

**Physical Education Performance Level Descriptors
Grade 2**

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Utilize and explain the vocabulary of simple movement patterns. ▪ Identify and perform the basic elements of movement forms. ▪ Discuss cues that enhance skill performance. ▪ Describe and illustrate the physiological signs of moderate physical activity.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Understand the vocabulary of simple movement patterns. ▪ Identify the basic elements (i.e. opposition) of movement forms. ▪ Identify and respond to cues that enhance skill performance (i.e. when catching “look, reach, and give”). ▪ Identify the physiological signs of moderate physical activity (i.e. fast heart rate and heavy breathing).
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Understand some of the vocabulary of simple movement patterns. ▪ Identify the basic elements of movement forms with assistance. ▪ Identify and respond to some cues that enhance skill performance. ▪ Can identify with assistance the physiological signs of moderate physical activity.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Unable to understand the vocabulary of simple movement patterns. ▪ Unable to identify the basic elements of movement forms. ▪ Unable to identify and respond to cues that enhance skill performance. ▪ Has difficulty identifying the physiological signs of moderate physical activity even with teacher assistance.

**Physical Education Performance Level Descriptors
Grade 3**

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Utilize and explain a movement vocabulary for manipulative locomotor and nonlocomotor movement activities. ▪ Explain the basic elements of a movement form in a dynamic environment. ▪ Assist a peer in the improvement of his/her performance. ▪ Monitor and adjust to physiological changes during moderate physical activity.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Utilize a movement vocabulary for manipulative, locomotor, and nonlocomotor movement activities. ▪ Apply the basic elements of a movement form in a dynamic environment. ▪ Identify simple cues in the performance of peers. ▪ Know how to monitor the physiological changes occurring during moderate physical activity.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Utilize a limited movement vocabulary for manipulative, locomotor, and nonlocomotor movement activities. ▪ Unable to clearly distinguish the basic elements of a movement form in a dynamic environment. ▪ Identify simple cues in the performance of peers with teacher assistance. ▪ Requires assistance to explain how to monitor the physiological changes occurring during moderate physical activity.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Unable to utilize a movement vocabulary for manipulative, locomotor, and nonlocomotor movement activities. ▪ Unable to identify the basic elements of a movement form in a dynamic environment. ▪ Unable to identify simple cues in the performance of peers. ▪ Have little success explaining how to monitor the physiological changes occurring during moderate physical activity.

**Physical Education Performance Level Descriptors
Grade 5**

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Apply and explain vocabulary to differentiate between more complex game-like strategies. ▪ Identify and apply the intermediate elements of movement forms. ▪ Apply and explain more complex strategies to game-like situations. ▪ Identify the characteristics of a skilled performance in multiple movement forms. ▪ Compare and contrast the physiological factors affecting individual differences in physical fitness levels.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Utilize vocabulary to differentiate between more complex game-like strategies (i.e., offense, defense). ▪ Identify the intermediate elements of movement forms. ▪ Apply simple strategies to game-like situations. ▪ Identify the characteristics of a skilled performance in a few movement forms. ▪ Explain the physiological factors affecting individual differences of physical fitness levels.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Difficulty applying vocabulary to differentiate between more complex game-like strategies. ▪ Unable to clearly distinguish the intermediate elements of movement forms. ▪ Difficulty applying simple strategies to game-like situations. ▪ Able to identify some characteristics of a skilled performance in a few movement forms. ▪ Partially explain the physiological factors affecting individual differences in physical fitness levels.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Unable to apply vocabulary to differentiate between more complex game-like strategies. ▪ Unable to identify the intermediate elements of movement forms. ▪ Unable to apply simple strategies. ▪ With difficulty, identifies some characteristics of a skilled performance in a few movement forms. ▪ Inadequately explain the physiological factors affecting individual differences in physical fitness levels.

**Physical Education Performance Level Descriptors
Grade 8**

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Explain and defend movement and game strategies utilizing appropriate vocabulary. ▪ Critique the advanced elements of movement forms and game strategies. ▪ Evaluate movement forms for skill improvement and apply results of evaluation. ▪ Assess the physiological benefits of exercise during and after physical activity.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Describe movement and game strategies utilizing appropriate vocabulary. ▪ Describe and apply the advanced elements of movement forms and game strategies. ▪ Evaluate movement forms for skill improvement. ▪ Recognize physiological benefits of exercise during and after physical activity.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Show little progress in utilizing appropriate vocabulary to refine movement and game strategies. ▪ Able to describe most of the advanced elements of movement forms and game strategies. ▪ Attempt to evaluate movement forms for skill improvement. ▪ Attempt to recognize physiological benefits of exercise during and after physical activity.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Show no progress in utilizing appropriate vocabulary to refine movement and game strategies. ▪ Able to describe some of the advanced elements of movement forms and game strategies. ▪ Unable to evaluate movement forms for skill improvement. ▪ Does not recognize physiological benefits of exercise during and after physical activity.

