

Application of Skills – Snowshoeing

4. Students apply effective skills when safely negotiating varied intermediate terrain with dynamic balance, fluid transitions, sustained rhythm, and speed appropriate to the snow conditions. Students apply effective skills (e.g., walking, running) with few, if any, observable errors in technique.
3. Students apply effective skills when safely negotiating varied intermediate terrain with balance and speed appropriate to the snow conditions. Students apply effective skills (e.g., walking, running) with errors in technique. Students may hesitate and/or seek confirmation from others when applying skills.
2. Students safely negotiate generally flat terrain with balance. Students perform skills showing some elements of correct technique, but application is ineffective and inconsistent. Students may need reminders and/or assistance from others in order to participate in the activity.
1. Students attempt skills, but technique is not yet sufficient, resulting in consistently ineffective performance. Students rely on direction from others in order to complete the activity.

Personal Challenge, Decision Making, and Preparation - Snowshoeing -

4. Students consistently demonstrate a willingness to engage in the activity and challenge themselves to higher levels of performance. They consistently demonstrate the ability to make timely and appropriate decisions to negotiate the task and, if necessary, adjust to anticipated or unexpected conditions and/or circumstances (e.g., changing weather). Students also make appropriate choices during their preparation for the activity (e.g., selection of appropriate equipment and clothing). Students perform without hesitation or reminders from others.
3. Students engage in the activity but do not consistently challenge themselves to higher levels of performance. They may hesitate and/or seek confirmation before demonstrating the ability to make appropriate decisions to negotiate the task and/or adjust to anticipated or unexpected conditions or circumstances. Students may hesitate and/or seek confirmation when making choices during their preparation for the activity (e.g., selection of appropriate equipment and clothing).
2. Students engage in the activity, but skills are not developed to a level whereby they can be utilized to challenge higher levels of performance and/or to make timely and appropriate decisions in order to adjust to changing circumstances. Students also may make inappropriate equipment and/or clothing choices. Students need reminders and/or assistance from others in order to participate in the activity.
1. Students are not knowledgeable or experienced enough to make appropriate decisions for successful, safe, and independent participation in the activity. Students rely on direction from others in order to complete the activity.

Application of Safety Procedures, Etiquette, and Conventions of the Activity - Snowshoeing -

4. Students apply appropriate safe practices by following school district operating and safety procedures. Students also apply proper etiquette and conventions (e.g., right-of-way, terminology) for the activity without hesitation or observable errors.
3. Students apply appropriate safe practices by following school district operating and safety procedures. Students also apply proper etiquette and conventions (e.g., right-of-way, terminology), but with errors and/or hesitation.
2. Students demonstrate a general understanding of the concepts of safe practices/procedures plus etiquette and conventions, but need reminders and/or assistance from others in order to participate in the activity.
1. Students lack the knowledge or inclination to demonstrate appropriate safe practices/procedures and/or etiquette and conventions. Students rely on direction from others in order to complete the activity.

Personal/Social Responsibility and Safety

- Snowshoeing -

4. Students demonstrate appropriate personal and social behavior during the activity (e.g., cooperating, complimenting/encouraging others, preventing/resolving conflicts). Students participate energetically and safely, demonstrating self-control and respect for the positive and safe experience of others. Students also demonstrate respect for the environment.
3. Students participate energetically and safely, demonstrating self-control and respect for others and the environment.
2. Students participate safely, demonstrating self-control and respect for others and the environment, but are inconsistent in energy.
1. Students lack self-control at times and/or need reminders and encouragement from others to participate in a safe, energetic and/or respectful manner.