

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

Subject Category: Healthy Lifestyles

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)
Decision Making for Health and Well-Being: Demonstrates use of decision-making and problem-solving skills for personal health and well-being.	Does not yet demonstrate the required understanding and application of concepts and skills.	Requires considerable, ongoing teacher support to identify options or strategies to address issues related to personal health and well-being.	Requires occasional teacher or peer support to offer options or strategies to address issues related to personal health and well-being.	Suggests options and demonstrates strategies for addressing issues related to personal health and well-being in similar contexts. Requires occasional prompting for clarification.	Clearly describes options and demonstrates appropriate strategies for addressing issues related to personal health and well-being in a variety of contexts.
Safety of Self and Others: Demonstrates understanding of safety procedures and responsibilities related to activities of daily living.		Requires considerable, ongoing teacher support to describe procedures and responsibilities related to safety of self and others.	Requires occasional teacher or peer support to describe procedures and responsibilities related to safety of self and others.	Requires occasional reminders to describe procedures and responsibilities related to safety of self and others in private and public situations.	Accurately describes procedures and responsibilities related to safety of self and others in private and public situations.
Mental-Emotional Development: Demonstrates self-awareness and self-regulation for positive mental health.		Requires considerable, ongoing teacher support to demonstrate strategies related to self-awareness and self-regulation.	Requires occasional teacher or peer support to demonstrate strategies related to self-awareness and self-regulation.	Requires occasional prompting to demonstrate strategies related to self-awareness and self-regulation.	Correctly demonstrates appropriate strategies related to self-awareness and self-regulation in a variety of contexts.
Personal Health Practices: Demonstrates understanding of concepts and practices to maintain health, including personal hygiene, nutrition, substance use and abuse prevention, and sexuality.		Requires considerable, ongoing teacher support to describe healthy lifestyle concepts.	Requires occasional teacher or peer support to describe healthy lifestyle concepts.	Requires occasional prompting to describe healthy lifestyle concepts.	Accurately describes healthy lifestyle concepts.

* 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).