**Physical Education Performance Level Descriptors
Grade 12**

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Apply appropriate vocabulary to implement a class or school-wide activity. ▪ Synthesize discipline-specific knowledge to new physical activity. ▪ Analyze personal performance, apply results, and keep record of improvement. ▪ Compare and contrast health/fitness benefits derived from various physical activities.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Apply appropriate vocabulary to design a class or school-wide activity. ▪ Integrate discipline-specific knowledge to new physical activities. ▪ Analyze personal performance and apply results for improvement. ▪ Analyze health/fitness benefits derived from various physical activities.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Apply appropriate vocabulary to design a class or school-wide activity with teacher assistance. ▪ Integrate discipline-specific knowledge to new physical activities with teacher assistance. ▪ Require assistance to analyze personal performance to apply results for improvement. ▪ Describe health/fitness benefits derived from various physical activities.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Unable to apply appropriate vocabulary to design an activity. ▪ Difficulty even with teacher assistance to integrate discipline-specific knowledge to new physical activities. ▪ Unable to analyze personal performance, even with teacher assistance. ▪ Unable to describe health/fitness benefits derived from various physical activities.

**Physical Education Performance Level Descriptors
Grade 2**

Content Standard 2.0:	Demonstrate competency in many movement forms and proficiency in a few movement forms.
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Combine two or more mature forms of locomotor and nonlocomotor skills in a sequence. ▪ Perform higher level manipulative skills in isolation. ▪ Demonstrate a combination of three or more simple weight transfer and balance movements.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Combine two or more locomotor and/or nonlocomotor skills in a sequence. ▪ Perform a variety of basic level manipulative skills in isolation. ▪ Demonstrate a combination of two simple weight transfer and balance movements.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Has difficulty combining two or more locomotor and/or nonlocomotor skills in a sequence. ▪ Inconsistently perform basic level manipulative skills in isolation. ▪ Have difficulty combining weight transfer and balance movements.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Unable to combine two or more locomotor and/or nonlocomotor skills in a sequence. ▪ Unable to perform basic level manipulative skills in isolation. ▪ Unable to combine weight transfer and balance movements.

**Physical Education Performance Level Descriptors
Grade 3**

Content Standard 2.0: Demonstrate competency in many movement forms and proficiency in a few movement forms.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Demonstrate a series of mature locomotor and nonlocomotor movements with a partner. ▪ Perform a variety of manipulative skills in a more complex dynamic environment. ▪ Create a sequence of combinations of more complex weight transfer and balance movements.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Demonstrate a mature form in all locomotor and nonlocomotor movements with a partner. ▪ Perform a variety of manipulative skills in a dynamic environment. ▪ Sequence combinations of more complex weight transfer and balance movements.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Difficulty demonstrating a mature form in some locomotor and nonlocomotor movements with partner. ▪ Limited success performing a variety of manipulative skills in dynamic environment. ▪ Difficulty sequencing combinations of more complex weight transfer and balance movements.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Unable to demonstrate a mature form in some locomotor and nonlocomotor movements with partner. ▪ Perform manipulative skills in isolation. ▪ Able to sequence combinations of simple weight transfer and balance movements.

**Physical Education Performance Level Descriptors
Grade 5**

Content Standard 2.0:	Demonstrate competency in many movement forms and proficiency in a few movement forms.
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Utilize locomotor and nonlocomotor movements in competitive sport situations. ▪ Execute a combination of more advanced manipulative skills in a new dynamic environment. ▪ Evaluate a group sequence that combines weight transfer and balance movements.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Utilize locomotor and nonlocomotor movements in physical activities. ▪ Execute a combination of manipulative skills in a new dynamic environment. ▪ Create and perform a sequence, alone or within a group that combines weight transfer and balance movements.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Difficulty utilizing locomotor and nonlocomotor movements in physical activity. ▪ Limited success combining manipulative skills in a new dynamic environment. ▪ Difficulty creating and/or performing a sequence that combines weight transfer and balance movements.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Able to perform locomotor and/or nonlocomotor movements in isolation. ▪ Unable to combine manipulative skills in a new dynamic environment. ▪ Able to create and/or perform a sequence combining weight transfer and balance movements with teacher assistance.

