

## Report Card Comments

### Physical Education – Kindergarten – Term 1

#### Level 4

\_\_\_\_\_ is a confident and positive member of our gym class. \_\_\_\_\_ shows persistence and competence when engaged in activities that require the use of large and small muscles. \_\_\_\_\_ regularly participates in physical activities that increase the heart rate (e.g., running, star jumps, freeze dance). \_\_\_\_\_ can lie on their stomach and catching a bouncy ball with correct form (e.g., throwing with arms to chest and pushing out, and catching with arms out in a first foot position). \_\_\_\_\_ shows respect towards peers when playing games and team taking. \_\_\_\_\_ is encouraged to continue developing good hand-eye coordination for practicing playing with a ball in different manner (e.g., rolling, throwing, bouncing, catching).

#### Level 3

\_\_\_\_\_ is a positive member of our gym class. \_\_\_\_\_ shows persistence and competence when engaged in activities that require the use of large and small muscles. \_\_\_\_\_ participates in physical activities that increase the heart rate (e.g., running, star jumps, freeze dance). \_\_\_\_\_ can lie on their stomach and catching a bouncy ball with correct form (e.g., throwing with arms to chest and pushing out, and catching with arms out in a first foot position). \_\_\_\_\_ shows respect towards peers when playing games and team taking. \_\_\_\_\_ is encouraged to continue developing good hand-eye coordination for practicing playing with a ball in different manner (e.g., rolling, throwing, bouncing, catching).

#### Level 2

With some encouragement, \_\_\_\_\_ is an active member of our gym class. \_\_\_\_\_ demonstrates competence when engaged in activities that require the use of large and small muscles, with support. \_\_\_\_\_ sometimes participates in physical activities that increase the heart rate (e.g., running, star jumps, freeze dance). \_\_\_\_\_ can lie on their stomach and catching a bouncy ball with correct form (e.g., throwing with arms to chest and pushing out, and catching with arms out in a first foot position). \_\_\_\_\_ shows respect towards peers when playing games and team taking, with assistance. \_\_\_\_\_ is encouraged to continue to watch \_\_\_\_\_ space when moving around the gym.

#### Level 1

With encouragement, \_\_\_\_\_ is an active member of our gym class. \_\_\_\_\_ demonstrates competence when engaged in activities that require the use of large and small muscles, with support. \_\_\_\_\_ sometimes participates in physical activities that increase the heart rate (e.g., running, star jumps, freeze dance). \_\_\_\_\_ can lie on their stomach and catching a bouncy ball with correct form (e.g., throwing with arms to chest and pushing out, and catching with arms out in a first foot position). \_\_\_\_\_ shows respect towards peers when playing games and team taking, with assistance. \_\_\_\_\_ is encouraged to continue to watch \_\_\_\_\_ space when moving around the gym.

# Physical Education Report Card Comment Examples

**Luis García-González**



### **Physical Education Report Card Comment Examples:**

*Health and Physical Education for Elementary Classroom Teachers* Retta R. Evans, Sandra K. Sims, 2025-04-02 In elementary schools across the United States many teachers tasked with teaching health education or physical education have not had specific training in these areas *Health and Physical Education for Elementary Classroom Teachers An Integrated Approach Third Edition With HKPropel Access* is the perfect resource to equip both future and current educators with the essential knowledge and skills to teach these subjects Written by respected educators and health and physical education advocates the third edition is based on the most recent national health education and physical education standards from both the National Consensus for School Health Education and SHAPE America Along with the relevant state specific academic standards these standards provide critical guidelines to help educators improve lesson outcomes and empower elementary children to become healthy and active The third edition provides updated statistics on child and adolescent health related indicators and it includes new and expanded content on the following topics Meaningful physical education experiences Universal design for learning Best practices for school connectedness Antibullying and antiharassment strategies Physical activity breaks and class behavior management strategies Healthy People 2030 indicators *Health and Physical Education for Elementary Classroom Teachers* is organized into two parts Part I focuses on the foundational knowledge needed for teaching health and physical education It addresses risky behaviors relevant to today s generation of students the impact of children s physical growth on learning and decision making and the characteristics and benefits of a high quality physical education program It also includes the Whole School Whole Community Whole Child model to facilitate schoolwide collaboration that connects education to wellness Part II emphasizes the strategies necessary for incorporating health physical education and physical activity into the curriculum and school day It discusses how teachers can become advocates of healthy and active schools identify habits that promote everyday health in the classroom and incorporate physical activity and the national standards into each school day It also presents teaching methods assessment tools and evaluation strategies to ensure teaching success In addition the book features valuable lab exercises to help teachers apply the concepts and practice designing their own standards based lesson plans Plus related online learning materials delivered through HKPropel include key terms and review questions as well as sample integrated activity plans for each of the four physical education standards and each of the eight health education standards *Health and Physical Education for Elementary Classroom Teachers Third Edition* provides the essential knowledge and strategies to seamlessly incorporate health education and physical education into an integrated curriculum Note A code for accessing HKPropel is not included with this ebook but may be purchased separately

