and food nutrients to body composition and physical performance,</p> <ul style="list-style-type: none"> • Explains the impact of healthy eating on both physical and academic performance. • Explains how serving size impacts a healthy body. • Explains the need for a balanced diet and creates examples of healthy meals.
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"> • Explains the impact of healthy eating on physical performance. • Explains serving size. • Creates an example of a healthy meal.
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>