**Physical Education Performance Level Descriptors
Grade 8**

Content Standard 2.0: Demonstrate competency in many movement forms and proficiency in a few movement forms.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Show proficiency in locomotor and nonlocomotor movements in a sports setting. ▪ Show proficiency in previously learned manipulative skills. ▪ Demonstrate the finer elements of more advanced manipulative skills. ▪ Critique another's weight transfer and balance sequence in terms of scientific principles.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Refine locomotor and nonlocomotor movements in a sports setting. ▪ Refine previously learned manipulative skills. ▪ Demonstrate the basic elements of more advanced manipulative skills. ▪ Explain how scientific principles apply to weight transfer and balance movements.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Show little progress in refining locomotor and nonlocomotor movements in a sports setting. ▪ Show little progress in refining learned manipulative skills. ▪ Demonstrate a few elements of more advanced manipulative skills. ▪ Difficulty explaining how scientific principles apply to weight transfer and balance movements.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Show no progress in refining locomotor and nonlocomotor movements in a sports setting. ▪ Show no progress in refining learned manipulative skills. ▪ Unable to demonstrate the elements of more advanced manipulative skills. ▪ Unable to explain how scientific principles apply to weight transfer and balance movements.

**Physical Education Performance Level Descriptors
Grade 12**

Content Standard 2.0:	Demonstrate competency in many movement forms and proficiency in a few movement forms.
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Demonstrate proficiency in more than three movement forms in two or more sports. ▪ Analyze and apply scientific principles to weight transfer and balance movements.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Demonstrate proficiency in at least three movement forms in two or more sports. ▪ Apply scientific principles to weight transfer and balance movements.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Demonstrate proficiency in at least two movement forms in two or more sports. ▪ Can apply scientific principles to movement skills with some assistance.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Demonstrate proficiency in at least two movement forms in one sport. ▪ Unable to apply scientific principles to weight transfer and balance movements.

**Physical Education Performance Level Descriptors
Grade 2**

Content Standard 3.0: Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Create and perform various shapes at high, medium, and low levels in a sequence. ▪ Spontaneously demonstrate a variety of locomotor movements in varying directions and pathways in a movement sequence. ▪ Combine the element of force with a variety of elements of movement. ▪ Create and perform a variety of movement sequences with a beginning, middle, and end (with and without a prop.) ▪ Combine relationship qualities with other elements of movement. ▪ Independently communicate with peers through dance. ▪ Consistently perform and demonstrate a variety of locomotor and nonlocomotor movements to a steady beat with or without a prop. ▪ Perform a variety of folk and social dances.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Create shapes at high, medium, and low levels in a movement sequence. ▪ Demonstrate locomotor movements in varying directions and pathways. ▪ Demonstrate qualities of movement. ▪ Create a movement sequence with a beginning, middle, and end (with or without a prop). ▪ Demonstrate a relationship quality. ▪ Discuss and demonstrate how dance is used to communicate. ▪ Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop with few errors. ▪ Perform simple folk and/or social dances.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Create, with teacher assistance, some shapes at high, medium and low levels in a simple sequence. ▪ Can demonstrate locomotor movements, but has difficulty utilizing changes in direction and pathway. ▪ Can identify, but not demonstrate the qualities of force. ▪ Create a movement sequence with a beginning, middle, and end (with or without a prop) with teacher assistance. ▪ Can identify but not demonstrate relationship qualities. ▪ Can identify but not demonstrate how dance is used to communicate. ▪ Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop only with teacher assistance ▪ Limited success in performing simple folk or social dances.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Able to create shapes at high, medium, and low levels but not in a sequence. ▪ Unable to demonstrate locomotor movements in varying directions and pathways. ▪ Can neither identify nor demonstrate the qualities of force. ▪ Fails to create a movement sequence with a beginning, middle, and end (with or without a prop) even with teacher assistance. ▪ Lack ability to understand relationship qualities. ▪ Need teacher assistance to identify how dance is used to communicate. ▪ Fail to perform various locomotor and nonlocomotor movements to a steady beat with or without a prop. ▪ Can perform a simple folk or social dance with teacher assistance.

