

# **9<sup>th</sup> Grade PST Proficiency Scales**

**Strand: 1**

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

**Level: 9th Grade**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Tasks</b>
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"><li>• Refine activity-specific movement skills in activities.</li><li>• Demonstrate individual competency through testing and participation in activities.</li><li>• Demonstrate individual competency in one or more aerobic and anaerobic skills that promote health-related fitness.</li><li>• Employ offensive maneuvers to receive a pass in a game setting.</li><li>• Accomplish efficient defensive understanding in a game situation by denying passing zones, or deflecting ball.</li></ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>Very fluid in their movements, anticipates offense and defense moves, does something with a skill which wasn't taught and flows in the game.</p> <ul style="list-style-type: none"><li>• Can easily transition from offense to defense during a game</li><li>• Demonstrates the fundamentals while participating in a game setting</li><li>• Takes rest breaks at correct time during activity</li><li>• Demonstrates the ability to participate in both aerobic and anaerobic activities during the participation of the activities</li><li>• Can evade defenders to receive a pass</li><li>• Can play defense so that the offense can't receive the ball</li></ul>
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p>vocabulary: offense, defense, anaerobic, aerobic, basic rules and terms for the activities being played</p> <ul style="list-style-type: none"><li>• <b>I can</b><ul style="list-style-type: none"><li>○ Move between offense and defense in an activity</li><li>○ Performs aerobic and anaerobic activities</li><li>○ Understand the purpose of the activities</li><li>○ Play defense and offense</li></ul></li></ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"><li>• Switching from offense to defense isn't fluid and needs prompting</li><li>• Fundamentals present but only with partners not in a game setting</li><li>• Takes constant breaks during the activity</li><li>• Demonstrates the ability to participate in either aerobic or anaerobic activities during the participation of the activities</li><li>• Easy for defenders to guard</li><li>• Easy for other team to score on</li></ul>

**Strand: 2**

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

**Level: 9th Grade**

		<b>Sample Tasks</b>
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	The student is able to effectively coach peers in the skills being taught. Is able to verbalize and demonstrate strategies and rules for the activities. Can analyze a video of themselves, peers, or others and be able to identify 3 motor skills done correctly and 3 things done incorrectly.
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"><li>• Demonstrate appropriate use of terminology associated with exercise and participation in selected performance activities (Examples of terms: serve, drop shot, trap, pass, service court, etc.)</li><li>• Identify skill-specific cues for a variety of physical activities. (Examples of cues: elbow up, eyes on target, follow-through, hand in the cookie jar, etc.)</li><li>• Use movement concepts and principles to analyze and improve performance of self and/or others in a selected skill.</li><li>• Demonstrating strategies and rules.</li><li>• Observe and improve movement skills, using videography and digital photography to provide feedback and self-analysis.</li></ul> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"><li>• Demonstrates how force, motion, rotation effect the outcome of a selected skill</li><li>• Uses terminology correctly both verbally and situationally</li><li>• Shows a lot of different skill specific cues</li><li>• Participates using fluid strategies and rules of the game</li><li>• When viewing a video clip can demonstrate and verbalize what is correct and not correct about the motor skill being performed</li></ul>
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <p>Vocabulary: motor skill, skill-specific cues, strategy, terminology for activities examples: service line, drop shot, pass, trap, off sides, penalty, foul, etc.</p> <ul style="list-style-type: none"><li>• <b>I can</b><ul style="list-style-type: none"><li>○ Give accurate feedback to a peer as to how to help their motor skill</li><li>○ Participate in activities</li><li>○ Use correct terminology for activity being played</li></ul></li></ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"><li>• Uses terminology correctly either verbally or situationally but not both</li><li>• Skill specific skills only demonstrated sporadically</li><li>• Participates in games but lacks use of strategies and rules</li><li>• When viewing a video clip they are unable to demonstrate or verbalize what is correct or in correct about the motor skill being shown</li></ul>

