

# Standards Based Rubrics

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Strand: Physical Education and Leisure

Standard 1: Motor Skills and Movement Patterns:

Students shall demonstrate proficiency in *motor skills* and movement patterns needed to perform a variety of activities.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Manipulative Skills</b>	PEL.1.K.11 Catch a self-tossed object	PEL.1.1.8 Dribble with one hand in self-space while keeping control of the ball	PEL.1.2.9 Dribble in control with the dominate hand while moving in a general space	PEL.1.3.7 Step toward and strike a moving object using a <i>mature pattern</i>	PEL.1.4.5 Strike a ball with increased velocity and accuracy
	PEL.1.K.12 Use limited body movement when striking an object using the dominant arm	PEL.1.1.9 Demonstrate side orientation and proper grip when striking an object	PEL.1.2.10 Step toward and strike a stationary object	PEL.1.3.8 Volley a light-weight ball to self or partner using a <i>mature pattern</i>	PEL.1.4.6 Demonstrate a <i>mature pattern</i> of volleying during a game situation
	PEL.1.K.13 Volley a balloon with the hands	PEL.1.1.10 Volley an object, maintaining control, with the hands, arms, or racquet	PEL.1.2.11 Volley a light-weight ball tossed by a partner or self—using arms, hands, or racquet	PEL.1.3.9 Dribble a ball around moving obstacles with both feet using a <i>mature pattern</i>	PEL.1.4.7 Use feet to dribble with control and <i>agility</i> at a greater speed
	PEL.1.K.14 Move a ball with the feet	PEL.1.1.11 Move a ball using either foot while keeping the ball in control	PEL.1.2.12 Dribble a ball using feet in a variety of pathways around or through various obstacles, keeping the ball in control	PEL.1.3.10 Demonstrate a <i>mature pattern</i> of kicking using a variety of kicks and a variety of objects (e.g., drop kick, stationary kick, punt)	PEL.1.4.8 Use a variety of kicks with defenders and show increased velocity and accuracy
	PEL.1.K.15 Use limited body movement when kicking with the dominant leg	PEL.1.1.12 Move toward a stationary ball and kick using the dominant foot	PEL.1.2.13 Kick a stationary or moving ball and follow through toward a target		
	PEL.1.K.16 <i>Trap</i> a moving ball with the foot	PEL.1.1.13 <i>Trap</i> and pass a ball with a partner, using feet	PEL.1.2.14 <i>Trap</i> and pass a ball with control in an activity or game		

Physical Education and Leisure: Motor Skills and Movement Patterns K-4  
Physical Education and Health Framework Revised 2011  
Arkansas Department of Education

Key: PEL.1.K.11 = Physical Education and Leisure. Standard 1. Kindergarten. 11<sup>th</sup> Student Learning Expectation

Physical Education Standards				
<b>Key Ideas and Details</b>				
PEL.1.1.1	<b>Body Awareness:</b> Perform various movements of body parts	1		
PEL.1.1.2	<b>Spatial Awareness:</b> Move in various directions and through various pathways in regard to other students and objects (e.g. chase/flee, obstacles/obstacle courses)	1		
PEL.1.1.3	<b>Locomotor &amp; Non-locomotor Movements:</b> Perform any combination of the following <i>non-locomotor</i> movements (e.g. bend and stretch, twist and turn, push and pull)	1		3
PEL.1.1.4	<b>Rhythms &amp; Dance:</b> Perform body movement through music, beat, and <i>rhythm</i>	1	2	
PEL.1.1.5	<b>Manipulative Skills:</b> Step using the foot opposite the throwing hand (e.g. overhand and underhand throwing).	1		
PEL.1.1.6	Catch a bounced ball	1		
PEL.1.1.7	Catch a ball thrown underhand	1		
PEL.1.1.8	Dribble with one hand in self space while keeping control of the ball		2	
PEL.1.1.9	Demonstrate side orientation and proper grip when striking an object		2	
PEL.1.1.10	Volley an object, maintaining control, with the hands, arms, or racquet		2	
PEL.1.1.11	Move a ball using either foot while keeping the ball in control		2	
PEL.1.1.12	Move toward a stationary ball and kick using the dominant foot		2	
PEL.1.1.13	<i>Trap</i> and pass a ball with a partner, using feet		2	
PEL.2.1.1	<b>Body Awareness:</b> Distinguish between upper, lower, left, and right body parts	1	2	
PEL.2.1.2	Apply basic body movement patterns using verbal cues or music (e.g. "hokey pokey", alphabet shapes)	1	2	
PEL.2.1.3	<b>Locomotor and Non-Locomotor Movement:</b> Apply locomotor movements in various activities (e.g. rhythms, relays)	1		3
PEL.2.1.4	<b>Knowledge and Strategies:</b> Participate in low-organized games that utilize basic motor skills			3

