

Standards Based Rubrics

Susan Hensley

Elementary Curriculum Specialist

Rogers Public Schools

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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
Manipulative Skills	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. 11th Student Learning Expectation

Physical Education Standards				
Key Ideas and Details				
PEL.1.1.1	Body Awareness: Perform various movements of body parts	1		
PEL.1.1.2	Spatial Awareness: 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	Locomotor & Non-locomotor Movements: 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	Rhythms & Dance: Perform body movement through music, beat, and <i>rhythm</i>	1	2	
PEL.1.1.5	Manipulative Skills: 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	Body Awareness: 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	Locomotor and Non-Locomotor Movement: Apply locomotor movements in various activities (e.g. rhythms, relays)	1		3
PEL.2.1.4	Knowledge and Strategies: 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	Benefits of Lifetime Activities: 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	Rhythms & Dance: 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	Body Awareness: 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	Academic Integration: 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	Benefits of Lifetime Activities: 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

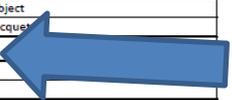
PEL.4.1.2	Lifetime Sports and Recreation: Identify basic skills for enjoyment of lifetime physical activities (e.g. casting, tent setting, tracking)
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Body Systems

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?



Strand: Physical Education and Leisure

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

Can I move the ball with either foot under control?

2 nd Grade	4	Dribble a ball under control with both feet in a variety of pathways.
1 st 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)
- 2 - Progressing toward meeting expectations related to the standard. (Basic)
- 1 - Does not meet expectations related to the standard. (Below Basic)

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

1st 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 nd 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

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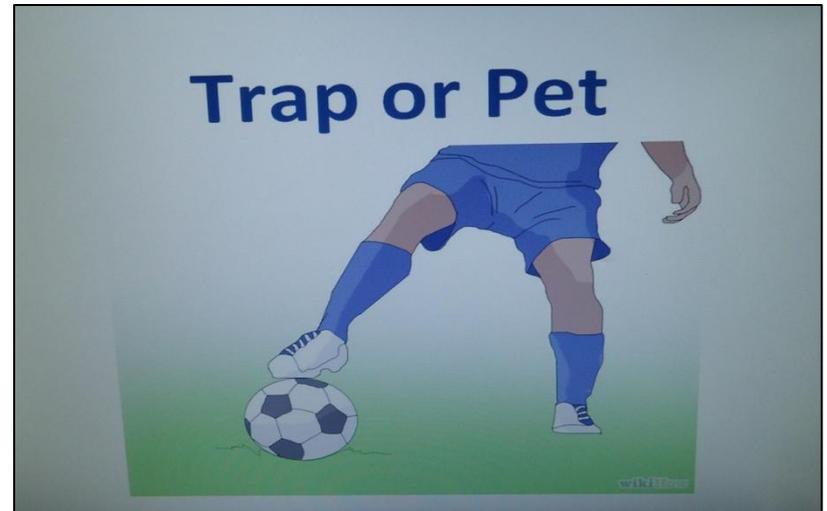
APPLICATION:

PRACTICE



NEW INFORMATION:

Coach Bunch modeled level 3 of the rubric.



Can I move the ball with either foot under control?

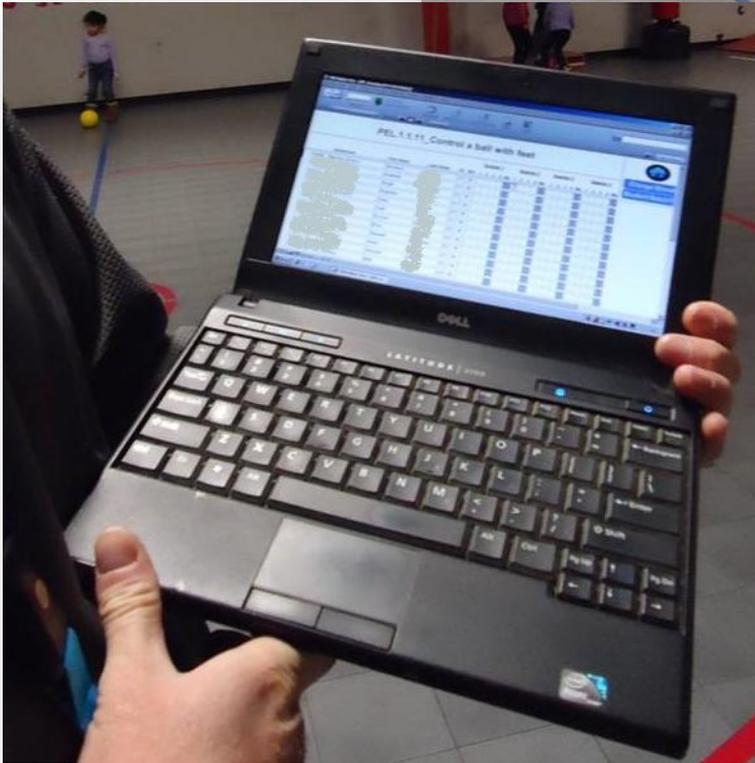
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Pre-K	1	Kick a ball and run after it.

