

# Sample Rubrics for Physical Education

**CHECKLIST RUBRIC** - A list of essential/desirable behaviors or characteristics and a way to indicate whether they are present. No attempt is made to determine the degree of the quality of the behavior. Simply the behavior is recorded as present or absent. If the intent is to describe what students can or can not do, a checklist rubric is appropriate (see Figures 1, 2, 3, & 4).

Overhand Throwing and Catching	
Name _____	
Check (✓) and list the date to indicate which of the critical elements are PRESENT.	
Overhand Throw	
1. Contra-lateral step.	_____
2. Differential trunk rotation.	_____
3. Elbow flexed, away from body, and extended on back swing.	_____
Catch	
1. Elbows are flexed in preparation to catch.	_____
2. Hands adjust to the flight of the ball.	_____
3. Contact is made with hands and flexed elbows.	_____
4. Force of the ball is absorbed by the hands and arms.	_____
<u>Performance Definitions</u>	
Present - Demonstrated in MORE than half of the student's attempts in individual skill drill/task.	
Absent - Demonstrated in LESS than half of the student's attempts in individual skill drill/task.	

Figure 1. Checklist rubric for assessing the critical elements of the overhand throw and catch (designed for 2<sup>nd</sup> graders; encompasses Wyoming PE Grades K-4 CS1, B2).

Locomotion and Pathways		
Name _____		
Check (✓) YES if the learner can do it, NO if the learner cannot.		
	YES	NO
1. Skip width of gym in a straight path.	_____	_____
2. Gallop the width of the gym in a straight path.	_____	_____
3. Walk in a straight path, curved path, and zigzag path.	_____	_____
4. Run in a straight path, curved path, and zigzag path.	_____	_____
5. Slide the width of the gym in a straight path.	_____	_____
<u>Performance Definitions</u>		
Present - Demonstrated in MORE than half of the student's attempts in individual skill drill/task.		
Absent - Demonstrated in LESS than half of the student's attempts in individual skill drill/task.		

Figure 2. Checklist rubric for assessing locomotion and pathways (designed for 1<sup>st</sup> graders; encompasses Wyoming PE Grades K-4 CS1, B1&4).

Badminton Overhead Clear	
Name _____	
Check (✓) to indicate which of the critical elements are PRESENT.	
1. Ready position - quick feet to position.	_____
2. Shoulders perpendicular to net.	_____
3. Early racquet preparation.	_____
4. Contact of racquet and shuttlecock at arms reach above head.	_____
5. Snap of wrist on contact.	_____
6. Balanced follow-through	_____
<u>Performance Definitions</u> Present - Demonstrated in MORE than half of the student's attempts in singles game play. Absent - Demonstrated in LESS than half of the student's attempts in singles game play.	

Figure 3. Checklist rubric for assessing the critical elements of the overhead clear in badminton (designed for junior and senior high learners; encompasses Wyoming PE Grade 11 CS1, B1).

Fitness Testing	
Name _____	
Check (✓) to indicate which of the tasks are COMPLETE.	
Fitness Testing (10 points)	
1. Sit-ups in one minute (2 points)	_____
2. One-mile run (4 points)	_____
3. Flexed arm hang/pull-ups (2 points)	_____
4. Sit and Reach (2 points)	_____
5. Body Fat (optional)	_____
Fitness Log (40 points)	
1. Calculate target heart rate (2 points)	_____
2. Needs analysis (3 points)	_____
3. Plan for improvement (5 points)	_____
4. Chart for recording work done (5 points)	_____
5. Completed chart and workout log (15 points)	_____
6. Weekly journal entries (15 points)	_____
TOTAL POINTS	_____
<u>Performance Definitions</u> Complete - Tasks are completed as described on the handouts. Incomplete - One (or more) component of the task is incomplete.	

Figure 4. Point system checklist rubric for a fitness portfolio (designed for junior and senior high learners; encompasses Wyoming PE Grade 11 CS2, B1-5).

**ANALYTIC RUBRIC** - Analytic rubrics (also called analytic rating scales) require the scorer to make a judgement about the quality of the descriptors. Descriptors or dimensions are listed as they are for checklist and point system checklist rubrics, however, now the rater must determine the extent to which each dimension is present or demonstrated. Two different types of analytic rubrics, **QUANTITATIVE** and **QUALITATIVE**, are used to make these analyses. Numbers are used to evaluate the level of performance in Quantitative Analytic Rubrics (see Figure 5 & 6), whereas words are used to evaluate the level of performance in Qualitative Analytic Rubrics. The number of levels on an analytic rubric should be big enough to be effective, but small enough to be reliable and manageable. As the number of levels increases, the difference between each level decreases while agreement between the scorers increases (see Figures 5-12).