First Grade  
Quarter 2



Physical Education Pacing Guide

## Movement Skills & Health Awareness

In the second nine weeks of first grade, students will learn fundamental sports skills, move with rhythmic, body and academic awareness, and identify healthy lifestyle skills.

Rogers Public Schools

**Physical Education Essential Core Skills**

**Key Ideas and Details**

PEL.4.1.1	<b>Benefits of Lifetime Activities:</b> Recognize health benefits of active play: strong muscles, oxygen to the brain, sense of well being
PEL.1.1.8	Dribble with one hand in self space while keeping control of the ball
HW.10.1.2	Safe use of medicines

**Rhythms & Dance**

**Key Ideas and Details**

PEL.1.1.4	<b>Rhythms &amp; Dance:</b> Perform body movement through music, beat, and <i>rhythm</i>
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**Manipulative Skills**

**Key Ideas and Details**

PEL.1.1.8	Dribble with one hand in self space while keeping control of the ball
PEL.1.1.9	Demonstrate side orientation and proper grip when striking an object
PEL.1.1.10	Volley an object, maintaining control, with the hands, arms, or racquet
PEL.1.1.11	Move a ball using either foot while keeping the ball in control
PEL.1.1.12	Move toward a stationary ball and kick using the dominant foot
PEL.1.1.13	<i>Trap</i> and pass a ball with a partner, using feet

**Body Awareness**

**Key Ideas and Details**

PEL.2.1.1	<b>Body Awareness:</b> Distinguish between upper, lower, left, and right body parts
PEL.2.1.2	Apply basic body movement patterns using verbal cues or music (e.g. "hokey pokey", alphabet shapes)

**Academic Integration**

**Key Ideas and Details**

PEL.2.1.5	<b>Academic Integration:</b> Understand that rhyme, <i>rhythm</i> , and repetition are reading readiness skills (e.g. spelling words while exercising, skip count while moving)
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**Benefits of Lifetime Activities**

**Key Ideas and Details**

PEL.4.1.1	<b>Benefits of Lifetime Activities:</b> Recognize health benefits of active play: strong muscles, oxygen to the brain, sense of well being
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**Lifetime Sports & Recreation**

**Key Ideas and Details**

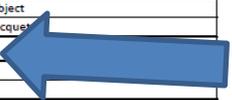
PEL.4.1.2	<b>Lifetime Sports and Recreation:</b> Identify basic skills for enjoyment of lifetime physical activities (e.g. casting, tent setting, tracking)
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**Body Systems**

**Key Ideas and Details**

HW.6.1.1	Name, locate, & describe the functions of the following body parts: heart, lungs, brains, stomach, muscles, bones
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Essential Question  
How can healthy choices improve your life?



