

**Physical Education Performance Level Descriptors  
Grade 2**

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Utilize and explain the vocabulary of simple movement patterns.</li> <li>▪ Identify and perform the basic elements of movement forms.</li> <li>▪ Discuss cues that enhance skill performance.</li> <li>▪ Describe and illustrate the physiological signs of moderate physical activity.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Understand the vocabulary of simple movement patterns.</li> <li>▪ Identify the basic elements (i.e. opposition) of movement forms.</li> <li>▪ Identify and respond to cues that enhance skill performance (i.e. when catching “look, reach, and give”).</li> <li>▪ Identify the physiological signs of moderate physical activity (i.e. fast heart rate and heavy breathing).</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Understand some of the vocabulary of simple movement patterns.</li> <li>▪ Identify the basic elements of movement forms with assistance.</li> <li>▪ Identify and respond to some cues that enhance skill performance.</li> <li>▪ Can identify with assistance the physiological signs of moderate physical activity.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Unable to understand the vocabulary of simple movement patterns.</li> <li>▪ Unable to identify the basic elements of movement forms.</li> <li>▪ Unable to identify and respond to cues that enhance skill performance.</li> <li>▪ Has difficulty identifying the physiological signs of moderate physical activity even with teacher assistance.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 3**

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Utilize and explain a movement vocabulary for manipulative locomotor and nonlocomotor movement activities.</li> <li>▪ Explain the basic elements of a movement form in a dynamic environment.</li> <li>▪ Assist a peer in the improvement of his/her performance.</li> <li>▪ Monitor and adjust to physiological changes during moderate physical activity.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Utilize a movement vocabulary for manipulative, locomotor, and nonlocomotor movement activities.</li> <li>▪ Apply the basic elements of a movement form in a dynamic environment.</li> <li>▪ Identify simple cues in the performance of peers.</li> <li>▪ Know how to monitor the physiological changes occurring during moderate physical activity.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Utilize a limited movement vocabulary for manipulative, locomotor, and nonlocomotor movement activities.</li> <li>▪ Unable to clearly distinguish the basic elements of a movement form in a dynamic environment.</li> <li>▪ Identify simple cues in the performance of peers with teacher assistance.</li> <li>▪ Requires assistance to explain how to monitor the physiological changes occurring during moderate physical activity.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Unable to utilize a movement vocabulary for manipulative, locomotor, and nonlocomotor movement activities.</li> <li>▪ Unable to identify the basic elements of a movement form in a dynamic environment.</li> <li>▪ Unable to identify simple cues in the performance of peers.</li> <li>▪ Have little success explaining how to monitor the physiological changes occurring during moderate physical activity.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 5**

<b>Content Standard 1.0:</b> A physically educated student understands and applies movement concepts to the learning and development of motor skills.	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Apply and explain vocabulary to differentiate between more complex game-like strategies.</li> <li>▪ Identify and apply the intermediate elements of movement forms.</li> <li>▪ Apply and explain more complex strategies to game-like situations.</li> <li>▪ Identify the characteristics of a skilled performance in multiple movement forms.</li> <li>▪ Compare and contrast the physiological factors affecting individual differences in physical fitness levels.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Utilize vocabulary to differentiate between more complex game-like strategies (i.e., offense, defense).</li> <li>▪ Identify the intermediate elements of movement forms.</li> <li>▪ Apply simple strategies to game-like situations.</li> <li>▪ Identify the characteristics of a skilled performance in a few movement forms.</li> <li>▪ Explain the physiological factors affecting individual differences of physical fitness levels.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Difficulty applying vocabulary to differentiate between more complex game-like strategies.</li> <li>▪ Unable to clearly distinguish the intermediate elements of movement forms.</li> <li>▪ Difficulty applying simple strategies to game-like situations.</li> <li>▪ Able to identify some characteristics of a skilled performance in a few movement forms.</li> <li>▪ Partially explain the physiological factors affecting individual differences in physical fitness levels.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Unable to apply vocabulary to differentiate between more complex game-like strategies.</li> <li>▪ Unable to identify the intermediate elements of movement forms.</li> <li>▪ Unable to apply simple strategies.</li> <li>▪ With difficulty, identifies some characteristics of a skilled performance in a few movement forms.</li> <li>▪ Inadequately explain the physiological factors affecting individual differences in physical fitness levels.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 8**

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Explain and defend movement and game strategies utilizing appropriate vocabulary.</li> <li>▪ Critique the advanced elements of movement forms and game strategies.</li> <li>▪ Evaluate movement forms for skill improvement and apply results of evaluation.</li> <li>▪ Assess the physiological benefits of exercise during and after physical activity.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Describe movement and game strategies utilizing appropriate vocabulary.</li> <li>▪ Describe and apply the advanced elements of movement forms and game strategies.</li> <li>▪ Evaluate movement forms for skill improvement.</li> <li>▪ Recognize physiological benefits of exercise during and after physical activity.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Show little progress in utilizing appropriate vocabulary to refine movement and game strategies.</li> <li>▪ Able to describe most of the advanced elements of movement forms and game strategies.</li> <li>▪ Attempt to evaluate movement forms for skill improvement.</li> <li>▪ Attempt to recognize physiological benefits of exercise during and after physical activity.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Show no progress in utilizing appropriate vocabulary to refine movement and game strategies.</li> <li>▪ Able to describe some of the advanced elements of movement forms and game strategies.</li> <li>▪ Unable to evaluate movement forms for skill improvement.</li> <li>▪ Does not recognize physiological benefits of exercise during and after physical activity.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 12**

