

PE

Graduation Proficiencies

(Performance Indicators/Scoring Criteria)

Proficiency-Based Graduation Requirements (PBGRs) are the locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma. Vermont's Education Quality Standards (EQS) require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. This requirement will take effect in Vermont beginning with the graduating class of 2020.



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Graduation Proficiency #1- **Motor Skills** Demonstrate proficiency in a variety of motor skills and movement patterns

K-2

Performance Indicators:

- a. Demonstrate developmentally appropriate patterns of locomotor skills
- b. Demonstrate developmentally appropriate patterns of manipulative skills, with and without an implement
- c. Demonstrate developmentally appropriate patterns of non-locomotor skills

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Demonstrate developmentally appropriate patterns of locomotor skill	Students (I) can demonstrate some of the developmentally appropriate patterns of locomotor skills	Students (I) can demonstrate most of the developmentally appropriate patterns of locomotor skills	Students (I) can demonstrate the developmentally appropriate patterns of locomotor skills	Students (I) can exceed developmentally appropriate patterns of locomotor skills
b. Demonstrate developmentally appropriate patterns of manipulative skills, with and without an implement, in a non-dynamic environment.	Students (I) can demonstrate some of the developmentally appropriate patterns of manipulative skills, with and without an implement.	Students (I) can demonstrate most of the developmentally appropriate patterns of manipulative skills, with and without an implement.	Students (I) can demonstrate the developmentally appropriate patterns of manipulative skills, with and without an implement.	Students (I) can exceed developmentally appropriate patterns of manipulative skills, with and without an implement.
c. Demonstrate developmentally appropriate patterns of non-locomotor skills	Students (I) can demonstrate some of the developmentally appropriate patterns of non-locomotor skills in a practice task.	Students (I) can demonstrate most of the developmentally appropriate patterns of non-locomotor skills in a practice task.	Students (I) can demonstrate developmentally appropriate patterns of non-locomotor skills in dynamic small-sided practice tasks.	Students (I) can use non-locomotor skills to create and perform a small-sided game.



Graduation Proficiency #1- Motor Skills Demonstrate proficiency in a variety of motor skills and movement patterns				
3-5				
Performance Indicators:				
a. Demonstrate developmentally appropriate patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance.				
b. Demonstrate developmentally appropriate patterns of manipulative skills, with and without an implement, in small-sided practice tasks/game's environments.				
c. Demonstrate developmentally appropriate patterns of non-locomotor skills in dynamic small-sided practice tasks, game environments, gymnastics and dance.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Demonstrate developmentally appropriate patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance.	Students (I) can perform some of the developmentally appropriate patterns of locomotor skills	Students (I) can perform developmentally appropriate patterns of locomotor skills	Students (I) can demonstrate developmentally appropriate patterns of locomotor skills in dynamic small-sided practice tasks/games, dance and gymnastics	Students (I) can exceed developmentally appropriate patterns of locomotor skills in dynamic small-sided practice tasks/games, dance and gymnastics.
b. Demonstrate developmentally appropriate patterns of manipulative skills, with and without an implement, in small-sided practice tasks/game's environments.	Students (I) can demonstrate developmentally appropriate patterns of manipulative skills, with and without an implement, playing alone.	Students (I) can demonstrate developmentally appropriate patterns of manipulative skills, with and without an implement, playing with a partner.	Students (I) can demonstrate developmentally appropriate patterns of manipulative skills, with and without an implement, in small-sided practice tasks/games environment.	Students (I) can exceed developmentally appropriate patterns of manipulative skills, with and without an implement, in small sided practice tasks/games environment.
c. Demonstrate	Students (I) can	Students (I) can	Students (I) can	Student (I) can



developmentally appropriate patterns of non-locomotor skills in dynamic small-sided practice tasks, game environments, gymnastics and dance.	demonstrate some of the developmentally appropriate patterns of non-locomotor skills in a practice task.	demonstrate most of the developmentally appropriate patterns of non-locomotor skills.	demonstrate some of the developmentally appropriate patterns of non-locomotor skills in a practice task.	demonstrate use non-locomotor skills to create and perform a small sided game or dance.
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Graduation Proficiency #1- **Motor Skills** Demonstrate proficiency in a variety of motor skills and movement patterns

Middle School 6-8

- Performance Indicators:
- a. Demonstrate mature movement patterns in a variety of physical activities and sports.
 - b. Demonstrate correct technique for basic skills in at least two outdoor physical activities.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Demonstrate mature movement patterns in a variety of physical activities and sports.	Students (I) can demonstrate correct technique for basic skills in some different types of activities (invasion/field games, net/wall games, field/striking)	Students (I) can demonstrate correct technique for basic skills in most different types of activities (invasion/field games, net/wall games, field/striking)	Students (I) can demonstrate correct technique for basic skills in each different types of activities (invasion/field games, net/wall games, field/striking)	Students (I) can demonstrate advanced technique for basic skills in invasion/field games, net/wall games, field/striking
b. Demonstrate correct technique for basic skills in at least two outdoor physical activities .	Students (I) can demonstrate correct technique for basic skills in an outdoor physical activities.	Students (I) can demonstrate correct technique for basic skills in most outdoor physical activities .	Students (I) can demonstrate correct technique for basic skills in at outdoor physical activities .	Students (I) can demonstrate correct technique for advanced skills in at outdoor physical activities .



