

Appendix C

Samples of Assessment Tools

Developing a Rubric

Consider the following questions as you develop a rubric to assess the quality of a student's performance.

- What are the specific curriculum outcomes addressed in the task?
- What does an excellent level performance look like? What are the qualities that distinguish an excellent response from the rest?
- What do other responses along the performance quality continuum look like?
- What are the criteria for assessing a student's performance on an assessment task?
- What are the written descriptions of each quality level of the continuum? Is each description qualitatively different from the others? Are there an equal number of descriptors at each level of quality? Are the differences clear and understandable to the student and others?

Check the Quality Level of Your Rubric

- A level 5 is the excellent level. It should include descriptions that indicate work beyond what you expect for the grade/program/unit. This is WOW!
- A level 4 is the proficient level. Your description should indicate what it is you really want students to be able to demonstrate for the grade/program/unit.
- A level 3 is the adequate level. This level should indicate minimal competencies that you will accept for the grade/program/unit.
- A level 2 is the partial level. This level should indicate what you are not yet meeting for the grade/program/unit.
- Level 1 is the novice level. The learner has just barely begun to demonstrate any level of knowledge or competency.

Assess Your Rubric

Is it:

- Clear?
- Consistent in the number of descriptors across the levels of quality?
- Based on curriculum outcomes at the grade level?
- Providing challenge for students?

Sample Participation Rubric

Level 1 Very Limited Seldom or never	Level 2 Limited Occasionally	Level 3 Accomplished Frequently	Level 4 Strong Usually	Level 5 Outstanding Consistently
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Criteria					
Readiness Proper Attire (shirt, gym pants, shorts, court shoes, punctuality)	is fully prepared for class in acceptable time (5 minutes), participates fully	is fully prepared but not ready for class in acceptable time, participates fully	is only missing one item of attire, is late but participates fully	is missing some attire and is late, minimally participates	is not prepared and is late, does not participate
Warm-up	takes initiative to fully complete warm-up without prompting	fully completes warm-up, but must be prompted	completes most of the warm-up activities	completes about half of warm-up activities	completes very little (less than half) of warm-up activities
Skill/Movement Development	displays excellent understanding/ demonstration of movements/skills	displays good understanding/ demonstration of movements/ skills	displays adequate understanding/ demonstration of movements/skills	displays some understanding/ demonstration of movements/skills	displays very little understanding/ demonstration of movements/skills
Time on Task	always on task	usually on task	frequently on task	occasionally on task	rarely on task
Group Interaction (including respect for others and self)	always cooperates, student always interacts responsibly with others, exhibits leadership and role modelling	interacts responsibly most of the time, demonstrates respect most of the time	occasionally cooperates, occasionally interacts responsibly, acceptable level of respect shown	occasionally cooperates, takes some responsibility, shows some respect	rarely cooperates (uncooperative), does not interact responsibly, lacks respect for others
Understands Concepts	shows excellent understanding of concepts taught	shows good understanding of concepts taught	shows acceptable understanding of concepts taught	shows minimal understanding of concepts taught	shows no understanding of concepts taught, unable to assess
Positive/Appropriate Behaviours Effort	<ul style="list-style-type: none"> • excellent demonstration of willingness to perform to the best of his/her ability • always displays positive attitude • always displays open-mindedness to new activities 	<ul style="list-style-type: none"> • good demonstration of willingness to perform to the best of his/her ability • usually displays positive attitude • usually displays open-mindedness to new activities 	<ul style="list-style-type: none"> • acceptable demonstration of willingness to perform to the best of his/her ability • occasionally displays positive attitude • occasionally displays open-mindedness to new activities 	<ul style="list-style-type: none"> • minimal demonstration of willingness to perform to the best of his/her ability • minimal display of positive attitude • minimal display of open-mindedness to new activities 	<ul style="list-style-type: none"> • no demonstration of willingness to perform to the best of his/her ability • never displays positive attitude • never displays open-mindedness to new activities
Equipment set-up Respect for equipment and facility	<ul style="list-style-type: none"> • always demonstrates respect and care equipment and facility 	<ul style="list-style-type: none"> • good demonstration of respect and care for equipment and facility 	<ul style="list-style-type: none"> • acceptable demonstration of respect and care for equipment and facility 	<ul style="list-style-type: none"> • minimal demonstration of respect and care for equipment and facility 	<ul style="list-style-type: none"> • no demonstration of respect and care for equipment and facility

Sample Physical Education Assessment Tool: Domains Rubric (K-12)