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Apply appropriate vocabulary to implement a class or school-wide activity.</li> <li>▪ Synthesize discipline-specific knowledge to new physical activity.</li> <li>▪ Analyze personal performance, apply results, and keep record of improvement.</li> <li>▪ Compare and contrast health/fitness benefits derived from various physical activities.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Apply appropriate vocabulary to design a class or school-wide activity.</li> <li>▪ Integrate discipline-specific knowledge to new physical activities.</li> <li>▪ Analyze personal performance and apply results for improvement.</li> <li>▪ Analyze health/fitness benefits derived from various physical activities.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Apply appropriate vocabulary to design a class or school-wide activity with teacher assistance.</li> <li>▪ Integrate discipline-specific knowledge to new physical activities with teacher assistance.</li> <li>▪ Require assistance to analyze personal performance to apply results for improvement.</li> <li>▪ Describe health/fitness benefits derived from various physical activities.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Unable to apply appropriate vocabulary to design an activity.</li> <li>▪ Difficulty even with teacher assistance to integrate discipline-specific knowledge to new physical activities.</li> <li>▪ Unable to analyze personal performance, even with teacher assistance.</li> <li>▪ Unable to describe health/fitness benefits derived from various physical activities.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 2**

Content Standard 2.0:	Demonstrate competency in many movement forms and proficiency in a few movement forms.
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Combine two or more mature forms of locomotor and nonlocomotor skills in a sequence.</li> <li>▪ Perform higher level manipulative skills in isolation.</li> <li>▪ Demonstrate a combination of three or more simple weight transfer and balance movements.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Combine two or more locomotor and/or nonlocomotor skills in a sequence.</li> <li>▪ Perform a variety of basic level manipulative skills in isolation.</li> <li>▪ Demonstrate a combination of two simple weight transfer and balance movements.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Has difficulty combining two or more locomotor and/or nonlocomotor skills in a sequence.</li> <li>▪ Inconsistently perform basic level manipulative skills in isolation.</li> <li>▪ Have difficulty combining weight transfer and balance movements.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Unable to combine two or more locomotor and/or nonlocomotor skills in a sequence.</li> <li>▪ Unable to perform basic level manipulative skills in isolation.</li> <li>▪ Unable to combine weight transfer and balance movements.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 3**

Content Standard 2.0:	Demonstrate competency in many movement forms and proficiency in a few movement forms.
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate a series of mature locomotor and nonlocomotor movements with a partner.</li> <li>▪ Perform a variety of manipulative skills in a more complex dynamic environment.</li> <li>▪ Create a sequence of combinations of more complex weight transfer and balance movements.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate a mature form in all locomotor and nonlocomotor movements with a partner.</li> <li>▪ Perform a variety of manipulative skills in a dynamic environment.</li> <li>▪ Sequence combinations of more complex weight transfer and balance movements.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Difficulty demonstrating a mature form in some locomotor and nonlocomotor movements with partner.</li> <li>▪ Limited success performing a variety of manipulative skills in dynamic environment.</li> <li>▪ Difficulty sequencing combinations of more complex weight transfer and balance movements.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Unable to demonstrate a mature form in some locomotor and nonlocomotor movements with partner.</li> <li>▪ Perform manipulative skills in isolation.</li> <li>▪ Able to sequence combinations of simple weight transfer and balance movements.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 5**

Content Standard 2.0: Demonstrate competency in many movement forms and proficiency in a few movement forms.	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Utilize locomotor and nonlocomotor movements in competitive sport situations.</li> <li>▪ Execute a combination of more advanced manipulative skills in a new dynamic environment.</li> <li>▪ Evaluate a group sequence that combines weight transfer and balance movements.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Utilize locomotor and nonlocomotor movements in physical activities.</li> <li>▪ Execute a combination of manipulative skills in a new dynamic environment.</li> <li>▪ Create and perform a sequence, alone or within a group that combines weight transfer and balance movements.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Difficulty utilizing locomotor and nonlocomotor movements in physical activity.</li> <li>▪ Limited success combining manipulative skills in a new dynamic environment.</li> <li>▪ Difficulty creating and/or performing a sequence that combines weight transfer and balance movements.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Able to perform locomotor and/or nonlocomotor movements in isolation.</li> <li>▪ Unable to combine manipulative skills in a new dynamic environment.</li> <li>▪ Able to create and/or perform a sequence combining weight transfer and balance movements with teacher assistance.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 8**