Small-sided Game Play in Volleyball				
Name _____	Check (√) to indicate level of performance met.			
Criteria/Components/Concepts	Seldom	Sometimes	Frequently	Most
1. Calls for the ball when appropriate (communicates with teammates).				
2. Uses the correct skill at the correct time.				
3. Demonstrates the correct court position when on offense.				
4. Demonstrates the correct court position when on defense.				
5. Officiates (calls ins and outs) using principles of fair play.				
<b>Levels of Performance</b> Most - Criterion demonstrated 75%+ in small-sided game play. Frequently - Criterion demonstrated MORE than half of the time in small-sided game play. Sometimes - Criterion demonstrated in LESS than half of the time in small-sided game play. Seldom - Doesn't demonstrate criterion in small-sided game play				

Figure 5. Quantitative analytic rubric for 2 versus 2 or 3 versus 3 volleyball game play (designed for middle or junior high learners; encompasses Wyoming PE Grade 8 CS1, B1-3; CS3, B2).

Fair Play in Small-sided or Full Game Play					
Assessor _____	Name of Player/Team _____				
Assess the game etiquette demonstrated by the player(s). Circle the most appropriate response for each criterion.					
1. Encourages others (says things like nice shot, good hustle, etc.).	1	2	3	4	5
2. Wins or loses gracefully (doesn't throw temper tantrums; shakes opponent's hands after the game).	1	2	3	4	5
3. Both partners on the team played equally (one person didn't hog the court and try to dominate play).	1	2	3	4	5
4. Correct calls were made; they didn't attempt to cheat.	1	2	3	4	5
5. Courteous to others (we really enjoyed playing the other team because they were so nice).	1	2	3	4	5
<b>Levels of Performance</b> 1 Student never demonstrates criterion. 2 Student demonstrates criterion in less than 50% of the opportunities presented. 3 Student demonstrates criterion in more than 50% of the opportunities presented, but less than 75%. 4 Student demonstrates criterion in more than 75% of the opportunities presented, but less than 100%. 5 Student always demonstrates criterion.					

Figure 6. Quantitative analytic rubric for fair play in game play (designed for middle, junior, and senior high learners; encompasses Wyoming PE 8 & 11 CS3, B1-4).

Assess each criterion according to the specific levels of performance (advanced, proficient, and partially proficient). Record on class list.

1. Taps ball so that it stays within three or four feet of self.
  - Advanced Performance: Always taps ball so that it stays within three or four feet of self (tap-tap).
  - Proficient Performance: Sometimes taps ball so that it stays within three or four feet of self (tap-tap).
  - Partially Proficient Performance: Does not tap ball so that it stays within three or four feet of self (tap-tap).
2. Uses inside and outside of feet.
  - Advanced Performance: Always uses the inside and outside of the feet --- left and right --- to tap the ball (inside/outside).
  - Proficient Performance: Sometimes uses the inside and outside of the feet --- left and right --- to tap the ball (inside/outside).
  - Partially Proficient Performance: Does not use the inside and outside of the feet --- left and right --- to tap the ball (inside/outside).
3. Looks forward more than down.
  - Advanced Performance: Always has eyes looking forward (eyes-up).
  - Proficient Performance: Sometimes has eyes looking forward (eyes-up).
  - Partially Proficient Performance: Does not have eyes looking forward (eyes-up).
4. Identifies the three skill cues.
  - Advanced Performance: Able to verbally identify all three skill cues correctly.
  - Proficient Performance: Able to verbally identify two of the three skill cues correctly.
  - Partially Proficient Performance: Able to verbally identify less than two of the three skill cues correctly.

Figure 7. Quantitative analytic rubric for dribbling a ball with your feet (designed for second graders; encompasses Wyoming PE K-4 CS1, B2).

