



Opportunity Through Education

Jillian Balow – *Superintendent of Public Instruction*

2021 PHYSICAL EDUCATION

WYOMING CONTENT & PERFORMANCE STANDARDS (WYCPS) WITH PERFORMANCE LEVEL DESCRIPTORS (PLDS)

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Effective - xx, 2022

TO BE FULLY IMPLEMENTED IN DISTRICTS BY THE BEGINNING OF SCHOOL YEAR 2025-26

2021 Physical Education WY Content & Performance Standards & PLDs

ACKNOWLEDGMENT: The State Board of Education thanks the Physical Education Standards Review Committee and the Wyoming Department of Education for their work on this standards review.

INTRODUCTION: The Wyoming Physical Education Content and Performance Standards (WYCPS) were developed in accordance with Wyoming State Statute W.S. 21-2-304(c). The 2021 Wyoming P.E. Content and Performance Standards were developed collaboratively through the contributions of P.E. Standards Review Committee members from across the state. The committee's work was informed and guided by initial public input through community forums, as well as input solicited from educators.

In 2020, a committee of 40 members, including 31 educators, 3 business members, 3 community members, 2 retired teachers, and 1 parent reviewed the then current 2014 Wyoming P.E. Standards. They made revisions, ensured appropriate learning progressions, created Performance Level Descriptors (PLDs) in four performance levels for each standard, and identified the subset to tie to performance expectations. (see definitions in the Organization of the Standards section)

RATIONALE: The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The Wyoming Physical Education Review Standards Committee recognizes that a physically literate individual: (a) has learned the skills necessary to perform a variety of physical activities; (b) is physically fit; (c) participates regularly in physical activity; (d) knows the implications of and benefits from involvement in physical activities; and (e) values physical activity and its contribution to a healthful lifestyle. These five major areas of focus that define what students should know and be able to do in physical education are key ingredients of quality physical education

programs. Standards, as determined by the Committee, integrate the essential content, processes, and skills that students will need to master to become lifelong movers.

The Wyoming Physical Education Standards include 1) Movement Skills, 2) Fitness, and 3) Personal and Social Behavior. Basic movement skills, essential knowledge and understanding of physical activity and fitness, and the building blocks of personal and social behavior are introduced at the kindergarten-2nd grade span. Competency in movement skills and patterns for successful movement performance and the understanding of the benefits of physical activity and fitness, while developing responsible interactions with others, are further emphasized at the 3rd-5th grade span. Students who do not master these skills by the 5th-grade level are unlikely to become lifelong movers. While developmental differences will result in some variance among young children, a failure to achieve these skills by the end of 5th grade is an occurrence of serious educational and health concerns.

At both the 6th-8th and 9th-12th grade levels, students are extending their understanding of movement, fitness literacy, and personal and social responsibilities related to physical activity. They are taking the basic skills learned by the end of 5th grade and applying them in more complex movement settings. By the 12th grade, it is expected that students master the skills and acquire the knowledge to participate in a variety of physical activities that will enhance health-related physical fitness.

ORGANIZATION OF THE STANDARDS:

[Code=Grade.Content.Domain#.Standard#]

Key: 2.PE.1.1 = 2nd Grade. Physical Education. Domain 1. Standard 1

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DOMAIN: The core concepts to be studied in physical education are as follows: 1) Movement Skills; 2) Fitness; and 3) Personal and Social Behavior.

CONTENT STANDARDS define the content and skills students are expected to know and be able to do by the end-of-the grade band. They are built foundationally and then in learning progressions. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered. The Physical Education Standards were developed in grade bands K-2, 3-5, 6-8, and 9-12. Schools have local control on how to map out the curriculum across these grade bands.

PERFORMANCE LEVEL DESCRIPTORS (PLDs) describe the performance expectations of students for each of the four (4) performance level categories: advanced, proficient, basic, and below basic. These are a description of what students within each performance level are expected to know and be able to do. **All PLDs are found within this document.**

PERFORMANCE STANDARDS (PS) are the standards all students are expected to learn and be assessed on through the district assessment system by the end-of-the grade band. They specify the specific degree of understanding or demonstration of the knowledge and/or skill for a particular content standard. As such, it employs clear action verbs and describes “how good is good enough.”

For those designated as PS, the content standard is marked **with the code in blue highlight and an asterisk (*)** and the Proficient PLD Statement is the **PS expectation and is highlighted in blue.**

Districts are expected to give students multiple opportunities to demonstrate proficiency on the Performance Standards through the District Assessment System (DAS) and provide appropriate supports for student success. **Teachers should provide extra focus, targeted supports, and offer multiple opportunities to demonstrate** student understanding (mastery). In the secondary level, only students electing to take a course aligned to these standards need to be assessed in the DAS.