<b>Content Standard 2.0:</b> Demonstrate competency in many movement forms and proficiency in a few movement forms.	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Show proficiency in locomotor and nonlocomotor movements in a sports setting.</li> <li>▪ Show proficiency in previously learned manipulative skills.</li> <li>▪ Demonstrate the finer elements of more advanced manipulative skills.</li> <li>▪ Critique another's weight transfer and balance sequence in terms of scientific principles.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Refine locomotor and nonlocomotor movements in a sports setting.</li> <li>▪ Refine previously learned manipulative skills.</li> <li>▪ Demonstrate the basic elements of more advanced manipulative skills.</li> <li>▪ Explain how scientific principles apply to weight transfer and balance movements.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Show little progress in refining locomotor and nonlocomotor movements in a sports setting.</li> <li>▪ Show little progress in refining learned manipulative skills.</li> <li>▪ Demonstrate a few elements of more advanced manipulative skills.</li> <li>▪ Difficulty explaining how scientific principles apply to weight transfer and balance movements.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Show no progress in refining locomotor and nonlocomotor movements in a sports setting.</li> <li>▪ Show no progress in refining learned manipulative skills.</li> <li>▪ Unable to demonstrate the elements of more advanced manipulative skills.</li> <li>▪ Unable to explain how scientific principles apply to weight transfer and balance movements.</li> </ul>

**Physical Education Performance Level Descriptors**  
**Grade 12**

<b>Content Standard 2.0: Demonstrate competency in many movement forms and proficiency in a few movement forms.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>▪ Demonstrate proficiency in more than three movement forms in two or more sports.</li><li>▪ Analyze and apply scientific principles to weight transfer and balance movements.</li></ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"><li>▪ Demonstrate proficiency in at least three movement forms in two or more sports.</li><li>▪ Apply scientific principles to weight transfer and balance movements.</li></ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>▪ Demonstrate proficiency in at least two movement forms in two or more sports.</li><li>▪ Can apply scientific principles to movement skills with some assistance.</li></ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"><li>▪ Demonstrate proficiency in at least two movement forms in one sport.</li><li>▪ Unable to apply scientific principles to weight transfer and balance movements.</li></ul>

**Physical Education Performance Level Descriptors  
Grade 2**

Content Standard 3.0: Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Create and perform various shapes at high, medium, and low levels in a sequence.</li> <li>▪ Spontaneously demonstrate a variety of locomotor movements in varying directions and pathways in a movement sequence.</li> <li>▪ Combine the element of force with a variety of elements of movement.</li> <li>▪ Create and perform a variety of movement sequences with a beginning, middle, and end (with and without a prop.)</li> <li>▪ Combine relationship qualities with other elements of movement.</li> <li>▪ Independently communicate with peers through dance.</li> <li>▪ Consistently perform and demonstrate a variety of locomotor and nonlocomotor movements to a steady beat with or without a prop.</li> <li>▪ Perform a variety of folk and social dances.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Create shapes at high, medium, and low levels in a movement sequence.</li> <li>▪ Demonstrate locomotor movements in varying directions and pathways.</li> <li>▪ Demonstrate qualities of movement.</li> <li>▪ Create a movement sequence with a beginning, middle, and end (with or without a prop).</li> <li>▪ Demonstrate a relationship quality.</li> <li>▪ Discuss and demonstrate how dance is used to communicate.</li> <li>▪ Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop with few errors.</li> <li>▪ Perform simple folk and/or social dances.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Create, with teacher assistance, some shapes at high, medium and low levels in a simple sequence.</li> <li>▪ Can demonstrate locomotor movements, but has difficulty utilizing changes in direction and pathway.</li> <li>▪ Can identify, but not demonstrate the qualities of force.</li> <li>▪ Create a movement sequence with a beginning, middle, and end (with or without a prop) with teacher assistance.</li> <li>▪ Can identify but not demonstrate relationship qualities.</li> <li>▪ Can identify but not demonstrate how dance is used to communicate.</li> <li>▪ Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop only with teacher assistance</li> <li>▪ Limited success in performing simple folk or social dances.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Able to create shapes at high, medium, and low levels but not in a sequence.</li> <li>▪ Unable to demonstrate locomotor movements in varying directions and pathways.</li> <li>▪ Can neither identify nor demonstrate the qualities of force.</li> <li>▪ Fails to create a movement sequence with a beginning, middle, and end (with or without a prop) even with teacher assistance.</li> <li>▪ Lack ability to understand relationship qualities.</li> <li>▪ Need teacher assistance to identify how dance is used to communicate.</li> <li>▪ Fail to perform various locomotor and nonlocomotor movements to a steady beat with or without a prop.</li> <li>▪ Can perform a simple folk or social dance with teacher assistance.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 3**