<u>Moving/Doing</u>	<u>Understanding/Applying</u>	<u>Cooperation/Responsibility</u>
<p>Participates in a variety of activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> comes prepared to participate <ul style="list-style-type: none"> • wears appropriate clothing • is ready and on time <input type="checkbox"/> gets involved in the activities <input type="checkbox"/> is active 	<p>Understands and has the ability to pose and solve movement challenges</p> <ul style="list-style-type: none"> <input type="checkbox"/> understands the task <input type="checkbox"/> can demonstrate the task (individually and with others) <input type="checkbox"/> assists other students 	<p>Demonstrates cooperative and socially responsive behaviors</p> <ul style="list-style-type: none"> <input type="checkbox"/> cares for the safety of others <input type="checkbox"/> respects personal and public property <input type="checkbox"/> respects others <input type="checkbox"/> encourages appropriate behaviours
<p>Applies body mechanics in movement activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> applies developmentally appropriate technique(s) for the activities <ul style="list-style-type: none"> • hand/eye coordination (throwing and catching) • basic movement skills 	<p>Understands and applies games and movement concepts</p> <ul style="list-style-type: none"> <input type="checkbox"/> understands the instructions <input type="checkbox"/> follows instruction <input type="checkbox"/> uses skills and ideas taught in activities 	<p>Demonstrates Personal Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows care for personal safety <input type="checkbox"/> cares for personal health and hygiene <input type="checkbox"/> respects oneself
<p>Engaged in movement, motor and athletic skill development activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses movement and activity skill in a variety of activities <input type="checkbox"/> works to the best of his/her ability <input type="checkbox"/> is on task <input type="checkbox"/> works on skill development 	<p>Understands and applies group dynamics and concepts of fair play</p> <ul style="list-style-type: none"> <input type="checkbox"/> contributes to the group <input type="checkbox"/> is a team player <input type="checkbox"/> practises fair play <input type="checkbox"/> practises sportsmanship 	<p>Demonstrates leadership and group dynamic skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> works with and includes others during activity <input type="checkbox"/> considers the views of others during games and play <input type="checkbox"/> leads by positive example <input type="checkbox"/> values the contributions of all
<p>Engages in personal fitness activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates in personal fitness activities <input type="checkbox"/> works to remain physically active <input type="checkbox"/> works on his/her health related fitness components <input type="checkbox"/> works on his/her skill related fitness components 	<p>Understands the application and impact of a lifelong and active healthy lifestyle</p> <ul style="list-style-type: none"> <input type="checkbox"/> understands the importance of being active <input type="checkbox"/> is active <input type="checkbox"/> takes responsibility for his/her health <input type="checkbox"/> understands that good health involves numerous factors (physical, mental, social, etc) 	<p>Demonstrates and applies an active and healthy lifestyle</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates that good eating leads to health <input type="checkbox"/> demonstrates that regular physical activity leads to good health <input type="checkbox"/> takes part in regular fitness activities

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently
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Sample Physical Education Assessment Tool: Domains Rubric

Source: Rebecca Fewer - Physical Education Teacher (ESD)

	NAME	Moving and Doing (50%)					Understanding and Applying (25%)					Cooperation and Responsibility (25%)					Final
		P1	A1	E1	E2	AVG.	U1	U2	U3	U4	AVG.	D1	D2	D3	D4	AVG.	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	
18																	

<p>Moving and Doing P1 - Participates in a variety of activities A1 - Applies body mechanics in movements E1 - Engages in movement, motor and athletic skill development activities E2 - Engages in personal fitness activities</p>	<p>Understanding & Applying U1 - Poses and solves movement challenges U2 - Applies game and movement concepts U3 - Applies group dynamics and fair play U4 - Aware of the impact of a life-long active healthy lifestyle</p>	<p>Cooperation & Responsibility D1 - Demonstrates cooperative and socially responsive behaviors D2 - Demonstrates leadership and group dynamic skills D3 - Demonstrates and applies an active and healthy lifestyle D4 - Demonstrates and applies an active and healthy lifestyle</p>
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<p>Level 1 Very Limited/ Seldom or Never</p>	<p>Level 2 Limited/ Occasionally</p>	<p>Level 3 Accomplished/ Frequently</p>	<p>Level 4 Strong/Usually</p>	<p>Level 5 Outstanding/ Consistently</p>
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Sample Physical Education Evaluation and Assessment

Source: Bern Baker - Physical Education Teacher (NCSD)

<u>Domain: Moving and Doing (50 %)</u>	1	2	3	4	5
Evaluation Criteria:					
Attendance & Punctuality (comes prepared for class, on time and has proper attire)					
Participates in a variety of activities					
Applies body mechanics in movement activities					
Engages in movement, motor and athletic skill development activities					
<u>Fitness (25% of the 50%)</u>					
Participates in personal fitness activities					
Works to remain physically active					
Works on his/her health related fitness (cardiovascular, strength, flexibility, muscular endurance)					
<u>Domain: Understanding and Applying (25%)</u>	1	2	3	4	5
Evaluation Criteria:					
Understands & has the ability to pose/solve movement challenges					
Understands and applies game and movement concepts					
Understands and applies group dynamics and concepts of fair play					
Understands the application and impact of a lifelong active healthy lifestyle					
<u>Domain: Cooperation & Responsibility (25%)</u>	1	2	3	4	5
Evaluation Criteria:					
Demonstrates cooperative and socially responsible behaviors					
Demonstrates personal responsibility					
Demonstrates leadership and group dynamic skills					
Demonstrates and applies an active healthy lifestyle					

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently
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Sample Physical Education Assessment Tracking Sheet

Source: Luke Neville - Physical Education Teacher (ESD)

Date (s): _____ Activity: _____

Name	C	A	P				











































C = Cognitive

A = Affective

P = Psychomotor

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently
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Sample Physical Education Teacher Reflection/Exit Poll

