**Willow Park Physical Education Assessment**

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