Content Standard 3.0: Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Accurately demonstrates and performs a variety of shapes at high, medium, and low levels in a movement sequence with a partner.</li> <li>▪ Create and perform a variety of locomotor movements utilizing changes in direction and pathway with a partner.</li> <li>▪ Demonstrate, with a partner, an accurate understanding of the various qualities of movement and can apply them in movement.</li> <li>▪ Create and perform a variety of movement sequences with a beginning, middle, and end with a partner (with or without a prop.)</li> <li>▪ Accurately demonstrate partner skills with multiple partners.</li> <li>▪ Able to express a variety of emotions through dance.</li> <li>▪ Demonstrates and explains how dance differs and is the same as every day actions.</li> <li>▪ Accurately creates and performs various movements to a steady beat (with or without a prop.) with a partner.</li> <li>▪ Consistently move to a steady beat at various tempos with a partner.</li> <li>▪ Perform and evaluate a variety of folk, and/or social dances from various cultures identifying historical background.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Create shapes at high, medium, and low levels in a movement sequence with a partner with few errors.</li> <li>▪ Demonstrate locomotor movements in varying directions and pathways with a partner.</li> <li>▪ Demonstrate the qualities of movement with a partner.</li> <li>▪ Create a movement sequence with a beginning, middle, and end with a partner (with or without a prop.)</li> <li>▪ Demonstrate partner skills.</li> <li>▪ Express emotion through movement.</li> <li>▪ Observe and discuss how dance differs from and/or is the same as sports and everyday actions.</li> <li>▪ Perform various movements to a steady beat (with or without a prop) with a partner.</li> <li>▪ Move to a steady beat at various tempos.</li> <li>▪ Perform folk and/or social dances from various cultures.</li> </ul>

**APPROACHES  
STANDARD**

- Create shapes at high, medium, and low levels in a movement sequence with a partner but need visual and verbal cues from the teacher.
- Demonstrate locomotor movements in varying directions and pathways with a partner utilizing visual and verbal cues from the teacher.
- Demonstrate the qualities of movement with a partner only with teacher assistance.
- Demonstrate a movement sequence with a beginning, middle, and end with a partner showing some consistency and utilizing teacher assistance.
- Limited ability to demonstrate partner skills
- Can identify a single solution to a given movement problem.
- Express facial emotion through movement.
- Identify how dance and sport actions are the same but are unable to cite differences.
- Perform limited movements, with a partner, to a steady beat (with or without a prop) at various tempos with few errors.
- Move to a steady beat at various tempos with peer or teacher assistance.
- Perform, with few errors, a folk and/or social dance.

**Physical Education Performance Level Descriptors  
Grade 5**

Content Standard 3.0: Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Perform and evaluate, within a group, movement sequences which clearly demonstrate the use of shapes, levels and pathways.</li> <li>▪ Perform with ease a wide range of qualities of movement.</li> <li>▪ Demonstrate a variety of movement elements in a detailed movement sequence.</li> <li>▪ Create and perform a lengthy movement sequence with an identifiable beginning, middle, and end both with and without rhythmic accompaniment.</li> <li>▪ Create and perform a movement sequence applying a variety of partner skills.</li> <li>▪ Create a lengthy dance movement, accurately repeat it, and then vary it, making changes in time, space, and qualities of movement.</li> <li>▪ Identify and explain the elements of movement found in dance, sports, and everyday actions.</li> <li>▪ Create movement sequence to convey a variety of ideas/concepts.</li> <li>▪ Discuss detailed interpretations and reactions to a movement sequence.</li> <li>▪ Create and perform detailed and multiple movements within a group setting to a steady beat with or without a prop.</li> <li>▪ Skillfully move to a musical beat with many changes in tempo.</li> <li>▪ Consistently perform a variety of technically complex folk and/or social dances from various cultures.</li> <li>▪ Identify the cultural and historical context.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels and pathways.</li> <li>▪ Clearly demonstrate a range of qualities of movement.</li> <li>▪ Observe and identify the action and movement elements of brief movement sequences.</li> <li>▪ Create and perform identifiable beginning, middle, and end of a brief movement sequence both with and without rhythmic accompaniment.</li> <li>▪ Apply one partner skill while creating a movement sequence.</li> <li>▪ Create a brief movement phrase, accurately repeat it and then vary it, making changes in time, space, and/or qualities of movement.</li> <li>▪ Recognize the elements of movement found in dance, sports, and everyday actions.</li> <li>▪ Create a movement sequence to express an idea/concept.</li> <li>▪ Discuss interpretations and reactions to a movement sequence.</li> <li>▪ Create and perform various movements to a steady beat with or without a prop within a group.</li> <li>▪ Move to a musical beat and responds to changes in tempo.</li> <li>▪ Perform more technically complex folk and/or social dances from various cultures and identify the cultural and historical context.</li> </ul>

**APPROACHES  
STANDARD**

- Create, within a group, a poorly defined movement sequence demonstrating the use of shapes, levels and pathways.
- Demonstrate a limited range of qualities of movement.
- Identify the action and movement elements of a brief movement sequence with teacher assistance in a group setting.
- Create and perform with some consistency, an identifiable beginning, middle, and end of a brief movement sequence without rhythmic accompaniment.
- Create, with teacher assistance, and perform a movement sequence applying one partner skill.
- Create, with teacher assistance, a brief movement phrase, accurately repeat it, and then vary it, making changes in time, space, or qualities of movement.
- Demonstrate a limited ability to recognize the elements of movement found in dance sports, and everyday action, with peer or teacher assistance.
- Create a movement sequence but unable to clearly express and idea/concept.
- Discuss reactions to a movement sequence but unable to discuss interpretation.
- Create a few movements, to a steady beat with some consistency, with or without a prop in a group.
- Move to musical beat with few errors when responding to changes in tempo.
- Perform with few errors more technically complex folk and/or social dances from various cultures and identify the cultural and/or historical context.

