

Standards	Standard 1	Standard 2		Standards 3			Standard 4		Standard 5	
Rubrics	<b>S1.M19.8 Striking</b>  Strikes, with an implement, a stationary object for accuracy and power in such activities such as badminton or volleyball  Demonstrates tactics (e.g., smash in badminton, spiking in volleyball) in Games and sports, Net/Wall Games	<b>S2.M6.8 Transitions</b>  Transitioning from offense to defense applying offensive and defensive tactics.  <u>Offensive tactics;</u> 1. Student moves to the open area. 2. Student moves towards the target. 3. Student uses proper communication skills.	<b>S2.M6.8 Transitions</b>  Transitioning to defense applying offensive and defensive tactics.  <u>Defensive Tactics</u> 1. Student demonstrates defensive alignment. 2. Student moves with offensive situation. 3. Student uses proper communication skills.	<b>S3.M7,10-15.8</b>  Written Common Summative Assessment for Physical Education	<b>S3.M6,8.8</b> Participate regularly in moderate to vigorous physical activity  Participates Regularly in Physical Education Classes. Assessment will be using IHT Heart Rate Monitors and/or Pedometers	<b>S3.M15 &amp; M16. 8</b> Interpret the results of a physical fitness assessment to establish personal fitness and nutrition goals.  Fitnessgram Fitness Assessments	<b>S4.M2.8</b>  Physical Activity & Concepts Participate regularly in moderate to vigorous physical activity (e.g., during school day, before and after school, and organized outside of school activity)  Using activity logs (2 times a year) student records all physical activity done outside of physical education classes.	<b>S4.M6.8</b> Procedures and Personal Responsibility  Listens and follows directions, shows self-control and sportsmanship, (e.g., class protocol, dress, rules)	<b>S5.M4 &amp; M5.8</b> Working with Others, Social responsibility  Demonstrate respect for others, regardless of gender, ability level, physical or mental challenges, ethnic background, and socioeconomic status during physical activities.	
	<b>3-Applying</b>	The student consistently (90% or above) demonstrates the effective tactics when displaying a smash in badminton and spiking a volleyball.	The student performs 3 out of the 3 offensive tactics.	The student performs 3 out of the 3 defensive tactics.	The student scores 15 out of 15 correct on the Physical Education Common Summative Assessment	The student participates in moderate to vigorous activity more than 90% of the total exercise time during class	The student designs and shows implementation of a program through logging from 2 areas of weakness based on the results of health-related fitness assessment and designs a program to improve nutrition goals.	The student participates in moderate to vigorous activity 7 out of 7 days at a minimum of 60 minutes per day. The student initiates and models positive healthy active lifestyle habits. Models self-motivation in relation to knowledge of the positive effects of being physically active both inside and outside of the physical education classroom.	The student has not had any behavior marks. The student listens & follows directions, shows self-control & personal responsibility, works & participates safely without teacher intervention.	The student has not had any behavior marks. The student is caring & helps others, is compassionate, cooperative, uses interpersonal skills without rewards or teacher direction.
	<b>2-Maturing</b>	The student usually (80-89%) demonstrates the effective tactics when displaying a smash in badminton and spiking a volleyball.	The student performs 2 out of the 3 offensive tactics.	The student performs 2 out of the 2 defensive tactics.	The student scores 12-14 out of 15 correct on the Physical Education Common Summative Assessment	The student participates in moderate to vigorous activity 80% to 89% of the total exercise time during class.	The student designs and shows implementation of a program through logging from 1 area of weakness based on the results of health-related fitness assessment and designs a program to improve nutrition goals.	The student participates in moderate to vigorous activity 5-6 days out of 7 at a minimum of 60 minutes per day. The student is self-directed & self-motivated practice of the positive effects of a healthy active lifestyle.	The student has been given 1-3 behavior marks with teacher intervention. The student listens & follows directions, shows self-control & personal responsibility.	The student has been given 1-3 behavior marks with teacher intervention. The student is caring & helps others, is compassionate, uses interpersonal skills, cooperation without rewards or teacher direction.
	<b>1-Emerging</b>	The student seldom (70% to 79%) demonstrates the effective tactics when displaying a smash in badminton and spiking a volleyball.	The student performs 1 of the 3 offensive tactics	The student performs 1 of the 3 defensive tactics	The student scores 9-11 out of 15 correct on the Physical Education Common Summative Assessment.	The student participates in moderate to vigorous activity 70% to 79% of the total exercise time during class.	The student designs a program but does not complete the log on implementation from 1 or 2 areas of weakness based on the results of health-related fitness assessment and designs a program to improve nutrition goals.	The student participates in moderate to vigorous activity 3-4 days out of 7 at a minimum of 60 minutes per day. The student practices the positive effects of a healthy active lifestyle. Participates regularly in physical education activities.	The student has been given 4-6 behavior marks. The student shows limited ability to listen or follow directions. Participation in physical education requires frequent teacher intervention.	The student has been given 4-6 behavior marks. Demonstrates limited self-control, and little or no sportsmanship. The student does not participate by the rules and shows aggressive behavior.