

# Grade 5 PE & Health Proficiency Scale Trimester 1

|   | <b>Novice</b>   | <b>Approaching</b>   | <b>Proficient</b>  | <b>Advanced</b>   |
|---|---|--|--|---|
| <b>Health Concepts</b>                    | Recognizes choices affect mental, physical, or social-emotional health with help and support.   | Identifies how choices affect mental, physical, or social-emotional health.  | Identifies how choices affect mental, physical, and social-emotional health. (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  |
| <b>Demonstrate Health Skills</b>          | Participates in the practice of verbal communication skills or decision making in a health situation.   | Demonstrate verbal communication skills or decision making in a health situation.  | Demonstrate effective nonverbal and verbal communication skills and decision making in a health situation. (4.5.1, 4.5.2, 4.5.4, 7.5.1, 7.5.2, 7.5.3)  | Not Assessed  |
| <b>Motor Skills and Movement Patterns</b> | Demonstrates with structured help and support some of the attributes of skills including locomotor skills, dribbles a ball, catch a ball, throw overhand properly, hand dribbles, and strike an object using small and long handle instruments. | With help and support, demonstrates basic elements of skills in isolation including locomotor skills, dribbles a ball, catch a ball, throw overhand properly, hand dribbles, and strike an object using small and long handle instruments. | Demonstrates multiple skills in a group activity including locomotor skills, dribbles a ball, catch a ball, throw overhand properly, hand dribbles, and strike an object using small and long handle instruments. (S1, S2)         | Demonstrates consistently foot dribbling with control while changing speed and direction, catching with mature pattern from a variety of trajectories using different objects, throwing with a mature pattern for distance or power, dribbling with dominant hand using changing speed and direction, a mature form of forehand and backhand strokes, striking a stationary object for accuracy, and correct rhythm and pattern for one cultural dance. |
| <b>Engagement</b>                         | 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.  |

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| <b>Responsibility</b> | <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 5 PE & Health Proficiency Scale Trimester 2

|   | Novice   | Approaching   | Proficient   | Advanced   |
|---|--|---|--|--|
| <b>Health Concepts</b>                    | Identifies how my choices affect one dimension of health with structured support.  | Identifies how my choices affect each dimension of health.  | Describes how my choices affect each dimension of health. (1.5.7, 7.5.2)   | Not Assessed   |
| <b>Demonstrate Health Skills</b>          | Participates in the decision-making process by making simple healthy choice.   | Demonstrates the decision-making process by making simple healthy choice.   | Demonstrates the decision-making process by making healthy choices that promote personal health. (5.5.3, 5.5.4, 5.5.5, 5.5.6)  | Not Assessed   |
| <b>Motor Skills and Movement Patterns</b> | Demonstrates with structured help and support some of the attributes of skills including jumping, landing, kicking, and punting, passing and receiving with foot while moving, volleying a ball with two hands strike towards a target in isolation or practice setting. | With help and support, demonstrates basic elements in isolation or practice setting jumping, landing, kicking, and punting, passing and receiving with foot while moving, volleying a ball with two hands strike towards a target in isolation or practice setting.   | Demonstrates in isolation or practice setting jumping, landing, kicking, and punting, passing and receiving with foot while moving, volleying a ball with two hands strike towards a target in isolation or practice setting. (S1, S2) | Demonstrates consistently shooting a goal with foot with power in a dynamic environment, two-hand-volley with control, and performing varies applications of weight transfer and balance during gymnastic or dance activity.   |
| <b>Engagement</b>                         | 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. |
| <b>Responsibility</b>                     | 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 5 PE & Health Proficiency Scale Trimester 3

|   | Novice   | Approaching   | Proficient   | Advanced   |
|---|--|---|--|--|
| <b>Health Concepts</b>                    | Identifies how peers, school, community, culture and media influence physical, social, mental-emotional health.  | Identifies how peers, school, community, culture and media influence physical, social, mental-emotional health.   | Describes how peers, school, community, culture and media influence physical, social, mental-emotional health. (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   |
| <b>Demonstrate Health Skills</b>          | 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 and identifying actions and resources to help accomplish the goal.   | Demonstrates goals setting by creating a short-term goal, taking and keeping track of action towards the goal and reflecting on progress. (6.5.1, 6.5.2, 8.5.1, 8.5.2)   | Not Assessed   |
| <b>Motor Skills and Movement Patterns</b> | Demonstrates with structured help and support some of the attributes of skills using including jumping, landing, kicking, and punting, passing and receiving with foot while moving, volleying a ball with two hands strike towards a target in isolation or practice setting. | With help and support, demonstrates basic elements of skills including jumping, landing, kicking, and punting, passing and receiving with foot while moving, volleying a ball with two hands strike towards a target in isolation or practice setting.                | Demonstrates without assistance in a group activity jumping, landing, kicking, and punting, passing and receiving with foot while moving, volleying a ball with two hands strike towards a target. (S1, S2)                        | Demonstrates consistently shooting a goal with foot with power in a dynamic environment, two-hand-volley with control, and performing varies applications of weight transfer and balance during gymnastic or dance activity.   |
| <b>Engagement</b>                         | 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. |
| <b>Responsibility</b>                     | 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.          |