Domain: Moving and Doing (50 %)			
Attendance & Punctuality (comes prepared for class, on time and has proper attire)			
Participates in a variety of activities			
Applies body mechanics in movement activities			
Engages in movement, motor and athletic skill development activities			
Participates in personal fitness activities			
Works on his/her health related fitness (cardiovascular, strength, flexibility, muscular endurance)			
Domain: Understanding and Applying (25%)			
Understands & has the ability to pose/solve movement challenges			
Understands and applies game and movement concepts			
Understands and applies group dynamics and concepts of fair play			
Understands the application and impact of a lifelong active healthy lifestyle			
Domain: Cooperation & Responsibility (25%)			
Demonstrates cooperative and socially responsible behaviors			
Demonstrates personal responsibility			
Demonstrates leadership and group dynamic skills			
Demonstrates and applies an active healthy lifestyle			

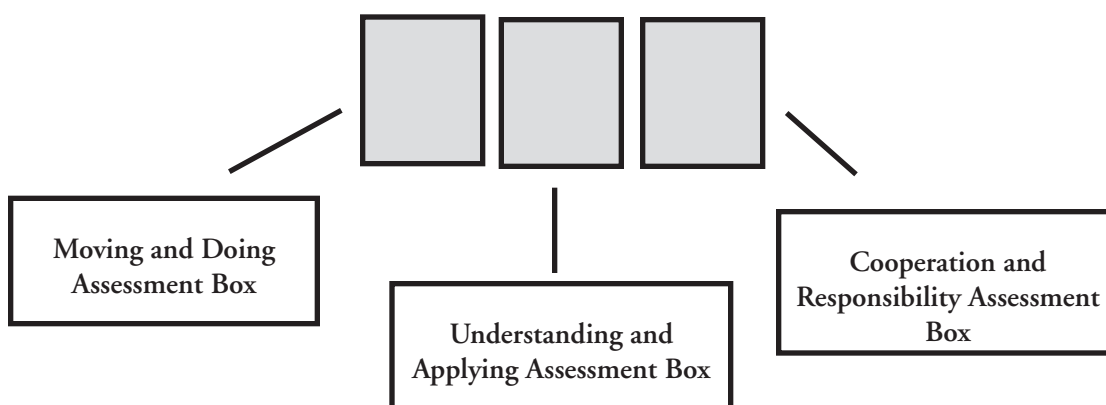
Sample: Physical Assessment Tracking Sheet - General Guide

Source: John Elkins – P.E. and Healthy Living Program Specialist (ESD)

This assessment tracking sheet is one possible way to record your observations of a student throughout the course of an activity unit. The design of the tracking sheet allows you to enter text into each box and simply save the changes to store your data.

- Example: At the end of a class you would record the number value in each of the following positions.
- The values used are as follows:

1 = Seldom – Rarely
 2 = Emerging – Occasionally
 3 = Effective – Usually
 4 = Strong – Frequently
 5 = Outstanding – Consistently



- **Note:** It would be unrealistic to think that a teacher could assess every student during every class. One suggestion might be to try to focus in on 4-5 students each class. While you are focusing on these 4-5, you are still making general observations of the whole group and therefore you could record any unusual occurrences that are outside your focus group.
- See the next page for a sample tracking sheet.

Continued from previous page

Source: John Elkins – P.E. and Healthy Living Program Specialist (ESD)

Activity: _____

Starting Date: _____

Name: _____

Class 1	Class 2	Class 3	Class 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class 5	Class 6	Class 7	Class 8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____

Class 1	Class 2	Class 3	Class 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class 5	Class 6	Class 7	Class 8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____

Class 1	Class 2	Class 3	Class 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class 5	Class 6	Class 7	Class 8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____

Class 1	Class 2	Class 3	Class 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class 5	Class 6	Class 7	Class 8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____

Class 1	Class 2	Class 3	Class 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class 5	Class 6	Class 7	Class 8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sample Physical Education Participation and Effort Record

Grade/Level: _____

	Date	Date	Date	Date	Date	Date
Student						

KEY: Teachers may wish to develop their own codes.

PP = Present and Participating PPNC = Present and Participating but not changed
NP = Not Participating E = Excused S = Sick I = Injury
AAE = Above Average Effort AE = Average Effort ME = Minimal Effort
M = Medical TE = Travel Excused

Sample Checklist

Place the skills to be measured in the spaces below								
Student Name	1.		2.		3.		4.	

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently
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Sample Observation Checklist for Self Confidence

Source: Pangrazzi

Theme: _____

Class: _____

Date: _____

	Level of Self-Confidence when	Level of Self-Confidence when	Level of Self-Confidence when	Comments
	(Pre-Unit) Skill	(Mid-Unit) Skill	(Post-Unit) Skill	
Student Name				
Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently

Sample: Your Wellness Intelligence

Do you:	Rarely	Sometimes	Often	
Participate in regular physical activity?	1	2	3	
Participate in everyday leisure activities?	1	2	3	
Participate in sports/activities 3-5 days/week?	1	2	3	
Participate in aerobic activities 3-5 days/week?	1	2	3	
Participate in muscle strength and endurance 2-4 days/week?	1	2	3	
Participate in flexibility exercises 4-5 days/week?	1	2	3	
Limit computer time daily	1	2	3	
Choose foods from the milk group?	1	2	3	
Drink more than 2 glasses/day of milk/juice?	1	2	3	
Eat breakfast?	1	2	3	
Limit drinking of soft drinks?	1	2	3	
Eat raw vegetables?	1	2	3	
Eat fruit?	1	2	3	
Walks instead of drive?	1	2	3	
Limit eating candy?	1	2	3	
Limit use of salt in food?	1	2	3	
Choose whole grain cereal or bread?	1	2	3	
Maintain ideal weight?	1	2	3	
Limit fried foods?	1	2	3	
Limit the skipping of meals?	1	2	3	
Try new sports?	1	2	3	
Try new foods?	1	2	3	
Drink water?	1	2	3	
Eat healthy snack foods?	1	2	3	
Eat a variety of protein foods?	1	2	3	
Get adequate sleep?	1	2	3	
Limit TV viewing each day	1	2	3	
Read food labels for nutrition content?	1	2	3	
Total	_____	_____	_____	Total Score: _____

Scoring: 70 or aboveyou're a winner
 50-69.....doing great
 35-49.....you're in the running
 below 35.....try harder

Sample: Physical Education Goals Agreement

During the time of the physical education course , I _____ agree to work towards achieving the following:

1. Physical activity goals during work/school time
 - a) I will walk instead of taking transportation to places within walking distance.
 - b) I will spend _____ minutes a day standing instead of sitting during lunch/recess hour.
 - c) I will walk up _____ flights of stairs at work/school.
 - d) I will spend _____ minutes during each school/work break walking.
 - e) I will spend _____ minutes during each lunch break walking outdoors.

2. Physical activity goals during recreational or free time:
 - a) I will spend _____ minutes daily doing stretching activities to increase my flexibility.
 - b) I will spend _____ minutes at least four times per week doing aerobic activities to improve my cardiovascular fitness.
 - c) I will spend _____ minutes at least three times per week doing strength fitness activities.
 - d) I will spend _____ minutes Saturday and Sunday in active recreational activities.

3. Summarize your fitness or wellness goals for this course/semester:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
 - f) _____
 - g) _____

4. My reward for achieving my goals will be:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
 - f) _____

I agree to follow this contract until I reach my goals.

Signed

Student: _____

Date: _____

Teacher: _____

Date: _____

Witness: _____

Date: _____

Sample: Student Portfolio

A portfolio is a purposeful collection of a student’s work that shows his/her effort, progress, and achievement over time. Items in a portfolio can be suggested by the teacher or selected by the student. Portfolios provide information for a comprehensive assessment of student development. Criteria for evaluation can be established for each reporting period. Entries should be dated so the teacher can track each student’s development over time.

Active living portfolios could include the student’s planning and goal-setting worksheets and activities, photographs of a student’s participation in healthy physical activities, journal entries, documents sharing out-of-school accomplishments in physical activity or student-generated art pieces reflecting on active lifestyle experiences. Entries should be dated so the teacher can track each student’s development over time.

Student Reflection on the Activity	
Student Name: _____ Date: _____ Activity/Project Title: _____	
Student Comments	Teacher Comments
Two reasons I chose this activity are: I want you to notice: Next time I might: Other Comments: Signature: _____ Date: _____	Two positive things I noticed are: One specific thing to work on is: Other Comments: Signature: _____ Date: _____

Sample: Portfolio Checklist

Entry #	Date	Class/Topic	Teacher: Checked	Points (1-5)

Sample: Student Journal Writing

Assessment of student performance may also be supported through the use of journals. Student journals are a powerful tool for encouraging students to reflect on their experiences.

Journals may be structured or a general review of the events of the week in the physical education class. Entries may comment on a specific activity or topic or provide a broad reflection on progress or an issue. Journals are an important aspect of communication between the student and teacher. Students may ask questions, indicate successes, or identify areas where they need further assistance to develop skills.

Teachers can respond to student journals in a letter, with a short comment in the journal or verbally to the student.

Prompts for Daily Journal Reflection

- Today we talked/learned/participated...
- I tried to...
- I asked...
- I found out...
- I wish I had...
- One question I'm taking away to think more about is...
- The steps I took to participate effectively were...
- To solve these problems I...
- The resources and people I used to help me were...

Sample: Journal Entry

Name: _____

Class: _____

Date: _____

Journal Entry Number: _____

Today in physical education class we

Something new I learned today (cognitive or understanding and applying) was

Today I felt

How did I interact (affective or cooperation and responsibility domain) with classmates today?

How do I rate my psychomotor (moving and doing) performance?