**Physical Education Performance Level Descriptors
Grade 3**

Content Standard 3.0: Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Accurately demonstrates and performs a variety of shapes at high, medium, and low levels in a movement sequence with a partner. ▪ Create and perform a variety of locomotor movements utilizing changes in direction and pathway with a partner. ▪ Demonstrate, with a partner, an accurate understanding of the various qualities of movement and can apply them in movement. ▪ Create and perform a variety of movement sequences with a beginning, middle, and end with a partner (with or without a prop.) ▪ Accurately demonstrate partner skills with multiple partners. ▪ Able to express a variety of emotions through dance. ▪ Demonstrates and explains how dance differs and is the same as every day actions. ▪ Accurately creates and performs various movements to a steady beat (with or without a prop.) with a partner. ▪ Consistently move to a steady beat at various tempos with a partner. ▪ Perform and evaluate a variety of folk, and/or social dances from various cultures identifying historical background.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Create shapes at high, medium, and low levels in a movement sequence with a partner with few errors. ▪ Demonstrate locomotor movements in varying directions and pathways with a partner. ▪ Demonstrate the qualities of movement with a partner. ▪ Create a movement sequence with a beginning, middle, and end with a partner (with or without a prop.) ▪ Demonstrate partner skills. ▪ Express emotion through movement. ▪ Observe and discuss how dance differs from and/or is the same as sports and everyday actions. ▪ Perform various movements to a steady beat (with or without a prop) with a partner. ▪ Move to a steady beat at various tempos. ▪ Perform folk and/or social dances from various cultures.

**APPROACHES
STANDARD**

- Create shapes at high, medium, and low levels in a movement sequence with a partner but need visual and verbal cues from the teacher.
- Demonstrate locomotor movements in varying directions and pathways with a partner utilizing visual and verbal cues from the teacher.
- Demonstrate the qualities of movement with a partner only with teacher assistance.
- Demonstrate a movement sequence with a beginning, middle, and end with a partner showing some consistency and utilizing teacher assistance.
- Limited ability to demonstrate partner skills
- Can identify a single solution to a given movement problem.
- Express facial emotion through movement.
- Identify how dance and sport actions are the same but are unable to cite differences.
- Perform limited movements, with a partner, to a steady beat (with or without a prop) at various tempos with few errors.
- Move to a steady beat at various tempos with peer or teacher assistance.
- Perform, with few errors, a folk and/or social dance.

**Physical Education Performance Level Descriptors
Grade 5**

Content Standard 3.0: Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Perform and evaluate, within a group, movement sequences which clearly demonstrate the use of shapes, levels and pathways. ▪ Perform with ease a wide range of qualities of movement. ▪ Demonstrate a variety of movement elements in a detailed movement sequence. ▪ Create and perform a lengthy movement sequence with an identifiable beginning, middle, and end both with and without rhythmic accompaniment. ▪ Create and perform a movement sequence applying a variety of partner skills. ▪ Create a lengthy dance movement, accurately repeat it, and then vary it, making changes in time, space, and qualities of movement. ▪ Identify and explain the elements of movement found in dance, sports, and everyday actions. ▪ Create movement sequence to convey a variety of ideas/concepts. ▪ Discuss detailed interpretations and reactions to a movement sequence. ▪ Create and perform detailed and multiple movements within a group setting to a steady beat with or without a prop. ▪ Skillfully move to a musical beat with many changes in tempo. ▪ Consistently perform a variety of technically complex folk and/or social dances from various cultures. ▪ Identify the cultural and historical context.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels and pathways. ▪ Clearly demonstrate a range of qualities of movement. ▪ Observe and identify the action and movement elements of brief movement sequences. ▪ Create and perform identifiable beginning, middle, and end of a brief movement sequence both with and without rhythmic accompaniment. ▪ Apply one partner skill while creating a movement sequence. ▪ Create a brief movement phrase, accurately repeat it and then vary it, making changes in time, space, and/or qualities of movement. ▪ Recognize the elements of movement found in dance, sports, and everyday actions. ▪ Create a movement sequence to express an idea/concept. ▪ Discuss interpretations and reactions to a movement sequence. ▪ Create and perform various movements to a steady beat with or without a prop within a group. ▪ Move to a musical beat and responds to changes in tempo. ▪ Perform more technically complex folk and/or social dances from various cultures and identify the cultural and historical context.

**APPROACHES
STANDARD**

- Create, within a group, a poorly defined movement sequence demonstrating the use of shapes, levels and pathways.
- Demonstrate a limited range of qualities of movement.
- Identify the action and movement elements of a brief movement sequence with teacher assistance in a group setting.
- Create and perform with some consistency, an identifiable beginning, middle, and end of a brief movement sequence without rhythmic accompaniment.
- Create, with teacher assistance, and perform a movement sequence applying one partner skill.
- Create, with teacher assistance, a brief movement phrase, accurately repeat it, and then vary it, making changes in time, space, or qualities of movement.
- Demonstrate a limited ability to recognize the elements of movement found in dance sports, and everyday action, with peer or teacher assistance.
- Create a movement sequence but unable to clearly express and idea/concept.
- Discuss reactions to a movement sequence but unable to discuss interpretation.
- Create a few movements, to a steady beat with some consistency, with or without a prop in a group.
- Move to musical beat with few errors when responding to changes in tempo.
- Perform with few errors more technically complex folk and/or social dances from various cultures and identify the cultural and/or historical context.

