

Manitoba Report Card Grade Scale Physical Education/Health Education Achievement Profiles—Grades 1 to 8 (Draft)
Subject Category: Movement

Category indicator	Extent to which the student is meeting grade-level* learning outcomes across the provincial report card grading scale				
	Not demonstrated (ND)	Limited (1)	Basic (2)	Good (3)	Very good to excellent (4)
Movement Development: Demonstrates use of selected movement skills applied in a variety of physical activities and settings.	Does not yet demonstrate the required understanding and application of concepts and skills.	Requires considerable, ongoing teacher support to <ul style="list-style-type: none"> ▪ demonstrate basic or selected movement skills ▪ apply appropriate movement skills during activities 	Requires occasional teacher or peer support to <ul style="list-style-type: none"> ▪ demonstrate basic or selected movement skills ▪ apply appropriate movement skills during activities 	Requires occasional prompting to accurately demonstrate basic or selected movement skills. Applies appropriate movement skills during activities in similar situations.	Accurately and consistently demonstrates basic or selected movement skills. Effectively applies appropriate movement skills during activities in similar and new situations.
Movement Understanding: Demonstrates understanding and use of movement concepts and strategies in various physical activities and movement experiences.		Requires considerable, ongoing teacher support to understand and apply movement concepts and strategies during activities.	Requires occasional teacher or peer support to understand and apply movement concepts and strategies during activities.	Requires occasional prompting to apply movement concepts and strategies during activities.	Correctly describes movement concepts. Accurately recognizes and applies appropriate strategies during activities.
Physical Activity Risk Management: Demonstrates understanding and use of safe practices, routines, and behaviours for participation in physical activities.		Requires considerable, ongoing teacher support to demonstrate <ul style="list-style-type: none"> ▪ general class safety guidelines ▪ activity-specific safety guidelines 	Requires occasional teacher or peer support to demonstrate <ul style="list-style-type: none"> ▪ general class safety guidelines ▪ activity-specific safety guidelines 	Requires occasional reminders to identify and apply appropriate safety guidelines and behaviours.	Consistently identifies, justifies, and applies appropriate safety guidelines and behaviours.

* Grades are based on what is developmentally appropriate for the time of year toward attaining end-of-grade learning outcomes or learning outcomes described in an individual education plan. References in the table to “support,” “prompt,” et cetera, do **not** refer to adaptations defined as “a change in the teaching process, materials, assignments or pupil products to assist a pupil to achieve the expected learning outcomes” (Manitoba Education and Training, www.edu.gov.mb.ca/k12/specedu/programming/adaptation.html).