My goals for next class are:

Teacher response:

Sample: Daily Physical Activity/Exercise Journal

Name: _____

Date: _____

Time of Day: _____

Cardiorespiratory activities:

Weight/Resistance Exercises

Body Part/Muscle	Type of Exercise

Heart Rate: _____

Distance (km): _____

Time spent exercising: _____

Repetitions of exercises: _____
(the number of times a specific exercises is completed)

Sets of exercises: _____
(a set is a group of repetitions for a particular exercise)

Positive comments on the routine:

Challenge/difficulty with the exercise routine:

Sample: Fitness Journal

Name: _____

1. What do you think of your fitness appraisal results? Are you where you want to be? Elaborate.

2. What are your personal workout goals?

3. What changes do you need to make?

4. How does fitness relate to any other subject you now study in school?

5. What do you need to do to increase your fitness (1-5 priority order)?

Sample: Student Reflections

<u>Student Reflections on the Activity/Project</u>
Student Name: _____ Date: _____ Activity/Project Title: _____
<p style="text-align: center;"><u>Activity/Project Description</u></p> <ul style="list-style-type: none">• The most surprising aspect of this activity/project for me was:• I would like to find out more about:• If I were to do this activity/project again I would:• I could help a student doing a similar activity/project by:• The biggest problem I had was:• I solved this problem by:• What I enjoyed most about this activity/project was

Sample: The Interview

Interviews can provide valuable information about the understanding, thoughts and feelings of students about physical education. Interviews may give students an opportunity to reflect on the unit of study and the teacher a chance to gather information about the student's knowledge and attitudes as well as diagnose student needs. Interviews may take the form of a planned sequence of questions which lead to open-ended discussions, or they may require independent completion of specific questions. Informal interviews between the teacher and student should take place on a regular basis throughout instruction.

<u>Questions</u>	<u>Teacher Notes</u>
<ul style="list-style-type: none"> • How did you feel about your participation in this activity? • What did you think about _____? • How do your team members feel about you? • Did you have any new thoughts when _____? • How did you go about _____? • Tell me another way of doing _____? • What would happen if _____? • Why did you _____? • What did or did not work? • Tell me what you learned from? • What else would you like to know? • Is there anything you would like to change? • How well do you think you've done? • Tell me how, when, or where you may use _____? • What physical education skills were taught or learned? 	

Sample: Daily Observation Sheet 2

Name(s): _____			
<u>Date</u>	<u>Activity</u>	<u>Observed Behaviour</u>	<u>Program Suggestions</u>

Sample: Social Skills Observation Sheet

Criteria	Occurrence	Reflection (List Examples)
Were any put downs used?		
Were you encouraged?		
Is it unusual to praise another individual?		
Is it unusual to receive praise from another individual?		

Sample: Class Self-Evaluation of Engagement

Name: _____

Date: _____

Level 1
Very Limited
Seldom or never

Level 2
Limited
Occasionally

Level 3
Accomplished
Frequently

Level 4
Strong
Usually

Level 5
Outstanding
Consistently

Positive Statements	Yes	No
1. I arrived in class on time.		
2. I was properly dressed for participation in physical education class.		
3. I participated in today's warm-up activities.		
4. I attained a positive attitude and enjoyed today's lesson.		
5. I was polite to my classmates and teacher today.		
6. I worked hard today. I stayed on task today. I did all that was asked of me.		
7. I wrote in my journal today and remembered to bring it to class.		
8. I reached my target heart rate zone today.		
9. I assisted others today.		
<i>Bonus:</i> Points for good jokes, personal records or cool fitness activities you participated in outside of school, (see the teacher)		
Total mark for today's lesson:	/50	

Sample: Affective (Cooperation and Responsibility) Evaluation Criteria

Rating	Student Self-Evaluation Rubric
Level 5 Outstanding/ Consistently	<ul style="list-style-type: none"> • Always concentrates on activities at hand - always on task • Works well and is polite and positive with all members of the group • Works at a challenging level • Always uses good judgement, always displays honesty • Responsible and cooperative beyond teacher expectations • Always comes prepared
Level 4 Strong/Usually	<ul style="list-style-type: none"> • Almost always concentrates on activities at hand - almost always on task • Usually works well and is positive with most classmates • Almost always works at a challenging level • Almost always uses good judgement; almost always displays honesty • Displays cooperative and responsible behaviour consistent with teacher expectations • Almost always comes prepared
Level 3 Accomplished/ Frequently	<ul style="list-style-type: none"> • Concentrates on activities at hand most of the time - on task most times • Requires teacher input/motivation to attempt to be positive and work well with classmates • When supervised displays good judgement and good behaviour • Requires teacher reminders to follow-up on responsibilities
Level 2 Limited/ Occasionally	<ul style="list-style-type: none"> • Often off task, unless closely supervised • Frequently does not attempt to work well with others • Does not put forth a reasonable effort • Does not work at a challenging level • Displays poor judgement when not supervised by teacher • Is not cooperative; avoids responsibility for actions and duties
Level 1 Seldom or Never	<ul style="list-style-type: none"> • Almost never concentrates on activities at hand - usually off task • Continually displays uncooperative behaviour; is rude to teacher and classmates • Consistently makes little or no effort • Frequently displays irresponsible and uncooperative behaviour

Sample: Assessing Group Presentations

Topic: _____

Date: _____

Activity: _____

Group members:

		High					Low	
• the group was organized and prepared	5	4	3	2	1	0		
• worked well together as a team		5	4	3	2	1	0	
• demonstrated knowledge of topic		5	4	3	2	1	0	
• used a variety of presentation techniques		5	4	3	2	1	0	
• clearly communicated ideas and concepts		5	4	3	2	1	0	
• provided opportunities for questions		5	4	3	2	1	0	
• provided opportunities for class involvement		5	4	3	2	1	0	
• adhered to allotted class time		5	4	3	2	1	0	

Comments:

Sample: Teacher/Student Conference

Sample: Portfolio: Student/Teacher Conference

Student Name: _____

Date(s): _____

Topic 1: Development of a fitness program following the FITT principle

Topic 2: _____

Sample Student Response:

1. Provide a ten minute cardiovascular workout
- 2.
- 3.

Sample Teacher Comments:

1. Did not provide a warm-up/cool down
- 2.
- 3.

Portfolio: Student/Teacher Conference

Student Name: _____

Date(s): _____

Topic 1: _____

Topic 2: _____

Sample Student Response:

- 1.
- 2.
- 3.

