

Physical Education Rubrics

UNDERARM THROW ASSESSMENT				
Name: _____				
A	B	C	D	E
Performs an underarm throw accurately, with a smooth back swing from shoulder, with effective weight transfer forward and a well timed release.	Performs an underarm throw to an intended target, with suitable backswing from the shoulder, some weight transfer forward and a well timed release.	Performs an underarm throw to an intended target, with some backswing and a controlled release, over a short distance.	Focuses on the target when performing an underarm throw but uses an ineffective motion and ill-timed release that lacks control.	Does not meet the requirement of a D grade.
Comment: _____				

All Fundamental Movement Skills are listed and able to be assessed in a simple and easy to use package

Assess ANY activity or game for any year level

	A - Excellent 5	B - Very Good 4	C - Satisfactory 3	D - Needs Attention 2	E - Poor 1
Fundamental Movement Skills - Locomotor	Consistently demonstrates excellent skills with accuracy and control in a variety of situations.	Demonstrates excellent skills with accuracy and control in a variety of situations.	Demonstrates adequate skills with accuracy and control in a variety of situations.	Usually demonstrates adequate skills with accuracy and control in a variety of situations.	Does not meet the requirements of a B grade.
Fundamental Movement Skills - Object control (Striking/Throwing)	Consistently demonstrates excellent skills with accuracy and control in a variety of situations.	Performs striking/throwing skills with control and accuracy in a variety of situations.	Performs striking/throwing skills with control and accuracy in a variety of situations.	Usually performs striking/throwing skills with some control and accuracy in individual activities.	Does not meet the requirements of a B grade.
Fundamental Movement Skills - Object Control (Catching)	Consistently catches from short or medium distances with accuracy in a variety of situations.	Consistently catches from short or medium distances with accuracy in a variety of situations.	Usually catches from short or medium distances with accuracy in a variety of situations.	Usually catches from short distances with accuracy in individual activities.	Does not meet the requirements of a B grade.
Fundamental Movement Skills - Object Control - Throwing	Consistently demonstrates excellent skills with accuracy and control in a variety of situations.	Performs throwing skills with accuracy and control in a variety of situations.	Performs throwing skills with accuracy and control in a variety of situations.	Usually throws over short distances with accuracy in a variety of situations.	Does not meet the requirements of a B grade.

• pre-K to Year 6

- Customisable and editable
- The ability to assess 100+ Games - Digital and Non-Digital

Creating Rubrics For Physical Education

Alan C. Lacy



Creating Rubrics For Physical Education:

Creating Rubrics for Physical Education Jacalyn Lea Lund,2000 Part of a new series of booklets which includes current and innovative assessment ideas tactics and strategies and how to use them in K 12 physical education classes and physical education teacher preparation programs Each booklet in the series focuses on a different assessment topic demonstrating how the assessment idea is used in practice New and relevant assessment ideas are being developed continuously and this series will bring those ideas directly into the classroom This booklet describes what rubrics are presents several examples and explains how to write a rubric including hints and suggestions and how to avoid common pitfalls *Standards-based Physical Education Curriculum Development* Jacalyn Lea Lund,Deborah Tannehill,2005 Standards Based Physical Education Curriculum Development has been developed around the theme of the National Association of Sport and Physical Education NASPE standards for K 12 physical education This innovative guide has been designed to teach students about the process of writing curriculum in physical education and was written by experts who have had specific experience designing and implementing this thematic curriculum **Teaching Middle School Physical Education** Bonnie S. Mohnsen,2008 This text describes how to create a programme that addresses the specific needs and capabilities of middle school students while helping them through the transition from childhood to young adulthood This edition is fully updated and revised *Developing the Physical Education Curriculum* Luke E. Kelly,Vincent J. Melograno,2014-12-10 This book presents a breakthrough achievement based curriculum ABC model designed to guide physical educators step by step through the process of translating curriculum theory into functional practice The ABC approach provides curriculum designers with a systematic decision making process for developing a curriculum that addresses unique and diverse needs And it allows designers to incorporate national state and local content and assessment standards in their curricula The book takes teachers through every phase of curriculum design foundational understanding of design development implementation and evaluation Further it shows teachers how to document that their curriculum is working a valuable asset in an era of budget cuts Other outstanding features include Opening Scenario Expected Outcomes and Making It Work special elements in each chapter to help future teachers understand how to apply the book s content in school settings instruction on implementing the curriculum and sharing it with others strategies for planning implementing and evaluating a curriculum and establishing credibility for it emphasis on student achievement as an indicator of a quality physical education program forms and worksheets completed examples and blanks that give future teachers a hands on approach to developing assessing and revising a curriculum *Building Effective Physical Education Programs* Deborah Tannehill,Dr Hans Van Der Mars,Ann MacPhail,2013-10-21 Building Effective Physical Education Programs is a unique text focused on designing and delivering school physical education programs The text succeeds in helping pre service novice and more experienced teachers to understand the essential components necessary to create and deliver impactful physical

education programs within their school or organization Through its use of engaging learning experiences found in each chapter this text is ideal for use across various physical education teacher courses and teacher professional development programs Written for an international audience Building Effective Physical Education Programs acknowledges both the similarities and differences of physical education programs from country to country International case studies are included to further illustrate worldwide practices This text is appropriate for the student who is interested in the field of physical education as well as the seasoned professional with years of experience Key Features Learning Experience boxes help readers apply knowledge gained from the text to real world practice by utilizing activities and critical thinking questions to drive comprehension An international perspective on physical education provides a global viewpoint and gives students a broad context for different program types A focus on current trends and issues makes this text relevant and timely Ancillaries provide instructors with the tools to implement a successful physical education teacher education course Instructor resources include Instructor s Manual Test Bank and PowerPoint presentations Student resources include Companion website and Student Study Guide