Graduation Proficiency #1-**Motor Skills** Demonstrate proficiency in a variety of motor skills and movement patterns

9-12

Performance Indicators:

- a. Demonstrates movement skills in lifetime physical activities
- b. Demonstrates competency in health-related fitness activities.
- c. Demonstrate an understanding of game rules, strategies, and tactics.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Demonstrates movement skills in lifetime physical activities	I cannot demonstrate the movement skills in lifetime physical activities.	I can sometimes demonstrate the movement skills in lifetime physical activities.	I can consistently demonstrate the movement skills in lifetime physical activities.	I can demonstrate and help others perform movement skills in lifetime physical activities.
b. Demonstrates competency in specialized skills in health-related fitness activities.	I cannot demonstrate competency in health-related fitness activities.	I can sometimes demonstrate competency in health-related fitness activities.	I can consistently demonstrate competency in each health-related fitness activities.	I can demonstrate and teach specialized skills for health-related fitness activities.
C. Demonstrate an understanding of game rules, strategies, and tactics.	I rarely demonstrate an understanding of game rules, strategies, and tactics.	I sometimes demonstrate an understanding of game rules, strategies, and tactics.	I consistently demonstrate an understanding of game rules, strategies, and tactics.	I consistently demonstrate and help peers understand game rules, strategies, and tactics.



Graduation Proficiency #2: Knowledge Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.				
Elementary K-2				
Performance Indicators a. Demonstrates developmentally appropriate movement concepts				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Demonstrate developmentally appropriate movement concepts	Students (I) can understand some developmentally appropriate movement concepts	Students (I) can understand developmentally appropriate movement concepts	Students (I) can demonstrate developmentally appropriate movement concepts	Students (I) can combine developmentally appropriate movement concepts

Graduation Proficiency #2: Knowledge Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.				
Elementary 3-5				
Performance Indicators: a. Apply developmentally appropriate movement concepts in small sided practice tasks/games, gymnastics, dance b. Apply basic offensive and defensive strategies in small sided practice tasks/games				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>



a. Apply developmentally appropriate movement concepts in small sided practice tasks/games, gymnastics, dance	Students (I) can understand some of the developmentally appropriate movement concepts	Students (I) can demonstrate developmentally appropriate movement concepts to combination skills involving traveling.	Students (I) can apply developmentally appropriate movement concepts in small sided practice tasks/games, gymnastics, dance	Students (I) can apply developmentally appropriate movement concepts in small sided practice tasks/games, gymnastics, dance to improved performance
b. Apply basic offensive and defensive strategies in small sided practice tasks/games	Students (I) can understand simple offensive strategies.	Students (I) can demonstrate simple offensive and defensive strategies	Students (I) can apply basic offensive and defensive strategies in small sided practice tasks/games	Students (I) can apply more advanced offensive and defensive strategies in invasion and net/wall small-sided games

Graduation Proficiency #2: Knowledge Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.				
Middle School 6-8				
Performance Indicators:				
a. Create and reduces open space for offensive and defensive purposes in a variety of games and sports.				
b. Apply basic rules and strategies of games.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Create and reduces open space for offensive and defensive purposes in a variety of games and sports.	Students (I) can identify open space for offensive and defensive purposes in some games and sports.	Students (I) can sometimes create and reduce open spaces for offensive and defensive purposes in a variety of games and sports.	Students (I) can create and reduce open space for offensive and defensive purposes in a variety of small sided games and sports without prompting.	Students (I) can teach others to create and reduce open space for offensive and defensive purposes in a variety of small sided games and sports without prompting.



b. Apply basic rules and strategies of games.	Students (I) can sometimes understand basic rules and strategies of games.	Students (I) can understand basic rules and strategies of games.	Students (I) can apply basic rules and strategies of games.	Students (I) can teach basic rules and strategies of games.
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Graduation Proficiency #2: Knowledge Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.				
9-12				
Performance Indicators: a. I understand fitness terminology, strategies and tactics				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. I understand fitness terminology, strategies and tactics	I do not show an understanding of fitness terminology, strategies and tactics.	I show an understanding of some fitness terminology, strategies and tactics.	I show an understanding of all fitness terminology, strategies and tactics	I can synthesize and apply my understanding of fitness terminology, strategies and tactics

