

# Grade 7 PE Proficiency Scale Q1

	<b>1 = Novice</b>	<b>2 = Partially Proficient</b>	<b>3 = Meeting Expectations</b>	<b>4 = Exceeding Expectations</b>
<b>Motor Skills and Movement Patterns</b>	Demonstrate throwing and catching while stationary or in motion; and dribble and shoot on goal during quarter 1 small-sided games.	Demonstrate an ability to throw and catch while stationary and in motion; and dribble attempting to change speed and direction; and shoot on goal appropriate to quarter 1 small-sided games.	Demonstrate proficiency in throwing and catching from a variety of trajectories while in motion with two hands; dribbling with both dominant and nondominant hand/foot changing speed and direction; and shoot with power on goal appropriate to quarter 1 small-sided games. (S1.M2.7, S1.M3.7, S1.M4.7, S1.M5.7, S1.M8.7, S1.M9.7, S1.M10.7, S1.M18.7, S1.M21.7, S1.M22.7)	Demonstrate throwing with power and catching from a variety of trajectories in a mature pattern while in motion with one and two hand; and dribbling changing speed and direction with both dominant and nondominant foot; and shoot with power on goal appropriate to quarter 1 small-sided games.
<b>Concepts and Strategies</b>	Recognize the conditions that factor into the safety of self and others with help and support. Recognize offense and defense transitions.	Recognize the conditions that factor into the safety of self and others. Demonstrate transitions from offense to defense to offense.	Analyze appropriate decision making based on conditions that factor into safety of self and others. Demonstrate transition from offense to defense or from defense to offense recovering quickly. (S2.M6.7, S2.M13.7)	Implement appropriate decision based on the conditions that factor into safety of self and others. Demonstrate and mentor others in from offense to defense and from defense to offense recovering quickly.
<b>Health-Enhancing Level</b>	Recognize warm-ups and cool downs in physical activity. Understand techniques and methods of stretching.	Recognize the role of warm-ups and cool downs before and after physical activity. Apply techniques and methods of stretching.	Lead appropriate warm-ups and cool downs before and after physical activity. Employ dynamic and static techniques and methods of stretching. (S3.M9.7, S3.M12.7)	Define and lead appropriate warm-ups and cool downs before and after physical activity. Execute and model the correct techniques and methods of dynamic and static stretching.
<b>Value of Physical Education</b>	Understand physical activity and the impact on a healthy body and mental and emotional well-being.	Understand physical activity and the impact on a healthy body; recognize the benefit of physical activity on mental and emotional well-being.	Identify types of physical activity and describe the positive impact on a healthy body and identify the healthy component of mental and emotional well-being. (S5.M1.7, S5.M2.7)	Advocate for a variety of physical activities to promote a healthy body, stress reduction, and engaging in positive social interactions.

# Grade 7 PE Proficiency Scale Q2

	<b>1 = Novice</b>	<b>2 = Partially Proficient</b>	<b>3 = Meeting Expectations</b>	<b>4 = Exceeding Expectations</b>
<b>Motor Skills and Movement Patterns</b>	Recognize two hand volley techniques, striking, and slide on defense. Attempt to underhand serve.	Demonstrate two hand volley techniques, low-to-high striking, and slide on defense. Underhand serve in dynamic environments.	Demonstrate control using two hand volley techniques, strike with a mature low-to-high pattern, and slide in all directions on defense. Demonstrate underhand serve consistently in dynamic environments. (S1.M11.7, S1.M12.7, S1.M13.7, S1.M15.7, S1.M17.7, S1.M19.7)	Execute control in a mature manner using two hand volley techniques, strike with a mature low-to-high pattern, and slide in all directions on defense. Execute underhand serve consistently in dynamic environments.
<b>Concepts and Strategies</b>	Understand open space for offensive positions and recognize reducing open space. Understand offensive tactics and defensive plays. Recognize an offensive shot appropriate to quarter 2 tasks.	Attempt to create open space utilizing offensive positions and attempt to reduce open space through positioning and movement. Try to utilize offensive tactics and correct defensive plays. Recognize an offensive shot to hit to an open space appropriate to quarter 2 tasks.	Create open space utilizing offensive positions and reduce open space through positioning and movement. Execute offensive tactics and utilize correct defensive plays appropriate to quarter 2 tasks. (S2.M1.7, S2.M2.7, S2.M3.7, S2.M4.7, S2.M5.7, S2.M7.7, S2.M8.7, S2.M10.7, S2.M11.7)	Lead others in creating open space utilizing offensive positions and reduce open space through positioning and movement. Model and execute offensive tactics and utilize correct defensive plays. Consistently create offensive shot and hit to an open space using a variety of shots appropriate to quarter 2 tasks.
<b>Health-Enhancing Level</b>	Recognize the need to adjust physical activity based on current fitness level. Identify remediation programs based on weakness. Accept feedback from peer.	Attempt to adjust physical activity based on current fitness level. Create a remediation program focused on 2 areas of weakness. Accept feedback from a peer.	Adjust physical activity based on current fitness level. Design and implement a remediation program focused on 2 areas of weakness. Provide feedback to a peer based on teacher-generated guidelines. (S3.M8.7, S3.M15.7, S4.M3.7)	Advocate and encourage others to improve physical activity based on current fitness level. Lead others in designing and implementing remediation program focused on areas of weakness. Provide specific feedback to a peer based on teacher-generated guidelines.
<b>Value of Physical Education</b>	Identify strategies to provide possible solutions in group challenges with guidance and support.	Identify strategies to provide possible solutions in group challenges.	Generate positive strategies, providing possible solutions, when faced with group challenges. (S5.M3.7)	Develop and execute positive strategies, providing solutions when faced with group challenges.

