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| Criteria |  | Level 1 | Level 2 | Level 3 | Level 4 |
| **Movement Skills and Competence**  Movement competence  (Knowledge)  Movement Skills  (Application) | 1  2  3 | * shows limited understanding of the phases of movement (i.e. preparation, execution, follow-through) * Performs stability, locomotor and manipulative skills during the unit with limited competency (i.e. successfully/efficiently) * Infrequently applies movement principles in order to help refine skill acquisition in the context of this unit | * shows moderate understanding of the phases of movement (i.e. preparation, execution, follow-through) * Perrforms stability, locomotor and manipulative skills during the unit with some competency (i.e. successfully/efficiently) * Sometimes applies movement principles in order to help refine skill acquisition in the context of this unit | * shows considerable understanding of the phases of movement (i.e. preparation, execution, follow-through) * Perrforms stability, locomotor and manipulative skills during the unit with considerable competency (i.e. successfully/efficiently) * Regularly applies movement principles that helps refine skill acquisition in the context of this unit | * shows high level of understanding of the phases of movement (i.e. preparation, execution, follow-through) * Performs stability, locomotor and manipulative skills during the unit with a high degree of competency (i.e. successfully/efficiently) * Always applies movement principles to help refine skill acquisition in the context of this unit |
| **Movement Strategies/Tactics**  Open to the Challenge  -Personal Skills  (Communication)  Strategies and Tactics  -Critical and Creative Thinking  (Thinking)  Fair Play and Etiquette  (Thinking)  Components of Activity  (Knowledge) | 4  5  6  7 | * Infrequently able to express the feelings resulting from challenges (i.e. success/failure/winning/losing) in the context of this unit * Infrequently applies problem solving skills to identify/implement tactical solutions that will increase the chances of success in the context of this unit * Demonstrates little conventions of fair play and etiquette during this unit * Shows little understanding of the components in the variety of physical activities in this unit (i.e. basic rules, game structure, movement skills) | * Sometimes able to express the feelings resulting from challenges (i.e. success/failure/winning/losing) in the context of this unit * Sometimes applies problem solving skills to identify/implement tactical solutions that will increase the chances of success in the context of this unit * Demonstrates some conventions of fair play and etiquette during this unit * Shows some understanding of the components in the variety of physical activities in this unit (i.e. basic rules, game structure, movement skills) | * Regularly expresses the feelings resulting from challenges (i.e. success/failure/winning/losing) in the context of this unit * Regularly applies problem solving skills that identifies/implements tactical solutions that increase the success in the context of this unit * Demonstrates considerable conventions of fair play and etiquette during this unit * Shows considerable understanding in the variety of physical activities in this unit (i.e. basic rules, game structure, movement skills) | * Always expresses the feelings resulting from challenges (i.e. success/failure/winning/losing) in the context of this unit and encourages others to do so * Always applies problem solving skills that identifies/implements tactical solutions that increase the success in the context of this unit * Demonstrates high degree of conventions of fair play and etiquette during this unit * Shows high degree of understanding of the components in the variety of physical activities in this unit (i.e. basic rules, game structure, movement skills) |