**Willow Park Physical Education Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent Achievement of grade level learner expectations.**  **4 = Wow!**  Level 4 assessment would be like going to the bakery, ordering a cupcake, and receiving a cupcake in a wrapper with icing and sprinkles. The sprinkles add that “Wow!” factor.  :level-four.png  *Understands and applies new concepts in a wide variety of learning situations. Consistently uses required skills and strategies effectively.* | **Good achievement of grade level learner expectations.**  **3 = Got it!**  Level 3 assessment would be like going to the bakery, ordering a cupcake, and receiving a cupcake in a wrapper with icing. It looks good, tastes great and meets the customers satisfaction, but it could be a little bit better.  :level-three.png  *Understands and applies new concepts to most learning situations. Frequently uses required skills and strategies effectively).* | **Basic achievement of grade level learner expectations.**  **2 = Getting There!**  Level 2 assessment would be like going to the bakery, ordering a cupcake, and receiving a plain cupcake in a wrapper. Some people do like plain cupcakes, but they just are’nt that exciting.  :level-two.png  *Understands and applies new concepts to specific learning situations. Uses most required skills and strategies appropriately*. | **Not meeting grade level learner expectations.**  **1 = I need more practice!**  A level 1 assessment would be like going to the bakery, ordering a cupcake, and just receiving the cupcake wrapper. There are a lot of components missing  .    Requires repeat instructions to understand and apply new concepts in learning situations. Needs much support to use required skills and strategies. |
|  | **I can consistently…** | **I can usually…** | **I can often…** | **I can rarely…** |
| **Outcome 1-** Performs and refines movement skills  Students will **ACQUIRE & IMPROVE SKILLS** through a variety of developmentally appropriate movement activities; | -work hard to develop and practice the demonstrated skill.  -Move effortlessly and automatically  -Remain in control  -look natural in techniques  -demonstrate a high level of ability  -Maintain technique in game situations  -strive to improve learned skills | **-**work hard to improve skill in drills and activities most of the time.  -Move with ease  -Control movement  -Performs techniques correctly and is aware of others during game play  -Applies skill in basic game/movement situations and usually applies skill in game situations without losing technique  -exhibit a positive attitude | -move well but require concentration  -demonstrate a high level of ability  -attempt to develop new skill.  -Attempts at skill occasionally look the same  -Movement requires thought  - performs technique correctly but lacks spatial awareness  -Applies skill in modified game, and can usually keep good technique in game situations  -Occasionally works hard to improve learned skills | -move but I sometimes struggle to do this effectively.  -demonstrate a high level of ability  -try to improve my skills; however I continue to practice what has worked in the past.  - begin to follow proper technique  -movement without a lot of mental focus  -Perform in a the game but I am better in drill or modified game. |
| **Outcome 2**- Cooperates to demonstrate fair play and teamwork  Physical activity allows students to explore roles and responsibility through team and organizational participation.  Cooperation and the ability to work as part of a team are experiences that carry forward from physical activity to other areas of life. | -demonstrate fair play and team work  -communicate thoughts and ideas respectfully  - demonstrate being a role model and co-operate with the teacher and peers.  - create a positive learning environment by:  -Sharing equipment  -Play by the rules and play safe  -Passing to everyone  -Taking turns i.e. subbing  -Including others  -Sensitive to differences of abilities  -Encouraging others  -Help with equipment without being asked  -bring a note if I cannot participate | -demonstrate being a role model and I co-operate with the teacher and peers.  -Co-operate with others most of the time  -Listen without distraction  -help and encourage others  -Play fair, usually take turns with teammates  -Talk, rather than argue during disagreements  -Help with equipment when asked by the teacher  -bring a note if I cannot participate  -demonstrates fair play  work cooperatively with others | -exhibit an engaged/ positive attitude  -Demonstrate fair play  -work cooperatively but need reminders  -co-operative with my teacher and peers.  - work with other students but only when asked by teacher  -Follow instructions only when teacher is watching  -Participates the way the teacher has asked most of the time  - talk about it rather than argue  - help with equipment but may ‘drag my feet’  -have a note if I cannot participate | * exhibit disinterest in activities * sometimes demonstrate fair play * work cooperatively but need supervision   I often require encouragement and reminders from my teacher about staying on task or improving interactions with peers.  -Unwillingness to work with all students in the class  -Argumentative about rules  -Negative body language  -Run away from a job such as equipment  -May put down others  -Usually pass to the better players  -Sometimes I forget a note if I cannot participate |
| **Outcome 3**-Explores and applies strategies for leading a healthy, active way of life  Students explore and reflect upon information and experiences to develop connections between physical activity and how it can impact lifestyle and health. | * give my best **effort** and participate to best of my ability. * play **safe** and in control. * communicate my **goal** and I am aware of active living in our Community * understand the benefits of **Functional Fitness** & **Wellbeing** in Physical Activity. | * give my best **effort** and participate to best of my ability. * play **safe** and in control. * communicate my **goal** and I am aware of active living in our Community * understand the benefits of **Functional Fitness** & **Wellbeing** in Physical Activity. | * give my best **effort** and participate to best of my ability. * play **safe** and in control. * communicate my **goal** and I am aware of active living in our Community * understand the benefits of **Functional Fitness** & **Wellbeing** in Physical Activity. | * give my best **effort** and participate to best of my ability. * play **safe** and in control. * communicate my **goal** and I am aware of active living in our Community * understand the benefits of **Functional Fitness** & **Wellbeing** in Physical Activity. |

* **My strength(s) in the unit …**
* **I would like to improve on (my goal)...**