STUDENT RECORD FORM									
Name of Students	Dribbling with Feet								
	1	2	3	4					

Legend  
 Advanced Performance = AP; Proficient Performance = PP; Partially Proficient Performance = PPP

Aerobic Endurance
<p><u>Criteria</u></p> <ol style="list-style-type: none"> <li>1. Monitors and records heart rate accurately.</li> <li>2. Identifies pictures reflecting aerobic endurance from a set of pictures that includes all five components of physical fitness.</li> <li>3. Able to sustain an aerobic activity while remaining in target heart rate zone for five continuous minutes.</li> </ol> <p><u>Levels of Performance</u></p> <p>Advanced Performance: Observable in more than 75% of trials.            Proficient Performance: Observable in 60-75% of trials.            Partially Proficient: Observable in less than 50% of trials.</p>

Figure 8. Qualitative analytic rubric for aerobic endurance (designed for 2<sup>nd</sup> graders; encompasses Wyoming PE K-4 CS2, B1, 3, & 4).

Personal and Social Development
<p><u>Criteria</u></p> <ol style="list-style-type: none"> <li>1. Demonstrates safety principles in activity settings.</li> <li>2. Follows rules, procedures, and etiquette specific to participating in the gymnasium/on the field.</li> <li>3. Able to work with a partner to achieve a specific task/goal (cooperation).</li> </ol> <p><u>Levels of Performance</u></p> <p>Exceeding: Always observable            Accomplished: Observable 75% of the time            Developing: Observable 50% of the time            Emerging: Observable less than 50% of the time</p>

Figure 9. Qualitative analytic rubric for personal and social development (designed for grades 1-4; encompasses Wyoming PE K-4 CS3, B-4).

Space Awareness and Traveling
<p><u>Criteria</u></p> <ol style="list-style-type: none"> <li>1. Differentiates traveling in general space from traveling in self space when specified.</li> <li>2. Demonstrates traveling in the correct direction when specified.</li> <li>3. Demonstrates traveling at the correct level when specified.</li> <li>4. Demonstrates traveling in the correct pathway when specified.</li> <li>5. Demonstrates traveling in the correct extension when specified.</li> </ol> <p><u>Levels of Performance</u></p> <p>Exceeding: Always observable            Accomplished: Observable 75% of the time            Developing: Observable 50% of the time            Emerging: Observable less than 50% of the time</p>

Figure 10. Qualitative analytic rubric for space awareness while traveling (designed for kindergartners; encompasses Wyoming PE K-4 CS1, B1 & 4).

Effort While Traveling
<p><u>Criteria</u></p> <ol style="list-style-type: none"> <li>1. Demonstrates traveling to time (fast-slow) when specified.</li> <li>2. Demonstrates traveling with force (strong-light) when specified.</li> <li>3. Demonstrates traveling with flow (bound-free) when specified.</li> </ol> <p><u>Levels of Performance</u></p> <p>Exceeding: Always observable          Accomplished: Observable 75% of the time          Developing: Observable 50% of the time          Emerging: Observable less than 50% of the time</p>

Figure 11. Qualitative analytic rubric for effort while traveling (designed for K-4 learners; encompasses Wyoming PE K-4 CS1, B4).

Relationships with Objects
<p><u>Criteria</u></p> <ol style="list-style-type: none"> <li>1. Demonstrates the relationship of over-under when specified.</li> <li>2. Demonstrates the relationship of on-off when specified.</li> <li>3. Demonstrates the relationship of near-far when specified.</li> <li>4. Demonstrates the relationship of in front-behind when specified.</li> <li>5. Demonstrates the relationship of along-through when specified.</li> <li>6. Demonstrates the relationship of meeting-parting when specified.</li> <li>7. Demonstrates the relationship of surrounding when specified.</li> <li>8. Demonstrates the relationship of around when specified.</li> <li>9. Demonstrates the relationship of alongside when specified.</li> </ol> <p><u>Levels of Performance</u></p> <p>Advanced Performance: Observable in 80-100% of trials          Proficient Performance: Observable in 50% of trials          Partially Proficient: Observable in less than 50% of trials</p>

Figure 12. Qualitative analytic rubric for relationships with objects (designed for K-4 learners; encompasses Wyoming PE K-4 CS1, B4).

**HOLISTIC RUBRICS** - Holistic rubrics consider all descriptors simultaneously while evaluating student work. Levels of performance are written that indicate the characteristics that should be present, as well as a description of the degree of quality for this level. The descriptors are combined into paragraphs that describe these levels of performance. The statement about number of levels for analytic rubrics applies to holistic rubrics (see Figures 13 and 14).

