

Appendix A

Kindergarten

Sample Evaluation Breakdown

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- 100% of a student's evaluation will come directly from their participation and active engagement in various activities that lead to the attainment of curricular outcomes.
- Evaluation is personal and specific to the individual. **Every student has the opportunity to be successful and highly achieve in Physical Education.**
- Students' evaluation will come from the following three categories:
 - **Moving & Doing** 70 – 80%
 - **Understanding & Applying** 10 - 15%
 - **Cooperation and Responsibility** 10 - 15%

Moving & Doing *70-80%*

- Psychomotor curriculum outcomes (Moving and Doing) form the core elements of a student's evaluation. It is the actual active engagement in activity that is the main determinant of a student's success. This section of the evaluation includes:
 - Readiness
 - Warm-up/Outcome attainment (8 Themes)
 - Activity/Outcome attainment (8 Themes)
 - Level of engagement in activities/games/events
 - Engagement in learning, developing and refining of skills (Physical Literacy)

Understanding & Applying *10-15%*

- The understanding and application of what is learned about movement in a variety of activities, games and pursuits is the focus of this evaluative criteria. This section of the evaluation includes:
- **Criteria to be used to evaluate this component include:**
 - Students apply appropriate skills and movement concepts to games and activities.
 - Students apply/transfer skills and movement concepts to new settings.
 - Students demonstrate inventive solutions and strategies based on previous experience.

Cooperation & Responsibility***10-15%***

- A cornerstone of the physical education is the cooperation and responsibility displayed and practiced by participants. Students need to demonstrate a level of personal responsibility consistent with outlined expectations and activity demands.
- **Criteria to be used to evaluate this component include:**
 - Students' acceptance of roles, responsibilities and protocols for enjoyment of activities.
 - Students' acceptance and integration with students of all interests and skill level in all activities.
 - Students' interaction with and respect for self and their peers in groups.
 - Students' demonstration of positive/appropriate behaviors inherent to activities.
 - Considerations for Safety during all activities
 - Equipment Set-up/Respect for Equipment and Facility

