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| Criteria |  | Level 1 | Level 2 | Level 3 | Level 4 |
| Readiness to Participate | 1 | * Seldom have any of the required clothing so rarely dresses appropriately for vigorous physical activity | * Usually have most of the required clothing (forget 3-5x/term)but only sometimes dresses for vigorous physical activity | * mostly have required clothing (forget 1-2 x / term)and regularly dresses appropriately for vigorous physical activity | * always/almost always have required clothing and dresses appropriately for vigorous physical activity |
| (Application) | 2 | * enters the gym late frequently with unsupported reasons | * Usually ready on time (late 3-5x/term) but reasons for tardiness are unclear | * mostly ready to participate on time (late 1-2 x / term) and reasons for any tardiness are valid | * always ready to participate on time and never late |
|  | 3 | * frequently disregards teacher’s instructions | * Sometimes listens and follows teachers instructions | * listens and follows teacher instructions | * sets an example to others to listen and follow teacher instructions |
| Effort  (Application) | 4 | * rarely works with purpose for learning (e.g., goes through motions) | * works with a learning purpose with encouragement | * consistently demonstrate a determined effort with a purpose for learning | * consistently strive for personal best fully engaged with a purpose for learning. |
|  | 5  6 | * easily distracted, and frequently reminded to be attentive. * rarely maintains a positive attitude and engagement throughout all activities | * sometimes models attentive behaviour * sometimes maintains a positive attitude and engagement throughout all activities | * consistently models attentive behaviour * maintains a positive attitude and engagement throughout all activities | * always models attentive behaviour * positive attitude and full engagement throughout all activities is projected onto others |

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| Movement competence  (Application) | 7  8  9  10 | * shows low level of personal competence in performing movement skills * shows little transferable skills and knowledge between different activities. * shows little understanding of sport-specific rules and tactics * little engagement in skill acquisition and refinement | * shows moderate level of personal competence in performing movement skills * shows some transferable skills and knowledge between different activities. * shows some understanding of sport-specific rules and tactics * some engagement in skill acquisition and refinement | * shows proficient level of personal competence in performing movement skills * consistently shows transferable skills and knowledge between different activities. * shows understanding & application of sport-specific rules and tactics * engaged in skill acquisition and refinement | * shows high level of personal competence in performing movement skills * shows a high degree of transferable skills and knowledge between different activities * shows high degree of understanding and application of sport-specific rules and tactics * high engagement in skill acquisition and refinement |

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| Fair Play and Activity  Etiquette | 11 | * with encouragement participates safely | * occasionally participates safely | * consistently participates safely | * promotes safe play |
| (Thinking) | 12 | * with encouragement respects the decisions of teachers/student officials | * Sometimes respects the decisions of teacher/student officials | * Usually respects the decisions of teacher/student officials | * consistently respects the decisions of teacher/student officials |
| Respect and Support for Others (Communica-  tion) | 13 | * hesitantly partners/ plays/interacts with new peer groups | * with encouragement partners/plays with new peer groups | * participates and partners with any peer group in the class | * initiates changes in partners and peer groups to address imbalances/new experiences/mentoring/solve conflict |
|  | | | | | |
| Initiative  (Thinking) | 14 | * waits for others to begin physical activities | * begins activities with some teacher intervention | * always begins activities independently | * self-starts and provides opportunities for others to participate actively |
|  | 15 | * seldom takes on leadership role | * with encouragement, leads the class in an activity | * occasionally takes on a leadership role in class independently with an activity or discussion | * always recognizes the opportunity to play a leadership role in class as needed in both activities and discussion |

**Participation Rubric Assignment**

**1.** By circling the arrowhead in the appropriate column, self-evaluate your participation in Phys. Ed. class over the past term.

**2.** Pick three (3) “look-fors” for which you are most proud of your achievement. For each one, provide three concrete examples showing how you demonstrated that behaviour…

e.g**: #14 Initiate change in partners or groups**: *I frequently try to work with peers outside my peer group. During the touch football game, there was clearly going to be an imbalance of skill, so I changed teams to even things out and give the other team some help. Also, during the basketball unit, when you asked us to make our own teams, I asked Jimmy Smith, a weaker player, to join our team.*

i)

ii)

iii)

3. . Pick three (3) “look-fors” for which you feel you could have achieved a higher level of competence. Explain in detail what may have prevented you from achieving a higher level.

i)

ii)

ii)

4. At the beginning of the semester you set fitness goals to reach. (Workbook Exercise 3.1). Re-State your goal here. Consider how it met the SMART criteria.

5. Based on your answer for #4, and using both your workbook information and your 3 Fitness Evaluations performed at the beginning, middle and end of semester, provide detail and reasons (rationale) for each of the following:

i) Did you achieve your goal? How do you know you were successful?

ii) Compare your three (3) Fitness Evaluations considering Cardiovascular Fitness, Muscular Strength, Muscular Endurance and Flexibility.

a) In which category (ies) did you improve? What did you do throughout the semester that supported this

improvement? (consider in class focus and home extension opportunities)

b) In which category (ies) did you not improve? What do you think were obstacles or challenges that

prevented you from improving? How could you have overcome or controlled the challenge so that you

could have demonstrated improvement?

c) Using only one sentence, state how decision making impacts fitness goal achievement.

d) Using only one sentence, provide a personal statement on your belief of the impact of fitness on healthy active living.