Holistic Rubric for Badminton Game Play	
Level Four	Student executes all shots taught with good form, using near flawless shot selection. Shot and serve selections are mixed to avoid anticipation by the opponent. Shots are placed away from the opponent. Anticipates opponent's shot when possible. Student moves to cover the entire court, consistently trying to return to a "home" position. Weight is balanced equally on the balls of the feet to allow for quick movement. Student uses correct footwork to move to all shots, arriving in time and in control. Communication with partner is evident. Efforts between the two are coordinated and appropriate. Both cover own court area with no attempt to play the other's position. Student thoroughly knows and understands all rules of the game, using them in strategic ways (e.g., setting the score). Can answer any question when asked. Calls shots honestly and fairly. Recognizes good play from others, both partner and opponent.
Level Three	Student utilizes most shots [presented in class at appropriate times with good form. Uses correct footwork and is usually in position to play shots. Shows some anticipation of the opponent's shot. Student covers the court, generally attempting to return to a "home" position. Weight is usually on the balls of the feet so student can move quickly. Uses both short and long serves with some variation to avoid anticipation by the opponent. Use of strategy to defeat the opponent is evident as shots are hit to open places on the court. Communicates with partner, working with him/her to cover the court while not dominating it. Shows evidence of cooperation and teamwork. Student generally shows evidence of knowing and applying the rules. Serving order and rotation are correct. Usually employs rules to his/her advantage and can answer most questions when asked. Recognizes good play by others. Calls shots honestly and fairly.
Level Two	Student uses several of the shots presented, but not always at the appropriate time. Some form breaks are apparent; however, form is mostly correct. Student covers court but occasionally finds him/herself out of position. Shifting weight to the balls of the feet may be necessary before he/she can move to the shot. Students attempt to return to a "home" position but may not always get there. Limited attempts to anticipate opponent's return shot. Student demonstrates several elements of correct form to execute both long and short serves but does commit some errors. Student varies the use of serves, giving some attention to where the opponent is positioned. Uses some strategy to defeat an opponent, hitting shots to open places on the court. Communicates with partner and demonstrates some evidence of working with partner to cover the court. May occasionally dominate the court rather than working harmoniously with partner. Student show evidence of knowing the rules; however, does make some errors when answering questions. Tries to congratulate others on good play. Calls shots honestly and fairly.
Level One	Student relies on 1 or 2 shots for the entire game. Incorrect form causes shots to be misplaced or ineffective. Does not move following a shot, making it difficult to be in position to play an opponent's return. Parts of the court are left uncovered at times. Weight is back on the heels, making it difficult to reach opponent's shot. "reaches" to play shots rather than moving in to proper position. Uses predominately one serve and occasionally may have form breaks. Does not look at opponent when deciding which type of serve or shot to use. Hits shots directly back to opponent so that they are easy to return. Little communication with partner and little evidence of teamwork. At times, both may attempt to play the shot. Student is unfamiliar with rules. Depends on opponents or partner to tell him/her what to do. Is unsure of serving order and rotation. Incorrect calls may result from incomplete knowledge of the rules or poor etiquette.

Figure 13. Holistic rubric for badminton game play (designed for high school learners; encompasses Wyoming PE 11 CS1, B1-3; CS3, B1 & 2).

<p style="text-align: center;"><b>HOLISTIC RUBRIC FOR BALL-HANDLING/DRIBBLING</b></p>	<p>2 average, satisfactory, apprentice, developing</p> <ul style="list-style-type: none"> <li>a written work completed</li> <li>b routine "almost" memorized</li> <li>c 5 dribbling/ball-handling skills/tricks</li> <li>d remained in self-space</li> <li>e minimal contribution to group effort</li> </ul>
<p>4 excellent, proficient, distinguished, exceeding</p> <ul style="list-style-type: none"> <li>a written work completed</li> <li>b routine memorized</li> <li>c 7 or more dribbling/ball-handling skills/tricks</li> <li>d combination of traveling and dribbling</li> <li>e positive contribution to group effort</li> <li>f touch of creativity</li> </ul>	<p>1 needs improvement, novice, emerging</p> <ul style="list-style-type: none"> <li>a written work - minimum completion</li> <li>b reminders necessary</li> <li>c fewer than 5 dribbling/ball-handling skills/tricks</li> <li>d remained in self-space</li> <li>e no contribution to group effort</li> </ul>
<p>3 above average, competent, proficient, accomplished</p> <ul style="list-style-type: none"> <li>a written work completed</li> <li>b routine memorized</li> <li>c 5 dribbling/ball-handling skills/tricks</li> <li>d some traveling</li> <li>e positive contribution to group effort</li> </ul>	<p>0 incomplete</p> <ul style="list-style-type: none"> <li>a written work - incomplete</li> <li>b no sequence of events</li> <li>c unable to repeat routine</li> <li>d no contribution to group effort</li> </ul>

Figure 14. Holistic rubric for dribbling/ball handling routine (designed for grades 2-4; encompasses Wyoming PE K-4 CS1, B2 & 3; CS3, B2).

