

8th Grade Proficiency Scales

Strand: 1

Standard: Students will achieve a level of competency in motor skills and movement patterns

Level: 8th Grade

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Task
		Fluidity of motor skills during activities which weren't taught or demonstrated in class.
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrate competency in a variety of movement forms and proficiency in some movement forms. • Apply manipulative skills in a variety of individual, dual, and team sport-specific activities. • Demonstrate weight transfer that is common for a variety of skills • Perform manipulative skills while working individually. • Combine manipulative skills while working with a partner or within a small group. • Demonstrate body and target alignment that are common for a variety of skills. • Demonstrate how opposition and follow-through are common for a variety of skills. • Use correct technique in a variety of lead-up games. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● Transfers weight while throwing, kicking, batting, etc. ● Throws, kicks, and strikes a variety of objects, demonstrating both accuracy and force ● Can hit a ball and run to base, dribble and shoot a basketball while being guarded, catch and throw a Frisbee ● Can have proper body and target alignment while: receiving a serve, catching a ball, catching a Frisbee ● Can show how opposition and follow-through are common for: throwing, tennis serve, soccer kick, volleyball spike, basketball lay-up ● Correct motor skills used for correct game or activity being played
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>vocabulary: body and target alignment, weight transfer, follow-through, movement forms,</p> <ul style="list-style-type: none"> ● I can <ul style="list-style-type: none"> ○ Perform manipulative skills ○ Align body to target ○ Follow-through during activities <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Throws, kicks, and bats but weight transfer doesn't occur ● Throws, kicks, and strikes a variety of objects, but lacks the demonstrating of both accuracy and force ● Hits a ball but doesn't run to a base ● Catches a ball but body out of proper alignment ● Serves in badminton but doesn't understand how its similar to underhand serve in volleyball ● Motor skills present in games and activities but not correct ones or used awkwardly
Score	With help, a partial understanding of some of the simpler details and processes and some of the	

1.0	more complex ideas and processes.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: 2

Standard: Students will apply knowledge to attain efficient movement and performance

Level: 8th Grade

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Task
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrate through participation, ways to link and transfer basic manipulative skills and concepts to specialized sports' skills. • Identify and demonstrate similarities and differences between motor skills. • List goals and monitor changes in the development of movement skills to improve performance. • In a game situation, move to open spaces to receive a pass while playing traditional or non-traditional sports or activities. • Cover a specific area of the court or field while playing traditional or non-traditional sports or activities. • Establish a ready position in preparation for skill performance. • Strike or throw a ball to a specific target. <p>The student exhibits no major errors or omissions.</p>	<p>Movements aren't robotic, pre-planned; they happen effortlessly at the correct moments to allow teammate to receive a pass, juke a defender, or score a lay-up.</p> <ul style="list-style-type: none"> ● Demonstrate and identify similarities and differences in motor skills such as: the badminton smash and volleyball spike, drop kick in soccer and punt in football, etc. ● Can establish a ready position in preparation for skill performance such as: receiving a volleyball serve or ground ball in softball or lacrosse. ● Can play man to man defense in basketball ● Can legally get away from a defender to receive a soccer pass from a teammate ● Can show improvement in performance in motors skills by setting goals and charting them
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>vocabulary: motor skills, game situation, non-traditional, specific area, ready position, skill performance, specific target</p> <ul style="list-style-type: none"> ● I can <ul style="list-style-type: none"> ○ Strike or throw to a specific target ○ In a ready position for skill performance ○ Covering a specific area correctly ○ Move to open spaces and receive a pass ○ Demonstrate the proper motor skills for an activity <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Can smash a birdie, spike a volleyball, drop kick a soccer ball and punt a football, etc., but doesn't understand similarities and differences in the motor skills ● Can receive a volleyball serve, ground ball in softball but not in a position for skill performance ● Stands on second base when playing second base on defense ● Easy to guard and score on ● Lists goals but improvement not evident
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: 3

Standard: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Level: 8th Grade

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Task
Score 4.0		Participating in activities and meeting or beating the Presidential and FitnessGram Test result. Design a program to advance and meet your own fitness goals.
Score 3.0	<p>The student:</p> <ul style="list-style-type: none">• Assess personal level of fitness and maintain a basic exercise plan, including all components of health related fitness.• Design and implement a personal exercise plan based on fitness assessment results.• Change activities or alter game rules to enhance fitness benefits• Explore a variety of nontraditional physical activities• Examine, monitor, and improve execution of motor skills using technological resources.• Using technology, provide skill feedback and analysis of movement <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none">● Understand where they are on their fitness level● Comparing them to the Presidential Standards and Fitnessgram Standards● Evaluating their results and making goals for their next assessment● Eliminate time-outs, play soccer instead of volleyball to meet cardiovascular goals● Assessment of strength, muscular endurance, cardiovascular endurance, flexibility●
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>vocabulary: fitness, fitness assessments, personal exercise plan,</p> <ul style="list-style-type: none">● I can<ul style="list-style-type: none">○ Actively participate in fitness assessments○ Make an accurate personal exercise plan○ Participate in non-traditional activities <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none">● Run, do a curl-up, do a push-up with correct form and technique while performing the fitness objective of that day● Pace myself and breath correctly so that I can get the best results possible● Filling out their assessment results
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: 4

Standard: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others

Level: 8th Grade

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Task
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrate the ability to make responsible choices in activity settings. • Demonstrates while: participating compliance with activity rules and procedures. • Practice safe behaviors relative to others. • Accept and consider constructive criticism or feedback for teacher and peers. • Demonstrate the ability to work and support others with both teammates and opponents. • Seek out, participate with, and show respect for persons of like and different genders, abilities, skills, and cultures. • Value the role of games, sports, in getting to know and respect others of various cultural backgrounds. <p>The student exhibits no major errors or omissions.</p>	<p>They are always: making responsible choices, participating by rules and procedures, safe around others, support others, respect all, and value the role of games in getting to know others.</p> <ul style="list-style-type: none"> ● Follows all the rules and procedures of the activities ● Is always safe and aware of surroundings and others ● Changes form based upon feedback from peers and or teacher ● Accepts everyone on the team as a teammate ● Excludes no one from the activity
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>vocabulary: responsible choices, procedures, safety, feedback, support,</p> <ul style="list-style-type: none"> ● I can <ul style="list-style-type: none"> ○ Make responsible choices in activity settings ○ Follow rules and procedures ○ Be safe ○ Accept feedback ○ Work as a team ○ Be respectful <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Participates but not as an active teammate or participant ● Only aware of self but not others ● Form stays same even after feedback ● Understands rules and skills from stationary or partners but not game situations
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: 5

Standard: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family

Level: 8th Grade

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Task
Score 4.0		Go out of their way to make sure everyone is included, always being safe, following rules and directions
Score 3.0	The student: <ul style="list-style-type: none">• Celebrate the successes and achievements of self and others.• Recognize that physical activity provides opportunities for challenge.• Demonstrate group problem solving abilities. The student exhibits no major errors or omissions.	<ul style="list-style-type: none">• Celebrate the small victories in class with your team• Keep on working even when perception is that it's hard• Problem solve as a team
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: vocabulary: challenges, quitting, giving up, hard work, successes, problem solving <ul style="list-style-type: none">• I can<ul style="list-style-type: none">○ Celebrate successes of everyone in class○ Meet the challenges physical education presents○ Problem solve in a group dynamic However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none">• High 5's people for successes• Doesn't stop when activity is perceived as difficult or hard• Helps the team problem solve during activities
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 0.0	Even with help, no understanding or skill demonstrated.	