**Developmental Physical Education for All Children 5th Edition** Cleland Donnelly, Frances, Mueller, Suzanne, Gallahue, David, 2016-09-26 *Developmental Physical Education for All Children Fifth Edition* will help you deliver developmentally appropriate physical education for kids in pre K through grade 5 Lessons for all levels are

based on the new national standards and a host of ancillaries supplement the learning      Developmental Physical Education for All Children David L. Gallahue, Frances Cleland Donnelly, 2007-02 Grade level 1 2 3 4 5 6 7 k p e i t      Dance Education Tips from the Trenches Cheryl M. Willis, 2004 Grade level 1 2 3 4 5 6 7 k p e i t      **Physical Education Methods for Elementary Teachers** Katherine T. Thomas, Amelia M. Lee, Jerry R. Thomas, 2008 The authors show non specialists how to develop a realistic and workable approach to teaching physical education The book makes physical education worthwhile practical and fun for students and teachers The text provides the reader with a basic physical education curriculum and suggestions for how to implement this      **A Parents' Guide to Grading and Reporting** Matt Townsley, Chad Lang, 2023-09-15 Whether resulting from the educational fallout of the COVID 19 global pandemic or merely challenging the status quo more schools are transitioning their grading practices away from traditional points and percentages and toward 21st century grading practices such as standards based and proficiency based grading A Parents Guide to Grading and Reporting Being Clear about What Matters assists parents and guardians in understanding what is involved in 21st century grading and how to become better partners with educators in efforts to understand students strengths and areas for improvement      **Stanton** Grace Brown Galvin, Tiffany Galvin Green, Ronald E. Galvin, 2009 Since 1868 Floridas oldest continually operating high school has been destroyed rebuilt moved and refocused existing under several names Old Stanton High School New Stanton High School Stanton Vocational High School and now Stanton College Preparatory School Campus History Series Stanton gives a pictorial history of the buildings faculty student life and traditions that have left an indelible mark on African American life in Jacksonville through the years reflecting also its evolution into a nationally recognized diverse student body of the highest academic caliber Stantons story accomplishments and pride are showcased through photographs obtained from a variety of school records and from generous contributions by alumni previous staff and faculty and their families      **Physical Education Methods for Classroom Teachers** Human Kinetics (Organization), Bonnie Pettifor, 1999 Shows teachers who don t specialize in physical education how to make class educational and enjoyable while keeping kids physically active and interested in physical education Provides a basic physical education curriculum and realistic suggestions for implementation and explains how to work with students to plan instruct and assess the program Provides game ideas activities and lessons that integrate other subjects with physical education tips for including children of varying skill levels and abilities and reproducible forms Annotation copyrighted by Book News Inc Portland OR      The "New" Epidemic- Grading Practices Andre' Mathews, 2016-03-16 This book is a comprehensive view on the grading practices and policies in American public schools The content of the book identifies the lack of alignment amongst the Federal State and Local Districts and the need to adopt a unified policy Educational institutions are creating their own versions of grading systems that lack integrity flawed in design hinder many students from graduating and or achieving opportunities to become a more productive citizen after high school completion Section I The structure of the book begins with a systemic view of

development by identifying the philosophical and theoretical aspects involved in the grading system Section II The authors work then transitions to the structure of the grading system addressing the mathematical aspects of calculating a students grade point average to the teachers validity of grades Section III This section identifies the parents role and need to understand the grade itself and its effect on the students overall outcome and class ranking Section IV The book ends with a strong analysis of the system parental rights examples of educational disasters and schools quest for new grading systems All in all this book takes a journey throughout the entire educational system identifying a need for change on all levels as it relates to the grading system The overall message emphasizes the parents need to be cognizant of the importance of being involved and properly motivating mentoring monitoring modeling and managing their childs educational careers All stakeholders should walk away with a sense of ownership to the problem and an understanding that the time for change is now The ethnic margin is widening and too many students are graduating unmarketable A grade is more than a number its a quality of life

*Elementary Physical Education* Inez Rovegno, Dianna Bandhauer, 2013 *Elementary Physical Education* is designed to help students plan lesson objectives for motor cognitive affective and social domains that are linked appropriately Throughout the text the authors illustrate various ways to teach motivational thinking social skills and concepts Tasks are labeled and symbols appear in the margins of lesson plans so readers can find examples of how to teach these skills and concepts to children Each chapter includes sample lesson plans designed to be teaching tools which will help transform the ideas discussed in the textbook The content is presented in complete lesson plans lesson segments lesson and unit outlines of tasks or descriptions of content for lessons The lesson plans are linked to the NASPE standards and can be downloaded from the book s companion website to enable students to design lessons to meet the needs of their situations and the lesson format requirements of their programs Overall this is a very research oriented text Dr Rovegno has translated the current research on learning motivation perceptions of competence constructivism higher order thinking skills social responsibility and multicultural diversity into easy to understand concepts and instructional techniques The book will reinforce and extend student s understanding of topics tested in state and national certification exams and required by state and national certification agencies and illustrate how to integrate these concepts and instructional techniques into lesson plans