Graduation Proficiency #3: Physical Fitness Demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.				
Elementary K-2				
Performance Indicators: a. Identifies physical activities that contribute to fitness.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>



a. Describe the benefits of being physically active and can identify physical activities that contribute to fitness.	Students (I) can identify ways to actively play	Students (I) can describe the benefits of being active	Students (I) can identify physical activities that contribute to fitness	Students (I) can identify specific activities that strengthen my heart.
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Graduation Proficiency #3: Physical Fitness Demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.				
Elementary 3-5				
Performance Indicators: a. Analyze results of fitness assessment (pre- & post-), and compare results to standards for good health. b. Designs a fitness plan to address ways to use physical activity to enhance fitness.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Analyze results of fitness assessment (pre- & post-), and compare results to standards for good health.	Students (I) can see areas of weakness in their physical fitness assessments. (mile run, sit & reach, push-ups, sit-ups)	Students (I) can analyze my fitness assessment results and determine areas that I need to improve on.	Students (I) can create fitness goals using my scores to improve my overall fitness and place in my PLP.	Students (I) can show improvement in most of the fitness assessments..
b. Designs a fitness plan to address ways to use physical activity to enhance fitness.	Students (I) can identify the health related fitness components	Students (I) can identify all of the health related fitness components and some activities to improve them.	Students (I) can design a plan to improve my fitness scores	Students (I) can design a fitness plan that improved my fitness plan.



Middle School 6-8

Performance Indicators:

- a. Identify the five components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance, body composition) and explain the connections between fitness, nutrition and overall physical and mental health.
- b. Participate in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity while physical education class.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Identify the five components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance, body composition) and explain the connections between fitness, nutrition and overall physical and mental health	Students (I) can set wellness goals, but have not shown improvement in any fitness assessment.	Students (I) can set wellness goals, and shown improvement in some fitness assessment.	Students (I) can set wellness goals and shown improvement in most of the fitness assessments.	Students (I) can set wellness goals and have shown improvement in all the fitness assessments.
b. Participate in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity while physical education class.	Students (I) can participate in PE classes, with more than four absences per marking period.	Students (I) can participate in PE classes with moderate physical activity, with four or less absences per marking period.	Students (I) can participate in PE class regularly with moderate to vigorous effort in two or less absences per marking period.	Students (I) can participate in PE class with no absences at a moderate to vigorous effort per marking period.

Graduation Proficiency #3: **Physical Fitness** Demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.



9-12

Performance Indicators:

- a. Develop and maintain a wellness portfolio.
- b. Participate in the target heart rate zone.
- c. Apply technology and social media as tools to support a healthy, active lifestyle.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Develop and maintain a wellness portfolio.	<p>I have signed my contract tab.</p> <p>My reflection tab identifies some of the 5 components of fitness, the FITT formula, and the principles of training.</p>	<p>My wellness portfolio tabs are partially complete.</p> <p>My reflection tab identifies most of the 5 components of fitness, the FITT formula, and the principles of training</p>	<p>My wellness portfolio tabs are complete and up to date. I have copied & pasted "Strava Profile Url" onto my WP</p> <p>My reflection tab synthesizes my understanding of the 5 components of fitness, the FITT formula, and principles of training.</p>	<p>I demonstrate meeting the requirements of the FITT Formula on my daily log tab (Strava).</p> <p>My reflection tab synthesizes an understanding of the 5 components of fitness, the FITT formula, and the principles of training. I attempt to answer each question.</p>
b. Participate in target heart rate zone	<p>My participation was less than 50% of the target time.</p>	<p>My participation was 50% - 99% of the target time.</p>	<p>I met or exceeded the target time.</p>	<p>I had a positive influence on helping others meet or exceed the target time.</p>
c. Apply technology and social media as tools to support a healthy, active lifestyle (Activity Log)	<p>I did not use technology and social media as tools to support a healthy, active lifestyle.</p>	<p>I used technology and social media as tools to support a healthy, active lifestyle.</p>	<p>I can utilize and analyze technology and social media as tools to support a healthy, active lifestyle.</p>	<p>I can use social media to inspire myself and others to create or participate in a group event.</p>

Graduation Proficiency #4: **Affective Qualities and Social Interaction:** Exhibit responsible personal and social behavior that respects and promotes success of self and others.

