



**Physical Education Student Teaching Evaluation Form** ( \_\_\_\_\_ MID TERM) ( \_\_\_\_\_ FINAL)

Student Teacher \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Field Supervisor \_\_\_\_\_ School Site \_\_\_\_\_

Signature of Evaluator \_\_\_\_\_ Grade/Subject \_\_\_\_\_

***Standard 1 – Motor Skills and Movement Patterns: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities***

<p><b>1.1 Demonstrate activity-specific skills in individual, dual, and team physical activities</b></p>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>▪ Unable to demonstrate activity-specific skills in individual, dual, and team physical activities</li> <li>▪ Unable to consistently teach students to participate in tactical games that require advanced eye-hand coordination and high levels of strategy</li> <li>▪ Unable to relate theoretical strategies and description of physical skills into actual physical competence and demonstration expertise</li> <li>▪ Unable to demonstrate and analyze a specific sport skill for maximum effectiveness and efficiency</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>▪ Consistently able to demonstrate activity-specific skills in individual, dual, and team physical activities</li> <li>▪ Consistently teaches students to participate in tactical games that require advanced eye-hand coordination and high levels of strategy</li> <li>▪ Demonstrates continual competence in relating theoretical strategies and description of physical skills into actual physical competence and demonstration expertise</li> <li>▪ Able to demonstrate and analyze a specific sport skill for maximum effectiveness and efficiency</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrates unusual ability to teach activity-specific skills in individual, dual, and team physical activities</li> <li>▪ Displays unique ability to teach students to participate in tactical games that require advanced eye-hand coordination and high levels of strategy</li> <li>▪ Demonstrates exceptional competence in relating theoretical strategies and description of physical skills into actual physical competence and demonstration expertise</li> <li>▪ Very skillful in demonstrating and analyzing a specific sport skill for maximum effectiveness and efficiency</li> </ul>
<p><b>1.2 Perform creative rhythmic movement patterns with increasing degrees of difficulty</b></p>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>▪ Unable to consistently perform creative rhythmic movement patterns with increasing degrees of difficulty</li> <li>▪ Fails to demonstrate the ability to consistently perform creative rhythmic movement patterns with increasing degrees of difficulty in the classroom</li> <li>▪ Seldom displays competence in choreograph and perform movement sequences and/or dances in a musical selection</li> <li>▪ Does not choreograph and perform movement sequences and/or dances in a public venue</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrates consistent ability to perform creative rhythmic movement patterns with increasing degrees of difficulty</li> <li>▪ Displays the skill set necessary to consistently perform creative rhythmic movement patterns with increasing degrees of difficulty in the classroom</li> <li>▪ Consistently exhibits competence in choreograph and perform movement sequences and/or dances in a musical selection</li> <li>▪ Seeks to choreograph and perform movement sequences and/or dances in a public venue</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrates extreme ability to perform creative rhythmic movement patterns with increasing degrees of difficulty</li> <li>▪ Displays outstanding skill necessary to consistently perform creative rhythmic movement patterns with increasing degrees of difficulty in the classroom</li> <li>▪ Seeks opportunities to have students exhibit competence in choreograph and perform movement sequences and/or dances in a musical selection</li> <li>▪ Provides excellent opportunities for students to choreograph and perform movement sequences and/or dances in a public venue</li> </ul>

