

### HOLISTIC PERFORMANCE RUBRIC

This standards-based rubric provides the performance criteria for VA SOL 2.1 – Motor Skill Development.

Score	Skill	Cognitive	Personal/Social Responsibility
<b>Proficient</b> 4	Accurately and effortlessly performs locomotor and manipulative (UH throw, catch, stationary hand dribble, foot dribble, stationary ball kick, upward volley) skills with control of force. Accurately and effortlessly performs basic educational gymnastic and dance sequences. Accurately and effortlessly performs forward self-turn short rope jumps and long rope jumps. Demonstrates mature form in other manipulative skills (OH throw, dominant hand/foot dribble, moving ball kick, strike with short-handled implement, strike off tee, or backward self-turn jump rope).	N/A	N/A
<b>Competent</b> 3	Accurately performs locomotor and manipulative (UH throw, catch, stationary hand dribble, foot dribble, stationary ball kick, upward volley) skills with control of force. Accurately performs basic educational gymnastic and dance sequences. Accurately performs forward self-turn short jump rope and long rope. Approaches mature form in other manipulative skills (OH throw, dominant hand/foot dribble, moving ball kick, strike with short-handled implement, strike off tee, and backward self-turn jump rope).	N/A	N/A
<b>Lacks Competence</b> 2	Inaccurately performs locomotor and/or manipulative (UH throw, catch, stationary hand dribble, foot dribble, stationary ball kick, upward volley) skills with control of force; or inaccurately performs basic educational gymnastic and/or dance sequences, and/or forward self-turn short jump rope and/or long rope. Attempts other manipulative skills (OH throw, dominant hand/foot dribble, moving ball kick, strike with short-handled implement, strike off tee, and backward self-turn jump rope).	N/A	N/A
<b>Well Below Competence</b> 1	Inaccurately performs locomotor and/or manipulative (UH throw, catch, stationary hand dribble, foot dribble, stationary ball kick, upward volley) skills with control of force. Inaccurately performs basic educational gymnastic and dance sequences, and forward self-turn short jump rope and long rope. Attempts few other manipulative skills (OH throw, dominant hand/foot dribble, moving ball kick, strike with short-handled implement, strike off tee, and backward self-turn jump rope).	N/A	N/A

### HOLISTIC PERFORMANCE RUBRIC

This standards-based rubric provides the performance criteria for VA SOL 2.2 – Anatomical Basis of Movement.

Score	Skill	Cognitive	Personal/Social Responsibility
<b>Proficient</b> 4	N/A	Accurately and thoroughly describes cardiorespiratory (heart, lungs), muscular (quadriceps, biceps, abdominal, heart), and skeletal system (skull, ribs, spine) components. Accurately and thoroughly describes movement and spatial relationships.	N/A
<b>Competent</b> 3	N/A	Accurately describes cardiorespiratory (heart, lungs), muscular (quadriceps, biceps, abdominal, heart), and skeletal system (skull, ribs, spine) components. Accurately describes movement and spatial relationships.	N/A
<b>Lacks Competence</b> 2	N/A	Inaccurately describes cardiorespiratory (heart, lungs), muscular (quadriceps, biceps, abdominal, heart), or skeletal system (skull, ribs, spine) components; or inaccurately describes movement and spatial relationships.	N/A
<b>Well Below Competence</b> 1	N/A	Inaccurately describes cardiorespiratory (heart, lungs), muscular (quadriceps, biceps, abdominal, heart), and skeletal system (skull, ribs, spine) components. Inaccurately describes movement and spatial relationships.	N/A

### HOLISTIC PERFORMANCE RUBRIC

This standards-based rubric provides the performance criteria for VA SOL 2.3 – Fitness Planning.

Score	Skill	Cognitive	Personal/Social Responsibility
<b>Proficient</b> 4	N/A	Accurately and thoroughly describes health-related fitness components and multiple activities that promote each component. Accurately identifies opportunities to be physically active outside of school.	N/A
<b>Competent</b> 3	N/A	Accurately describes health-related fitness components and one activity that promotes each component. Identifies opportunities to be physically active outside of school.	N/A
<b>Lacks Competence</b> 2	N/A	Inaccurately describes health-related fitness components or activities that promote each component. Identifies only one opportunity to be physically active outside of school.	N/A
<b>Well Below Competence</b> 1	N/A	Inaccurately describes health-related fitness components and activities that promote each component. Unable to identify opportunities to be physically active outside of school.	N/A

### HOLISTIC PERFORMANCE RUBRIC

This standards-based rubric provides the performance criteria for VA SOL 2.4 – Social Development.

Score	Skill	Cognitive	Personal/Social Responsibility
<b>Proficient</b> 4	N/A	N/A	Demonstrates cooperation and safe participation and promotes cooperation and safe participation of others. Identifies multiple physical activities that are challenging and those that are enjoyable.
<b>Competent</b> 3	N/A	N/A	Demonstrates cooperation and safe participation. Identifies one physical activity that is challenging and one that is enjoyable.
<b>Lacks Competence</b> 2	N/A	N/A	Demonstrates cooperation and safe participation only under teacher supervision. Unable to identify physical activities that are challenging or those that are enjoyable.
<b>Well Below Competence</b> 1	N/A	N/A	Fails to demonstrate cooperation and safe participation. Unable to identify physical activities that are challenging and those that are enjoyable.

### HOLISTIC PERFORMANCE RUBRIC

This standards-based rubric provides the performance criteria for VA SOL 2.5 – Energy Balance.

Score	Skill	Cognitive	Personal/Social Responsibility
<b>Proficient</b> 4	N/A	Accurately and thoroughly identifies snack and hydration choices. Accurately and thoroughly explains importance of dairy, other food choices, and physical activity in relation to health.	N/A
<b>Competent</b> 3	N/A	Accurately identifies snack and hydration choices. Accurately explains importance of dairy, other food choices, and physical activity in relation to health.	N/A
<b>Lacks Competence</b> 2	N/A	Inaccurately identifies snack or hydration choices; or inaccurately explains importance of dairy, other food choices, or physical activity in relation to health.	N/A
<b>Well Below Competence</b> 1	N/A	Inaccurately identifies snack and hydration choices. Inaccurately explains importance of dairy, other food choices, and physical activity in relation to health.	N/A