<b>RECORD FORM: ON-GOING ASSESSMENT</b>	
<p><b>Ball Handling/Dribbling Routine</b></p> <ul style="list-style-type: none"> <li>a written work completed _____</li> <li>b number of skills/tricks _____</li> <li>c routine memorized _____</li> <li>d traveling and dribbling _____</li> <li>e contribution to group _____</li> <li>f touch of creativity _____</li> </ul>	<p>Teacher Comments:</p>



RUBRICS FOR SELF-ASSESSMENT - Following are two examples of analytic rubrics that are specifically designed for students to use in self-assessing their skill performance (Figures 15 and 16).

### Dribbling Self-assessment Task Sheet

Name \_\_\_\_\_

Directions: Record the date at the top of the column. Record how you think you are doing by placing 1, 2, or 3 in the appropriate space.

- 1 = I still need to practice at this skill.
- 2 = I'm good at this skill.
- 3 = I would like my teacher to see this skill.

	Date	Date	Date	Date	Date
TASKS/SKILLS					
1. Dribbling in self-space with preferred hand.					
2. Dribbling in self-space switching hands.					
3. Dribbling while traveling.					
4. Dribbling while traveling and switching hands.					
5. Keeping my head-up while dribbling.					
6. Controlling the ball while dribbling.					

### Test for Understanding

The critical skill cues for dribbling are: a. \_\_\_\_\_  
 b. \_\_\_\_\_ c. \_\_\_\_\_  
 d. \_\_\_\_\_ e. \_\_\_\_\_

Figure 15. Self-assessment task sheet for dribbling/ball handling (designed for grades 1-3).

### Dribbling Self-assessment Task Sheet

Name \_\_\_\_\_

Rating Scale:    1      2      3      4      5      6      7      8      9      10

#### TASKS 1-4

- 1-3    =    I'm rarely successful. I still need to practice this skill.  
 4-6    =    I'm successful about half of the time. I still need to practice this skill.  
 7-8    =    I'm successful most of the time. I need to practice the skill in game situations.  
 9-10   =    I'm always successful. I need to continue practicing the skill in game situations.

#### TASK 5

- 1-3    =    >60-sec                      I still need more practice in individual skill drills.  
 4-6    =    45 to 59-sec                I still need to practice in individual skill drills.  
 7-8    =    30 to 44-sec                   I need to practice dribbling in game situations.  
 9-10   =    >30-sec                      I need to continue practicing dribbling in game situations.

	Date	Date	Date	Date	Date
<b>TASKS/SKILLS</b>					
1. Keeping my body between obstacles and the ball as I travel and dribble (skill drill).					
2. Keeping my head-up while traveling and dribbling (skill drill).					
3. Dribbling against a defender in 1-on-1 games.					
4. Dribbling at the appropriate time in 3-on-3 games.					
5. Dribbling around the cones while in control (20 meter, 5 cone dribbling course).					

Teacher Comments

Figure 16. Self-assessment task sheet for dribbling/ball handling in a variety of environments (designed for grades 3-4; encompasses Wyoming PE K-4CS1, B1-4).

## • generalized rubric

Criteria	Never 0	Sometimes 1	Usually 2	Always 3
1. Calls for the implement when appropriate (communicates with teammates).				
2. Uses the correct skill at the correct time.				
3. Demonstrates the correct court position when on offense.				
4. Demonstrates the correct court position when on defense.				
5. Officiates (calls ins and outs) using principles of fair play.				

## • task-specific rubric

Name _____	
Check (✓) to indicate which of the critical elements are PRESENT.	
BADMINTON OVERHEAD CLEAR	
1. Ready position - quick feet to position.	_____
2. Shoulders perpendicular to net.	_____
3. Early racquet preparation.	_____
4. Contact of racquet and shuttlecock at arms reach above head.	_____
5. Snap of wrist on contact.	_____
6. Balanced follow-through	_____