<b>1.3 Model or teach mature motor skills and movement patterns to another student</b>	<b>1-Unacceptable</b> <ul style="list-style-type: none"> <li>▪ Shows little or no ability to model or teach mature motor skills and movement patterns to another student</li> <li>▪ Demonstrates no attempt to model or teach mature motor skills and movement patterns to students in the classroom</li> <li>▪ Unable to instruct a student or peer how to perform a specific skill set necessary for participation in physical activities (Ex. Shoot a basketball)</li> </ul>	<b>2-Acceptable</b> <ul style="list-style-type: none"> <li>▪ Consistently models or teaches mature motor skills and movement patterns to another student</li> <li>▪ Constantly demonstrates competence in modeling or teaching mature motor skills and movement patterns to students in the classroom</li> <li>▪ Frequently instructs a student or peer how to perform a specific skill set necessary for participation in physical activities (Ex. Shoot a basketball)</li> </ul>	<b>3-Target</b> <ul style="list-style-type: none"> <li>▪ Displays excellence in modeling or teaching mature motor skills and movement patterns to another student</li> <li>▪ Demonstrates exceptional competence in modeling or teaching mature motor skills and movement patterns to students in the classroom</li> <li>▪ Provides exceptional instruction to a student or peer demonstrating how to perform a specific skill set necessary for participation in physical activities (Ex. Shoot a basketball)</li> </ul>
<b>1.4 Perform specific skills at an advanced performance level</b>	<b>1-Unacceptable</b> <ul style="list-style-type: none"> <li>▪ Unable to perform specific skills at an advanced performance level</li> <li>▪ Fails to demonstrate the ability to perform specific skills at an advanced performance level in the classroom</li> <li>▪ Unable to provide opportunities for students to practice specific skills by executing basic movements and exercises</li> <li>▪ Does not utilize simulation or guided activity to teach students to perform specific skills at a difficult performance level</li> </ul>	<b>2-Acceptable</b> <ul style="list-style-type: none"> <li>▪ Consistently able to perform specific skills at an advanced performance level</li> <li>▪ Frequently demonstrates the ability to perform specific skills at an advanced performance level in the classroom</li> <li>▪ Provides constant opportunities for students to practice specific skills by executing basic movements and exercises</li> <li>▪ Utilizes simulation or guided activity to teach students to perform specific skills at a difficult performance level</li> </ul>	<b>3-Target</b> <ul style="list-style-type: none"> <li>▪ Demonstrates exceptional proficiency to perform specific skills at an advanced performance level</li> <li>▪ Demonstrates outstanding ability to perform specific skills at an advanced performance level in the classroom</li> <li>▪ Provides excellent opportunities for students to practice specific skills by executing basic movements and exercises</li> <li>▪ Provides exceptional opportunities using simulation or guided activity to teach students to perform specific skills at a difficult performance level</li> </ul>
			<b>Overall Standard 1 Score =</b>
<b><i>Standard 2 - Movement Concepts: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</i></b>			
<b>2.1 Apply previously learned strategies and tactics in performance of selected physical activities</b>	<b>1-Unacceptable</b> <ul style="list-style-type: none"> <li>▪ Unable to apply previously learned strategies and tactics in performance of selected physical activities</li> <li>▪ Fails to apply previously learned strategies and tactics in performance of selected physical activities in the classroom</li> <li>▪ Unable to teach students to strive for improving their skill level by applying learned concepts</li> </ul>	<b>2-Acceptable</b> <ul style="list-style-type: none"> <li>▪ Constantly applies previously learned strategies and tactics in performance of selected physical activities</li> <li>▪ Always utilizes previously learned strategies and tactics in performance of selected physical activities in the classroom</li> <li>▪ Seeks to teach students to strive for improving their skill level by applying learned concepts associated with movement and through analysis of their performance</li> <li>▪ Constantly seeks to help students develop</li> </ul>	<b>3-Target</b> <ul style="list-style-type: none"> <li>▪ Displays exceptional skill in using previously learned strategies and tactics in performance of selected physical activities</li> <li>▪ Frequently employs strategies that utilizes previously learned strategies and tactics in performance of selected physical activities in the classroom</li> <li>▪ Persistent in efforts to teach students to strive for improving their skill level by applying learned concepts associated with movement and through analysis of their</li> </ul>