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	PEL.1.K.12 Use limited body movement when striking an object using the dominant arm	PEL.1.1.9 Demonstrate side orientation and proper grip when striking an object	PEL.1.2.10 Step toward and strike a stationary object	PEL.1.3.8 Volley a light-weight ball to self or partner using a <i>mature pattern</i>	PEL.1.4.6 Demonstrate a <i>mature pattern</i> of volleying during a game situation
	PEL.1.K.13 Volley a balloon with the hands	PEL.1.1.10 Volley an object, maintaining control, with the hands, arms, or racquet	PEL.1.2.11 Volley a light-weight ball tossed by a partner or self—using arms, hands, or racquet	PEL.1.3.9 Dribble a ball around moving obstacles with both feet using a <i>mature pattern</i>	PEL.1.4.7 Use feet to dribble with control and <i>agility</i> at a greater speed
	PEL.1.K.14 Move a ball with the feet	PEL.1.1.11 Move a ball using either foot while keeping the ball in control	PEL.1.2.12 Dribble a ball using feet in a variety of pathways around or through various obstacles, keeping the ball in control	PEL.1.3.10 Demonstrate a <i>mature pattern</i> of kicking using a variety of kicks and a variety of objects (e.g., drop kick, stationary kick, punt)	PEL.1.4.8 Use a variety of kicks with defenders and show increased velocity and accuracy
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5

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Key: PEL.1.K.11 = Physical Education and Leisure. Standard 1. Kindergarten. 1<sup>st</sup> Student Learning Expectation

Can I move the ball with either foot under control?

PEL.1.1.11

2 <sup>nd</sup> Grade	4	Dribble a ball under control with both feet in a variety of pathways.
1 <sup>st</sup> Grade	3	Move a ball with either foot under control.
Kindergarten	2	Move a ball with feet.
Pre-K	1	Kick a ball and run after it.

4 - Consistently exceeds expectations related to the standard. (Advanced)

3 - Meets expectations related to the standard. (Proficient)

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1 - Does not meet expectations related to the standard. (Below Basic)

# Moving a Ball Using Either Foot While Keeping the Ball in Control

1<sup>st</sup> grade  
Coach Bunch  
Westside Elementary  
Rogers Public Schools  
December, 2015



**G –A- na- na- na- G**

**GOAL: Can I move the ball with either foot under control?**  
Students repeat the goal after Coach Bunch.



Can I... **Can I**  
move the ball... **move the ball**  
with either foot... **with either foot**  
under control... **under control**

Can I move the ball with either  
foot under control?

PEL.1.1.11

2 <sup>nd</sup> Grade	4	Dribble a ball under control with both feet in a variety of pathways.
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APK: Image- Coach Bunch's puppy- story about taking her for a walk  
Question- How do you keep your puppy on a leash?

Pair Share- 



This was a review of a familiar analogy.  
The students have learned that keeping control  
of a ball is similar to keeping a dog on a leash.

# NEW INFORMATION:

Coach Bunch modeled the first two levels of the rubric.

Can I move the ball with either foot under control?

PEL.1.1.11

2 <sup>nd</sup> Grade	4	Dribble a ball under control with both feet in a variety of pathways.
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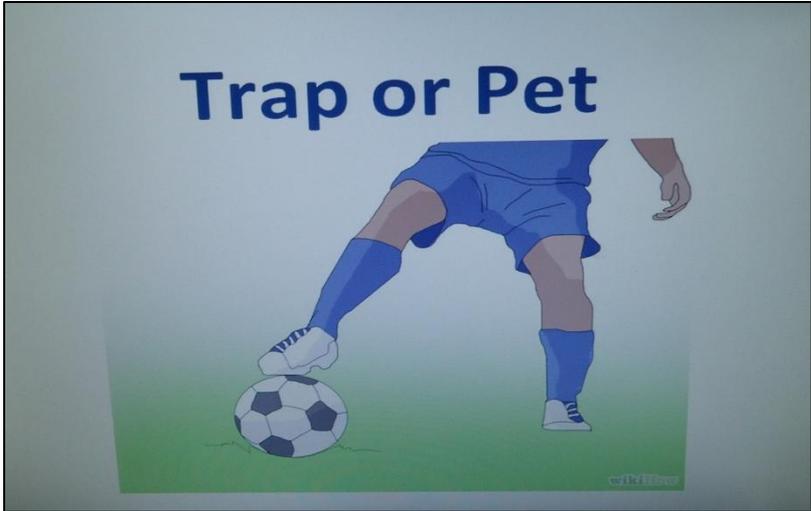
APPLICATION:

**PRACTICE**



# NEW INFORMATION:

Coach Bunch modeled level 3 of the rubric.