Elementary K-2

Performance Indicators:



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a. Practices skills and follows rules and directions b. Works effectively with a partner c. Participates safely in physical education				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Practices skills and follows rules and directions	Students (I) can practice skills and follow rules and directions with teacher assistance.	Students (I) can practice skills and follow rules and directions with minimal teacher prompting.	Students (I) can practice skills and follow rules/directions independently for an extended period of time	Students (I) can practice skills and follow rules/directions independently
b. Works effectively with a partner	Students (I) can work effectively with a partner with teacher guidance	Students (I) can work effectively with a minimal teacher guidance.	Students (I) can work effectively with a partner	Students (I) can work effectively in small groups.
c. Participates safely in physical education	Students (I) can participate safely in physical education with teacher assistance.	Students (I) can participate safely in physical education with minimal teacher prompting.	Students (I) can participate safely in physical education.	Students (I) can participate safely with peers and equipment in physical education

Graduation Proficiency #4: Affective Qualities and Social Interaction/Transferable Skills: Exhibit responsible personal and social behavior that respects and promotes success of self and others.
Elementary 3-5
Performance Indicators: a. Engage in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). b. Accepts, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects.



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c. Apply safety principles with age-appropriate physical activities.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Actively participate in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).	Students (I) can actively participate in physical education activities responsibly with teacher prompting.	Students (I) can actively participate in physical activities responsibly in teacher directed activities	Students (I) can actively participate in physical education activities responsibly	Students (I) can serve as facilitators to help others actively participate in physical education activities responsibly
b. Accept, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects.	Students (I) can list ways to involve others into activities and group projects	Students (I) can recognize that they should accept and actively involve others with both higher and lower skill abilities into physical activities and group projects.	Students (I) can accept, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects.	Students (I) can serve as facilitators to help others accept, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects.
c. Apply safety principles with age-appropriate physical activities.	Students (I) can list safety principles with age-appropriate physical activities.	Students (I) can describe safety principles with age-appropriate activities and explain why they are important	Students (I) can apply safety principles with age-appropriate activities.	Students (I) can serve as facilitators to assist others to understand safety principles with age-appropriate activities.

Graduation Proficiency #4: Affective Qualities and Social Interaction/Transferable Skills: Exhibit responsible personal and social behavior that respects and promotes success of self and others.
Middle School 6-8



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Performance Indicators:

- a. Use effective self-monitoring skills to engage in physical activity in and outside of school.
- b. Provide and receive encouragement and feedback to and from peers without prompting from the teacher.
- c. Respond appropriately and respectfully to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
- d. Apply safety principles with age-appropriate physical activities.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Use effective self-monitoring skills to engage in physical activity in and outside of school.	Students (I) can engage in physical activity inside of school.	Students (I) can engage in physical activity in and outside of school.	Students (I) can effectively use self-monitoring skills to engage in physical activity in and outside of school.	Students (I) can identify, explain and model self-monitoring skills to engage in physical activity in and outside of school.
b. Provide and receive encouragement and feedback to and from peers without prompting from the teacher.	Students (I) can provide and receive encouragement and feedback from peers with prompting from the teacher.	Students (I) can provide or receive encouragement and feedback to and from peers without prompting from the teacher.	Students (I) can provide and receive encouragement and feedback to and from peers without prompting from the teacher.	Students (I) can provide and receive encouragement and feedback to and from peers without prompting from the teacher and use the feedback to make appropriate changes.
c. Respond appropriately and respectfully to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.	Students (I) participate during physical activity using the rules and guidelines.	Students (I) know how to participate during physical activities by using rules and guidelines for resolving conflicts.	Students (I) can respond appropriately and respectfully to participants ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.	Student (I) can demonstrate and model appropriately and respectfully how to participate during physical activities by using rules and guidelines for resolving conflicts.
d. Apply safety principles with age-appropriate physical activities.	Students (I) can sometimes move in control of my body to keep activity safe.	Students (I) can regularly move in control to keep activity safe.	Students (I) can consistently move in control to keep activity safe.	Students (I) can always keep my body safe and in control to keep activity safe.



Graduation Proficiency #4: **Affective Qualities and Social Interaction/Transferable Skills:** Exhibit responsible personal and social behavior that respects and promotes success of self and others.

9-12

Performance Indicators:

- a. Participate during class & take responsibility for the success of both myself and others; I respect classmates, protocols, and equipment.
- b. Use leadership characteristics to promote productive team/group dynamics

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Participate during class & take responsibility for the success of both myself and others; I respect classmates, protocols, and equipment.	I cannot participate during class & take responsibility for the success of both myself and others; I respect classmates, protocols, and equipment.	I can sometimes participate during class & take responsibility for the success of both myself and others; I respect classmates, protocols, and equipment.	I can participate during class & take responsibility for the success of both myself and others; I respect classmates, protocols, and equipment.	I can use advanced participation strategies during class & take additional responsibility for the success of both myself and others; I respect classmates, protocols, and equipment.
d. Use leadership characteristics to promote productive team/group dynamics	I sometimes lead by example: - follows the directions of others - engaged in the activity	I consistently lead by example: - follows the directions of others - engaged in the activity	I consistently lead by example: - follows the directions of others - engaged in the activity - competent in the task	I apply the following leadership characteristics: - follows the directions of others - engaged in the activity - competent in the task - uses prior knowledge - Takes on leadership roles