BELOW STANDARD

- Indistinguishable demonstration of a movement sequence using shapes, levels and pathways. Incomplete sequence within a group setting.
- Display a lack of understanding of the range of qualities of movement.
- Observe the action and movement elements in a movement sequence but are unable to identify them.
- Create, with teacher assistance, a brief sequence with an identifiable beginning, middle, and end without rhythmic accompaniment.
- Unable to create a movement sequence utilizing any partner skills.
- Have difficulty in creating and accurately repeating a dried movement phrase.
- Unable to recognize any of the elements of movement found in dance, sport, and every day action.
- Have limited ability to create a movement sequence that expresses an idea/concept even with teacher assistance.
- Unable to discuss reactions or interpretation of a movement sequence even with teacher support.
- Require teacher assistance when moving to a steady beat with or without a prop in a group.
- Can move to a musical beat with some consistency but unable to respond to changes in tempo.
- Inconsistently and with frequent errors perform more technically complex folk and/or social dances from other cultures. Unable to identify the cultural or historical context.

**Physical Education Performance Level Descriptors
Grade 8**

Content 3.0 Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.

<p>Exceeds Standard</p>	<ul style="list-style-type: none"> • Identify and accurately demonstrate basic dance steps, positions, and patterns from two different theatrical and/or traditional styles. • Observe and describe in depth the actions and qualities of movement in a dance sequence using appropriate movement vocabulary. • Independently transfer a rhythmic pattern from the aural, verbal or visual to the kinesthetic. • Accurately perform traditional and/or theatrical style dances of different time period or cultures and clearly describe differences in steps and movement styles. • Expressively perform a range of movement qualities.
<p align="center">MEETS STANDARD</p>	<ul style="list-style-type: none"> • Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical and/or traditional styles. • Observe and describe the actions and qualities of movement in a dance sequence using appropriate movement vocabulary. • Accurately transfer a rhythmic pattern from the aural, verbal, and/or visual to the kinesthetic with some teacher assistance. • Perform traditional and/or theatrical style dance of different time periods or cultures and describe differences in steps and movement styles.
<p align="center">APPROACHES STANDARD</p>	<ul style="list-style-type: none"> • Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical and/or traditional styles, with teacher assistance. • Observe and describe the actions and qualities of movement in a dance sequence using appropriate movement vocabulary with some teacher assistance. • Transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic with some success. • Perform with some consistency traditional and/or theatrical style dances of different time periods or cultures and describe with some difficulty differences in steps and movement styles.

**Physical Education Performance Level Descriptors
Grade 12**

<p>Content Standard 3.0: Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.</p>	
<p align="center">EXCEEDS STANDARD</p>	<ul style="list-style-type: none"> • Identify and demonstrate complex combinations of steps and patterns from different theatrical and/or traditional styles of dance with advanced technical skills. • Observe and analyze in depth the actions and qualities of movement in dances using appropriate movement vocabulary. • Demonstrate complex rhythmic acuity with consistency. • Perform traditional and/or theatrical style dances of different time periods or cultures, with advanced technical skills; and compare and contrast steps and movement styles.
<p align="center">MEETS STANDARD</p>	<ul style="list-style-type: none"> • Identify and demonstrate complex combinations of steps and patterns from different theatrical and/or traditional styles of dance with consistency. • Observe and analyze the actions and qualities of movement in dances using appropriate movement vocabulary. • Demonstrate rhythmic acuity with consistency. • Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.
<p align="center">APPROACHES STANDARD</p>	<ul style="list-style-type: none"> • Identify and demonstrate complex combinations of steps and patterns from different theatrical and/or traditional styles of dance with some consistency. • Observe and analyze the actions and qualities of movement in dances using appropriate movement vocabulary with some consistency. • Demonstrate simple rhythmic acuity with consistency. • Perform traditional and/or theatrical style dances of different time periods or cultures inconsistently and have difficulty comparing and contrasting steps and movement styles.
<p align="center">BELOW STANDARD</p>	<ul style="list-style-type: none"> • Do not identify and/or demonstrate complex combinations of steps and patterns from two different theatrical and/or traditional styles of dance. • Observe and analyze the actions and qualities of movement in dances using appropriate movement vocabulary without consistency. • Demonstrate simple rhythmic acuity without consistency. • Unable to perform traditional and/or theatrical style dances of different time periods or cultures and lacks the ability to compare and contrast steps and movement styles.