Can I move the ball with either foot under control?

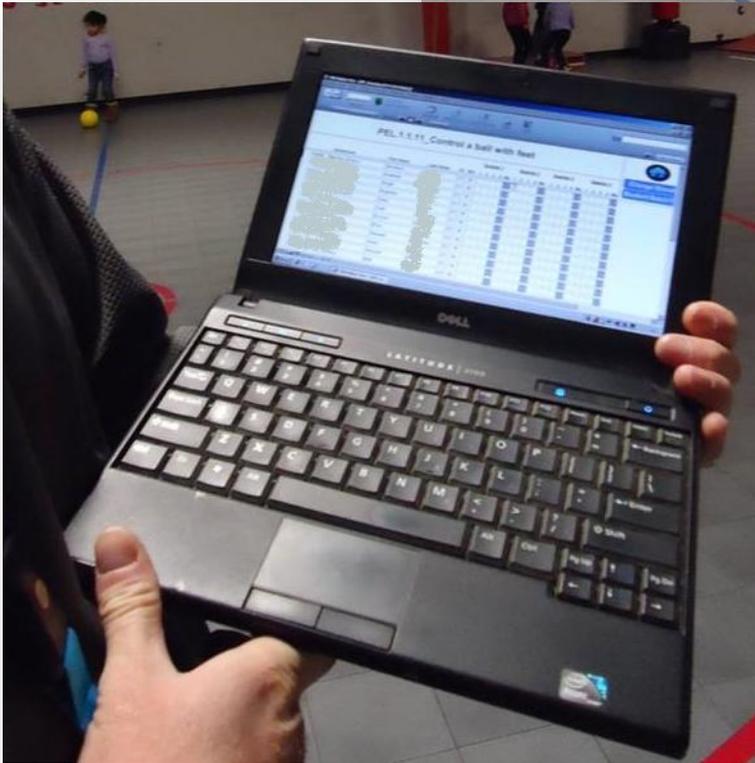
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2 <sup>nd</sup> Grade	4	Dribble a ball under control with both feet in a variety of pathways.
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Kindergarten	2	Move a ball with feet.
Pre-K	1	Kick a ball and run after it.

APPLICATION:

# PRACTICE





Midway through the lesson, Coach Bunch revisits the rubric with the students and has them self-assess and score themselves.

Can I move the ball with either foot under control?

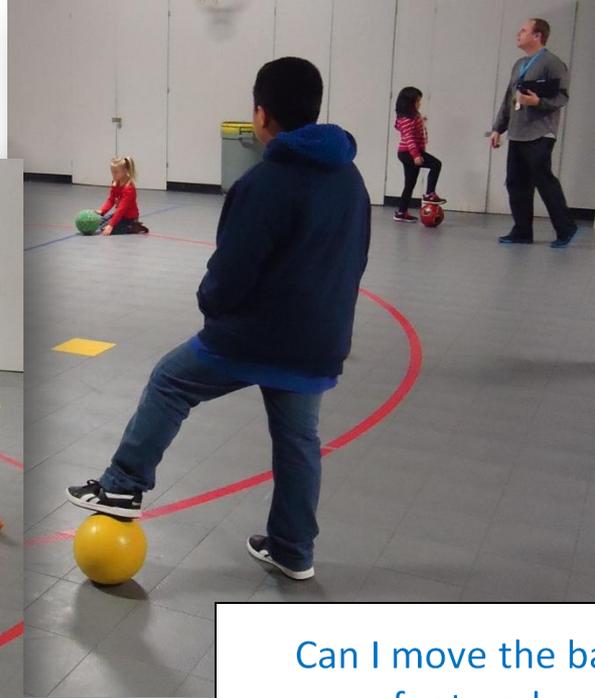
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Kindergarten	2	Move a ball with feet.
Pre-K	1	Kick a ball and run after it.



