

Grade One Physical Education
Record of Student Achievement

Outcome 1.1 Health – related Fitness	Criteria for Achieving the Outcome (based on the indicators)													Notes
	Can demonstrate ways to warm up	Can describe a warm up	Engages in opportunities to move	Can sustain movement for 5 consecutive mins.	Identifies activities that challenge heart & lungs	Moves appropriately to stated fitness language	Can identify good body changes from exercise	Can identify bad body changes from exercise	Can identify main body parts used in exercise	Can describe how and why to stretch	Explores & identifies upper body challenges	Explores & identifies lower body challenges	Explores & identifies core body challenges	
Students														

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[illegible]

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Outcome 1.5 Manipulative Skills	Criteria for Achieving the Outcome (based on the indicators)														Notes
	Repeats & uses manipulative skills performance words & cues	Explores & discusses a variety of ways to throw objects	Moves objects between hands (e.g., juggles two scarves)	Uses both hands to throw objects at obstacles from varying distance	Explores rolling balls at targets	Explores & discusses a variety of ways to catch objects	Can catch larger ball with two hands	Can catch self-thrown ball while remaining stationary	Can pick up large ball rolling towards and away	Explores & discusses a variety of ways to kick balls	Can kick balls towards indicated targets using each foot	Attempts to approach & kick a stationary ball	Attempts to tap a ball along the ground with one foot, then other	Explores & shares ways to move objects by varying body	

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Outcome 1.6 Movement Variables	Criteria for Achieving the Outcome (based on the indicators)														Notes
	Moves appropriately in response to movement vocabulary	Uses movement vocabulary to lead others in movement	Can explain difference between personal space and general space	Responds correctly to simple movement phrases	Can avoid others while moving in general space as instructed	Can perform teacher described movement sequences	Can demonstrate and use various pathways, levels, & directions	Can change direction when chasing, fleeing, & dodging	Can demonstrate moving various objects through space	Demonstrates an understanding of specified movement variables	Creates, demos, and verbally shares a movement pattern				
Students															

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Outcome 1.8 Play Strategies and Skills	Criteria for Achieving the Outcome (based on the indicators)												Notes
	Students	Can explain and tries to follow the main objective of games/activities	Tries to practise teacher described strategies for specified play	Tries to apply discussed strategies during games	Attempts to use appropriate skills when playing games	Assumes responsibility for various roles	Takes turns setting up equipment	Creates and uses play space (e.g., boundaries for a game)	Can identify & tries to use skills & strategies used in games/activities	Engages in mod. to vigorous activities in natural environment			

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Outcome 1.9 Safety and Cooperation	Criteria for Achieving the Outcome (based on the indicators)												Notes
	Follows identified rules, routines and safety procedures	Initiates helping with equipment	Safety and carefully handles and uses equipment	Explains importance of dressing appropriately for activity	Can suggest rules for safe use of equipment	Can accurately express the quality of own behaviours & actions	Can explain what cheating looks like when playing games	Can answer questions related to safety and cooperation	Creates, shares and follows simple rules for cooperative play	Cooperates with others in the use and care of equipment			
Students													

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Outcome 1.10 Relationships	Criteria for Achieving the Outcome (based on the indicators)												Notes
	Can identify ways to vary use of equipment so all can be involved	Creates rules that would support peers in being included	Can describe what respectful behaviour looks & sounds like	Demonstrates good manners while participating in activities	Can suggest good adjustments to observed inappropriate behaviour	Acknowledges when own behaviour lacks self-control	Proposes options for changes in own actions and behaviours	Can explain how others' feelings about activities can vary from own					
Students													