PS Snapshot (# of Content Standards tied to PS)

The PS are also listed on last 2 pages of this document

Grade K-2 (8 out of 11)	Grade 3-5 (7 out of 16)	6-8 MS (7 out of 18)	9-12 HS (6 out of 18)
2.PE.1.1	5.PE.1.1	8.PE.1.2	12.PE.1.3
2.PE.1.2	5.PE.1.3	8.PE.1.3	12.PE.1.4
2.PE.1.3	5.PE.2.3	8.PE.2.1	12.PE.2.3
2.PE.1.4	5.PE.2.4	8.PE.2.4	12.PE.2.4
2.PE.2.2	5.PE.3.1	8.PE.3.1	12.PE.3.3
2.PE.2.4	5.PE.3.2	8.PE.3.2	12.PE.3.4
2.PE.3.1	5.PE.3.5	8.PE.3.5	
2.PE.3.3			

RESOURCES/REFERENCES:

National P.E. Guidelines. SHAPE America (Society of Health and Physical Educators). <https://www.shapeamerica.org>

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HOW TO READ THIS DOCUMENT

The Standards have 4 main sections:

- 1) **Domain** (in black bold) with **Domain specific learning expectations in blue**.
- 2) **Standard Code and Content Standard (CS)** (in black bold).
- 3) **Performance Level Descriptors (PLDs)** describe the performance expectations within each of the 4 levels (**Advanced, Proficient, Basic, and Below Basic**) to assist with teacher judgments on student proficiency.
- 4) **Performance Standard (PS)** – For the targeted subset of the Proficient PLD statements identified as the PS, the CS code are denoted with an asterisk (*) and highlighted in blue and the Proficient PLD (aka the PS) is highlighted in a lighter blue.

K-2 Physical Education Content Standards & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

1. MOVEMENT SKILLS

1

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.

2

***2.PE.1.1 Students demonstrate fundamental locomotor skills.**

The **Advanced** student consistently demonstrates all developmentally appropriate fundamental locomotor skill cues and applies skill cues during movement experiences.

3

The **Proficient** student consistently demonstrates most developmentally appropriate fundamental locomotor skill cues.

The **Basic** student inconsistently demonstrates developmentally appropriate fundamental locomotor skill cues.

The **Below Basic** student does not meet the Basic performance level.

***2.PE.1.2 Students demonstrate fundamental body control skills.**

The **Advanced** student consistently demonstrates all developmentally appropriate fundamental body control skill cues and applies skill cues during movement experiences.

4

The **Proficient** student consistently demonstrates most developmentally appropriate fundamental body control skill cues.

The **Basic** student inconsistently demonstrates developmentally appropriate fundamental body control skill cues.

The **Below Basic** student does not meet the Basic performance level.

***2.PE.1.3 Students demonstrate developing fundamental manipulative skills.**

The **Advanced** student consistently demonstrates all developmentally appropriate fundamental manipulative skill cues and applies skill cues during movement experiences.

The **Proficient** student consistently demonstrates most developmentally appropriate fundamental manipulative skill cues.

The **Basic** student inconsistently demonstrates developmentally appropriate fundamental manipulative skill cues.

The **Below Basic** student does not meet the Basic performance level.

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K-2 Physical Education Content Standards & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

1. MOVEMENT SKILLS

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.

*2.PE.1.1 Students demonstrate fundamental locomotor skills.

The **Advanced** student consistently demonstrates all developmentally appropriate fundamental locomotor skill cues and applies skill cues during movement experiences.

The **Proficient** student consistently demonstrates most developmentally appropriate fundamental locomotor skill cues.

The **Basic** student inconsistently demonstrates developmentally appropriate fundamental locomotor skill cues.

The **Below Basic** student does not meet the Basic performance level.

*2.PE.1.2 Students demonstrate fundamental body control skills.

The **Advanced** student consistently demonstrates all developmentally appropriate fundamental body control skill cues and applies skill cues during movement experiences.

The **Proficient** student consistently demonstrates most developmentally appropriate fundamental body control skill cues.

The **Basic** student inconsistently demonstrates developmentally appropriate fundamental body control skill cues.

The **Below Basic** student does not meet the Basic performance level.

*2.PE.1.3 Students demonstrate developing fundamental manipulative skills.

The **Advanced** student consistently demonstrates all developmentally appropriate fundamental manipulative skill cues and applies skill cues during movement experiences.

The **Proficient** student consistently demonstrates most developmentally appropriate fundamental manipulative skill cues.

The **Basic** student inconsistently demonstrates developmentally appropriate fundamental manipulative skill cues.

The **Below Basic** student does not meet the Basic performance level.

*2.PE.1.4 Students demonstrate fundamental movement concepts related to space, effort, and relationships.

The **Advanced** student consistently demonstrates all developmentally appropriate fundamental movement concepts related to space, effort, and relationships during movement experiences.

The **Proficient** student consistently demonstrates most developmentally appropriate fundamental movement concepts related to space, effort, and relationships.

The **Basic** student inconsistently demonstrates developmentally appropriate fundamental movement concepts related to space, effort, and relationships.

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The **Below Basic** student does not meet the Basic performance level.

2. FITNESS

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

2.PE.2.1 [This standard was removed by the 2020 Committee.]

This is Intentionally Left Blank.

***2.PE.2.2 Students identify the health benefits of physical activity.**

The **Advanced** student consistently identifies and describes the health benefits of physical activity.

The **Proficient** student consistently identifies the health benefits of physical activity.