Sample Teacher Comments:

- 1.
- 2.
- 3.

Sample: Setting FITT Goals

Frequency	Intensity	Time	Type
How many times do you feel exercise is required per week? Always start easy and remember SMART goals. (Specific, Measurable, Achievable, Realistic and Timely)	What type(s) of exercise are you most comfortable with? Start with light intensity and work your way up slowly.	In order to remain healthy you need to exercise! Light/Moderate/Vigorous: 60 minutes (4-6 days per week)	Record the exercise sessions you want to participate in over the next three weeks:
How many exercise sessions will you complete? Week 1: _____	The # of exercise sessions you will complete for each intensity Week 1: Light: _____ Moderate: _____ Vigorous: _____	How long do you want to work at each intensity? Week 1: Light: _____ Moderate: _____ Vigorous: _____	<u>Week 1:</u> _____ _____ _____ _____ _____
Week 2: _____	<u>Week 2:</u> Light: _____ Moderate: _____ Vigorous: _____	<u>Week 2:</u> Light: _____ Moderate: _____ Vigorous: _____	<u>Week 2:</u> _____ _____ _____ _____ _____
Week 3: _____	<u>Week 3:</u> Light: _____ Moderate: _____ Vigorous: _____	<u>Week 3:</u> Light: _____ Moderate: _____ Vigorous: _____	<u>Week 3:</u> _____ _____ _____ _____ _____
Total exercise sessions: _____	Light: _____ Moderate: _____ Vigorous: _____	Total time at each intensity: Light: _____ Moderate: _____ Vigorous: _____	Achieve your goals? Yes - Make sure you aren't making them too easy No - Don't make them too hard

Sample: Creating Your Own Workout

Muscle Group	Exercise Ball	Stretch Tubing/ Resistance Bands	Free Weights	Own Body Weight			Purpose of exercise NOTE: these descriptions can be applied to any of the body parts
Chest	- Push-up	- Chest Press - Flies	- Bench Press - Incline Bench Press - Flies	- Push-up - Chest Pass - Power Drop			<p>Power: to explosively move as much weight as you can one or two times.</p> <ul style="list-style-type: none"> • Reps: 1-3 • Sets: 3-5 • Load: 85% of Max • Rest between sets: 3 minutes <p>Strength: to increase overall strength.</p> <ul style="list-style-type: none"> • Reps: 6 or less • Sets: 2-6 • Load: 90% of Max • Rest between sets: 2 minutes <p>Hypertrophy: to increase muscle growth.</p> <ul style="list-style-type: none"> • Reps: 6-12 • Sets: 3-6 • Load: 75% of Max • Rest between sets: 30 seconds - 1 minute <p>Muscular Endurance: to repeatedly move more weight over an extended period of time.</p> <ul style="list-style-type: none"> • Reps: 12 or more • Sets: 2-3 • Load: 66% of Max • Rest between sets: 30 seconds or less
Back	- Prone Row - Extension - Back Extensions	- Bent Over Row - Pull Downs	- Pull Downs	- Back Extensions			
Biceps	- Bicep Curls	- Biceps Curls - Hammer Curls - Twist Curls	- Bicep Curls - Hammer Curls - Twist Curls	- Chin-ups			
Triceps	- Triceps Extension - Punch-up	- Triceps Curl	- Triceps Extension	- Push-up - Dips			
Shoulders	- Prone Row - Extensions	- Lateral Raise - Frontal Raise - Flies	- Flies - Military Press - Lateral Raise - Shoulder Raise				
Legs	- Split Squat/ - Lunge - Wall Squats - Split Squat - Lunge	- Leg Extensions - Squat	- Hamstring Curl - Leg Extensions - Squats - Calf Extensions - Calf Press - Abductors - Adductors	- Lunges - Squats/Squat Jumps - Leg Lifts - Calf Raises - Lateral Leg Raises - Tuck Jump - Split Squat Jump - Lateral Barrier Hop - Power Skip - Squat Box Jump			
Core (i.e. abdominals)	- Crunch - Side Crunch - Roll Out			- Crunch - Chest Pass - 45 Degree sit-up			

Sample: Exercise and Percentage of Maximum Heart Rate

Name: _____

Date: _____

Your maximum pulse is determined by subtracting your age from 220.

$$220 - \underline{\hspace{2cm}} \text{ (your age)} = \underline{\hspace{2cm}} \text{ (maximum heart rate)}$$

90% is _____ beats per minute

80% is _____ beats per minute

70% is _____ beats per minute

60% is _____ beats per minute

50% is _____ beats per minute

Target Heart-Rate Zone

_____ (60% of maximum heart rate)

_____ (80% of maximum heart rate)

- * To gain aerobic or cardiovascular benefits, you must exercise at an intensity that makes your heart beat at a pace somewhere in your target heart zone.