**Strand: 3**

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

**Level: 9th Grade**

<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Task</b>
<b>Score 4.0</b>	<b>The student:</b> <ul style="list-style-type: none"><li>• Balance the rate of exertion and pacing.</li><li>• Describe the elements of physical fitness</li><li>• Self-assess personal level.</li><li>• Adjust intensity levels of various activities through monitoring pulse rates manually, or by using heart-rate monitors or pulse sticks.</li><li>• Evaluate levels of activity, and make adjustments to increase fitness benefits by increasing pace and adding time and/or repetitions.</li><li>• Find my target heart rate</li><li>• Use my target heart rate to improve physical fitness</li></ul> <b>The student exhibits no major errors or omissions.</b>	Participating in activities and meeting or beating the Presidential and FitnessGram Test result. Design a program to advance and meet the fitness goals. Graph their FITT results based upon their activities. Chart and explain their target heart rate for activities participated in. <ul style="list-style-type: none"><li>• Can jog 20-25 minutes without stopping while in their target heart rate zone</li><li>• Shows how to properly use the FITT guidelines and principles</li><li>• Adjusts fitness intensity routines based on heart rate zone</li><li>• Increases pace, intensity, time and repetitions to a workout to increase fitness benefits</li><li>• Using Presidential and FitnessGram test results can accurately describe elements of physical fitness and assess their fitness level</li></ul>
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>  vocabulary: FITT, target heart rate zone, elements of physical fitness, <ul style="list-style-type: none"><li>• <b>I can</b><ul style="list-style-type: none"><li>○ Use FITT to increase my physical fitness</li><li>○ Demonstrate levels of physical fitness</li><li>○ Review frequency, intensity, time, and type (FITT) guidelines as they apply to the development of physical fitness.</li></ul></li></ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"><li>• Can jog 5-10 minutes without stopping while in their target heart rate zone</li><li>• Uses FITT guidelines and principles but incorrectly</li><li>• Can find heart rate but no understanding of target heart rate zone</li><li>• Keeps fitness routine the same doesn't increase fitness benefits</li><li>• Completes elements of physical fitness testing</li></ul>

**Strand: 4**

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

**Level: 9th Grade**

<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Task</b>
<b>Score 4.0</b>		Always self-managing, respectful, positive, communicating, solving problems, walking away from problems to avoid confrontations, and including others.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"><li>• Employ effective self-management skills and personal characteristics to analyze barriers and modify physical activity patterns appropriately.</li><li>• Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity.</li><li>• Assume a positive supportive role.</li><li>• Use communication skills and strategies that promote team/group dynamics.</li><li>• Communicate with fellow participants to solve conflict without confrontation.</li><li>• Solve problems and think critically in physical activity, both as an individual and in groups.</li><li>• Walk away willingly to avoid verbal or physical confrontation in activity settings.</li><li>• Develop strategies to include others in activity participation.</li></ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"><li>• Are a positive influence while: being a spotter, providing feedback, analyzing technique, partnering, etc.</li><li>• Can recognize the signs of bullying, intervene and stop it before it happens or escalates further.</li><li>• Use communication skills in a positive manner to promote team and group dynamics</li><li>• Communicate to solve conflict without confrontation</li><li>• Solve problems during games as an individual and team</li><li>• Will walk away willingly to avoid a hostile confrontation</li><li>• Includes others in active participation of activity every day</li></ul>
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p>vocabulary: self-management, respect, role, communication skills, inclusion</p> <ul style="list-style-type: none"><li>• <b>I can</b><ul style="list-style-type: none"><li>○ Include others</li><li>○ Manage myself</li><li>○ Respect myself and others</li><li>○ Communicate correctly as a way to solve problems</li></ul></li></ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"><li>• Ask others to join</li><li>• Take control of myself</li><li>• Respect others</li><li>• Communicate in a manner I want to be communicated with</li></ul>

**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: 9th Grade**

<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Tasks</b>
<b>Score 4.0</b>		Challenges themselves every day to become more physically fit than they were the day before. Make sure they perform the motor skill better or more refined than they did the day before.
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"><li>Choose an appropriate level of challenge to experience success and desire to participate in physical activity.</li></ul> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"><li>Make more lay-ups in a row</li><li>Get more serves in badminton over the net</li><li>Improve on your mile by 2 minutes</li><li>Hit every serve over an inbounds in volleyball</li></ul>
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> vocabulary: challenges, quitting, giving up, hard work, successes, <ul style="list-style-type: none"><li><b>I can</b><ul style="list-style-type: none"><li>Actively improve every day</li><li>Not quit if activity is perceived as difficult or hard</li><li>Celebrate others small successes</li></ul></li></ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"><li>Staying stagnant and not improving upon skills</li><li>Participating but not actively challenging yourself or other</li></ul>