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?

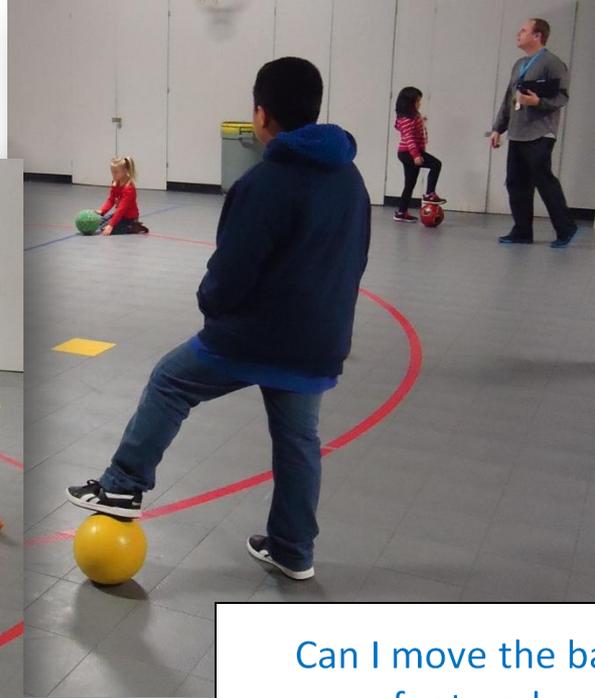
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NEW INFORMATION:

Coach Bunch asked a student to model level 4.



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APPLICATION:
PRACTICE





Students revisit the goal to generalize the learning, self assess, and receive some feedback.



Records: Found (Sorted) Show All New Record Delete Record Find Sort

PEL.1.1.11_ Control a ball with feet

Homeroom	First Name	Last Name	Gr	Bld	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
					1	2	3	4	Mx	1	2	3	4	Mx	1	2	3	4	Mx	
	Jvette		01	36																
	Jackson		01	36					1											
	Jairo		01	36					3	4			4							
	Jamison		01	36					2				2							
	Jenina		01	36					1				1							
	Judson		01	36					2				2							
	Madison		01	36					2				2							
	Mason		01	36					2	1			2							
	Quenisha		01	36																
	Ryan		01	36					3				3							
	Sharon		01	36									1							
	Shawn		01	36									1							

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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 >

ELA CCSS

Lunch Menu

Grades

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
1st

Determine
Central Message,
Lesson or Moral
2nd

Determine
Central Message,
Lesson or Moral
Explain
How it is conveyed
3rd

Determine
A Theme
4-5



I can retell a story.

RL.K.2

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

RL.1.2

I can retell a story.

I understand the central message or lesson.

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

I can recount a story.

I can determine the central message, lesson or moral.

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

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

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

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I can summarize a story, drama or poem.

RL.4.2

I can determine the theme.

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

I can summarize a story, drama or poem.

RL.5.2

I can determine the theme.

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

I can write to tell my opinion.

	1 Kindergarten <i>(Use a combination of drawing, dictating and writing)</i>	2 1 st Grade	3 2 nd Grade	4 3 rd Grade
Introduction	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
Reasons		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
Linking Words			Use linking words to connect opinion and reasons <ul style="list-style-type: none"> •because •and •also 	Use linking words to connect opinions and reasons <ul style="list-style-type: none"> •because •therefore •since •for example
Conclusion		Provide some sense of closure	Provide a concluding statement or section	Provide a concluding statement or section