

# Movement Skills and Healthy Relationships Rubric

## Task

Students adapt movement patterns and use them in controlled and dynamic physical activities. Students analyze conflict resolution practices and apply them in physical activity. The presentation explains movement patterns. It shows how these patterns work across physical activities. It also describes conflict resolution practices that support teamwork.

## Curriculum alignment

Students adapt movement patterns ([Outcome](#)). They apply these patterns in controlled and dynamic physical activities. Students adapt and apply movement patterns in controlled and dynamic physical activities. Students adapt and apply movement patterns in controlled and dynamic physical activities.

## Rubric

| Criterion                                     | Beginning                                                                  | Developing                                                                               | Proficient                                                                                                          | Exemplary                                                                                                                              |
|-----------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Movement patterns across activities           | Identifies one movement pattern with minimal detail or labels.             | Describes one or two movement patterns and how they apply to physical activities.        | Explains how movement patterns transfer across multiple controlled and dynamic activities with clear labels.        | Demonstrates how movement patterns adapt across varied activities and explains how customization enhances skill development.           |
| Accuracy and clarity of labels                | Labels are missing, unclear, or inaccurate for most elements.              | Labels are present but incomplete or partially unclear for key movement components.      | All key movement components are labelled accurately and clearly.                                                    | Labels are accurate, detailed, and help the viewer understand how patterns function.                                                   |
| Conflict resolution practices                 | Names one conflict resolution practice with little or no explanation.      | Describes two conflict resolution practices such as listening or acknowledging emotions. | Identifies three or more conflict resolution practices and explains how they support teamwork in physical activity. | Analyzes how conflict resolution practices influence team success and adjusts thinking based on cooperative or competitive situations. |
| Connection between movement and relationships | Shows little connection between movement skills and healthy relationships. | Makes a basic connection between practising movement patterns and working with others.   | Clearly connects movement skill development to teamwork and explains how conflict resolution supports engagement.   | Explains how movement patterns and conflict resolution together build team effectiveness and individual well-being.                    |

## Scoring

Add the number of criteria at each level. A student scoring Proficient or Exemplary on three or four criteria demonstrates grade-level competency. A student scoring Beginning or Developing on more than two criteria requires additional support and reteaching.

## Notes for the teacher

- Look for evidence of understanding from the sources: that patterns transfer across activities ([Understanding](#)), that controlled activities allow repeated practice while dynamic activities require decision-making ([Knowledge](#)), and that conflict resolution practices include acknowledging emotions, listening, and proposing solutions ([Knowledge](#)).
- When a student labels a model, check that the labels name the movement pattern or body part and explain its role, not just identify it. Clarity matters more than artistic detail.
- In the conflict resolution section, students should reference practices the curriculum names: acknowledging emotions, clarifying facts, listening to understand, discussing outcomes, and proposing solutions ([Knowledge](#)). Accept any three or more.
- Accept written reports, poster presentations, digital slides, or labelled diagrams. The format does not affect the rubric; the content does.