# NEW INFORMATION:

Coach Bunch asked a student to model level 4.



Can I move the ball with either foot under control?

PEL.1.1.11

2 <sup>nd</sup> Grade	4	Dribble a ball under control with both feet in a variety of pathways.
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APPLICATION:  
**PRACTICE**





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K-5 Curriculum

6-8 Curriculum

9-12 Curriculum

Kindergarten Curriculum >

1st Grade Curriculum >

2nd Grade Curriculum >

3rd Grade Curriculum >

4th Grade Curriculum >

5th Grade Curriculum >

Elementary Special Areas >

Resources to Improve  
Student Learning >

Vocabulary

Reading Foundation Skills >

@rps



Grades



Lunch  
Menu

ELA CCSS

ELA CCSS

## ELA CCSS

### Common Core State Standards

#### ELA CCSS

*Appendix A*

*Appendix B*

*Appendix C*

#### Standard Rubrics

**These rubrics were inspired by and modeled after the rubrics created by the RPS Elementary Physical Education Teachers for the physical education and health curriculum frameworks.**

Sample P.E. Lesson- Coach Bunch- Westside Elementary PPT

#### READING STANDARDS FOR LITERATURE

PPT 1 Close Reading

PPT 2 Theme & Summarizing

PPT 3 Analyzing Character, Setting & Plot

PPT 4 Determining Words and Phrases

PPT 5 Analyzing the Structure of a Text

PPT 6 Assessing How Point of View Affects a Text

PPT 7 Integrate & Evaluate Content Presented in Diverse Media

8 *not applicable*

PPT 9 Comparing Stories

#### READING STANDARDS FOR INFORMATIONAL TEXT

PPT 1 Close Reading

PPT 2 Main Idea & Summarizing

PPT 3 Analyzing How Events and Ideas Develop

PPT 4 Determining Words and Phrases

PPT 5 Analyzing the Structure of a Text

PPT 6 Assessing How Point of View and Purpose Affects a Text

PPT 7 Integrate & Evaluate Content Presented in Diverse Media

PPT 8 Evaluate an Argument

PPT 9 Comparing Texts

#### WRITING STANDARDS

PPT 1 Opinion

PPT 2 Informative/Explanatory

PPT 3 Narrative

## **RL.2 – Key Ideas and Details**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

K	With prompting and support, retell familiar stories, including key details.
1	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.2

# (Summarizing)

## Retell

### Oral Activity

*Natural sharing of what someone remembers about a text*

**K-1**

## Summarize

*A shortened version of an original text, stating the main ideas and important details of the text with the same structure and order of the original*

**4-5**

## Recount

Oral or Written  
Chronological Order

Past Tense Verbs  
*Answers the 5Ws & H*

**2-3**

## (Theme)

**Understand**  
Central Message  
or Lesson  
**1<sup>st</sup>**

**Determine**  
Central Message,  
Lesson or Moral  
**2<sup>nd</sup>**

**Determine**  
Central Message,  
Lesson or Moral  
**Explain**  
How it is conveyed  
**3<sup>rd</sup>**

**Determine**  
A Theme  
**4-5**



# I can retell a story.

RL.K.2

<b>1st Grade</b>	<b>4</b>	Use key details to retell a story. Understand the central message or lesson.
<b>Kindergarten</b>	<b>3</b>	With help from the teacher- Use key details to retell a story.
<b>Pre- K</b>	<b>2</b>	Use props to act out a story.
	<b>1</b>	No attempt.

RL.1.2

# I can retell a story.

## I understand the central message or lesson.

<b>2<sup>nd</sup> Grade</b>	<b>4</b>	<b>Recount stories and determine the central message, lesson or moral.</b>
<b>1<sup>st</sup> Grade</b>	<b>3</b>	<b>Use key details (characters, setting, events) to retell a story. Understand the central message or lesson.</b>
<b>Kindergarten</b>	<b>2</b>	<b>With help from the teacher- Use key details to retell a story.</b>
<b>Pre- K</b>	<b>1</b>	<b>Use props to act out a story.</b>

## I can recount a story.

I can determine the central message, lesson or moral.