	<p>associated with movement and through analysis of their performance</p> <ul style="list-style-type: none"> <li>Unable to help students develop and execute appropriate sport strategies to offset an opponent's strategies in a game</li> </ul>	<p>and execute appropriate sport strategies to offset an opponent's strategies in a game</p>	<p>performance</p> <ul style="list-style-type: none"> <li>Demonstrates exceptional ability to help students develop and execute appropriate sport strategies to offset an opponent's strategies in a game</li> </ul>
<p><b>2.2 Analyze and evaluate information about motor skills and patterns that lead to improved physical performance</b></p>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>Unable to analyze and evaluate information about motor skills and patterns that lead to improved physical performance</li> <li>Fails to demonstrate the ability to analyze and evaluate information about motor skills and patterns that lead to improved physical performance in the classroom</li> <li>Seldom seeks to analyze and evaluate the effects of force, motion, and stability on successful performance</li> <li>Infrequently utilizes technology to assess and investigate steps that lead to improved physical performance</li> <li>Unable to analyze and evaluate complex motor skills that lead to improved physical performance</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>Seeks to consistently analyze and evaluate information about motor skills and patterns that lead to improved physical performance</li> <li>Consistently demonstrates the ability to analyze and evaluate information about motor skills and patterns that lead to improved physical performance in the classroom</li> <li>Constantly seeks to analyze and evaluate the effects of force, motion, and stability on successful performance</li> <li>Frequently utilizes technology (e.g. videotaping) to assess and investigate steps that lead to improved physical performance</li> <li>Able to analyze and evaluate complex motor skills that lead to improved physical performance</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>Displays exceptional ability to analyze and evaluate information about motor skills and patterns that lead to improved physical performance</li> <li>Demonstrates excellent ability to analyze and evaluate information about motor skills and patterns that lead to improved physical performance in the classroom</li> <li>Constantly seeks to analyze and evaluate the effects of force, motion, and stability on successful performance</li> <li>Skillful in utilizing technology (e.g. videotaping) to assess and investigate steps that lead to improved physical performance</li> <li>Exceptionally talented in analyzing and evaluating complex motor skills that lead to improved physical performance</li> </ul>
			<p><b>Overall Standard 2 Score =</b></p>
<p><b><i>Standard 3 – Physical Activity: Students participate regularly in physical activity</i></b></p>			
<p><b>3.1 Identify available community resources that promote an active lifestyle</b></p>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>Unable to identify available community resources that promote an active lifestyle</li> <li>Demonstrates inability to identify available community resources that promote an active lifestyle for students and others in the classroom</li> <li>Does not seek to create a list of local facilities that offer fitness activities and make inquiry concerning the cost of participation</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>Identifies available community resources that promote an active lifestyle</li> <li>Demonstrates consistent ability to identify available community resources that promote an active lifestyle for students and others in the classroom</li> <li>Constantly seeks to create a list of local facilities that offer fitness activities and make inquiry concerning the cost of participation</li> <li>Understands the need to see benefit of documenting monetary cost, services provided, and value of fitness centers in the</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>Identifies and seeks partnerships with available community resources that promote an active lifestyle</li> <li>Demonstrates exceptional ability to identify available community resources that promote an active lifestyle for students and others in the classroom</li> <li>Seeks to create an exceptional list of local facilities and programs that offer fitness activities and make inquiry concerning the cost of participation</li> <li>Helps students to understand the benefit of documenting monetary cost, services</li> </ul>

	<ul style="list-style-type: none"> <li>Unable to see benefit of documenting monetary cost, services provided, and value of fitness centers in the community</li> <li>Does not seek to participate in activities at least one of these community resources</li> </ul>	<p>community</p> <ul style="list-style-type: none"> <li>Seeks to participate in activities at least one of these community resources</li> </ul>	<p>provided, and value of fitness centers in the community</p> <ul style="list-style-type: none"> <li>Seeks to participate in activities and support programs in at least one of these community resources</li> </ul>
<b>3.2 Compare and contrast available community and/or online resources that provide active lifestyle products for purchase</b>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>Unable to compare and contrast available community and/or online resources that provide active lifestyle products for purchase</li> <li>Demonstrates inability to compare and contrast available community and/or online resources that provide active lifestyle products for purchase</li> <li>Unable to make recommendations concerning pricing and quality of products and services from local active lifestyle services</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>Constantly compares and contrasts available community and/or online resources that provide active lifestyle products for purchase</li> <li>Demonstrates ability to help students compare and contrast available community and/or online resources that provide active lifestyle products for purchase</li> <li>Regularly makes recommendations concerning pricing and quality of products and services from local active lifestyle services</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>Makes excellent efforts to compare and contrast available community and/or online resources that provide active lifestyle products for purchase</li> <li>Demonstrates exceptional ability to help students to compare and contrast available community and/or online resources that provide active lifestyle products for purchase</li> <li>Regularly makes key recommendations concerning pricing and quality of products and services from local active lifestyle services</li> </ul>
<b>3.3 Participate in physical activities that contribute to the improvement of specific health-related physical fitness components (cardiorespiratory endurance, muscular strength, flexibility, and body composition)</b>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>Unable to participate in physical activities that contribute to the improvement of specific health-related physical fitness components</li> <li>Demonstrates inability to teach students to participate in physical activities that contribute to the improvement of specific health-related physical fitness components</li> <li>Unable to teach students to participate in activities that improve cardiorespiratory endurance, muscular strength, flexibility, and body composition</li> <li>Unable to explain and demonstrate an activity that will achieve specific fitness components</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>Participates in physical activities that contribute to the improvement of specific health-related physical fitness components</li> <li>Demonstrates consistent ability to teach students to participate in physical activities that contribute to the improvement of specific health-related physical fitness components</li> <li>Teach students to participate in activities that improve cardiorespiratory endurance, muscular strength, flexibility, and body composition</li> <li>Seeks to explain and demonstrate an activity that will achieve specific fitness components</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>Outstanding in effort to participate in physical activities that contribute to the improvement of specific health-related physical fitness components</li> <li>Demonstrates excellent ability to teach students to participate in physical activities that contribute to the improvement of specific health-related physical fitness components</li> <li>Displays talented instruction to students leading to active participation in activities that improve cardiorespiratory endurance, muscular strength, flexibility, and body composition</li> <li>Provides exceptional explanations and demonstrations of activities that will achieve specific fitness components</li> </ul>
<b>3.4 Participate regularly in lifetime physical activities, with</b>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>Unable to participate regularly in lifetime physical activities, with consideration of frequency,</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>Participates regularly in lifetime physical activities, with consideration of frequency, duration, and intensity, that contribute to</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>Participates enthusiastically and regularly in lifetime physical activities, with consideration of frequency, duration, and</li> </ul>