**Physical Education Performance Level Descriptors
Grade 2**

Content Standard 4.0:	Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Explain health-related components addressed in selected exercises. ▪ Engage in vigorous daily structured physical activity. ▪ Explain health-related fitness components. ▪ Demonstrate and explain various exercises in a safe manner.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Identify health-related components addressed in selected exercises. ▪ Engage in moderate daily structured physical activity. ▪ Identify health-related fitness components. ▪ Perform various structured exercises in a safe manner.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Can sometimes recognize health-related components addressed in selected exercises. ▪ Engage in structured daily physical activity requiring a low level of physical exertion. ▪ Can sometimes recognize health-related fitness components. ▪ Perform various structured exercises in a safe manner with teacher assistance.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Unable to identify health-related components in selected exercises. ▪ Makes no effort to engage in structured daily physical activity requiring moderate physical activity. ▪ Unable to identify health-related fitness components. ▪ Unable to perform various structured exercises in a safe manner with teacher assistance.

**Physical Education Performance Level Descriptors
Grade 3**

<p>Content Standard 4.0: Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.</p>	
<p>EXCEEDS STANDARD</p>	<ul style="list-style-type: none"> ▪ Evaluate implications of the results of health-related fitness assessment. ▪ Sustain vigorous physical activity for a specified period of time. ▪ Independently engage in activity that results in the development of health-related fitness components. ▪ Distinguish between proper and improper warm-up, conditioning and cool down techniques and the reason for using them.
<p>MEETS STANDARD</p>	<ul style="list-style-type: none"> ▪ Describe implications of the results of health-related fitness assessment. ▪ Sustain moderate physical activity for longer periods of time. ▪ Engage in activity that results in the development of health-related fitness components. ▪ Identify proper warm up, conditioning and cool down techniques and the reason for using them.
<p>APPROACHES STANDARD</p>	<ul style="list-style-type: none"> ▪ Can sometimes describe implications of the results of health-related fitness assessment. ▪ Can sometimes sustain moderate physical activity for short periods of time. ▪ Marginally participate in activities that result in the development of health-related fitness components. ▪ Recognize with assistance proper warm-up conditioning, and cool down technique and the reason for using them.
<p>BELOW STANDARD</p>	<ul style="list-style-type: none"> ▪ Can recognize implications of the results of health-related fitness assessment. ▪ Attempts to sustain moderate physical activity for short periods of time. ▪ Does not choose to participate in activities that result in the development of health-related fitness components. ▪ Cannot identify proper warm-up, conditioning, and cool down techniques nor the reason for using them.

**Physical Education Performance Level Descriptors
Grade 5**

Content Standard 4.0: Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Achieve personal goals related to fitness assessment. ▪ Maintain continuous aerobic activity for an extended period of time. ▪ Record target heart rate after engaging in physical activity for a specific time. ▪ Describe and distinguish the health-related components of fitness in various activities. ▪ Select proper warm-up, conditioning, and cool down regimen.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Create personal goals related to physical fitness assessment. ▪ Maintain a continuous aerobic activity for a specified time. ▪ Engage in physical activity at target heart rate for a specified time. ▪ Identify the health-related components of fitness in various activities. ▪ Utilize proper warm-up, conditioning, and cool down techniques.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Develops personal goals related to fitness assessment with assistance. ▪ Attempts to maintain continuous aerobic activity for a specified time. ▪ Attempt to engage in physical activity at target heart rate for a specified time. ▪ Inconsistently identify the health-related components of fitness in various activities. ▪ Describe proper warm-up, conditioning, and cool down techniques.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Limited success developing goals related to fitness assessment. ▪ Unable to maintain a continuous aerobic activity. ▪ Unable to engage in physical activity at target heart rate for a specified time. ▪ Inaccurately identify the health-related components of fitness in various activities. ▪ Cannot describe proper warm-up, conditioning, and cool down techniques.

**Physical Education Performance Level Descriptors
Grade 8**

Content Standard 4.0: Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Implement a personal health-related fitness program based on an accurately assessed fitness profile. ▪ Analyze and present principles of training/conditioning as they apply to regular fitness activities. ▪ Research and/or participate in a variety of health-related fitness activities in both school and community. ▪ Research and teach safe exercise alternatives.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Design a personal health-related fitness program based on an accurately assessed fitness profile. ▪ Understand and apply principles of training/conditioning to regular fitness activities. ▪ Identify and/or participate in a variety of health-related fitness activities in both school and community. ▪ Compare safe vs. unsafe exercises and demonstrate safe exercise alternatives.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Develop, with assistance, a personal health-related fitness program based on an accurately assessed fitness profile. ▪ With assistance, can apply principles of training to regular fitness activities. ▪ Difficulty identifying and/or participating in a variety of health-related fitness activities in both school and community. ▪ Inconsistently compare safe vs. unsafe exercises.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Unable to design a personal health-related fitness program based on an accurately assessed fitness profile. ▪ Unable to apply principles of training to regular fitness activities. ▪ Inaccurately identify a variety of health-related fitness activities in both school and community. ▪ Incorrectly identify safe vs. unsafe exercises.