**BELOW STANDARD**

- Indistinguishable demonstration of a movement sequence using shapes, levels and pathways. Incomplete sequence within a group setting.
- Display a lack of understanding of the range of qualities of movement.
- Observe the action and movement elements in a movement sequence but are unable to identify them.
- Create, with teacher assistance, a brief sequence with an identifiable beginning, middle, and end without rhythmic accompaniment.
- Unable to create a movement sequence utilizing any partner skills.
- Have difficulty in creating and accurately repeating a dried movement phrase.
- Unable to recognize any of the elements of movement found in dance, sport, and every day action.
- Have limited ability to create a movement sequence that expresses an idea/concept even with teacher assistance.
- Unable to discuss reactions or interpretation of a movement sequence even with teacher support.
- Require teacher assistance when moving to a steady beat with or without a prop in a group.
- Can move to a musical beat with some consistency but unable to respond to changes in tempo.
- Inconsistently and with frequent errors perform more technically complex folk and/or social dances from other cultures. Unable to identify the cultural or historical context.

**Physical Education Performance Level Descriptors  
Grade 8**

**Content 3.0** Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.

<p><b>Exceeds Standard</b></p>	<ul style="list-style-type: none"> <li>• Identify and accurately demonstrate basic dance steps, positions, and patterns from two different theatrical and/or traditional styles.</li> <li>• Observe and describe in depth the actions and qualities of movement in a dance sequence using appropriate movement vocabulary.</li> <li>• Independently transfer a rhythmic pattern from the aural, verbal or visual to the kinesthetic.</li> <li>• Accurately perform traditional and/or theatrical style dances of different time period or cultures and clearly describe differences in steps and movement styles.</li> <li>• Expressively perform a range of movement qualities.</li> </ul>
<p><b>MEETS STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical and/or traditional styles.</li> <li>• Observe and describe the actions and qualities of movement in a dance sequence using appropriate movement vocabulary.</li> <li>• Accurately transfer a rhythmic pattern from the aural, verbal, and/or visual to the kinesthetic with some teacher assistance.</li> <li>• Perform traditional and/or theatrical style dance of different time periods or cultures and describe differences in steps and movement styles.</li> </ul>
<p><b>APPROACHES STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical and/or traditional styles, with teacher assistance.</li> <li>• Observe and describe the actions and qualities of movement in a dance sequence using appropriate movement vocabulary with some teacher assistance.</li> <li>• Transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic with some success.</li> <li>• Perform with some consistency traditional and/or theatrical style dances of different time periods or cultures and describe with some difficulty differences in steps and movement styles.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 12**

<p><b>Content Standard 3.0:</b> Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.</p>	
<p align="center"><b>EXCEEDS STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Identify and demonstrate complex combinations of steps and patterns from different theatrical and/or traditional styles of dance with advanced technical skills.</li> <li>• Observe and analyze in depth the actions and qualities of movement in dances using appropriate movement vocabulary.</li> <li>• Demonstrate complex rhythmic acuity with consistency.</li> <li>• Perform traditional and/or theatrical style dances of different time periods or cultures, with advanced technical skills; and compare and contrast steps and movement styles.</li> </ul>
<p align="center"><b>MEETS STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Identify and demonstrate complex combinations of steps and patterns from different theatrical and/or traditional styles of dance with consistency.</li> <li>• Observe and analyze the actions and qualities of movement in dances using appropriate movement vocabulary.</li> <li>• Demonstrate rhythmic acuity with consistency.</li> <li>• Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.</li> </ul>
<p align="center"><b>APPROACHES STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Identify and demonstrate complex combinations of steps and patterns from different theatrical and/or traditional styles of dance with some consistency.</li> <li>• Observe and analyze the actions and qualities of movement in dances using appropriate movement vocabulary with some consistency.</li> <li>• Demonstrate simple rhythmic acuity with consistency.</li> <li>• Perform traditional and/or theatrical style dances of different time periods or cultures inconsistently and have difficulty comparing and contrasting steps and movement styles.</li> </ul>
<p align="center"><b>BELOW STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Do not identify and/or demonstrate complex combinations of steps and patterns from two different theatrical and/or traditional styles of dance.</li> <li>• Observe and analyze the actions and qualities of movement in dances using appropriate movement vocabulary without consistency.</li> <li>• Demonstrate simple rhythmic acuity without consistency.</li> <li>• Unable to perform traditional and/or theatrical style dances of different time periods or cultures and lacks the ability to compare and contrast steps and movement styles.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 2**

Content Standard 4.0:	Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Explain health-related components addressed in selected exercises.</li> <li>▪ Engage in vigorous daily structured physical activity.</li> <li>▪ Explain health-related fitness components.</li> <li>▪ Demonstrate and explain various exercises in a safe manner.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Identify health-related components addressed in selected exercises.</li> <li>▪ Engage in moderate daily structured physical activity.</li> <li>▪ Identify health-related fitness components.</li> <li>▪ Perform various structured exercises in a safe manner.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Can sometimes recognize health-related components addressed in selected exercises.</li> <li>▪ Engage in structured daily physical activity requiring a low level of physical exertion.</li> <li>▪ Can sometimes recognize health-related fitness components.</li> <li>▪ Perform various structured exercises in a safe manner with teacher assistance.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Unable to identify health-related components in selected exercises.</li> <li>▪ Makes no effort to engage in structured daily physical activity requiring moderate physical activity.</li> <li>▪ Unable to identify health-related fitness components.</li> <li>▪ Unable to perform various structured exercises in a safe manner with teacher assistance.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 3**