The **Basic** student inconsistently identifies the health benefits of physical activity.

The **Below Basic** student does not meet the Basic performance level.

2.PE.2.3 [This standard was removed by the 2020 Committee.]

This is Intentionally Left Blank.

***2.PE.2.4 Students engage in a variety of health-enhancing physical activities.**

The **Advanced** student consistently engages independently in a variety of health-enhancing physical activities.

The **Proficient** student consistently engages in a variety of health-enhancing physical activities.

The **Basic** student inconsistently engages in a variety of health-enhancing physical activities.

The **Below Basic** student does not meet the Basic performance level.

3. PERSONAL AND SOCIAL BEHAVIOR

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

***2.PE.3.1 Students know and follow rules, procedures, and safe practices in physical activity settings.**

The **Advanced** student knows and models how to follow all rules, procedures, and safe practices consistently in physical activity settings.

The **Proficient** student knows and follows all rules, procedures, and safe practices consistently in physical activity settings.

The **Basic** student knows and follows rules, procedures, and safe practices inconsistently in physical activity settings.

The **Below Basic** student does not meet the Basic performance level.

2.PE.3.2 **Students work respectfully with others in physical activity settings.**

The **Advanced** student consistently models how to work respectfully with others in physical activity settings.

The **Proficient** student consistently works respectfully with others in physical activity settings.

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The **Basic** student inconsistently works respectfully with others in physical activity settings.

The **Below Basic** student does not meet the Basic performance level.

***2.PE.3.3 Students demonstrate persistence when participating in a variety of physical activities.**

The **Advanced** student consistently demonstrates and models persistence when participating in a variety of physical activities.

The **Proficient** student consistently demonstrates persistence when participating in a variety of physical activities.

The **Basic** student inconsistently demonstrates persistence when participating in a variety of physical activities.

The **Below Basic** student does not meet the Basic performance level.

2.PE.3.4 Students identify physical activities that promote self-expression and enjoyment.

The **Advanced** student consistently identifies why physical activities can promote self-expression and enjoyment.

The **Proficient** student consistently identifies physical activities that promote self-expression and enjoyment.

The **Basic** student inconsistently identifies physical activities that promote self-expression and enjoyment.

The **Below Basic** student does not meet the Basic performance level.

2.PE.3.5 Students participate in movement concepts that promote self-expression.

The **Advanced** student consistently participates in and models movement concepts that promote self-expression.

The **Proficient** student consistently participates in movement concepts that promote self-expression.

The **Basic** student inconsistently participates in movement concepts that promote self-expression.

The **Below Basic** student does not meet the Basic performance level.

2021 Physical Education WY Content & Performance Standards & PLDs

Grade 3-5 Physical Education Content Standards & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

1. MOVEMENT SKILLS

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.

*5.PE.1.1 Students combine locomotor and body control skills into movement patterns.

The **Advanced** student consistently combines all locomotor and body control skills cues into mature movement patterns and applies patterns during movement experiences.

The **Proficient** student consistently combines most locomotor and body control skill cues into movement patterns.

The **Basic** student inconsistently combines locomotor and body control skill cues into movement patterns.

The **Below Basic** student does not meet the Basic performance level.

5.PE.1.2 [This standard was removed by the 2020 Committee.]

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*5.PE.1.3 Students demonstrate fundamental manipulative skills in a variety of physical activities.

The **Advanced** student consistently demonstrates and applies all fundamental manipulative skill cues in a variety of physical activities.

The **Proficient** student consistently demonstrates most fundamental manipulative skill cues in a variety of physical activities.

The **Basic** student inconsistently demonstrates fundamental manipulative skill cues in a variety of physical activities.

The **Below Basic** student does not meet the Basic performance level.

5.PE.1.4 Students demonstrate and apply foundational tactics and principles of movement.

The **Advanced** student consistently demonstrates and applies more complex foundational tactics and principles of movement.

The **Proficient** student consistently demonstrates and applies foundational tactics and principles of movement.

The **Basic** student inconsistently demonstrates and applies foundational tactics and principles of movement.

The **Below Basic** student does not meet the Basic performance level.

5.PE.1.5 [This standard was removed by the 2020 Committee.]

This is Intentionally Left Blank.

5.PE.1.6 Students identify critical elements of body control skills.

The **Advanced** student consistently identifies and models all critical elements of body control skills.

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The **Proficient** student consistently identifies most critical elements of body control skills.

The **Basic** student inconsistently identifies critical elements of body control skills.

The **Below Basic** student does not meet the Basic performance level.

5.PE.1.7 Students identify critical elements of fundamental manipulative skills.

The **Advanced** student consistently identifies and models all critical elements of fundamental manipulative skills.

The **Proficient** student consistently identifies most critical elements of fundamental manipulative skills.

The **Basic** student inconsistently identifies critical elements of fundamental manipulative skills.

The **Below Basic** student does not meet the Basic performance level.

5.PE.1.8 Students explain foundational tactics and principles of movement.

The **Advanced** student consistently explains and models all foundational tactics and principles of movement.

The **Proficient** student consistently explains most foundational tactics and principles of movement.

The **Basic** student inconsistently explains foundational tactics and principles of movement.