<b>consideration of frequency, duration, and intensity, that contribute to improved physical fitness and wellness</b>	<p>duration, and intensity, that contribute to improved physical fitness and wellness</p> <ul style="list-style-type: none"> <li>▪ Demonstrates inability to consistently inspire students to participate regularly in lifetime physical activities, with consideration of frequency, duration, and intensity, that contribute to improved physical fitness and wellness</li> <li>▪ Does not participate regularly in lifetime physical activities (minimum of 30 minutes a day) that contribute to improved physical fitness and wellness</li> </ul>	<p>improved physical fitness and wellness</p> <ul style="list-style-type: none"> <li>▪ Demonstrates strong ability to consistently inspire students to participate regularly in lifetime physical activities, with consideration of frequency, duration, and intensity, that contribute to improved physical fitness and wellness</li> <li>▪ Participates regularly in lifetime physical activities (minimum of 30 minutes a day) that contribute to improved physical fitness and wellness</li> </ul>	<p>intensity, that contribute to improved physical fitness and wellness</p> <ul style="list-style-type: none"> <li>▪ Demonstrates outstanding ability to consistently inspire students to participate regularly in lifetime physical activities, with consideration of frequency, duration, and intensity, that contribute to improved physical fitness and wellness</li> <li>▪ Participates competitively in lifetime physical activities (minimum of 30 minutes a day) that contribute to improved physical fitness and wellness</li> </ul>
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**Overall Standard 3 Score =**

***Standard 4 – Health-Enhancing Physical Fitness: Student achieve and maintain health-enhancing level of physical fitness***

<b>4.1 Create a personal workout program to achieve and maintain an optimal level of health-related physical fitness</b>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>▪ Unable to create a personal workout program to achieve and maintain an optimal level of health-related physical fitness</li> <li>▪ Demonstrates inability to consistently inspire students to create a personal workout program to achieve and maintain an optimal level of health-related physical fitness</li> <li>▪ Unable to create an appropriate personal workout program based on results of a pretest, frequent self-assessment, indicators of success, and personal goals</li> <li>▪ Unable to formulate and modify an extensive fitness program or sport activity with the goal of getting in better physical condition</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>▪ Seeks to create a personal workout program to achieve and maintain an optimal level of health-related physical fitness</li> <li>▪ Demonstrates physical and intellectual skills to consistently inspire students to create a personal workout program to achieve and maintain an optimal level of health-related physical fitness</li> <li>▪ Consistently able to create an appropriate personal workout program based on results of a pretest, frequent self-assessment, indicators of success, and personal goals</li> <li>▪ Demonstrates the knowledge and commitment to formulate and modify an extensive fitness program or sport activity with the goal of getting in better physical condition</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>▪ Displays outstanding commitment to create a personal workout program to achieve and maintain an optimal level of health-related physical fitness</li> <li>▪ Demonstrates exceptional physical and intellectual skills to consistently inspire students to create a personal workout program to achieve and maintain an optimal level of health-related physical fitness</li> <li>▪ Possesses the unique ability to create an appropriate personal workout program based on results of a pretest, frequent self-assessment, indicators of success, and personal goals</li> <li>▪ Demonstrates excellent knowledge and commitment to formulate and modify an extensive fitness program or sport activity with the goal of getting in better physical condition</li> </ul>
<b>4.2 Identify and evaluate personal physiological responses to</b>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>▪ Unable to identify and evaluate personal physiological responses to exercise</li> <li>▪ Demonstrates inability to</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>▪ Constantly seeks to identify and evaluate personal physiological responses to exercise</li> <li>▪ Demonstrates ability to consistently teach students to identify and evaluate personal</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>▪ Talented in ability to identify and evaluate personal physiological responses to exercise</li> <li>▪ Demonstrates special ability to consistently teach students to identify and evaluate</li> </ul>