<p><b>Content Standard 4.0:</b> Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.</p>	
<p><b>EXCEEDS STANDARD</b></p>	<ul style="list-style-type: none"> <li>▪ Evaluate implications of the results of health-related fitness assessment.</li> <li>▪ Sustain vigorous physical activity for a specified period of time.</li> <li>▪ Independently engage in activity that results in the development of health-related fitness components.</li> <li>▪ Distinguish between proper and improper warm-up, conditioning and cool down techniques and the reason for using them.</li> </ul>
<p><b>MEETS STANDARD</b></p>	<ul style="list-style-type: none"> <li>▪ Describe implications of the results of health-related fitness assessment.</li> <li>▪ Sustain moderate physical activity for longer periods of time.</li> <li>▪ Engage in activity that results in the development of health-related fitness components.</li> <li>▪ Identify proper warm up, conditioning and cool down techniques and the reason for using them.</li> </ul>
<p><b>APPROACHES STANDARD</b></p>	<ul style="list-style-type: none"> <li>▪ Can sometimes describe implications of the results of health-related fitness assessment.</li> <li>▪ Can sometimes sustain moderate physical activity for short periods of time.</li> <li>▪ Marginally participate in activities that result in the development of health-related fitness components.</li> <li>▪ Recognize with assistance proper warm-up conditioning, and cool down technique and the reason for using them.</li> </ul>
<p><b>BELOW STANDARD</b></p>	<ul style="list-style-type: none"> <li>▪ Can recognize implications of the results of health-related fitness assessment.</li> <li>▪ Attempts to sustain moderate physical activity for short periods of time.</li> <li>▪ Does not choose to participate in activities that result in the development of health-related fitness components.</li> <li>▪ Cannot identify proper warm-up, conditioning, and cool down techniques nor the reason for using them.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 5**

<b>Content Standard 4.0:</b> Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Achieve personal goals related to fitness assessment.</li> <li>▪ Maintain continuous aerobic activity for an extended period of time.</li> <li>▪ Record target heart rate after engaging in physical activity for a specific time.</li> <li>▪ Describe and distinguish the health-related components of fitness in various activities.</li> <li>▪ Select proper warm-up, conditioning, and cool down regimen.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Create personal goals related to physical fitness assessment.</li> <li>▪ Maintain a continuous aerobic activity for a specified time.</li> <li>▪ Engage in physical activity at target heart rate for a specified time.</li> <li>▪ Identify the health-related components of fitness in various activities.</li> <li>▪ Utilize proper warm-up, conditioning, and cool down techniques.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Develops personal goals related to fitness assessment with assistance.</li> <li>▪ Attempts to maintain continuous aerobic activity for a specified time.</li> <li>▪ Attempt to engage in physical activity at target heart rate for a specified time.</li> <li>▪ Inconsistently identify the health-related components of fitness in various activities.</li> <li>▪ Describe proper warm-up, conditioning, and cool down techniques.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Limited success developing goals related to fitness assessment.</li> <li>▪ Unable to maintain a continuous aerobic activity.</li> <li>▪ Unable to engage in physical activity at target heart rate for a specified time.</li> <li>▪ Inaccurately identify the health-related components of fitness in various activities.</li> <li>▪ Cannot describe proper warm-up, conditioning, and cool down techniques.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 8**

<b>Content Standard 4.0:</b> Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Implement a personal health-related fitness program based on an accurately assessed fitness profile.</li> <li>▪ Analyze and present principles of training/conditioning as they apply to regular fitness activities.</li> <li>▪ Research and/or participate in a variety of health-related fitness activities in both school and community.</li> <li>▪ Research and teach safe exercise alternatives.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Design a personal health-related fitness program based on an accurately assessed fitness profile.</li> <li>▪ Understand and apply principles of training/conditioning to regular fitness activities.</li> <li>▪ Identify and/or participate in a variety of health-related fitness activities in both school and community.</li> <li>▪ Compare safe vs. unsafe exercises and demonstrate safe exercise alternatives.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Develop, with assistance, a personal health-related fitness program based on an accurately assessed fitness profile.</li> <li>▪ With assistance, can apply principles of training to regular fitness activities.</li> <li>▪ Difficulty identifying and/or participating in a variety of health-related fitness activities in both school and community.</li> <li>▪ Inconsistently compare safe vs. unsafe exercises.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Unable to design a personal health-related fitness program based on an accurately assessed fitness profile.</li> <li>▪ Unable to apply principles of training to regular fitness activities.</li> <li>▪ Inaccurately identify a variety of health-related fitness activities in both school and community.</li> <li>▪ Incorrectly identify safe vs. unsafe exercises.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 12**

