

PHYSICAL EDUCATION LEVEL 1 HIGH SCHOOL

Performance Rubric

Santa Cruz Valley Union HS

August 1, 2017

	Standards	Highly Proficient 4	Proficient 3	Partially Proficient 2	Minimally Proficient 1	Not Proficient
Performance in a Sport Offense (Skill and Strategy) Quarter 1	S1.H1.L1 Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.	Student executes a variety of offensive skills and strategies resulting in a positive effect on the team during a small sided game.	Student executes offensive skills and strategies effectively during a small sided game.	Student performs using an offensive skill and/or strategy with limited impact during a small sided game.	Student attempts to perform an offensive skill and/or strategy with no impact during a small sided game.	Student shows inability to perform any offensive skills or to execute any offensive strategy during a small sided game.
Performance in a Sport Defense (Skill and Strategy) Quarter 1	S1.H3.L1 Demonstrates competency in one or more specialized skills to include demonstration, application, and evaluation in health and skill related fitness activities.	Student executes a variety of defensive skills and strategies resulting in a positive effect on the team during a small sided game.	Student executes defensive skills and strategies effectively during a small sided game.	Student performs using a defensive skill or strategy with limited impact during a small sided game.	Student attempts to perform a defensive skill and/or strategy with no impact during a small sided game.	Student shows inability to perform any defensive skills or to execute any defensive strategy during a small sided game.
Performance in a Sport Offense (Skill and Strategy) Quarter 2	S2.H2.L1 Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill.	Student executes a variety of offensive skills and strategies resulting in a positive effect on the team during a small sided game.	Student executes offensive skills and strategies effectively during a small sided game.	Student performs using an offensive skill and/or strategy with limited impact during a small sided game.	Student attempts to perform an offensive skill and/or strategy with no impact during a small sided game.	Student shows inability to perform any offensive skills or to execute any offensive strategy during a small sided game.
Performance in a Sport Defense (Skill and Strategy) Quarter 2	S2.H3.L1 Create a practice plan to improve performance for a self-selected skill.	Student executes a variety of defensive skills and strategies resulting in a positive effect on the team during a small sided game.	Student executes defensive skills and strategies effectively during a small sided game.	Student performs using a defensive skill or strategy with limited impact during a small sided game.	Student attempts to perform a defensive skill and/or strategy with no impact during a small sided game.	Student shows inability to perform any defensive skills or to execute any defensive strategy during a small sided game.
Fitness Skills, Personal Fitness Journal and Performance Assessment Analysis	S3.H8.L1 Relates physiological response to individual levels of fitness and nutritional balance. S3.H10.L1 Calculates target heart rate and applies that information to a personal fitness plan. S3.H11.L1 Develops and maintains a fitness portfolio including assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, and timeline for improvement.	Student is able to analyze personal fitness data, based on the individual goals, designs an improvement plan including timeline and other activities to reach goals, and is able to give a detailed analysis of his/her results.	Student completes all components of the personal fitness journal; i.e. establishing baseline scores, setting goals, designing an improvement plan and establishing summative scores. Student is able to give some explanation of his/her results based on the personal fitness goals.	Student completes most of the components of the personal fitness journal; i.e. establishing baseline scores, setting goals, designing an improvement plan and establishing summative scores. Student gives little thought and explanation to the data from his/her fitness results.	Student is missing some components of the personal fitness journal; i.e. establishing baseline scores, setting goals, designing an improvement plan and establishing summative scores. Student gives no explanation on his/her fitness results.	Student did not complete a personal fitness journal.
Written assessment on fitness, nutrition, health and wellness	Standards 3, 4, & 5	Student shows exceptional comprehension of content by scoring 90% or higher.	Student demonstrates adequate comprehension of content by scoring 80-89%.	Student demonstrates comprehension of content by scoring 70-79%.	Student demonstrates minimal comprehension of content by scoring 60-69%.	Student demonstrates little to no comprehension of content by scoring 59% or less.