Sample: Pulse Records

Keep track of how often and how well you engage in beneficial aerobic activity

Name: _____

Target Heart Rate Zone = _____ (60% of maximum heart rate) _____ (80% of maximum heart rate)

Date	Activity	Pulse Rate	In Your Target Heart Rate? Yes or No

Sample: Aerobic Fitness 12 Minute Run/Jog/Walk

Name: _____

Date: _____

Instructions: The objective is to cover the greatest possible distance in a 12 minute period. Participants should perform on a track, in a gym, on a field or other accurately measured course.

A. Prior to the Run:

- Establish the distance of one lap of the gym, track or field to calculate total distance (i.e. one lap of the gym = 100 metres, 20 laps = 2000 metres or 2 km).
- No eating or drinking (except water) immediately prior to taking the test.
- Avoid intense physical activity.
- Notify the teacher before the test of any concerns you have or medications you may be taking.
- Wear appropriate clothes (i.e. shorts, t-shirt, etc.) and running shoes.

B. Administration of the Run:

1. Divide participants into two groups.
2. Participants in the first group should choose a partner from the second group.
3. Participants complete a thorough warm-up session and slowly walk a lap around the track.
4. Partners keep track of the distance covered during the 12 minute period (count number of laps).
5. Partners give the time when each lap is completed.
6. Teacher or designate should announce the time each minute or so.
7. The partners write the distance run in 12 minutes in fractions of a kilometre (the distance for each lap will need to be known).
8. Group 2 now completes the 12 minute run/jog/walk.

C. Interpreting the Results

- The results of the run/jog/walk are not to be used directly in establishing student grades or percentages (i.e. number of laps = a certain grade).

Number of Laps Completed: _____

Goal Setting: _____

Distance Covered: _____

Target Heart Rate Zone: _____

60% of
max.80% of
max.

Target Heart Rate Zone Maintained?

yes

no

Sample: Cardiorespiratory Fitness Tests

Submitted by: Jason Desai, Physical Education Teacher (ESD)

12 Minute Run

Date: _____	Date: _____	Date: _____	Date: _____
_____ Laps	_____ Laps	_____ Laps	_____ Laps
X 60 m = _____	X 60 m = _____	X 60 m = _____	X 60 m = _____

Shuttle Run (Beep Test)

Date: _____	Date: _____	Date: _____	Date: _____
Level: _____	Level: _____	Level: _____	Level: _____

Skipping Test

Date: _____ 2 min.	Date: _____ 3 min.	Date: _____ 4 min.	Date: _____ 5 min.
Heart Rate: _____ bpm	Heart Rate: _____ bpm	Heart Rate: _____ bpm	Heart Rate: _____ bpm





























Student Name: _____

Term: _____

Date(s):

Sample: Physical Fitness Goals and Monitoring

Submitted by: Jason Desai, Physical Education Teacher (ESD)

Exercises	Date: _____	Date: _____	Date: _____	Date: _____
Push-ups	Max	Max	Max	Max
Partial Curl-Up	Max	Max	Max	Max
Vertical Jump				
Flexibility				
Front Plank	Goal: 1:00 min. 	Goal: 1:30 sec. 	Goal: 1:45 min. 	Goal: 2:00 min. 
Side Plank	Goal: 1:00 min. 	Goal: 1:30 sec. 	Goal: 1:45 min. 	Goal: 2:00 min. 
Mountain Climbers	Goal: .30 sec. 	Goal: 30 sec. 	Goal: .30 sec. 	Goal: .30 sec. 
Medicine Ball Slams	Goal: 20 reps. 	Goal: 20 reps. 	Goal: 20 reps. 	Goal: 20 reps. 
Prisoner Squats	Goal: 15 reps. 	Goal: 20 reps. 	Goal: 25 reps. 	Goal: 30 reps. 
Lunges	Goal: 20 reps. 	Goal: 20 reps. 	Goal: 20 reps. 	Goal: 20 reps. 
TRX Lat Pull Downs	Goal: 10 reps. 	Goal: 15 reps. 	Goal: 18 reps. 	Goal: 20 reps. 

Place scores/time in the respective circles. For side planks, place a score in one half of the circle for the left side and the other for the right side.

Sample: Body Weight Exercises Chart

Name: _____

Date	Push Ups Wide Grip: # of reps	Chin Ups: # of reps	Push Ups Narrow: # of reps	Squats: # of reps	Alternate Leg Kneel: # of reps			

Sample: Exercise Ball Workout Record Chart

Name: _____

Date	Exercise Used	Body Parts Targeted	Time	Sets and Reps

Sample: Upper Body Exercises Chart

Name: _____

Date	Walk Out Push Ups on a Swiss Ball: # of reps	Push Up on a Swiss Ball: # of reps	Kneeling Straight Arm Pull on a Swiss Ball: # of reps	Curls using a Resistance Band: # of reps			

Sample: Chest Exercises Chart

Name: _____

Date	Push Ups with Feet on the Swiss Ball: # of reps	Swiss Ball Walk Around: # of reps	Prone Straight Arm Pull: # of reps	Curl Ups using the Resistance Band: # of reps	Single Arm Resistance Rope Fly: # of reps		

