

**Physical Education Assessment Rubric Level 3 (student friendly)**

Level	A: use of knowledge	B: movement composition	C: performance	D: social skills and personal engagement
0	The student does not reach a standard described by any of the descriptors given below.	The student does not reach a standard described by any of the descriptors given below.	The student does not reach a standard described by any of the descriptors given below.	The student does not reach a standard described by any of the descriptors given below.
1-2	Use of terminology is inconsistent, inappropriate or incorrect. Does not demonstrate understanding of basic concepts, strategies, techniques and rules of PE related topics or activities. Seldom uses knowledge to identify factors that affect situations or to solve familiar problems.	Attempts to select, adapt, and create some basic aesthetic moves, some of which may not be appropriate to task requirements. With guidance, attempts to link movements to compose a simple aesthetic sequence which may not take into account concepts of space, time, force and flow.	Shows little skill and technique necessary for active participation in basic performance or playing situations. Attempts to apply some movement concepts, tactics, strategies and rules in basic performance environments, which might not be appropriate. Performs with little precision, synchronization or energy.	Attempts to maintain communication with others but may not demonstrate strategies to support and encourage others. Shows respect and sensitivity to themselves, others and the physical environment some of the time. Takes an active role in their own learning process some of the time but shows little enthusiasm and/or commitment to PE. Shows difficulty reflection on their own achievements, setting goals and taking action to achieve goals.
3-4	Uses basic PE terminology but is often inaccurate or appropriate. Demonstrates limited understanding of basic concepts, strategies, techniques and rules of PE related topics or activities. Attempts to use knowledge to identify factors that affect situations and to solve familiar problems.	Selects, adapts and creates some basic aesthetic moves that are appropriate to task requirements. With guidance, links movements to compose simple aesthetic sequences taking into account concepts of space, time, level, force and flow.	Shows some basic skills and techniques necessary for active participation or playing situations. Applies some movement concepts, tactics, strategies and rules in basic performance environments appropriately. Performs with some precision, synchronization and/or energy.	Maintains communication with others and demonstrates strategies to improve their support of others. Shows respect and sensitivity to themselves, others and the physical environment most of the time. Takes an active role in their own learning process most of the time and shows some enthusiasm and commitment to PE. Attempts to make informed reflections of their own achievements, usually sets simple goals to enhance learning but may need encouragement to take actions toward achieving them.
5-6	Uses basic PE terminology accurately in some situations. Demonstrates basic understanding of basic concepts, strategies, techniques and rules of PE related topics or activities. Uses knowledge to identify factors that affect situations and solve problems in familiar and some unfamiliar situations.	Selects, adapts and creates basic aesthetic moves that are appropriate to task requirements. With limited guidance, links simple aesthetic sequences taking into account concepts of space, time, level, force and flow.	Shows basic skills and techniques necessary for active participation in basic performance or playing situations. Applies movement concepts, tactics, strategies and rules in basic performance environments appropriately. Performs with precision, synchronization and energy most of the time.	Communicates well and demonstrates attitudes and strategies that support and encourage others. Consistently shows respect and sensitivity to themselves, others and the physical environment most of the time. Takes an active role in their own learning process and usually shows enthusiasm and commitment to PE. The student makes informed reflections of their own achievements, sets simple goals to enhance learning and takes some action toward achieving them.
7-8	Uses basic PE terminology accurately and appropriately in most situations. Demonstrates understanding of basic concepts, strategies, techniques and rules of PE related topics or activities. Uses knowledge to identify and analyse factors that affect situations and solve problems in familiar and in simple unfamiliar situations.		Shows basic skills and techniques necessary for active participation in both basic and some more complex performance or playing situations. Applies movement concepts, tactics, strategies and rules in some more complex performance environments appropriately. Performs with precision, synchronization and energy most of the time.	Communicates effectively and demonstrates attitudes and strategies that support and encourage others. Consistently shows respect and sensitivity to themselves, others and the physical environment. Takes an active role in their own learning process and shows enthusiasm and commitment to PE. Makes informed reflections of their own achievements, sets simple goals to enhance learning and takes action toward achieving them.
9-10			Shows competent skills and techniques necessary for active participation in both basic and some more complex performance or playing situations. Applies movement concepts, tactics, strategies and rules in some more complex performance environments effectively. The student performs with precision, synchronization and energy.	