<b>Content Standard 4.0:</b> Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Maintain and record progress towards health-related fitness goals as defined by formal guideline.</li> <li>▪ Independently engage in and evaluate physical activity that addresses fitness and wellness throughout life.</li> <li>▪ Analyze and maintain a personal healthy lifestyle independently of teacher intervention.</li> <li>▪ Evaluate physical activity for injury potential and act upon the evaluation.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Refine health-related fitness goals as defined by a formal guideline.</li> <li>▪ Independently engage in physical activity that addresses fitness and wellness throughout life.</li> <li>▪ Analyze a personal healthy lifestyle independent of teacher intervention.</li> <li>▪ Evaluate physical activity for injury potential.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Difficulty refining health-related fitness goals as defined by a formal guideline.</li> <li>▪ Engage in physical activity that addresses fitness and wellness with teacher prompt.</li> <li>▪ Difficulty in analyzing a personal healthy lifestyle.</li> <li>▪ Inconsistently evaluate physical activity for injury potential.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Unable to refine health-related fitness goals as defined by a formal guideline.</li> <li>▪ Choose not to engage in physical activity that addresses fitness and wellness.</li> <li>▪ Inaccurate analyses of a personal healthy lifestyle.</li> <li>▪ Limited success in evaluation of physical activity for injury potential.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 12**

Content Standard 4.0:	Students will achieve and maintain a health-enhancing level of fitness for an active lifestyle
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Maintain and record progress towards health-related fitness goals as defined by formal guideline.</li> <li>▪ Independently engage in and evaluate physical activity that addresses fitness and wellness throughout life.</li> <li>▪ Analyze and maintain a personal healthy lifestyle independently of teacher intervention.</li> <li>▪ Evaluate physical activity for injury potential and act upon the evaluation.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Refine health-related fitness goals as defined by a formal guideline.</li> <li>▪ Independently engage in physical activity that addresses fitness and wellness throughout life.</li> <li>▪ Analyze a personal healthy lifestyle independent of teacher intervention.</li> <li>▪ Evaluate physical activity for injury potential.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Difficulty refining health-related fitness goals as defined by a formal guideline.</li> <li>▪ Engage in physical activity that addresses fitness and wellness with teacher prompt.</li> <li>▪ Difficulty in analyzing a personal healthy lifestyle.</li> <li>▪ Inconsistently evaluate physical activity for injury potential.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Unable to refine health-related fitness goals as defined by a formal guideline.</li> <li>▪ Choose not to engage in physical activity that addresses fitness and wellness.</li> <li>▪ Inaccurate analyses of a personal healthy lifestyle.</li> <li>▪ Limited success in evaluation of physical activity for injury potential.</li> </ul>

**Physical Education Performance Level Descriptors**  
**Grade 2**

Content Standard 5.0:	Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Apply class rules, procedures, and safe practices with limited teacher reinforcement.</li> <li>▪ Consistently demonstrate cooperation and sharing.</li> <li>▪ Consistently demonstrate components of respect during activities.</li> <li>▪ Exhibit quality participation and vigor during multicultural activities.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Apply class rules, procedures, and safe practices with teacher reinforcement.</li> <li>▪ Engage in physical activity involving cooperation and sharing.</li> <li>▪ Demonstrate components of respect during activities regardless of personal differences.</li> <li>▪ Participate in multicultural activities.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Apply some class rules, procedures, and safe practices with teacher reinforcement.</li> <li>▪ Identify the characteristics of cooperation and sharing and engage with teacher assistance.</li> <li>▪ Occasionally demonstrate components of respect during activities.</li> <li>▪ Marginally participate in multicultural activities.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Unable to apply class rules, procedures or safety practices.</li> <li>▪ Unable to cooperate and share during physical activity.</li> <li>▪ Occasionally demonstrate components of respect during activities with team reinforcement.</li> <li>▪ Choose not to participate in multicultural activities.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 3**

<p><b>Content Standard 5.0:</b> Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.</p>	
<p><b>EXCEEDS STANDARD</b></p>	<ul style="list-style-type: none"> <li>▪ Apply class rules, procedures, safety practices and etiquette with no teacher reinforcement.</li> <li>▪ Demonstrate acceptable responses to challenges, successes, and failures in physical activity.</li> <li>▪ Seek to modify activities with regard to diversity and physical activity.</li> <li>▪ Predict the connection between a dance, game, or sport and the culture in which it originates.</li> </ul>
<p><b>MEETS STANDARD</b></p>	<ul style="list-style-type: none"> <li>▪ Apply class rules, procedures, safety practices and etiquette with limited teacher reinforcement.</li> <li>▪ Identify acceptable responses to challenges, successes, and failures in physical activity.</li> <li>▪ Understand the purpose for modifying activities with regard to diversity and physical activity.</li> <li>▪ Understand the connection between a dance, game, or sport and the culture in which it originates.</li> </ul>
<p><b>APPROACHES STANDARD</b></p>	<ul style="list-style-type: none"> <li>▪ Apply class rules, procedures, safety practices and etiquette with teacher reinforcement.</li> <li>▪ Identify responses that result from participating in physical activities with teacher assistance.</li> <li>▪ Understand with teacher prompt, the purpose for modifying activities with regard to diversity and physical activity.</li> <li>▪ Able to understand the connection between a dance, game, or sport and the culture in which it originates with teacher assistance.</li> </ul>
<p><b>BELOW STANDARD</b></p>	<ul style="list-style-type: none"> <li>▪ Unable to apply class rules, procedures, safety practices and etiquette with any consistency.</li> <li>▪ Unable to identify responses that result from participating in physical activities.</li> <li>▪ Resist attempts to modify activities with regard to diversity and physical activity.</li> <li>▪ Unable to understand the connection between a dance, game, or sport and the culture in which it originates with teacher assistance.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 5**