<p><b>exercise</b></p>	<p>consistently teach students to identify and evaluate personal physiological responses to exercise</p> <ul style="list-style-type: none"> <li>▪ Unable to monitor body responses before, during, and after exercise by checking and recording measurements for heart rate, exertion, and recovery time</li> <li>▪ Does not seek to record the frequency, intensity, and duration of an exercise program and interpret the data over time and form strategies to overcome difficulties with and barriers to exercising regularly</li> </ul>	<p>physiological responses to exercise</p> <ul style="list-style-type: none"> <li>▪ Continually monitors body responses before, during, and after exercise by checking and recording measurements for heart rate, exertion, and recovery time</li> <li>▪ Consistently works to record the frequency, intensity, and duration of an exercise program and interpret the data over time and form strategies to overcome difficulties with and barriers to exercising regularly</li> </ul>	<p>personal physiological responses to exercise</p> <ul style="list-style-type: none"> <li>▪ Continually monitors body responses before, during, and after exercise by checking and recording measurements for heart rate, exertion, and recovery time to research trends and new ideas</li> <li>▪ Able to inspire students to record the frequency, intensity, and duration of an exercise program and interpret the data over time and form strategies to overcome difficulties with and barriers to exercising regularly</li> </ul>
<p><b>4.3 Identify basic principles of exercise, nutrition, and chemical substances and their effects on physical performance</b></p>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>▪ Unable to identify basic principles of exercise, nutrition, and chemical substances and their effects on physical performance</li> <li>▪ Demonstrates inability to consistently teach students to identify basic principles of exercise, nutrition, and chemical substances and their effects on physical performance</li> <li>▪ Does not seek to evaluate to effect nutritional choices and an appropriate exercise program can have on physical fitness</li> <li>▪ Does not attempt to demonstrate the impact of steroid use on physical performance and physical well being</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>▪ Consistently identifies basic principles of exercise, nutrition, and chemical substances and their effects on physical performance</li> <li>▪ Demonstrates consistent ability to teach students to identify basic principles of exercise, nutrition, and chemical substances and their effects on physical performance</li> <li>▪ Makes constant effort to evaluate to effect nutritional choices and an appropriate exercise program can have on physical fitness</li> <li>▪ Utilizes research and discussion to demonstrate the impact of steroid use on physical performance and physical well being</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>▪ Possesses excellent ability to identify basic principles of exercise, nutrition, and chemical substances and their effects on physical performance</li> <li>▪ Demonstrates amazing ability to teach students to identify basic principles of exercise, nutrition, and chemical substances and their effects on physical performance</li> <li>▪ Superior in efforts to evaluate to effect nutritional choices and an appropriate exercise program can have on physical fitness</li> <li>▪ Inspires students to utilize research and discussion to demonstrate the impact of steroid use on physical performance and physical well being</li> </ul>
			<p><b>Overall Standard 4 Score =</b></p>

