

Domain	5	4	3	2	1
Psychomotor	<p><i>Adaptation and origination</i></p> <p>Adaptation: Student's skills are well developed and the individual can modify movement patterns to fit special requirements. Origination: Students create new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p><i>Complex Overt Response (Expert)</i></p> <p>Students demonstrate skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.</p>	<p><i>Mechanism (basic proficiency)</i></p> <p>Students demonstrate an intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with <i>some confidence and proficiency</i>.</p>	<p><i>Guided Response</i></p> <p>Students demonstrate early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p><i>Perception (awareness)and set</i></p> <p>Perception:Students have the ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation. Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</p>
Cognitive	<p><i>Synthesizing/creating</i></p> <p>Students have the opportunity to take information and synthesize it to create a new approach to the movement, skill or game.</p>	<p><i>Evaluating</i></p> <p>Students have the opportunity to evaluate information provided or they can evaluate their own or a peers performance</p>	<p><i>Applying</i></p> <p>Students have the opportunity to apply the info provided in a game or activity setting and can verbalize how they will use it</p>	<p><i>Understanding</i></p> <p>Students have the opportunity to demonstrate understanding of new skills taught through movement and verbalization</p>	<p><i>Remembering/recalling</i></p> <p>Students have the opportunity to recall information provided by the teacher</p>
Affective	<p><i>Characterization</i></p> <p>Students judge situations fairly and seek resolve for all conflicts. They show internalization of positive values and beliefs regarding self and peers.</p>	<p><i>Organization</i></p> <p>Students examine themselves and peers and integrate new findings into activities</p>	<p><i>Valuing</i></p> <p>Students show confidence and seek ways to improve</p>	<p><i>Responding</i></p> <p>Students cooperate, make contributions and allow for mistakes</p>	<p><i>Receiving</i></p> <p>Students are willing to receive information/feedback and pay attention</p>

*In each domain the level can be determined by observation, written feedback and/or verbal feedback and interactions.

*Each level noted shows a PROGRESSION. Teachers would not be at a level 5 in the beginning of a lesson or with younger students. The goal is to move through the levels, low to high, in a natural progression that is age and skill level appropriate.