Physical Education for Lifelong Fitness Physical Best (Program), Suzan F. Smith-Ayers, 2011 Physical Education for Lifelong Fitness The Physical Best Teacher s Guide presents strategies to incorporate health related fitness and activity into PE programs Teachers learn to develop a curriculum based on current national standards and guidelines apply fitness concepts in real world settings and motivate students to live healthy active lives

Measurement and Evaluation in Physical Education and Exercise Science Alan C. Lacy, 2011 Thoroughly revised the Sixth Edition of Measurement and Evaluation in Physical Education and Exercise Science emphasizes measurement and evaluation activities as an integral part of program development and assessment in both school and non school settings Lacy bridges the gap between theory and practice by examining measurement and evaluation techniques for a variety of activities from coaching and teaching to adult education and community programs Measurement and evaluation models use real life practical examples that help you grasp important concepts while showing you how to integrate measurement and evaluation techniques into program design and development As a result future physical education teachers and practitioners develop the skills needed to assess evaluate and develop more effective physical education or activity programs

Physical Educators' Guide to Successful Grant Writing Louis Bowers, 2005 *Advanced Physical Education Program Report Manual* National Association for Sport and Physical Education, 2002 [Adventure Curriculum for Physical Education](#) Jane Panicucci, Lisa Faulkingham Hunt, 2002 The very best of Project Adventure s 30 years of experience is captured in this book The curriculum contains complete and sequenced K 12 lesson plans and is aligned with national and PE standards Activities are designed to address such issues as developing leadership ability enhancing problem solving skills and learning to work as a member of a team Assessment tools are also included [Teaching Games for Understanding in Physical Education and Sport](#) Joy Butler, 2003 An introduction to teaching games for understanding Linda Griffin and others

Problem based learning to enhance tactical awareness in target games James Mandigo Teaching and assessing striking fielding games Connie Collier and Judy Oslin The progressive games approach to teaching expertise in volleyball Theresa Maxwell Teaching invasion games for understanding games sense in field hockey Louisa Webb Preservice teachers responses to TGfU in an Australian university no room for heroes Richard Light A constructivist approach to a major s club helping P E T E students transition to professionals Barbara McCahan and others Physical education teachers conceptions about teaching TGfU in Portuguese schools Isabel Mesquita and Amandio Graca Comparing assessment of preservice teaching practices using traditional and TGfU instructional models data from Australia and the United States Eileen Sullivan and Karen Swabey Teaching games for understanding a paradigm shift for undergraduate students Michele Sweeney Amy Everitt and James Carifio Teaching tactical concepts with preservice teachers Kath Howarth and Jeff Walkuski The construction of student tactical knowledge in badminton Nathalie Mahut and others Authentic assessment in games education an introduction to team sport assessment procedure and the game performance assessment instrument Jean Fran ois Richard and Linda Griffin Linking games for understanding with dynamical systems of skill acquisition old milk in new bottles or have we really got a new research agenda in physical education and sport Tony Rossi Beyond technical vs tactical extending the games teaching debate William Streat and Enrique Garcia Bengoechea Teaching and coaching using a play practice approach Wendy Piltz Teaching team sports and games extending the debate to the youth sport domain Enrique Garcia Bengoechea and William Streat Reflections and projections Joy Butler and others

Performance-Based Assessment for Middle and High School Physical Education Jacalyn Lea Lund, Mary Fortman Kirk, 2019-03-25 The third edition of this popular and authoritative text includes three new chapters and numerous revisions and updates all designed to help you effectively develop and use performance based assessments Comes with a web resource

Assessing Heart Rate in Physical Education Marilyn M. Buck, 2002 This guide discusses the assessment of heart rate and in particular the assessment of heart rate using a heart monitor Part 1 Foundation for the Use of Heart Rate reviews literature about heart rate assessment and heart rate monitors offering an overview of national guidelines for physical activity It focuses on the importance of physical activity measures of physical activity validity and reliability of heart rate monitoring and validity of heart rate measurement instruments Part 2 Practical Applications of Heart Rate Monitoring discusses ways to assess heart rate then notes general uses of heart rate monitors and the use of heart rate monitors for educational purposes assessing fitness assessing effort grading assessing effectiveness of instruction and rubrics This part also features various applications used by K 12 teachers A list of relevant resources is included Contains 51 references SM

Health and Physical Education Shirley Ann Holt/Hale, Gene Ezell, Murray F. Mitchell, 2000

Assessment of Swimming in Physical Education Susan J. Grosse, 2005 *Roadblocks to Quality Physical Education* Kathy Ermler, 2007 Identifies various challenges faced by physical educators and offers solutions for overcoming them

Journal of Physical Education, Recreation & Dance, 2003 **Appropriate Practices**

for Middle School Physical Education National Association for Sport and Physical Education,2001
Assessing Concepts Bonnie S. Mohnsen,2004

Strategies ,2006

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