

## PHYSICAL DEVELOPMENT RUBRIC (Goals 19 and 20)

When all dimensions of this rubric are used, the following criteria should be used to determine the performance levels:

- Exceeds - no more than one 3 and all other 4s on the dimensions
- Meets - no more than one 2 and all others 3s and 4s
- Approaches - no more than one 1 and all others 2s, 3s, or 4s
- Begins - at least a 1 all 3 areas of the rubric

If all dimensions of this rubric are not used, see the assessment, itself, to determine how to score the student work and determine the performance levels.

Score	KNOWLEDGE	PERFORMANCE	EXPLANATION
	Knows and can distinguish between physical education terms, facts, concepts, principles, theories or methods	Demonstrates skill in execution of movement, creation of movement and analysis of movement	Explains what was done and why and judges the quality of the product
4	Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are complete and correct.	Demonstration of skill, fitness, strategies, game or dance is thorough, appropriate, and accurate.	Explanation is organized, effective and correct; evaluation of quality is complete and accurate.
3	Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are mostly complete and correct.	Most of the demonstration of skill, fitness, strategies, game or dance is thorough, appropriate, and accurate.	Most of the explanation is organized, effective and correct; most of the evaluation of quality is complete and accurate.
2	Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are somewhat complete and correct.	Demonstration of skill, fitness, strategies, game or dance is somewhat, appropriate, and accurate.	Some of the explanation is organized, effective and correct; some of the evaluation of quality is complete and accurate.
1	Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are minimally present or correct	Demonstration of skill, fitness, strategies, game or dance is minimally appropriate and accurate.	Little of the explanation is organized, effective and correct; little of the evaluation of quality is complete and accurate.
0	All descriptions identification of physical education terms, facts, concepts, principles, theories or methods are missing and/or incorrect.	All demonstration of skill, fitness, strategies, game or dance is missing and/or incorrect.	All of the explanation is missing and/or lacks organization; all of the evaluation of quality is missing and/or lacks organization.

## PHYSICAL DEVELOPMENT RUBRIC (Goal 21)

When all dimensions of this rubric are used, the following criteria should be used to determine the performance levels:

- Exceeds - no more than one 3 and all other 4s on the dimensions
- Meets - no more than one 2 and all others 3s and 4s
- Approaches - no more than one 1 and all others 2s, 3s, or 4s
- Begins - at least a 1 all 3 areas of the rubric

If all dimensions of this rubric are not used, see the assessment, itself, to determine how to score the student work and determine the performance levels.

Score	KNOWLEDGE	PROCESS	EXPLANATION
	Identify and describe the principles of working toward a common goal, leading a group, and making responsible decisions	Demonstrates the principles of team building, individual responsibility, leadership, respect, and conflict resolution	Assesses and explains how individuals were effective within a group and how the team worked toward a common goal
4	Identification and descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are complete and correct.	Demonstration of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is thorough, appropriate, and accurate.	Assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal are complete and accurate.
3	Identification and descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are mostly complete and correct.	Most of the demonstration of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is thorough, appropriate, and accurate.	Most of the assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal are complete and accurate.
2	Identification and descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are somewhat complete and correct.	Demonstration of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is somewhat, appropriate, and accurate.	Some of the assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal are complete and accurate.
1	Identification and descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are minimally present or correct	Demonstration of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is minimally appropriate and accurate.	Little of the assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal is complete and accurate.
0	All identification/descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are missing and/or incorrect.	All demonstration of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is missing and/or incorrect.	All of the assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal are missing and/or incorrect.