**101 Questions & Answers about Standards, Assessment, and Accountability** Douglas B. Reeves, 2001 Easy to use reference book with clear answers to today s most frequently asked questions in education today

**Motivation in Physical Education** Luis García-González, *Changing the Grade* Jonathan Cornue, 2018-01-18 Many educators agree that the 100 point grading model is not always a reliable way to evaluate student learning But is there another way to more accurately and equitably grade students and provide high quality information to parents while fostering student learning If so why haven t school districts across the country changed their practices In *Changing the Grade* author and educator Jonathan Cornue presents a detailed model for developing a more reliable standards based grading system including 30 steps to guide

you through the process In addition to identifying and addressing the barriers to change such as concerns about how colleges and employers will interpret an alternative grading model Cornue offers a concrete structure for changing the grading system providing guidance on Thinking in a new way about why grades are given and the purpose of a report card grade Identifying what needs to be changed and what actions must be taken to facilitate the change Building a team of stakeholders including teachers principals and guidance counselors to lead the change process Developing the new standards based grading structure Designing standards based assignments and assessments that align with a new grading structure Avoiding grade inflation and Getting buy in from teachers and other staff members principals administrators the board of education and the community by demonstrating that the change process is intentional research based student focused and permanent The book also includes helpful samples of standards based gradebooks homework assignments rubrics and report cards If you are interested in making a systemic and systematic shift to a high quality grading structure that is far less subjective than many commonly found in schools consider Changing the Grade      *The Dimensions of Physical Education - BOOK ONLY* Lori Ciccomascolo,Eileen Sullivan,2013 The Dimensions of Physical Education is an all in one reader that addresses important issues in physical health and sport education The text assists students in learning the designated content by providing reader friendly scholarly articles and letters that discuss the real issues in the field Instructors are encouraged to use the articles to challenge students to think about how all of the dimensions of physical and health education connect to each other The format of the text allows instructors to select and teach the content of the chapters in any order that meets the needs of their students and courses Topics Covered include The significance of physical education Effective teaching methods Means of motivating students Character education Assessment measurements Technology Gender issues diversity Professional development Service learning Adapted PE      **The Big Picture** Ben Carson,Gregg Lewis,1999 A multifaceted look at the faith and vision that can see us all through hardship and failure and stir us to bold exploits on behalf of something greater than ourselves Jacket      The Journal of Health and Physical Education ,1937

New Developments in Pupil Report Cards ... National Education Association of the United States. Department of superintendence & research division,1934      **Journal of Health, Physical Education, Recreation** ,1961      **Developing the Physical Education Curriculum** Luke E. Kelly,Vincent J. Melograno,2014-12-10 This book presents a breakthrough achievement based curriculum ABC model designed to guide physical educators step by step through the process of translating curriculum theory into functional practice The ABC approach provides curriculum designers with a systematic decision making process for developing a curriculum that addresses unique and diverse needs And it allows designers to incorporate national state and local content and assessment standards in their curricula The book takes teachers through every phase of curriculum design foundational understanding of design development implementation and evaluation Further it shows teachers how to document that their curriculum is working a valuable asset in an era of budget cuts Other

outstanding features include Opening Scenario Expected Outcomes and Making It Work special elements in each chapter to help future teachers understand how to apply the book's content in school settings instruction on implementing the curriculum and sharing it with others strategies for planning implementing and evaluating a curriculum and establishing credibility for it emphasis on student achievement as an indicator of a quality physical education program forms and worksheets completed examples and blanks that give future teachers a hands on approach to developing assessing and revising a curriculum

**Active Bodies** Martha H. Verbrugge, 2012-06-21 During the twentieth century opportunities for exercise sports and recreation grew significantly for most girls and women in the United States Female physical educators were among the key experts who influenced this revolution Drawing on extensive archival research this book examines the ideas experiences and instructional programs of white and black female physical educators who taught in public schools and diverse colleges and universities including coed and single sex public and private and predominantly white or black institutions Working primarily with female students women physical educators had to consider what an active female could and should do in comparison to an active male Applying concepts of sex differences they debated the implications of female anatomy physiology reproductive functions and psychosocial traits for achieving gender parity in the gym Teachers' interpretations were contingent on where they worked and whom they taught They also responded to broad historical conditions including developments in American feminism law and education society's changing attitudes about gender race and sexuality and scientific controversies over the nature and significance of sex differences While deliberating fairness for female students white and black women physical educators also pursued equity for themselves as their workplaces and nascent profession often marginalized female and minority personnel Questions of difference and equity divided the field throughout the twentieth century while some women teachers favored moderate views and incremental change others promoted justice for their students and themselves by exerting authority at their schools critiquing traditional concepts of difference and devising innovative curricula Connecting the history of science race and gender studies American social history and the history of sport this book sheds new light on physical education's application of scientific ideas the politics of gender race and sexuality in the domain of active bodies and the enduring complexities of difference and equity in American culture

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