**Standard 5 - Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings**

<p><b>5.1 Demonstrate safe and appropriate use and care of equipment and facilities</b></p>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>▪ Unable to demonstrate safe and appropriate use and care of equipment and facilities</li> <li>▪ Illustrates inability to consistently teach students to demonstrate safe and appropriate use and care of equipment and facilities</li> <li>▪ Unable to anticipate potentially dangerous situations related to physical activities</li> <li>▪ Does not seek to insure maximum positive results with a minimum of safety hazards</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>• Consistently demonstrates safe and appropriate use and care of equipment and facilities</li> <li>• Illustrates ability to consistently teach students to demonstrate safe and appropriate use and care of equipment and facilities</li> <li>▪ Consistently able to anticipate potentially dangerous situations related to physical activities</li> <li>▪ Continually seeks to insure maximum positive results with a minimum of safety hazards</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>• Makes every effort to demonstrates safe and appropriate use and care of equipment and facilities</li> <li>• Illustrates outstanding ability to consistently teach students to demonstrate safe and appropriate use and care of equipment and facilities</li> <li>▪ Exceptional in ability to anticipate potentially dangerous situations related to physical activities</li> <li>▪ Excellent effort to insure maximum positive results with a minimum of safety hazards</li> </ul>
<p><b>5.2 Relate the benefits of physical activities to social and emotional well being</b></p>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>▪ Unable to relate the benefits of physical activities to social and emotional well being</li> <li>▪ Demonstrates inability to consistently inspire students to relate the benefits of physical activities to social and emotional well being</li> <li>▪ Does not advocate for the benefits of physical activities on social and emotional health</li> <li>▪ Does not encourage students to participate with friends, family, and community in physical activities to relax and relieve stress</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>▪ Consistently able to relate the benefits of physical activities to social and emotional well being</li> <li>▪ Demonstrates consistent efforts to inspire students to relate the benefits of physical activities to social and emotional well being</li> <li>▪ Advocate for the benefits of physical activities on social and emotional health on a regular basis</li> <li>▪ Regularly encourage students to participate with friends, family, and community in physical activities to relax and relieve stress</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>▪ Displays outstanding efforts to relate the benefits of physical activities to social and emotional well being</li> <li>▪ Demonstrates regular and encouraging efforts to inspire students to relate the benefits of physical activities to social and emotional well being</li> <li>▪ Outstanding advocate for the benefits of physical activities on social and emotional health on a regular basis</li> <li>▪ Inspires students to participate with friends, family, and community in physical activities to relax and relieve stress</li> </ul>
<p><b>5.3 Describe the potential physiological risks associated with physical activity in various environments</b></p>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>▪ Unable to describe the potential physiological risks associated with physical activity in various environments</li> <li>▪ Demonstrates inability to consistently describe the potential physiological risks associated with physical activity in various environments to students</li> <li>▪ Does not explain to students the</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>▪ Seeks to describe the potential physiological risks associated with physical activity in various environments</li> <li>▪ Demonstrates ability to consistently describe the potential physiological risks associated with physical activity in various environments to students</li> <li>▪ Seeks to make good explanations to students concerning the importance in tracking environmental conditions to avoid</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>▪ Makes exceptional explanations of the potential physiological risks associated with physical activity in various environments</li> <li>▪ Demonstrates unique ability to consistently describe the potential physiological risks associated with physical activity in various environments to students</li> <li>▪ Utilizes logical explanations to convince students of the importance in tracking environmental conditions to avoid</li> </ul>