The **Below Basic** student does not meet the Basic performance level.

2. FITNESS

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

5.PE.2.1 Students assess current levels of personal physical activity.

The **Advanced** student consistently assesses current levels of personal physical activity and identifies areas for improvement.

The **Proficient** student consistently assesses current levels of personal physical activity.

The **Basic** student inconsistently assesses current levels of personal physical activity.

The **Below Basic** student does not meet the Basic performance level.

5.PE.2.2 Students describe the health benefits of physical activity.

The **Advanced** student consistently describes the health benefits related to a variety of physical activities.

The **Proficient** student consistently describes the health benefits of physical activity.

The **Basic** student inconsistently describes the health benefits of physical activity.

The **Below Basic** student does not meet the Basic performance level.

*5.PE.2.3 Students identify the principles, components, and practices of health-related fitness.

The **Advanced** student consistently identifies and describes the principles, components, and practices of health-related fitness as applied to specific examples.

The **Proficient** student consistently identifies the principles, components, and practices of health-related fitness.

The **Basic** student inconsistently identifies the principles, components, and practices of health-related fitness.

The **Below Basic** student does not meet the Basic performance level.

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***5.PE.2.4 Students engage in a variety of physical activities that will enhance health-related fitness.**

The **Advanced** student consistently and independently engages in a variety of physical activities that will enhance components of health-related fitness.

The **Proficient** student consistently engages in a variety of physical activities that will enhance components of health-related fitness.

The **Basic** student inconsistently engages in a variety of physical activities that will enhance components of health-related fitness.

The **Below Basic** student does not meet the Basic performance level.

5.PE.2.5 Students recognize characteristics of health-related fitness products, technologies, and resources.

The **Advanced** student consistently recognizes and describes characteristics of health-related fitness products, technologies, and resources.

The **Proficient** student consistently recognizes characteristics of health-related fitness products, technologies, and resources.

The **Basic** student inconsistently recognizes characteristics of health-related fitness products, technologies, and resources.

The **Below Basic** student does not meet the Basic performance level.

3. PERSONAL AND SOCIAL BEHAVIOR

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

***5.PE.3.1 Students describe the purpose of and apply appropriate rules, procedures, and safe practices in physical activity settings.**

The **Advanced** student describes the purpose of and models how to apply all appropriate rules, procedures, and safe practices consistently in physical activity settings.

The **Proficient** student describes the purpose of and applies all appropriate rules, procedures, and safe practices consistently in physical activity settings.

The **Basic** student describes the purpose of and applies appropriate rules, procedures, and safe practices inconsistently in physical activity settings.

The **Below Basic** student does not meet the Basic performance level.

***5.PE.3.2 Students interact positively and communicate respectfully with others in physical activity settings.**

The **Advanced** student consistently models positive interaction and respectful communication with others in physical activity settings.

The **Proficient** student consistently interacts positively and communicates respectfully with others in physical activity settings.

The **Basic** student inconsistently interacts positively and communicates respectfully with others in physical activity settings.

The **Below Basic** student does not meet the Basic performance level.

5.PE.3.3 Students participate in physical activities that promote self-challenge.

The **Advanced** student consistently participates and models persistence in physical activities that promote self-challenge.

The **Proficient** student consistently participates in physical activities that promote self-challenge.

The **Basic** student inconsistently participates in physical activities that promote self-challenge.

The **Below Basic** student does not meet the Basic performance level.

2021 Physical Education WY Content & Performance Standards & PLDs**5.PE.3.4 Students describe physical activities that promote self-expression and enjoyment.**

The **Advanced** student consistently describes and draws conclusions about how physical activities can promote self-expression and enjoyment.

The **Proficient** student consistently describes physical activities that promote self-expression and enjoyment.

The **Basic** student inconsistently describes physical activities that promote self-expression and enjoyment.

The **Below Basic** student does not meet the Basic performance level.

***5.PE.3.5 Students participate in creative movement that promotes self-expression.**

The **Advanced** student consistently participates in and models creative movement that promotes self-expression.

The **Proficient** student consistently participates in creative movement that promotes self-expression.

The **Basic** student inconsistently participates in creative movement that promotes self-expression.

The **Below Basic** student does not meet the Basic performance level.

2021 Physical Education WY Content & Performance Standards & PLDs

Grade 6-8 Physical Education Content Standards & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

1. MOVEMENT SKILLS

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.

8.PE.1.1 Students demonstrate movement skills and patterns in a variety of activities.

The **Advanced** student consistently demonstrates movement skills and patterns by applying all critical skill cues in a variety of activities.

The **Proficient** student consistently demonstrates movement skills and patterns by applying most critical skill cues in a variety of activities.

The **Basic** student inconsistently demonstrates movement skills and patterns in a variety of activities.

The **Below Basic** student does not meet the Basic performance level.

*8.PE.1.2 Students demonstrate specialized manipulative skills in modified team activities.

The **Advanced** student consistently demonstrates all critical skill cues of specialized manipulative skills in modified team activities.

The **Proficient** student consistently demonstrates most critical skill cues of specialized manipulative skills in modified team activities.