# Grade 7 PE Proficiency Scale Q3

	<b>1 = Novice</b>	<b>2 = Partially Proficient</b>	<b>3 = Meeting Expectations</b>	<b>4 = Exceeding Expectations</b>
<b>Motor Skills and Movement Patterns</b>	Demonstrate stationary dribbling. Understand offensive skills and sliding on defense with guidance and support appropriate to quarter 3 tasks.	Demonstrate dribbling by attempting to change speed and direction with hand, foot, or an implement. Attempt offensive skills. Attempt to slide in all directions while on defense appropriate to quarter 3 tasks.	Demonstrate proficiency in dribbling by changing speed and direction with both dominant and nondominant hand. Dribble with foot or an implement combined with passing in practice tasks. Perform offensive skills (pivot, give and go, fake, and jab step) using correct technique and slide in all directions while on defense appropriate to quarter 3 tasks. (S1.M6.7, S1.M7.7, S1.M8.7, S1.M9.7, S1.M11.7)	Consistently execute dribbling while changing speed and direction with both dominant and nondominant hand. Dribble with foot or an implement combined with passing in small sided games. Execute offensive skills (pivot, give and go, fake, and jab step) using correct techniques consistently and slide to the appropriate defensive position appropriate to quarter 3 tasks.
<b>Concepts and Strategies</b>	Recognize offense and defense transitions. Understand open space for offensive positions and recognize reducing open space. Understand offensive tactics and defensive plays. Shoot to a target recognizing a varying shot appropriate to quarter 3 tasks.	Demonstrate transitions from offense to defense to offense. Attempt to create open space utilizing offensive positions and attempt to reduce open space through positioning and movement. Try to utilize offensive tactics and correct defensive plays. Select an offensive shot and recognize differences in the varying speed or trajectory based on location relative to the target appropriate to quarter 3 tasks.	Demonstrate transition from offense to defense or from defense to offense recovering quickly. Create open space utilizing offensive positions and reduce open space through positioning and movement. Execute offensive tactics and utilize correct defensive plays. Select an offensive shot varying the speed and/or trajectory of the shot based on location relative to the target appropriate to quarter 3 tasks. (S2.M1.7, S2.M2.7, S2.M3.7, S2.M4.7, S2.M5.7, S2.M6.7, S2.M7.7, S2.M8.7, S2.M9.7, S2.M10.7, S2.M11.7)	Demonstrate and mentor others in transitions from offense to defense and from defense to offense recovering quickly. Lead others in creating open space utilizing offensive positions and reduce open space through positioning and movement. Model and execute offensive tactics and utilize correct defensive plays. Consistently create offensive shot executing the shot for distance of a goal with varying speed and trajectory appropriate to quarter 3 tasks.

