

Grade 4 PE & Health Proficiency Scale Trimester 1

	Novice	Approaching	Proficient	Advanced
Health Concepts	Recognizes effective verbal communication or decision making with help and support.	Identifies characteristics of effective verbal communication skills or decision making in a health situation.	Explains characteristics of effective verbal communication skills and decision making in a health situation. (1.5.1, 1.5.2, 1.5.8, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6)	Not Assessed
Demonstrate Health Skills	Participates in the practice of demonstrating non-violent strategies and refusal skills	Demonstrates non-violent strategies and refusal skills or identifies when assistance is needed.	Demonstrates non-violent strategies and refusal skills and describes when assistance is needed. (4.5.1, 4.5.2, 4.5.4, 7.5.1, 7.5.2, 7.5.3)	Not Assessed
Motor Skills and Movement Patterns	Demonstrates with structured help and support some of the attributes of skills including locomotor skills in activities, changing speeds while dribbling with control, passing and receiving a ball when standing still with both sides of my feet, striking an object with short implement using proper stance, grip and follow-through; and striking an object with long-handle implement while moving.	With help and support, demonstrates basic elements of skills in isolation including locomotor skills in activities, changing speeds while dribbling with control, passing and receiving a ball when standing still with both sides of my feet, striking an object with short implement using proper stance, grip and follow-through; and striking an object with long-handle implement while moving.	Demonstrates locomotor skills in activities, changing speeds while dribbling with control, passing and receiving a ball when standing still with both sides of my feet, striking an object with short implement using proper stance, grip and follow-through; and striking an object with long-handle implement while moving. (S1, S2)	Demonstrates consistently foot dribbling a ball in group activity, passing with foot to a partner while both are moving, and striking an object with a long implement using a mature pattern,
Engagement	Participates occasionally throughout the lesson. Student will be given 2 reminders before given a mark and receive 6 or more marks during the trimester.	With help and support, participates actively throughout the entire lesson. Student will be given 2 reminders before given a mark and receive 5 marks during the trimester.	Actively participates in warm-up, cool-down and skill-building activities; being resilient by making an effort to improve skills and knowledge to help achieve a health-enhancing level of physical activity and fitness. (S3, S5)	Shows initiative and provides a model for actively participating in warm-up, cool-down and skill-building activities; being resilient by making an effort to improve skills and knowledge to help achieve a health-enhancing level of physical activity and fitness.

Responsibility	<p>With help and support, occasionally follows rules and procedures and is respectful towards others. Student will be given 2 reminders before given a mark and receive 6 or more marks during the trimester.</p>	<p>With help and support, respectful towards others by following agreed-upon rules and procedures, collaborating in activities, and accepting constructive feedback. Student will be given 2 reminders before given a mark and receive 5 marks or less during trimester.</p>	<p>Demonstrates respect for self and others by following agreed-upon rules and procedures, collaborating in activities, and accepting constructive feedback from others in a variety of physical activity contexts. (S4)</p>	<p>Shows initiative and provides a model for demonstrating respect for self and others by following agreed-upon rules and procedures, collaborating in activities, and accepting constructive feedback from others in a variety of physical activity contexts.</p>
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Grade 4 PE & Health Proficiency Scale Trimester 2

	Novice	Approaching	Proficient	Advanced
Health Concepts	Identifies how my choices or practices affect my personal health with structured support.	Identifies how my choices and practices affect my personal health	Describes how my choices and practices affect my personal health. (1.5.7, 7.5.2)	Not Assessed
Demonstrate Health Skills	Participates in the decision-making process by predicting a simple outcome of healthy choices that promote personal health.	Demonstrates the decision-making process by predicting a simple outcome of healthy choices that promote personal health.	Demonstrates the decision-making process by predicting the outcome of healthy choices that promote personal health. (5.5.3, 5.5.4, 5.5.5, 5.5.6)	Not Assessed
Motor Skills and Movement Patterns	Demonstrates with structured help and support some of the attributes of skills including using techniques to improve distances on jumps, punting the ball in the air, passing and receiving a ball when moving with the inside of the foot, catching a ball at different levels from a partner, throwing overhand with opposite foot forward, proper follow through and proper release, dribbling with both hands using a mature pattern. changing speed while hand dribbling under control, volleying a ball with two hands strike, striking with short implement an object with alternating hits with a partner, using a mature pattern with long implement while striking with an object, transferring weight from feet to hand at different speeds; and create and perform an original dance segment.	With help and support, demonstrates basic elements in isolation or practice setting using techniques to improve distances on jumps, punting the ball in the air, passing and receiving a ball when moving with the inside of the foot, catching a ball at different levels from a partner, throwing overhand with opposite foot forward, proper follow through and proper release, dribbling with both hands using a mature pattern. changing speed while hand dribbling under control, volleying a ball with two hands strike, striking with short implement an object with alternating hits with a partner, using a mature pattern with long implement while striking with an object, transferring weight from feet to hand at different speeds; and create and perform an original dance segment.	Demonstrates in isolation or practice setting using techniques to improve distances on jumps, punting the ball in the air, passing and receiving a ball when moving with the inside of the foot, catching a ball at different levels from a partner, throwing overhand with opposite foot forward, proper follow through and proper release, dribbling with both hands using a mature pattern. changing speed while hand dribbling under control, volleying a ball with two hands strike, striking with short implement an object with alternating hits with a partner, using a mature pattern with long implement while striking with an object, transferring weight from feet to hand at different speeds; and create and perform an original dance segment. (S1, S2)	Demonstrates consistently in a group activity using jumping and landing techniques in activities, kicking and punting, receiving a pass with my foot while moving, catching a ball, throwing overhand properly, volleying a ball with two hands strike toward a target, striking an object with a short and implement, and combining actions, balance and weight transfers in a gymnastic and dance environments.

