

# Kindergarten–Grade 1 Physical Education

## Progress Report Indicators

1. <i>Unsatisfactory</i>	2. <i>Partially Proficient</i>	3. <i>Proficient</i>	4. <i>Advanced</i>
<b>STANDARD 1—Skills: Demonstrate competent skills in a variety of regular physical activities and sports.</b>			
<b>1. Demonstrate rhythmic locomotor and nonlocomotor movements and visual and auditory discrimination</b>			
Unable to perform basic locomotor and nonlocomotor movements safely. Has difficulty responding to verbal cues.	Perform basic locomotor and nonlocomotor movements with difficulty. Listens to visual and auditory cues.	Perform locomotor and nonlocomotor movements safely and with proper technique. Responds to visual and auditory cues.	Refined locomotor and nonlocomotor movement patterns (e.g., balance skills; unilateral, bilateral, cross-lateral movements; movements in combination).
<b>2. Apply and demonstrate the concept of body awareness (e.g., personal space, body awareness terms, gross and fine motor control)</b>			
Unable to move safely during fleeing, chasing, or dodging. Gross motor skills are awkward. Struggles with fine motor skills.	Has basic awareness of the body and shows growth as it relates to space during fleeing, chasing, and dodging. Gross motor skills are becoming balanced. Fine motor skills need further work.	Demonstrate awareness of the body as it relates to space by fleeing, chasing, or dodging while traveling safely. Gross motor skills performed with balance. Fine motor skills show control.	Chase, flees, and dodges with balance and control. Gross and fine motor skills use body control and weight transfer in all movement patterns.
<b>3. Demonstrate object manipulation activities using objects of different sizes, shapes, and textures</b>			
Unable to coordinate throwing underhand. No side orientation, opposition, or rotation as throwing.	Has difficulty throwing underhand. Cannot show opposition and rotation.	Throw underhand, demonstrating side orientation, opposition, rotation, and follow through.	Throw overhand, demonstrating side orientation, opposition, rotation, and follow through.
Unable to manipulate an object with hands or extensions. Misses or drops object most of the time.	Has difficulty manipulating an object with hands or extensions. Balance and control of objects are awkward.	Manipulate an object with hands or extensions.	Manipulate an object with hands or extensions with accuracy.
Unable to track a thrown ball and misses catching a ball.	Is beginning to track a thrown ball and has difficulty catching with properly positioned hands.	Catch a thrown ball by tracking it into properly positioned hands.	Catch a thrown ball using properly positioned hands and stance.

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## Progress Report Indicators

1. <i>Unsatisfactory</i>	2. <i>Partially Proficient</i>	3. <i>Proficient</i>	4. <i>Advanced</i>
<b>STANDARD 1 (Continued)—Skills: Demonstrate competent skills in a variety of regular physical activities and sports.</b>			
<b>3. (Continued) Demonstrate object manipulation activities using objects of different sizes, shapes, and textures</b>			
Unable to balance the body while kicking. Unable to control the direction of a ball.	Has poor kicking and ball control skills. Uses the toe to control a ball.	Demonstrate kicking and ball control skills, e.g., inside foot, outside foot, trapping.	Demonstrate eye-foot coordination by dribbling and passing.
Unable to cross the midline while performing various skills. Uses only dominant hand or side.	Is beginning to cross the midline while performing various skills. Performs skills awkwardly and with much effort.	Apply the concept of crossing the midline while performing various skills (e.g., jump rope, juggling, Frisbee, cup stacking).	Demonstrate speed and control while crossing the midline performing various skills (e.g., jump rope, juggling, Frisbee, cup stacking).
<b>4. Demonstrate creative exploration of movement and rhythm activities focusing on rhythm combinations and even and uneven rhythm</b>			
Unable to remember movement patterns. Sequenced movements difficult to perform. Has difficulty performing weight transfer.	Has difficulty patterning combinations and keeping rhythm with a sequence of movements. Needs extra time and practice to keep up.	Produce a simple rhythmic sequence using combinations of locomotor and nonlocomotion or movements, and even and uneven rhythm.	Demonstrate extended rhythmic skills reproducing a sequence of movements from memory and creating a simple dance.
<b>STANDARD 2—Physical Fitness: Demonstrate competency in physical fitness.</b>			
<b>1. Perform cardiorespiratory strength and flexibility activities (e.g., sit-ups, bending, swaying, stretching, twisting)</b>			
Unable to maintain moderate physical activity. Requires lengthy rest periods.	Has difficulty maintaining moderate to vigorous physical activity and needs more frequent rest periods.	Participate in moderate to vigorous physical activity in intermittent activity bursts ranging from a few seconds to several minutes alternated with rest periods.	Participate in moderate to vigorous physical activity in intermittent activity bursts ranging several minutes alternated with rest periods.
Possess very poor strength and flexibility.	Is beginning to develop strength and flexibility but below grade level.	Demonstrate grade-level standards of strength and flexibility.	Demonstrate above grade-level standards of strength and flexibility.

















































