

# Kindergarten Proficiency Scale | Fitness and Health

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

Score Descriptor	Proficiency Scale
<b>4</b> 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"> <li>• Demonstrates the locomotor, non-locomotor, and manipulative skills in combination.</li> <li>• Explains concepts of personal and general space while moving safely in a variety of activities (ex. pathways, levels, and directions).</li> </ul>
<b>3</b> 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"> <li>• Demonstrates at least 2 critical elements used in locomotor skills: walk, jog, run, jump.</li> <li>• Demonstrates non-locomotor skills: bend, twist, stretch, push, pull, turn swing, sway, and rock.</li> <li>• Demonstrates static balance and dynamic balance using a variety of body parts and objects.</li> <li>• Demonstrates the basic elements used in the manipulative skills: roll, bounce, toss, throws, catch/receive, strike, kick, punt, and hand/foot dribble in isolation.</li> <li>• Demonstrates balance and rhythmic movement skills.</li> <li>• Demonstrates concepts of personal and general space while moving safely in a variety of activities (ex. pathways, levels, and directions).</li> </ul>
<b>2</b> 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"> <li>• Imitates at least 1 critical element used in locomotor skills: Walk, jog, run, jump.</li> <li>• Demonstrates some, but not all, non-locomotor skills: bend, twist, stretch, push, pull, turn, swing, sway, and rock.</li> <li>• Demonstrates static balance and dynamic balance using a one body part.</li> <li>• Demonstrates some, but not all, basic elements used in the manipulative skills: role, bounce, toss, throws, catch/receive, strike, kick, punt, and hand/foot dribble in isolation.</li> <li>• Recognizes concepts of personal and general space while moving safely in a variety of activities (ex. pathways, levels, and directions).</li> </ul>
<b>1</b> Not At Standard	<p><b>With help,</b> partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills.</p>

# Kindergarten Proficiency Scale | Fitness and Health

**Power Standard 2:** Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

Assessing and Reporting Strand:

Score Descriptor	Proficiency Scale
<p style="text-align: center;"><b>4</b> Exceeds Standard</p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Articulates the rules and explain the reasons for the safe use of equipment.</li> <li>• Articulates the rules and explain the reason for safety rules and procedures related to participation in physical activity.</li> <li>• Generalizes safety rules in different situations.</li> <li>• Explains why it is necessary to rest and hydrate.</li> <li>• Explains the importance of wearing proper shoes and clothing for safe participation.</li> <li>• Explains the benefits of cooperative behaviors in physical activities most of the time.</li> </ul>
<p style="text-align: center;"><b>3</b> At Standard</p>	<p><b>The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class.</b></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"> <li>• Demonstrates safe use of equipment when engaged in physical activity</li> <li>• Follows safety rules and procedures related to participation in physical activity.</li> <li>• Explains when to rest and hydrate.</li> <li>• Explains the importance of wearing proper shoes and clothing for safe participation.</li> <li>• Demonstrates cooperative behaviors in physical activities most of the time.</li> </ul>
<p style="text-align: center;"><b>2</b> Approaching Standard</p>	<p><b>Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class.</b></p> <ul style="list-style-type: none"> <li>• Recognizes safe and unsafe use of equipment.</li> <li>• Recognizes safety rules and procedures related to participation in physical activity.</li> <li>• Follows safety rules and procedures some of the time.</li> <li>• Rests and hydrates some of the time.</li> <li>• Wears proper shoes and clothing some of the time.</li> <li>• Demonstrates cooperative behaviors in physical activities some of the time.</li> </ul>
<p style="text-align: center;"><b>1</b> Not At Standard</p>	<p><b>With help, partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills.</b></p>