

Standards	Standard 1 S1.E24.4a Manipulative	Standard 2 S2.E3.4b Speed, Direction, and Force	Standard 3 S3.E5.4a Fitness Assessments	Standard 4 S4.E1,5&6.4 Procedures and Personal Responsibility	Standard 5 S5.E1.4 Benefits of Physical Activity
Rubric	Strikes an object with a short-handled implement while demonstrating a mature pattern. The student will demonstrate these 4 essential skills: 1) Racket back in preparation for striking. 2) Step on opposite foot as contact is made 3) Swing racket or paddle low to high 4) Coil and uncoil the trunk for preparation and execution of the striking action 5) Follow through for completion of the striking action	Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.	Identify strengths and areas of need based upon fitness assessments (e.g., compare criterion-reference standards to personal performance). The assessments will be the Presidential Youth Fitness Program-Fitnessgram.	Applies rules and procedures during physical activity (e.g., safety, equipment, directions, shows respect for self and others	Describes the health benefits of participating in physical activity (e.g., stronger heart, lower resting heart rate, quicker recovery)
3-Applying	The student uses 5 of the 5 essential skills	The student strikes the ball continuously against the wall 5 times starting at the 10 foot line.	The student completes 4 or more of the fitness components and sets goals for a healthy lifestyle.	The student has 1 or less behavior marks. The student is caring & helps others. The student is compassionate, uses interpersonal skills without rewards or teacher direction. The student listens & follows directions, shows self control & sportsmanship, works & plays safely without any teacher intervention.	The student can describe 4 or more health benefits of participating in physical activity. (e.g. verbal or written)
2-Maturing	The student uses 4 of the 5 essential skills	The student strikes the ball against the wall 5 <u>nonconsecutive</u> times starting at the 10 foot line	The student completes at least 3 of the fitness components and sets goals for a healthy lifestyle.	The student has been given 2- 3 behavior marks The student listens & follows directions, shows self-control & sportsmanship with little teacher intervention.	The student can describe 3 health benefits of participating in physical activity. (e.g. verbal or written)
1-Emerging	The student uses 3 or less of the essential skills	The student strikes the ball against the wall 4 or less <u>nonconsecutive</u> times starting at the 10 foot line	The student completes 2 or less of the fitness components and sets goals for a healthy lifestyle.	The student has been given 4-6 behavior marks. The student shows an inability to listen or follow directions. The student demonstrates limited self-control, little or no responsibility, does not play by the rules. Participation in physical education requires teacher intervention.	The student can describe 2 or less health benefits of participating in physical activity. (e.g. verbal or written)