<p style="text-align: center;"><b>Health-Enhancing Level</b></p>	<p>Identify the components of health-related and skill-related fitness and the components of the overload principle with help and support (FITT formula). Attempt to define the relation of the Borg Rating of Perceived Exertion (RPE) and work effort with help and support.</p>	<p>Identify the components of health-related and skill-related fitness and the components of the overload principle (FITT formula). Attempt to define how the Borg Rating of Perceived Exertion (RPE) can be used to determine perception of the work effort or intensity of exercise.</p>	<p>Distinguish between the components of health-related and skill-related fitness and describe the components of the overload principle (FITT formula). Define how the Borg Rating of Perceived Exertion (RPE) can be used to determine perception of the work effort or intensity of exercise. (S3.M7.7, S3.M11.7, S3.M13.7)</p>	<p>Distinguish and implement the components of health-related and skill-related fitness and use the components of the overload principle (FITT formula). Define and implement how the Borg Rating of Perceived Exertion (RPE) can be used to determine perception of the work effort or intensity of exercise.</p>
<p style="text-align: center;"><b>Value of Physical Education</b></p>	<p>Identify self expression in physical activity with help and support.</p>	<p>Identify the relationship between self- expression and life-long enjoyment through physical activity.</p>	<p>Explain the relationship between self- expression and life-long enjoyment through physical activity. (S5.M5.7)</p>	<p>Explain and advocate for the relationship between self- expression and life-long enjoyment through physical activity.</p>

# Grade 7 PE Proficiency Scale Q4

	<b>1 = Novice</b>	<b>2 = Partially Proficient</b>	<b>3 = Meeting Expectations</b>	<b>4 = Exceeding Expectations</b>
<b>Motor Skills and Movement Patterns</b>	Attempt to demonstrate forehand and backhand strokes with long-handled and short-handled implement with guidance and support. Understand offensive skills and sliding on defense. Attempt to strike using an implement in high to low pattern and at a pitched ball. Attempt to demonstrate rhythm and pattern for activities/dance forms.	Attempt to demonstrate forehand and backhand strokes with long-handled and short-handled implement. Attempt offensive skills and to slide in all directions while on defense. Strike using an implement demonstrating low-to-high pattern. Strike a pitched ball. Attempt to demonstrate rhythm and pattern for different rhythmic activities/dance forms.	Demonstrate correct form for forehand and backhand strokes with long-handled and short-handled implement. Perform offensive skills using correct technique. Slide in all directions on defense. Strike with accuracy and distance using an implement demonstrating mature low-to-high pattern. Strike a pitched ball to an open space. Demonstrate correct rhythm and pattern for different rhythmic activities/dance forms. (S1.M1.7, S1.M6.7, S1.M7.7, S1.M11.7, S1.M13.7, S1.M14.7, S1.M16.7, S1.M19.7, S1.M20.7)	Consistently execute correct form for forehand and backhand strokes with long-handled and short-handled implement. Execute offensive skills using correct techniques consistently and slide to the appropriate defensive position. Strike while moving with accuracy and distance using an implement demonstrating mature low-to-high pattern. Strike a pitched ball with power to an open space. Demonstrate and model for others correct rhythm and pattern for different rhythmic activities/dance forms.
<b>Concepts and Strategies</b>	Identify a strategy to attain a goal with help and support.	Identify strategies to attain a personal health goal and describe how the goal can change.	Apply strategies to attain a personal health goal and describe how the goal can change. (S2.M1.7, S2.M2.7, S2.M3.7, S2.M4.7, S2.M5.7, S2.M6.7, S2.M7.7, S2.M8.7, S2.M10.7, S2.M11.7, S2.M12.7)	Develop and evaluate a variety of goal setting practices in health decision-making for both short-term and long-term goals.
<b>Health-Enhancing Level</b>	Identify how a health behavior or influence affect mental, emotional, physical, or social health in adolescence with help and support.	Identify how different health behaviors and influences affect mental, emotional, physical, or social health in adolescence.	Describe how different health behaviors and influences affect mental, emotional, physical, and social health in adolescence. (S3.M3.7, S3.M4.7, S3.M14.7)	Analyze how different health behaviors and influences are interconnected when affecting mental, emotional, physical, and social health in adolescence.
<b>Value of Physical Education</b>	Identify the steps of the decision-making process to make a health-related decision with help and support.	Describe the steps of the decision-making process to make a health-related decision.	Utilize the decision-making process to make a health-related decision. (S5.M4.7)	Evaluate a variety of consequences of decision making in health behaviors for oneself and how they affect others.