	<p>importance in tracking environmental conditions to avoid dehydration, overexertion, heat exhaustion, and hypothermia during physical activity</p> <ul style="list-style-type: none"> <li>Unable to teach students to assess the potential risks associated with physical activity in various environments</li> </ul>	<p>dehydration, overexertion, heat exhaustion, and hypothermia during physical activity</p> <ul style="list-style-type: none"> <li>Continually seeks to teach students to assess the potential risks associated with physical activity in various environments</li> </ul>	<p>dehydration, overexertion, heat exhaustion, and hypothermia during physical activity</p> <ul style="list-style-type: none"> <li>Excellent efforts to teach students to assess the potential risks associated with physical activity in various environments</li> </ul>
<p><b>5.4 Identify how age, gender, ethnicity, and economic status affect physical activity selection, participation, and personal abilities</b></p>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>Unable to identify how age, gender, ethnicity, and economic status affect physical activity selection, participation, and personal abilities</li> <li>Illustrates inability to consistently teach students to identify how age, gender, ethnicity, and economic status affect physical activity selection, participation, and personal abilities</li> <li>Does not seek to teach students to compare similarities and differences in cross-cultural games/sporting events</li> <li>Does not seek to explain physical phenomenon such how health and physical activity are impacted by aging, gender, ethnicity, and economic status</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>Identifies how age, gender, ethnicity, and economic status affect physical activity selection, participation, and personal abilities</li> <li>Illustrates ability to consistently teach students to identify how age, gender, ethnicity, and economic status affect physical activity selection, participation, and personal abilities</li> <li>Constantly seeks to teach students to compare similarities and differences in cross-cultural games/sporting events</li> <li>Provides regular explanations concerning the phenomenon such how health and physical activity are impacted by aging, gender, ethnicity, and economic status</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>Provides excellent insight on how age, gender, ethnicity, and economic status affect physical activity selection, participation, and personal abilities</li> <li>Illustrates determination to consistently teach students to identify how age, gender, ethnicity, and economic status affect physical activity selection, participation, and personal abilities</li> <li>Unique in efforts to teach students to compare similarities and differences in cross-cultural games/sporting events</li> <li>Provides insightful explanations concerning the phenomenon such how health and physical activity are impacted by aging, gender, ethnicity, and economic status</li> </ul>
<p><b>5.5 Develops strategies for inclusion of all students in physical activity</b></p>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>Unable to develops strategies for inclusion of all students in physical activity</li> <li>Does not seek to discuss and implement activities, games, and equipment adapted to meet the needs of all students (including individuals with special needs)</li> <li>Does not volunteer/advocate for a health-related special needs physical activity in the community</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>Consistently able to develops strategies for inclusion of all students in physical activity</li> <li>Seeks to discuss and implement activities, games, and equipment adapted to meet the needs of all students (including individuals with special needs) on a regular basis</li> <li>Seeks to volunteer/advocate for a health-related special needs physical activity in the community and encourages students to follow his/her lead</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>Develops innovative strategies for inclusion of all students in physical activity</li> <li>Discusses and implements novel, multilevel activities, games, and equipment adapted to meet the needs of all students (including individuals with special needs) on a regular basis</li> <li>Serves as an organizer and sponsor for a health-related special needs physical activity in the community and encourages students to follow his/her lead</li> </ul>

<b>5.6 Apply game rules accurately and fairly during physical activity</b>	<b>1-Unacceptable</b> <ul style="list-style-type: none"> <li>▪ Unable to apply game rules accurately and fairly during physical activity</li> <li>▪ Demonstrates inability to consistently apply game rules accurately and fairly during physical activity during class activities</li> <li>▪ Does not officiate intramural, youth, or community physical activity contest</li> <li>▪ Unable to teach students to respect and abide by game rules accurately and fairly during activities</li> <li>▪ Makes no effort to explain the purpose of game rules as a tool for fair play and character growth</li> </ul>	<b>2-Acceptable</b> <ul style="list-style-type: none"> <li>▪ Able to apply game rules accurately and fairly during physical activity</li> <li>▪ Demonstrates ability to consistently apply game rules accurately and fairly during physical activity during class activities</li> <li>▪ Occasionally officiates intramural, youth, or community physical activity contest</li> <li>▪ Teaches students to respect and abide by game rules accurately and fairly during activities</li> <li>▪ Makes consistent effort to explain the purpose of game rules as a tool for fair play and character growth</li> </ul>	<b>3-Target</b> <ul style="list-style-type: none"> <li>▪ Applies game rules accurately and fairly during physical activity to inspire student to find enjoyment in doing their best within the rules</li> <li>▪ Demonstrates ability to consistently apply game rules accurately and fairly during physical activity during class activities</li> <li>▪ Occasionally officiates intramural, youth, or community physical activity contest</li> <li>▪ Teaches students to understand, respect, and abide by game rules accurately and fairly for the sake of the sport</li> <li>▪ Makes every effort to explain the purpose of game rules as a tool for fair play and character growth leading students to a deeper understanding of the purpose of participation in sport</li> </ul>
<b>Overall Standard 5 Score =</b>			
<b><i>Standard 6 - Value of Physical Activity: Student value physical activity for health, enjoyment, challenge, self expression, and/or social interaction</i></b>			
<b>6.1 Identify positive mental and emotional aspects of participation in a variety of physical activities</b>	<b>1-Unacceptable</b> <ul style="list-style-type: none"> <li>• Unable to identify positive mental and emotional aspects of participation in a variety of physical activities</li> <li>• Illustrates inability to consistently help students to identify positive mental and emotional aspects of participation in a variety of physical activities</li> <li>▪ Unable to describe the psychological benefits of participation in sport and/or exercise (physical fitness, mental alertness, relaxation, and social interaction)</li> <li>▪ Does not advocate participation in curricular and extracurricular physical activities as a way to keep students connected to positive role models and peers</li> </ul>	<b>2-Acceptable</b> <ul style="list-style-type: none"> <li>• Consistently identifies positive mental and emotional aspects of participation in a variety of physical activities</li> <li>• Always helps students to identify positive mental and emotional aspects of participation in a variety of physical activities</li> <li>▪ Regularly seeks to describe the psychological benefits of participation in sport and/or exercise (physical fitness, mental alertness, relaxation, and social interaction)</li> <li>▪ Takes every opportunity to advocates participation in curricular and extracurricular physical activities as a way to keep students connected to positive role</li> </ul>	<b>3-Target</b> <ul style="list-style-type: none"> <li>• Displays strong motivation to identify positive mental and emotional aspects of participation in a variety of physical activities</li> <li>• Pursues unique ways to help students to identify positive mental and emotional aspects of participation in a variety of physical activities</li> <li>▪ Always seeks to describe the psychological benefits of participation in sport and/or exercise (physical fitness, mental alertness, relaxation, and social interaction)</li> <li>▪ Motivates and advocates students to participate in curricular and extracurricular physical activities as a way to keep students connected to positive role</li> </ul>