The **Basic** student inconsistently demonstrates critical skill cues of specialized manipulative skills in modified team activities.

The **Below Basic** student does not meet the Basic performance level.

*8.PE.1.3 Students demonstrate specialized skills in modified individual, dual, or lifetime activities.

The **Advanced** student consistently demonstrates all critical skill cues of specialized skills in modified individual, dual, or lifetime activities.

The **Proficient** student consistently demonstrates most critical skill cues of specialized skills in modified individual, dual, or lifetime activities.

The **Basic** student inconsistently demonstrates critical skill cues of specialized skills in modified individual, dual, or lifetime activities.

The **Below Basic** student does not meet the Basic performance level.

8.PE.1.4 Students apply tactical concepts in modified team activities.

The **Advanced** student consistently applies specialized tactical concepts in modified team activities.

The **Proficient** student consistently applies foundational tactical concepts in modified team activities.

The **Basic** student inconsistently applies foundational tactical concepts in modified team activities.

The **Below Basic** student does not meet the Basic performance level.

8.PE.1.5 Students apply tactical concepts or performance principles in individual, dual, or lifetime activities.

The **Advanced** student consistently applies specialized tactical concepts or performance principles in individual, dual, or lifetime activities.

The **Proficient** student consistently applies foundational tactical concepts or performance principles in individual, dual, or lifetime activities.

The **Basic** student inconsistently applies foundational tactical concepts or performance principles in individual, dual, or lifetime activities.

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The **Below Basic** student does not meet the Basic performance level.

8.PE.1.6 Students compare or contrast skills used for different movement patterns.

The **Advanced** student consistently compares and contrasts skills used for different movement patterns.

The **Proficient** student consistently compares or contrasts skills used for different movement patterns.

The **Basic** student inconsistently compares or contrasts skills used for different movement patterns.

The **Below Basic** student does not meet the Basic performance level.

8.PE.1.7 Students analyze specialized skills in a variety of activities.

The **Advanced** student consistently provides an analysis using all critical skill cues of specialized skills in a variety of activities.

The **Proficient** student consistently provides an analysis using most critical skill cues of specialized skills in a variety of activities.

The **Basic** student inconsistently provides an analysis using most critical skill cues of specialized skills in a variety of activities.

The **Below Basic** student does not meet the Basic performance level.

8.PE.1.8 Students analyze the use of tactics and/or principles of movement in a variety of physical activities.

The **Advanced** student consistently provides an analysis of the use of specialized tactics and/or principles of movement in a variety of physical activities.

The **Proficient** student consistently provides an analysis of the use of foundational tactics and/or principles of movement in a variety of physical activities.

The **Basic** student inconsistently provides an analysis of the use of foundational tactics and/or principles of movement in a variety of physical activities.

The **Below Basic** student does not meet the Basic performance level.

2. FITNESS

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

***8.PE.2.1 Students create and monitor a personal goal using current levels of physical activity.**

The **Advanced** student is able to accurately use all components of a systematic goal-setting process to create and monitor a personal goal using current levels of physical activity.

The **Proficient** student is able to accurately use most components of a systematic goal-setting process to create and monitor a personal goal using current levels of physical activity.

The **Basic** student is unable to accurately use most components of a systematic goal-setting process to create and monitor a personal goal using current levels of physical activity.

The **Below Basic** student does not meet the Basic performance level.

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8.PE.2.2 Students compare or contrast the health benefits associated with a variety of physical activities.

The **Advanced** student is able to compare and contrast the health benefits associated with a variety of physical activities.

The **Proficient** student is able to compare or contrast the health benefits associated with a variety of physical activities.

The **Basic** student is unable to compare or contrast the health benefits associated with a variety of physical activities.

The **Below Basic** student does not meet the Basic performance level.

8.PE.2.3 Students create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.

The **Advanced** student is able to create a short-term physical activity goal by applying most of the principles, components, and practices of health-related fitness.

The **Proficient** student is able to create a short-term physical activity goal by applying some of the principles, components, and practices of health-related fitness.

The **Basic** student is unable to create a short-term physical activity goal by applying some of the principles, components, and practices of health-related fitness.

The **Below Basic** student does not meet the Basic performance level.

*8.PE.2.4 Students engage in a variety of physical activities that will enhance health-related fitness.

The **Advanced** student consistently and independently engages in a variety of physical activities that will enhance components of health-related fitness.

The **Proficient** student consistently engages in a variety of physical activities that will enhance components of health-related fitness.

The **Basic** student inconsistently engages in a variety of physical activities that will enhance components of health-related fitness.

The **Below Basic** student does not meet the Basic performance level.

8.PE.2.5 Students explain valid claims of health-related fitness products, technologies, and resources.

The **Advanced** student is able to use criteria to explain valid claims of a variety of health-related fitness products, technologies, and resources.

The **Proficient** student is able to use criteria to explain valid claims of health-related fitness products, technologies, and resources.

The **Basic** student is unable to use criteria to explain valid claims of health-related fitness products, technologies, and resources.

The **Below Basic** student does not meet the Basic performance level.

