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