**Physical Education Performance Level Descriptors
Grade 12**

Content Standard 4.0:	Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Maintain and record progress towards health-related fitness goals as defined by formal guideline. ▪ Independently engage in and evaluate physical activity that addresses fitness and wellness throughout life. ▪ Analyze and maintain a personal healthy lifestyle independently of teacher intervention. ▪ Evaluate physical activity for injury potential and act upon the evaluation.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Refine health-related fitness goals as defined by a formal guideline. ▪ Independently engage in physical activity that addresses fitness and wellness throughout life. ▪ Analyze a personal healthy lifestyle independent of teacher intervention. ▪ Evaluate physical activity for injury potential.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Difficulty refining health-related fitness goals as defined by a formal guideline. ▪ Engage in physical activity that addresses fitness and wellness with teacher prompt. ▪ Difficulty in analyzing a personal healthy lifestyle. ▪ Inconsistently evaluate physical activity for injury potential.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Unable to refine health-related fitness goals as defined by a formal guideline. ▪ Choose not to engage in physical activity that addresses fitness and wellness. ▪ Inaccurate analyses of a personal healthy lifestyle. ▪ Limited success in evaluation of physical activity for injury potential.

**Physical Education Performance Level Descriptors
Grade 12**

Content Standard 4.0: Students will achieve and maintain a health-enhancing level of fitness for an active lifestyle	
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Maintain and record progress towards health-related fitness goals as defined by formal guideline. ▪ Independently engage in and evaluate physical activity that addresses fitness and wellness throughout life. ▪ Analyze and maintain a personal healthy lifestyle independently of teacher intervention. ▪ Evaluate physical activity for injury potential and act upon the evaluation.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Refine health-related fitness goals as defined by a formal guideline. ▪ Independently engage in physical activity that addresses fitness and wellness throughout life. ▪ Analyze a personal healthy lifestyle independent of teacher intervention. ▪ Evaluate physical activity for injury potential.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Difficulty refining health-related fitness goals as defined by a formal guideline. ▪ Engage in physical activity that addresses fitness and wellness with teacher prompt. ▪ Difficulty in analyzing a personal healthy lifestyle. ▪ Inconsistently evaluate physical activity for injury potential.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Unable to refine health-related fitness goals as defined by a formal guideline. ▪ Choose not to engage in physical activity that addresses fitness and wellness. ▪ Inaccurate analyses of a personal healthy lifestyle. ▪ Limited success in evaluation of physical activity for injury potential.

**Physical Education Performance Level Descriptors
Grade 2**

Content Standard 5.0:	Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Apply class rules, procedures, and safe practices with limited teacher reinforcement. ▪ Consistently demonstrate cooperation and sharing. ▪ Consistently demonstrate components of respect during activities. ▪ Exhibit quality participation and vigor during multicultural activities.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Apply class rules, procedures, and safe practices with teacher reinforcement. ▪ Engage in physical activity involving cooperation and sharing. ▪ Demonstrate components of respect during activities regardless of personal differences. ▪ Participate in multicultural activities.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Apply some class rules, procedures, and safe practices with teacher reinforcement. ▪ Identify the characteristics of cooperation and sharing and engage with teacher assistance. ▪ Occasionally demonstrate components of respect during activities. ▪ Marginally participate in multicultural activities.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Unable to apply class rules, procedures or safety practices. ▪ Unable to cooperate and share during physical activity. ▪ Occasionally demonstrate components of respect during activities with team reinforcement. ▪ Choose not to participate in multicultural activities.

**Physical Education Performance Level Descriptors
Grade 3**

Content Standard 5.0: Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Apply class rules, procedures, safety practices and etiquette with no teacher reinforcement. ▪ Demonstrate acceptable responses to challenges, successes, and failures in physical activity. ▪ Seek to modify activities with regard to diversity and physical activity. ▪ Predict the connection between a dance, game, or sport and the culture in which it originates.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Apply class rules, procedures, safety practices and etiquette with limited teacher reinforcement. ▪ Identify acceptable responses to challenges, successes, and failures in physical activity. ▪ Understand the purpose for modifying activities with regard to diversity and physical activity. ▪ Understand the connection between a dance, game, or sport and the culture in which it originates.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Apply class rules, procedures, safety practices and etiquette with teacher reinforcement. ▪ Identify responses that result from participating in physical activities with teacher assistance. ▪ Understand with teacher prompt, the purpose for modifying activities with regard to diversity and physical activity. ▪ Able to understand the connection between a dance, game, or sport and the culture in which it originates with teacher assistance.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Unable to apply class rules, procedures, safety practices and etiquette with any consistency. ▪ Unable to identify responses that result from participating in physical activities. ▪ Resist attempts to modify activities with regard to diversity and physical activity. ▪ Unable to understand the connection between a dance, game, or sport and the culture in which it originates with teacher assistance.

