

## Balance Scoring Sheet

\*Reference Critical Elements from Rubric

| 1                                                                                                                | 2                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                      | 4                                                                                                                                                                                                                                                                            | 5                                                                                                                                                                                                                                                                                           | 6                                                                                                                               | 7                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student is <b>not</b> able to perform any of the four different balances on four different bases of support. | The student is able to balance on <b>all four</b> bases of support at the <b>same level</b> (either medium or low) <b>OR</b> the student is able to hold the balance completely still for <b>at least three</b> consecutive seconds for <b>only one</b> of the bases of support. | The student is able to balance on <b>all four</b> bases of support with at least <b>one change of level</b> (medium and low) <b>AND</b> the student is able to hold the balance completely still for <b>at least three</b> consecutive seconds for <b>two</b> of the bases of support. | The student is able to balance on <b>all four</b> bases of support with at least <b>one change of level</b> (medium and low) <b>AND</b> the student is able to hold the balance completely still for <b>at least three</b> consecutive seconds for <b>three</b> of the bases | The student is able to balance on <b>all four</b> bases of support with at least <b>one change of level</b> (medium and low) <b>AND</b> the student is able to hold the balance completely still for <b>at least three</b> consecutive seconds for all <b>four</b> of the bases of support. | The student is able to perform a four-balance sequence demonstrating muscular tension and <b>extensions of free body parts.</b> | The student is able to perform a four-balance sequence <b>with a partner</b> demonstrating counterbalance, muscular tension, and extension of free body parts. |
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