<b>3<sup>rd</sup> Grade</b>	<b>4</b>	<b>Recount stories. Determine the central message lesson or moral and explain how it is conveyed.</b>
<b>2<sup>nd</sup> Grade</b>	<b>3</b>	<b>Recount stories and determine the central message, lesson or moral.</b>
<b>1<sup>st</sup> Grade</b>	<b>2</b>	<b>Use key details (characters, setting, events) to retell a story. Understand the central message or lesson.</b>
<b>Kindergarten</b>	<b>1</b>	<b>With help from the teacher- Use key details to retell a story.</b>

**I can recount a story.****I can determine the central message, lesson or moral.**

<b>4<sup>th</sup> Grade</b>	<b>4</b>	<b>Summarize a text. Determine the theme.</b>
<b>3<sup>rd</sup> Grade</b>	<b>3</b>	<b>Recount stories. Determine the central message lesson or moral and explain how it is conveyed.</b>
<b>2<sup>nd</sup> Grade</b>	<b>2</b>	<b>Recount stories and determine the central message, lesson or moral.</b>
<b>1<sup>st</sup> Grade</b>	<b>1</b>	<b>Use key details (characters, setting, events) to retell a story. Understand the central message or lesson.</b>

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# I can summarize a story, drama or poem.

RL.4.2

## I can determine the theme.

<b>5<sup>th</sup> Grade</b>	<b>4</b>	<b>Summarize a text.</b> <b>Determine the theme-</b> •Explain how characters respond to challenges or a poet reflects on a topic.
<b>4<sup>th</sup> Grade</b>	<b>3</b>	<b>Summarize a text.</b> <b>Determine the theme.</b>
<b>3<sup>rd</sup> Grade</b>	<b>2</b>	<b>Recount stories.</b> <b>Determine the central message lesson or moral and explain how it is conveyed.</b>
<b>2<sup>nd</sup> Grade</b>	<b>1</b>	<b>Recount stories and determine the central message, lesson or moral.</b>

# I can summarize a story, drama or poem.

RL.5.2

## I can determine the theme.

<b>6<sup>th</sup> Grade</b>	<b>4</b>	<b>Summarize the text without using personal opinions or judgments.</b> <b>Determine a theme or central idea , explaining how it unfolds in the text.</b>
<b>5<sup>th</sup> Grade</b>	<b>3</b>	<b>Summarize a text.</b> <b>Determine the theme-</b> <b>•Explain how characters respond to challenges or a poet reflects on a topic.</b>
<b>4<sup>th</sup> Grade</b>	<b>2</b>	<b>Summarize a text.</b> <b>Determine the theme.</b>
<b>3<sup>rd</sup> Grade</b>	<b>1</b>	<b>Recount stories.</b> <b>Determine the central message lesson or moral and explain how it is conveyed.</b>

# I can write to tell my opinion.

	<b>1</b> Kindergarten <i>(Use a combination of drawing, dictating and writing)</i>	<b>2</b> 1 <sup>st</sup> Grade	<b>3</b> 2 <sup>nd</sup> Grade	<b>4</b> 3 <sup>rd</sup> Grade
<b>Introduction</b>	Tell the topic or name of the book	Introduce the topic or book	Introduce the topic or book	Introduce the topic or text
	State an opinion or preference	State an opinion	State an opinion	State an opinion
<b>Reasons</b>		Supply a reason for the opinion	Supply reasons that support the opinion	Create an organizational structure that lists reasons
				Provide reasons that support the opinion
<b>Linking Words</b>			Use linking words to connect opinion and reasons <ul style="list-style-type: none"> <li>•because</li> <li>•and</li> <li>•also</li> </ul>	Use linking words to connect opinions and reasons <ul style="list-style-type: none"> <li>•because</li> <li>•therefore</li> <li>•since</li> <li>•for example</li> </ul>
<b>Conclusion</b>		Provide some sense of closure	Provide a concluding statement or section	Provide a concluding statement or section