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3. PERSONAL AND SOCIAL BEHAVIOR

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

***8.PE.3.1 Students can explain and apply appropriate rules, procedures, safe practices, and etiquette in physical activity settings.**

The **Advanced** student explains and models how to apply appropriate rules, procedures, safe practices, and etiquette consistently in physical activity settings.

The **Proficient** student explains and applies appropriate rules, procedures, safe practices, and etiquette consistently in physical activity settings.

The **Basic** student explains and applies appropriate rules, procedures, safe practices, and etiquette inconsistently in physical activity settings.

The **Below Basic** student does not meet the Basic performance level.

***8.PE.3.2 Students communicate effectively to avoid or resolve conflict and promote respect in physical activity settings.**

The **Advanced** student communicates effectively to resolve conflict with others and promote respect in physical activity settings.

The **Proficient** student communicates effectively to avoid conflict with others and promote respect in physical activity settings.

The **Basic** student communicates ineffectively to avoid conflict with others and promote respect in physical activity settings.

The **Below Basic** student does not meet the Basic performance level.

8.PE.3.3 Students participate in physical activities that promote self-challenge, confidence, and independence.

The **Advanced** student consistently models participation in physical activities that promote self-challenge, confidence, and independence in others.

The **Proficient** student consistently participates in physical activities that promote self-challenge, confidence, and independence.

The **Basic** student inconsistently participates in physical activities that promote self-challenge, confidence, and independence.

The **Below Basic** student does not meet the Basic performance level.

8.PE.3.4 Students compare or contrast physical activities that promote self-expression and enjoyment.

The **Advanced** student consistently compares and contrasts physical activities that promote self-expression and enjoyment.

The **Proficient** student consistently compares or contrasts physical activities that promote self-expression and enjoyment.

The **Basic** student inconsistently compares or contrasts physical activities that promote self-expression and enjoyment.

The **Below Basic** student does not meet the Basic performance level.

***8.PE.3.5 Students participate in aesthetic movement forms that promote self-expression.**

The **Advanced** student consistently participates in and models aesthetic movement forms that promote self-expression.

The **Proficient** student consistently participates in aesthetic movement forms that promote self-expression.

The **Basic** student inconsistently participates in aesthetic movement forms that promote self-expression.

The **Below Basic** student does not meet the Basic performance level.

2021 Physical Education WY Content & Performance Standards & PLDs

Grade 9-12 Physical Education Content Standards & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

1. MOVEMENT SKILLS

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.

12.PE.1.1 Students demonstrate combined movement skills and patterns in specialized settings.

The **Advanced** student consistently demonstrates biomechanically efficient combined movement skills and patterns by applying all critical skill cues in specialized settings.

The **Proficient** student consistently demonstrates combined movement skills and patterns by applying most critical skill cues in specialized settings.

The **Basic** student inconsistently demonstrates individual movement skills and patterns and inconsistently combines skills in specialized settings.

The **Below Basic** student does not meet the Basic performance level.

12.PE.1.2 Students demonstrate specialized manipulative skills in team activities.

The **Advanced** student consistently applies critical skill cues for specialized manipulative skills in team activities during game play.

The **Proficient** student consistently applies most critical skill cues for specialized manipulative skills in team activities.

The **Basic** student inconsistently applies skill cues for specialized manipulative skills in team activities.

The **Below Basic** student does not meet the Basic performance level.

*12.PE.1.3 Students demonstrate specialized skills in individual, dual, or lifetime activities.

The **Advanced** student consistently demonstrates biomechanically efficient specialized skills by applying all critical skill cues in individual, dual, or lifetime activities.

The **Proficient** student consistently demonstrates specialized skills by applying most critical skill cues in individual, dual, or lifetime activities.

The **Basic** student inconsistently demonstrates specialized skills in individual, dual, or lifetime activities.

The **Below Basic** student does not meet the Basic performance level.

*12.PE.1.4 Students apply specialized tactical concepts in team activities.

The **Advanced** student consistently applies multiple specialized tactical concepts in team activities during game play.

The **Proficient** student consistently applies specialized tactical concepts in team activities.

The **Basic** student inconsistently applies specialized tactical concepts in team activities.

The **Below Basic** student does not meet the Basic performance level.

12.PE.1.5 Students apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities.

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The **Advanced** student consistently applies multiple specialized tactical concepts and performance principles in individual, dual, or lifetime activities.

The **Proficient** student consistently applies specialized tactical concepts and performance principles in individual, dual, or lifetime activities.

The **Basic** student inconsistently applies specialized tactical concepts and performance principles in individual, dual, or lifetime activities.

The **Below Basic** student does not meet the Basic performance level.

12.PE.1.6 Students evaluate specialized skills used by self/others in team activities.

The **Advanced** student provides detailed evidence of critical skill cues to support their conclusions about performance of specialized skills used by self/others in team activities.

The **Proficient** student provides evidence of critical skill cues to support their conclusions about performance of specialized skills used by self/others in team activities.

The **Basic** student provides limited evidence of skill cues to support their conclusions about performance of specialized skills used by self/others in team activities.

The **Below Basic** student does not meet the Basic performance level.

12.PE.1.7 Students evaluate specialized skills used by self/others in individual, dual, or lifetime activities.

