

**Sample Graduation Proficiencies & Performance Indicators**

**VT CONTENT AREA GRADUATION PROFICIENCIES & PERFORMANCE INDICATORS:**

- ARE REQUIRED BY SECTION 2120.8 OF THE EDUCATION QUALITY STANDARDS
- REFLECT EXISTING LEARNING STANDARDS REQUIRED BY THE VT STATE BOARD OF EDUCATION, UNDER THE VT FRAMEWORK OF STANDARDS (CCSS, NGSS, AND GEs)
- ARE DESIGNED TO BE USED IN CONJUNCTION WITH THE VT TRANSFERABLE SKILLS GRADUATION PROFICIENCIES, WHICH OUTLINE STUDENTS’ DESIRED SKILLS AND HABITS ACROSS CONTENT AREAS
- INCLUDE THREE SETS OF PERFORMANCE INDICATORS DIFFERENTIATED BY GRADE CLUSTER— ELEMENTARY, MIDDLE, AND HIGH SCHOOL
- SERVE AS BENCHMARKS OF LEARNING PROGRESSION FOR ELEMENTARY AND MIDDLE SCHOOL

**THIS DOCUMENT IS DESIGNED TO:**

- ASSIST VERMONT SCHOOLS AND DISTRICTS/SUs IN DEVELOPING LEARNING REQUIREMENTS AND EXPECTATIONS FOR THEIR STUDENTS
- PROMOTE CONSISTENCY ACROSS SCHOOLS AND DISTRICTS/SUs FOR TRANSFER STUDENTS
- INCREASE PERSONALIZATION AND FLEXIBILITY FOR INSTRUCTION AND LEARNING
- HELP BUILD CURRICULUM AND STEER ASSESSMENT DEVELOPMENT
- SUPPORT FORMATIVE ASSESSMENT PRACTICES, INCLUDING PERFORMANCE ASSESSMENT
- SIMULTANEOUSLY PROVIDE DATA AND INSIGHT INTO ACHIEVEMENT WHEN ALIGNED WITH THE TRANSFERABLE SKILLS
- SUPPORT STUDENT ACHIEVEMENT OF THE EXPECTED CONTENT STANDARDS

GRADUATION PROFICIENCIES	PERFORMANCE INDICATORS—ELEMENTARY SCHOOL	PERFORMANCE INDICATORS—MIDDLE SCHOOL	PERFORMANCE INDICATORS—HIGH SCHOOL
<p><b>1. Knowledge and Motor Skills</b></p> <p>Demonstrate proficiency in a variety of motor skills and movement patterns.</p>	<p>a. Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance.</p> <p>b. Demonstrate mature patterns of manipulative skills, with and without an implement, in small-sided practice tasks/games environments.</p> <p>c. Combine locomotor and manipulative skills in a variety of small-sided practice tasks/games environments.</p> <p>d. Demonstrate mature patterns of non-locomotor skills in dynamic small-sided practice tasks, game environments, gymnastics and dance.</p>	<p>a. Demonstrate mature patterns in a variety of movement skills while changing locomotor patterns, with and without an implement, for both offensive and defensive purposes, and in a variety of physical activities.</p> <p>b. Demonstrate correct technique for basic skills in at least two self-selected outdoor physical activities and two self-selected individual performance activities.</p>	<p>a. Refine activity-specific movement skills in one or more lifetime physical activities (e.g. outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).</p> <p>b. Demonstrate competency in two or more specialized skills in health-related fitness activities.</p>
<p><b>2. Knowledge &amp; Motor Skills</b></p> <p>Apply knowledge of concepts, principles, strategies and tactics</p>	<p>a. Combine locomotor skills in cultural and creative dances with correct rhythm and pattern.</p> <p>b. Combine spatial concepts with locomotor and non-locomotor movements and manipulative skills for small groups in gymnastics, dance and physical activities.</p>	<p>a. Exhibit command of rhythm and timing by creating a movement sequence to music as an individual or in a small group.</p> <p>b. Create and reduces open space for offensive and defensive purposes in a variety of games and sports.</p>	<p>a. Demonstrate competence in a form of dance by designing a dance or by giving a performance.</p> <p>b. Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in selected skills.</p>

GRADUATION PROFICIENCIES	PERFORMANCE INDICATORS—ELEMENTARY SCHOOL	PERFORMANCE INDICATORS—MIDDLE SCHOOL	PERFORMANCE INDICATORS—HIGH SCHOOL
related to movement and performance.	<ul style="list-style-type: none"> <li>c. Apply movement concepts and patterns to strategy in game situations.</li> <li>d. Apply basic offensive and defensive strategies/ tactics in invasion, and net/wall small-sided practice tasks.</li> </ul>	<ul style="list-style-type: none"> <li>c. Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.</li> </ul>	
<b>3. Physical Fitness</b> Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	<ul style="list-style-type: none"> <li>a. Differentiate between skill-related and health-related fitness.</li> <li>b. Analyze results of fitness assessment (pre- &amp; post-), and compare results to standards for good health.</li> <li>c. Design a brief fitness plan, including warm-up and cool-down, to address ways to use physical activity to enhance fitness.</li> <li>d. Analyze the impact of food choices relative to physical activity, personal health and academic performance.</li> </ul>	<ul style="list-style-type: none"> <li>a. Identify the five components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance, body composition) and explain the connections between fitness, nutrition and overall physical and mental health.</li> <li>b. Use the overload principle (FITT formula) in preparing a personal program to improve levels of health-related fitness and nutrition.</li> <li>c. Participate in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week.</li> <li>d. Demonstrate basic movements or techniques used in stress-reducing activities such as yoga or Tai Chi.</li> </ul>	<ul style="list-style-type: none"> <li>a. Develop and maintain a wellness portfolio, including but not limited to: assessment scores, goals, timeline, nutrition plan, behavior-modification strategies for college or career setting, and log of activities.</li> <li>b. Investigate the relationships among physical activity, nutrition, body composition and academic performance.</li> <li>c. Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to maintain balance.</li> <li>d. Analyze and apply technology and social media as tools to support a healthy, active lifestyle while accounting for life choices, economics, motivation, and access to resources in college or career setting.</li> </ul>
<b>4. Affective Qualities and Social Interaction</b> Exhibit responsible personal and social behavior that respects and promotes success of self and others.	<ul style="list-style-type: none"> <li>a. Chart and analyze physical activity outside physical education class for health and academic benefits.</li> <li>b. Engage in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).</li> <li>c. Accept, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects.</li> <li>d. Apply safety principles with age-appropriate physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use effective self-monitoring skills to engage in physical activity in and outside of school.</li> <li>b. Provide and receive encouragement and feedback to and from peers without prompting from the teacher.</li> <li>c. Respond appropriately and respectfully to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>a. Create a plan, train for and participate in a community-based physical activity event (e.g., 5K run, tournament, dance performance, cycling event).</li> <li>b. Use communication skills and personal management strategies that promote productive team/group dynamics.</li> <li>c. Support others' ideas, cultural and skill diversity by engaging in cooperative and collaborative movement projects.</li> <li>d. Solve problems and thinks critically in physical activity settings, both as an individual and in groups.</li> </ul>