**GYMNASTICS ROUTINE**

**0=Mature Pattern was not met 1=Mature Pattern was met \*Addendums**

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| Student | Demonstrates 4 different balances including a beginning and ending balance | All balance demonstrate stillness for 3 seconds or more | All balances are on a different base of support \* | Includes 2 different locomotor skills\* | Includes 2 different weight transfers\* | Level 5 Sequence is smooth and rhythmical. Includes extensions\* | Pre Assessment score | Post Assessment score | Overall Growth |
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\*All of the bases of support used during this gymnastics sequence (teacher created) consist of a different base of support, even when combined with previously used bases. As long as the student does not use EXACTLY the same base of support they cannot be penalized for using a body part more than one. The combination of bases cannot be the same however. For example, my bases of support are as follows:

-One **FOOT** to start the sequence.

-One **KNEE,** one **HAND**, and one **SET OF TOES**

**-**Balance on **BOTTOM**

**-**Balance on one **FOOT** and one **HAND**

**\***The locomotor skill used during this gymnastics sequence must adhere to the critical elements as outlined in the 2nd grade locomotor assessment. Please refer to the critical elements from that aspect of the portfolio.

\*The two weight transfers from this gymnastics sequence should be evaluated based on the following critical elements:

-Log Roll will have student start movement with their legs and arms together. Students should keep legs and arms mostly together throughout the movement. Slight separation shall not be penalized, but if student loses complete form credit will not be given.

-Cartwheel will have student transfer weight in a logical skill progression that starts with weight on feet (standing), transitioning to hands (starts the movements), and lands back on feet without falling down (end movement). Students will not be penalized if the movement does not look as graceful or fluid as other students as long as they adhere to the guidelines as mentioned here.

\*Level 5 consideration should only be given to students that can perform all the critical elements of the sequence in a rhythmical and smooth sequence.