<b>Content Standard 5.0: Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Encourages others to make proper decisions to apply rules, procedures, and to use proper etiquette.</li> <li>▪ Encourage others to respond positively to challenges, successes and failures in physical activities.</li> <li>▪ Independently manages conflict positively, regardless of differences.</li> <li>▪ Persuade others to use teamwork while interacting with others regardless of differences.</li> <li>▪ Independently monitor themselves while encouraging others to use positive sportsmanship regardless of differences.</li> <li>▪ Volunteer to tutor less skilled peers regardless of differences.</li> <li>▪ Share personal and/or learned experiences regarding games, sports and dance from different cultures.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Make decisions to apply rules, procedures, and to use proper etiquette.</li> <li>▪ Demonstrate positive responses to challenges, successes, and failures in physical activity.</li> <li>▪ Manage conflict positively with teacher reinforcement regardless of differences.</li> <li>▪ Demonstrate teamwork and positive sportsmanship while interacting with others regardless of differences.</li> <li>▪ Identify similarities and differences of games, sports, and dance from different cultures.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Occasionally make decisions to apply rules, procedures, and to use proper etiquette.</li> <li>▪ With teacher interaction, responds positively to challenges, successes and failures in physical activities.</li> <li>▪ Occasionally manages conflict positively regardless of differences.</li> <li>▪ Occasionally demonstrate teamwork while interacting with others regardless of differences.</li> <li>▪ Occasionally demonstrate positive sportsmanship while interacting with others regardless of differences.</li> <li>▪ Inconsistently work cooperatively with less skilled peers regardless of differences.</li> <li>▪ Difficulty distinguishing between similarities and differences of games, sports, and dance from different cultures.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Seldom choose to apply rules, procedures, and to use proper etiquette.</li> <li>▪ Unable to demonstrate acceptable responses to challenges, successes, and failures in physical activity.</li> <li>▪ Rarely manages conflict positively.</li> <li>▪ Rarely demonstrates teamwork while interacting with others.</li> <li>▪ Rarely demonstrate positive sportsmanship while interacting with others.</li> <li>▪ Unwilling to work cooperatively with less skilled peers.</li> <li>▪ Unable to distinguish between similarities and differences of games, sports, and dance from different cultures.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 8**

<b>Content Standard 5.0:</b> Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Evaluate potential consequences and make a positive behavior choice.</li> <li>▪ Organize and work cooperatively with a group to achieve goals in cooperative or competitive situations.</li> <li>▪ Persuade others to be supportive and inclusive of all ability levels.</li> <li>▪ Teach a sport, dance, and/or game from another culture.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Analyze potential consequences when confronted with a behavior choice.</li> <li>▪ Work cooperatively within a group to achieve goals in cooperative or competitive situations.</li> <li>▪ Demonstrate behavior that is supportive and inclusive of all ability levels in physical activity settings.</li> <li>▪ Demonstrate a sport, dance, and/or game from another culture.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Identify potential consequences when confronted with a behavior choice.</li> <li>▪ Limited success in working cooperatively within a group setting to achieve a goal in cooperative or competitive situations.</li> <li>▪ Show some willingness to be supportive and inclusive of other ability levels.</li> <li>▪ Demonstrate a sport, dance, and/or game from another culture with teacher assistance.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Does not recognize consequences when confronted with a behavior choice.</li> <li>▪ Does not attempt to work cooperatively.</li> <li>▪ Show behavior that is unsupportive and intolerant of other ability levels.</li> <li>▪ Unwilling to demonstrate a sport, dance, and/or game from another culture.</li> </ul>

**Physical Education Performance Level Descriptors  
Grade 12**

Content Standard 5.0:	Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Initiate a change of a potentially dangerous situation to avoid negative outcomes or consequences during participation in physical activity.</li> <li>▪ Initiate a leadership role in a group setting.</li> <li>▪ Debate the changing needs of physical activity in a diverse society.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.</li> <li>▪ Accept the responsibility for taking a leadership role.</li> <li>▪ Discuss changing needs of physical activity in a diverse society.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Identify potentially dangerous outcomes and consequences during participation in physical activity.</li> <li>▪ Occasionally assume leadership responsibilities in a group setting.</li> <li>▪ List the changing needs of physical activity in a diverse society.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>▪ Unaware of potentially dangerous outcomes and consequences during participation in physical activity.</li> <li>▪ Do not accept leadership responsibilities in a group setting.</li> <li>▪ Unable to recognize any changing needs of physical activity in a diverse society.</li> </ul>