

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. |