The **Advanced** student provides detailed evidence of critical skill cues to support their conclusions about performance of specialized skills used by self/others in individual, dual, or lifetime activities.

The **Proficient** student provides evidence of critical skill cues to support their conclusions about performance of specialized skills used by self/others in individual, dual, or lifetime activities.

The **Basic** student provides limited evidence of skill cues to support their conclusions about performance of specialized skills used by self/others in individual, dual, or lifetime activities.

The **Below Basic** student does not meet the Basic performance level.

12.PE.1.8 Students evaluate the use of specialized tactics and/or principles of movement in a variety of physical activities.

The **Advanced** student provides detailed evidence to support their conclusions about the effective use of specialized tactics and/or principles of movement in a variety of physical activities.

The **Proficient** student provides evidence to support their conclusions about the effective use of specialized tactics and/or principles of movement in a variety of physical activities.

The **Basic** student provides limited evidence to support their conclusions about the effective use of specialized tactics and/or principles of movement in a variety of physical activities.

The **Below Basic** student does not meet the Basic performance level.

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2. FITNESS

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

12.PE.2.1 Students create, monitor, and evaluate a personal goal using current levels of physical activity.

The **Advanced** student accurately uses all components of a systematic goal-setting process to create, monitor, and evaluate a personal fitness goal. They use multiple sources of evidence based on their current level of physical activity to support their conclusions about the effectiveness of the goal.

The **Proficient** student accurately uses most components of a systematic goal-setting process to create, monitor, and evaluate a personal fitness goal. They use evidence based on their current level of physical activity to support their conclusions about the effectiveness of the goal.

The **Basic** student is unable to accurately use components of a systematic goal-setting process to create, monitor, and evaluate a personal fitness goal. They use limited evidence based on their current level of physical activity to support their conclusions about the effectiveness of the goal.

The **Below Basic** student does not meet the Basic performance level.

12.PE.2.2 Students evaluate the health benefits of a variety of physical activities.

The **Advanced** student consistently provides convincing evidence to support their judgments about the health benefits of a variety of physical activities.

The **Proficient** student consistently provides evidence to support their judgments about the health benefits of a variety of physical activities.

The **Basic** student inconsistently provides limited evidence to support their judgments about the health benefits of a variety of physical activities.

The **Below Basic** student does not meet the Basic performance level.

*12.PE.2.3 Students create, monitor, and evaluate a long-term physical activity goal by applying the principles and components of health-related fitness.

The **Advanced** student creates, monitors, and evaluates a long-term physical activity goal. They use multiple sources of evidence based on principles and components of health-related fitness to support their conclusions about the effectiveness of the goal.

The **Proficient** student creates, monitors, and evaluates a long-term physical activity goal. They use evidence based on principles and components of health-related fitness to support their conclusions about the effectiveness of the goal.

The **Basic** student creates, monitors, and evaluates a long-term physical activity goal. They use limited evidence based on principles and components of health-related fitness to support their conclusions about the effectiveness of the goal.

The **Below Basic** student does not meet the Basic performance level.

*12.PE.2.4 Students engage in a variety of physical activities that will enhance health-related fitness.

The **Advanced** student consistently and independently engages in a variety of physical activities that will enhance all components of health-related fitness.

The **Proficient** student consistently engages in a variety of physical activities that will enhance components of health-related fitness.

The **Basic** student inconsistently engages in a variety of physical activities that will enhance components of health-related fitness.

The **Below Basic** student does not meet the Basic performance level.

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12.PE.2.5 Students will use criteria to evaluate health-related fitness products, technologies, and resources.

The **Advanced** student uses convincing evidence to support a judgment about health-related fitness products, technologies, and resources.

The **Proficient** student uses evidence to support a judgment about health-related fitness products, technologies, and resources.

The **Basic** student uses limited evidence to support a judgment about health-related fitness products, technologies, and resources.

The **Below Basic** student does not meet the Basic performance level.

3. PERSONAL AND SOCIAL BEHAVIOR

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

12.PE.3.1 Students demonstrate respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.

The **Advanced** student always demonstrates respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.

The **Proficient** student demonstrates respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette consistently in physical activity settings.

The **Basic** student demonstrates respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette inconsistently in physical activity settings.

The **Below Basic** student does not meet the Basic performance level.

12.PE.3.2 Students communicate effectively to promote positive group or team dynamics in physical activity settings.

The **Advanced** student consistently communicates effectively to promote positive group or team dynamics and resolve conflict in physical activity settings.

The **Proficient** student consistently communicates effectively to promote positive group or team dynamics in physical activity settings.

The **Basic** student inconsistently communicates effectively to promote positive group or team dynamics in physical activity settings.

The **Below Basic** student does not meet the Basic performance level.

*12.PE.3.3 Students participate in physical activities that promote self-challenge, personal growth, and well-being.

The **Advanced** student consistently models participation in physical activities that promote self-challenge, personal growth, and well-being.

The **Proficient** student consistently participates in physical activities that promote self-challenge, personal growth, and well-being.

The **Basic** student inconsistently participates in physical activities that promote self-challenge, personal growth, and well-being.