<p><b>6.2 Express feelings of satisfaction and enjoyment as a result of participating in regular physical activity</b></p>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>▪ Unable to express feelings of satisfaction and enjoyment as a result of participating in regular physical activity</li> <li>▪ Demonstrates inability to consistently inspire students to express feelings of satisfaction and enjoyment as a result of participating in regular physical activity</li> <li>▪ Does not teach students to express emotions and release energy and/or stress in physical activity (e.g. aggression replacement)</li> <li>▪ Does not encourage students to reflect on accomplishment and physical, emotional , and social growth after achieving a physical activity goals</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>▪ Always able to express feelings of satisfaction and enjoyment as a result of participating in regular physical activity</li> <li>▪ Demonstrates ability to consistently inspire students to express feelings of satisfaction and enjoyment as a result of participating in regular physical activity</li> <li>▪ Strives to teach students to express emotions and release energy and/or stress in physical activity (e.g. aggression replacement)</li> <li>▪ Constantly encourages students to reflect on accomplishment and physical, emotional , and social growth after achieving a physical activity goals</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>▪ Finds unique ways to express feelings of satisfaction and enjoyment as a result of participating in regular physical activity</li> <li>▪ Demonstrates outstanding ability to consistently inspire students to express feelings of satisfaction and enjoyment as a result of participating in regular physical activity</li> <li>▪ Provides superior opportunities for students to express emotions and release energy and/or stress in physical activity (e.g. aggression replacement)</li> <li>▪ Inspires and motivates students to reflect on accomplishment and physical, emotional , and social growth after achieving a physical activity goals</li> </ul>
<p><b>6.3 Reflect on reasons for choosing to participate in selected physical activities</b></p>	<p><b>1-Unacceptable</b></p> <ul style="list-style-type: none"> <li>▪ Unable to reflect on reasons for choosing to participate in selected physical activities</li> <li>▪ Demonstrates inability to motivate students to reflect on reasons for choosing to participate in selected physical activities</li> <li>▪ Does not find unique ways to promote the health benefits of physical activity</li> <li>▪ Unable to facilitate discussion between students and community concerning choices of physical activities as available lifetime pursuits</li> </ul>	<p><b>2-Acceptable</b></p> <ul style="list-style-type: none"> <li>▪ Consistently able to reflect on reasons for choosing to participate in selected physical activities</li> <li>▪ Demonstrates steady ability to motivate students to reflect on reasons for choosing to participate in selected physical activities</li> <li>▪ Continuously finds unique ways to promote the health benefits of physical activity</li> <li>▪ Facilitates regular discussion between students and community concerning choices of physical activities as available lifetime pursuits</li> </ul>	<p><b>3-Target</b></p> <ul style="list-style-type: none"> <li>▪ Reflects on purpose and reasons for choosing to participate in selected physical activities</li> <li>▪ Demonstrates unique ability to motivate students to reflect on reasons for choosing to participate in selected physical activities</li> <li>▪ Always finds special ways to promote the health benefits of physical activity</li> <li>▪ Facilitates insightful and meaningful discussion between students and community concerning choices of physical activities as available lifetime pursuits</li> </ul>
<p><b>Overall Standard 6 Score =</b></p>			