Sample: Arm Exercises Using Resistance Bands Chart

Name: _____

Date	Bicep Curl: # of reps	Tricep Curl: # of reps	Lateral Raise: # of reps	Frontal Raise: # of reps			

Sample: Back Exercises Using Resistance Bands Chart

** Loop resistance band around a solid object to perform exercises*

Name: _____

Date	T-Bar Row: # of reps	Bent Over Row: # of reps	Bent Fly: # of reps	Lateral Pull-Downs: # of reps			

Sample: Abdominal Exercises Chart

Name: _____

Date	Crunches: # of reps	Oblique Crunch: # of reps	Side Crunch: # of reps	Supine V-up: # of reps	Leg Raise: # of reps			

Sample: Lower Body Exercises Chart

Name: _____

Date	Wall Squat using a Swiss Ball: # of reps	Prone Leg Curl using a Swiss Ball: # of reps	Alternate Leg Lunges: # of reps	Standing Calf-Raise: # of reps	Lateral Leg Raise with a Swiss Ball: # of reps	Prone Opposite Arm and Leg Raise: # of reps			

Sample: Leg Exercises Chart

Name: _____

Date	Squat: # of reps	Seated Leg Raises: # of reps	Prone Leg Curl using a Swiss Ball: # of reps	Calf Raises: # of reps	Back Foot on a Swiss Ball Squat # of reps			

Sample: Movement Skills Rubric (# 1)

Activity: _____		
Student Name	Moving and Doing /5 Understanding and Applying /5	Cues for Suggestions
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/P /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	
	M/D /5 U/A /5	

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently
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Sample: Movement/Skill Assessment (#2)

Activity: _____

Students should be able to perform the required skills in a game situation while under teacher observation. If the student can only demonstrate the skill in a drill scenario, he/she remains in the lowest stage of skill development.

Skill: _____	Level	Needs Improvement and cues for Suggestions

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently
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Sample: Movement Skills Rubric (#3)

Theme: _____

Class: _____

Term: _____

SKILL 1 SKILL 2 SKILL 3

Name	SKILL 1	SKILL 2	SKILL 3	Comment

<p style="text-align: center;">Level 1 Very Limited/ Seldom or Never</p>	<p style="text-align: center;">Level 2 Limited/ Occasionally</p>	<p style="text-align: center;">Level 3 Accomplished/ Frequently</p>	<p style="text-align: center;">Level 4 Strong/Usually</p>	<p style="text-align: center;">Level 5 Outstanding/ Consistently</p>
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Sample Scoring Rubric for Receiving Objects

Receiving Objects Rubric				
Theme: _____				
Students	Stage 1: The arms are held out and the object is trapped against the body	Stage 2: Anticipatory movement made to catch the object	Stage 3: Contact made with the hands first	Stage 4: Caught with the hand/hands and the full force of the ball is absorbed
Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently

Source: Pangrazzi

Sample Scoring Rubric for Projecting Objects

Projecting Objects Rubric				
Theme: _____				
Students	Steps with the opposite foot	Turns the hips to face the target	Turns the chest and shoulders to face the target	Brings the throwing arm forward and follows through to the target
Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently

Source: Pangrazzi

Sample: Teaching and Learning Strategies Checklist

Rhythmics						
Theme: _____						
Students	Responds to teacher signals	Demonstrates movement to a beat	Responds using Locomotor and non-locomotor movements	Travels Safely	Participates in movement activities	Cooperates with others

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently
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Sample: Skills Rubric - Badminton/Pickle Ball/Short Tennis

Name: _____

Students should be able to perform the required skills in a game situation while under teacher observation. If the student can only demonstrate the skill in a drill scenario, he/she remains in the lowest stage of skill development.

Skill: Ready Position	Competent	Needs Improvement and Cues for Suggestions
Weight on the balls of the feet		
Knees are relaxed		
Feet are slightly apart		
Hand is relaxed on the grip		
Elbows are slightly bent		
Racket is in front of the body		
Racket head is higher than the grip		

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently

Sample: Assessing Dance

Name: _____

Date: _____

Class: _____

Criteria	<i>Dance 1</i>				<i>Dance 2</i>			
	Self	Peer	Teacher	Comments	Self	Peer	Teacher	Comments
Dance Skills								
• sequence of movement	/5	/5	/5		/5	/5	/5	
• synchronization with partner or group	/5	/5	/5		/5	/5	/5	
• time (on beat)	/5	/5	/5		/5	/5	/5	
• posture	/5	/5	/5		/5	/5	/5	
• start and finish positions	/5	/5	/5		/5	/5	/5	
• specific dance movements (i.e. turns, steps)	/5	/5	/5		/5	/5	/5	
• pathways/lines of dance	/5	/5	/5		/5	/5	/5	
Group Behaviours								
• cooperation	/5	/5	/5		/5	/5	/5	
• listen actively to one another	/5	/5	/5		/5	/5	/5	
• offers and accepts feedback appropriately	/5	/5	/5		/5	/5	/5	
Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally		Level 3 Accomplished/ Frequently		Level 4 Strong/Usually		Level 5 Outstanding/ Consistently	