**Physical Education Performance Level Descriptors
Grade 5**

Content Standard 5.0: Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Encourages others to make proper decisions to apply rules, procedures, and to use proper etiquette. ▪ Encourage others to respond positively to challenges, successes and failures in physical activities. ▪ Independently manages conflict positively, regardless of differences. ▪ Persuade others to use teamwork while interacting with others regardless of differences. ▪ Independently monitor themselves while encouraging others to use positive sportsmanship regardless of differences. ▪ Volunteer to tutor less skilled peers regardless of differences. ▪ Share personal and/or learned experiences regarding games, sports and dance from different cultures.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Make decisions to apply rules, procedures, and to use proper etiquette. ▪ Demonstrate positive responses to challenges, successes, and failures in physical activity. ▪ Manage conflict positively with teacher reinforcement regardless of differences. ▪ Demonstrate teamwork and positive sportsmanship while interacting with others regardless of differences. ▪ Identify similarities and differences of games, sports, and dance from different cultures.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Occasionally make decisions to apply rules, procedures, and to use proper etiquette. ▪ With teacher interaction, responds positively to challenges, successes and failures in physical activities. ▪ Occasionally manages conflict positively regardless of differences. ▪ Occasionally demonstrate teamwork while interacting with others regardless of differences. ▪ Occasionally demonstrate positive sportsmanship while interacting with others regardless of differences. ▪ Inconsistently work cooperatively with less skilled peers regardless of differences. ▪ Difficulty distinguishing between similarities and differences of games, sports, and dance from different cultures.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Seldom choose to apply rules, procedures, and to use proper etiquette. ▪ Unable to demonstrate acceptable responses to challenges, successes, and failures in physical activity. ▪ Rarely manages conflict positively. ▪ Rarely demonstrates teamwork while interacting with others. ▪ Rarely demonstrate positive sportsmanship while interacting with others. ▪ Unwilling to work cooperatively with less skilled peers. ▪ Unable to distinguish between similarities and differences of games, sports, and dance from different cultures.

**Physical Education Performance Level Descriptors
Grade 8**

Content Standard 5.0: Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.	
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Evaluate potential consequences and make a positive behavior choice. ▪ Organize and work cooperatively with a group to achieve goals in cooperative or competitive situations. ▪ Persuade others to be supportive and inclusive of all ability levels. ▪ Teach a sport, dance, and/or game from another culture.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Analyze potential consequences when confronted with a behavior choice. ▪ Work cooperatively within a group to achieve goals in cooperative or competitive situations. ▪ Demonstrate behavior that is supportive and inclusive of all ability levels in physical activity settings. ▪ Demonstrate a sport, dance, and/or game from another culture.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Identify potential consequences when confronted with a behavior choice. ▪ Limited success in working cooperatively within a group setting to achieve a goal in cooperative or competitive situations. ▪ Show some willingness to be supportive and inclusive of other ability levels. ▪ Demonstrate a sport, dance, and/or game from another culture with teacher assistance.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Does not recognize consequences when confronted with a behavior choice. ▪ Does not attempt to work cooperatively. ▪ Show behavior that is unsupportive and intolerant of other ability levels. ▪ Unwilling to demonstrate a sport, dance, and/or game from another culture.

**Physical Education Performance Level Descriptors
Grade 12**

Content Standard 5.0:	Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.
EXCEEDS STANDARD	<ul style="list-style-type: none"> ▪ Initiate a change of a potentially dangerous situation to avoid negative outcomes or consequences during participation in physical activity. ▪ Initiate a leadership role in a group setting. ▪ Debate the changing needs of physical activity in a diverse society.
MEETS STANDARD	<ul style="list-style-type: none"> ▪ Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity. ▪ Accept the responsibility for taking a leadership role. ▪ Discuss changing needs of physical activity in a diverse society.
APPROACHES STANDARD	<ul style="list-style-type: none"> ▪ Identify potentially dangerous outcomes and consequences during participation in physical activity. ▪ Occasionally assume leadership responsibilities in a group setting. ▪ List the changing needs of physical activity in a diverse society.
BELOW STANDARD	<ul style="list-style-type: none"> ▪ Unaware of potentially dangerous outcomes and consequences during participation in physical activity. ▪ Do not accept leadership responsibilities in a group setting. ▪ Unable to recognize any changing needs of physical activity in a diverse society.