The **Below Basic** student does not meet the Basic performance level.

*12.PE.3.4 Students use criteria to evaluate physical activities that promote self-expression and enjoyment and provide opportunities for social interaction.

The **Advanced** student uses convincing evidence to support a judgment about physical activities that promote self-expression and enjoyment, and provide opportunities for social interaction.

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The **Proficient** student uses evidence to support a judgment about physical activities that promote self-expression and enjoyment, and provide opportunities for social interaction.

The **Basic** student uses limited evidence to support a judgment about physical activities that promote self-expression and enjoyment, and provide opportunities for social interaction.

The **Below Basic** student does not meet the Basic performance level.

12.PE.3.5 Students participate in a variety of physical activities that promote self-expression.

The **Advanced** student consistently models participation in physical activities that promote self-expression.

The **Proficient** student consistently participates in physical activities that promote self-expression.

The **Basic** student inconsistently participates in physical activities that promote self-expression.

The **Below Basic** student does not meet the Basic performance level.

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**Snapshot of the set of Performance Standards (PS) for the elementary grades.
The PS are the subset of Proficient PLDs found throughout this document in blue highlight.**

GRADE K-2 PERFORMANCE STANDARDS

- *2.PE.1.1** The **Proficient** student consistently demonstrates most developmentally appropriate fundamental locomotor skill cues.
- *2.PE.1.2** The **Proficient** student consistently demonstrates most developmentally appropriate fundamental body control skill cues.
- *2.PE.1.3** The **Proficient** student consistently demonstrates most developmentally appropriate fundamental manipulative skill cues.
- *2.PE.1.4** The **Proficient** student consistently demonstrates most developmentally appropriate fundamental movement concepts related to space, effort, and relationships.
- *2.PE.2.2** The **Proficient** student consistently identifies the health benefits of physical activity.
- *2.PE.2.4** The **Proficient** student consistently engages in a variety of health-enhancing physical activities.
- *2.PE.3.1** The **Proficient** student knows and follows all rules, procedures, and safe practices consistently in physical activity settings.
- *2.PE.3.3** The **Proficient** student consistently demonstrates persistence when participating in a variety of physical activities.

GRADE 3-5 PERFORMANCE STANDARDS

- *5.PE.1.1** The **Proficient** student consistently combines most locomotor and body control skill cues into movement patterns.
- *5.PE.1.3** The **Proficient** student consistently demonstrates most fundamental manipulative skill cues in a variety of physical activities.
- *5.PE.2.3** The **Proficient** student consistently identifies the principles, components, and practices of health-related fitness.
- *5.PE.2.4** The **Proficient** student consistently engages in a variety of physical activities that will enhance components of health-related fitness.
- *5.PE.3.1** The **Proficient** student describes the purpose of and applies all appropriate rules, procedures, and safe practices consistently in physical activity settings.
- *5.PE.3.2** The **Proficient** student consistently interacts positively and communicates respectfully with others in physical activity settings.
- *5.PE.3.5** The **Proficient** student consistently participates in creative movement that promotes self-expression.

2021 Physical Education WY Content & Performance Standards & PLDs

Snapshot of the set of Performance Standards (PS) for the secondary grades.
The PS are the subset of Proficient PLDs found throughout this document in blue highlight.

GRADE 6-8 PERFORMANCE STANDARDS

- *8.PE.1.2** The **Proficient** student consistently demonstrates most critical skill cues of specialized manipulative skills in modified team activities.
- *8.PE.1.3** The **Proficient** student consistently demonstrates most critical skill cues of specialized skills in modified individual, dual, or lifetime activities.
- *8.PE.2.1** The **Proficient** student is able to accurately use most components of a systematic goal-setting process to create and monitor a personal goal using current levels of physical activity.
- *8.PE.2.4** The **Proficient** student consistently engages in a variety of physical activities that will enhance components of health-related fitness.
- *8.PE.3.1** The **Proficient** student explains and applies appropriate rules, procedures, safe practices, and etiquette consistently in physical activity settings.
- *8.PE.3.2** The **Proficient** student communicates effectively to avoid conflict with others and promote respect in physical activity settings.
- *8.PE.3.5** The **Proficient** student consistently participates in aesthetic movement forms that promote self-expression.

GRADE 9-12 PERFORMANCE STANDARDS

- *12.PE.1.3** The **Proficient** student consistently demonstrates specialized skills by applying most critical skill cues in individual, dual, or lifetime activities.
- *12.PE.1.4** The **Proficient** student consistently applies specialized tactical concepts in team activities.
- *12.PE.2.3** The **Proficient** student creates, monitors, and evaluates a long-term physical activity goal. They use evidence based on principles and components of health-related fitness to support their conclusions about the effectiveness of the goal.
- *12.PE.2.4** The **Proficient** student consistently engages in a variety of physical activities that will enhance components of health-related fitness.
- *12.PE.3.3** The **Proficient** student consistently participates in physical activities that promote self-challenge, personal growth, and well-being.
- *12.PE.3.4** The **Proficient** student uses evidence to support a judgment about physical activities that promote self-expression and enjoyment, and provide opportunities for social interaction.