Engagement	Participates occasionally throughout the lesson. Student will be given 2 reminders before given a mark and receive 6 or more marks during the trimester.	With help and support, participates actively throughout the entire lesson. Student will be given 2 reminders before given a mark and receive 5 marks during the trimester.	Actively participates in warm-up, cool-down and skill-building activities; being resilient by making an effort to improve skills and knowledge to help achieve a health-enhancing level of physical activity and fitness. (S3, S5)	Shows initiative and provides a model for actively participating in warm-up, cool-down and skill-building activities; being resilient by making an effort to improve skills and knowledge to help achieve a health-enhancing level of physical activity and fitness.
Responsibility	With help and support, occasionally follows rules and procedures and is respectful towards others. Student will be given 2 reminders before given a mark and receive 6 or more marks during the trimester.	With help and support, respectful towards others by following agreed-upon rules and procedures, collaborating in activities, and accepting constructive feedback. Student will be given 2 reminders before given a mark and receive 5 marks or less during trimester.	Demonstrates respect for self and others by following agreed-upon rules and procedures, collaborating in activities, and accepting constructive feedback from others in a variety of physical activity contexts. (S4)	Shows initiative and provides a model for demonstrating respect for self and others by following agreed-upon rules and procedures, collaborating in activities, and accepting constructive feedback from others in a variety of physical activity contexts.

Grade 4 PE & Health Proficiency Scale Trimester 3

	Novice	Approaching	Proficient	Advanced
Health Concepts	Identifies how one's health is influenced or valid health information with structured support.	Identifies how one's health is influenced or how to get valid health information.	Describes how one's health is influenced and how to get valid health information. (1.5.3, 1.5.6, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 3.5.1)	Not Assessed
Demonstrate Health Skills	Participates in the practice of goals setting by creating a short-term goal or identifying actions and resources to help accomplish the goal.	Demonstrates goals setting by creating a short-term goal or identifying actions and resources to help accomplish the goal.	Demonstrates goals setting by creating a short-term goal and identifying actions and resources to help accomplish the goal. (6.5.1, 6.5.2, 8.5.1, 8.5.2)	Not Assessed
Motor Skills and Movement Patterns	Demonstrates with structured help and support some of the attributes of skills using including techniques to improve distances on jumps, punting the ball in the air, passing and receiving a ball when moving with the inside of the foot, catching a ball at different levels from a partner, throwing overhand with opposite foot forward, proper follow through and proper release, dribbling with both hands using a mature pattern. changing speed while hand dribbling under control, volleying a ball with two hands strike, striking with short implement an object with alternating hits with a partner, using a mature pattern with long implement while striking with an object, transferring weight from feet to hand at different speeds; and create and perform an original dance segment.	With help and support, demonstrates basic elements of skills including using techniques to improve distances on jumps, punting the ball in the air, passing and receiving a ball when moving with the inside of the foot, catching a ball at different levels from a partner, throwing overhand with opposite foot forward, proper follow through and proper release, dribbling with both hands using a mature pattern. changing speed while hand dribbling under control, volleying a ball with two hands strike, striking with short implement an object with alternating hits with a partner, using a mature pattern with long implement while striking with an object, transferring weight from feet to hand at different speeds; and create and perform an original dance segment.	Demonstrates in group setting using techniques to improve distances on jumps, punting the ball in the air, passing and receiving a ball when moving with the inside of the foot, catching a ball at different levels from a partner, throwing overhand with opposite foot forward, proper follow through and proper release, dribbling with both hands using a mature pattern. changing speed while hand dribbling under control, volleying a ball with two hands strike, striking with short implement an object with alternating hits with a partner, using a mature pattern with long implement while striking with an object, transferring weight from feet to hand at different speeds; and create and perform an original dance segment. (S1, S2)	Demonstrates consistently in a group activity using jumping and landing techniques in activities, kicking and punting, receiving a pass with my foot while moving, catching a ball, throwing overhand properly, volleying a ball with two hands strike toward a target, striking an object with a short and implement, and combining actions, balance and weight transfers in a gymnastic and dance environments.

Engagement	Participates occasionally throughout the lesson. Student will be given 2 reminders before given a mark and receive 6 or more marks during the trimester.	With help and support, participates actively throughout the entire lesson. Student will be given 2 reminders before given a mark and receive 5 marks during the trimester.	Actively participates in warm-up, cool-down and skill-building activities; being resilient by making an effort to improve skills and knowledge to help achieve a health-enhancing level of physical activity and fitness. (S3, S5)	Shows initiative and provides a model for actively participating in warm-up, cool-down and skill-building activities; being resilient by making an effort to improve skills and knowledge to help achieve a health-enhancing level of physical activity and fitness.
Responsibility	With help and support, occasionally follows rules and procedures and is respectful towards others. Student will be given 2 reminders before given a mark and receive 6 or more marks during the trimester.	With help and support, respectful towards others by following agreed-upon rules and procedures, collaborating in activities, and accepting constructive feedback. Student will be given 2 reminders before given a mark and receive 5 marks or less during trimester.	Demonstrates respect for self and others by following agreed-upon rules and procedures, collaborating in activities, and accepting constructive feedback from others in a variety of physical activity contexts. (S4)	Shows initiative and provides a model for demonstrating respect for self and others by following agreed-upon rules and procedures, collaborating in activities, and accepting constructive feedback from others in a variety of physical activity contexts.