The quarterly participation grade is determined by taking the total number of points earned each class and dividing by the total number of points possible in the quarter. A student can earn up to 12 points (24 points on block day) every class. A daily grade will be determined by using the following three rubrics: Responsibility, Effort and Performance assessment of skills. Each area is worth 4 points totaling up to 12 points per day or double on block day.

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| RESPONSIBILITY Assessment Rubric | |
| 4 | * Is on time for class and ready to begin activity promptly at designated time and location. * Is prepared for class – dressed out with ALL materials and/or equipment on and ready to go at start time. * Responds immediately to directions and hustles * Exemplary behavior * Is a role model * Positive attitude |
| 3 | * Responds to directions * Good behavior * Is on time for class and ready to begin activity at designated time and location. * Needs prompting to start activity, sit in squads for start, put equipment away, etc. * Appropriate dress for activity |
| 2 | * Needs several prompts to respond to directions * Below average behavior * Tardy – 2nd and 3rd offense only * Needs to return to locker room to retrieve forgotten item or equipment. * Appropriate dress for activity |
| 1 | * Needs constant directions * Unacceptable behavior * Tardy – 4th offense on |
| 0 | * Unprepared for class – not dressed out * Use of foul language and/or Unacceptable behavior * Student is in class but unprepared, or student is absent from class due to illness or other excused reason. Under either of these circumstances, class may be made up within TEN school days of the absence * Student is absent from class for an unexcused reason or cutting violation. No makeup is possible; daily points are forfeited |
| **Behavior is defined as:**   * Addresses teaching staff with respect * Demonstrates cooperative attitude * Maintains self-control (in activity area and locker room) * Plays fairly * Shows respect for self and others * Follows safety rules * Uses equipment and facility appropriately and with respect * Displays proper sportsmanship * Cleans up after self and puts away equipment neatly | |

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| EFFORT Assessment Rubric | |
| 4 | * Demonstrates highly active participation, self-motivated. * Demonstrates and models positive behavior and attitude during activity. * Works to potential (based off of assessments, times, etc.) * Displays excellent effort that exceeds expectations. |
| 3 | * Demonstrates active participation in class activity, needs no encouragement. * Demonstrates appropriate positive behavior and attitude. * Displays average effort |
| 2 | * Demonstrates some participation in class with encouragement. * Demonstrates appropriate behavior or attitude. * Displays below average effort |
| 1 | * Demonstrates engagement in activity for only a short period of time and/or needs frequent encouragement to engage in activity. * Demonstrates appropriate behavior or attitude on an inconsistent basis. * Displays minimal effort |
| 0 | * Demonstrates little or no participation despite encouragement. * Demonstrates poor behavior and attitude. * Student is in class but unprepared, or student is absent from class due to illness or other excused reason. Under either of these circumstances, class may be made up within TEN school days of the absence * Student is absent from class for an unexcused reason or cutting violation. No makeup is possible; daily points are forfeited |

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| Performance Assessment of Skills Rubric | |
| 4 | * Demonstrates active engagement in skill and fitness development during class. * Demonstrates the ability to evaluate and assess strategies and rules associated with the activity. * Demonstrates and understands the need for active skill acquisition and fitness development. * Demonstrates an understanding of the rules and can apply them to the activity. * Demonstrates the ability to self-assess and peer-assess. * Demonstrates the ability to evaluate and provide useful feedback to self and others for skill improvement. * Demonstrates the ability to analyze and utilize feedback to foster skill improvement. * Demonstrates the ability to utilize time effectively to foster skill improvement. |
| 3 | * Demonstrates and understands the need for active skill acquisition and fitness development. * Demonstrates an understanding of the rules and can apply them to the activity. * Demonstrates how to self-assess and peer-assess. * Demonstrates how to take information from assessment to provide feedback to self and others for skill improvement. * Demonstrates the ability to analyze and utilize feedback to foster skill improvement. * Demonstrates the ability at times to utilize time effectively to foster skill improvement. |
| 2 | * Demonstrates some willingness and effort to improving skill and personal fitness levels. * Demonstrates an understanding of the rules and the ability to follow some of them in the activity. * Demonstrates basic knowledge of how to self-assess and assess classmates. * Demonstrates a basic knowledge of using information from an assessment to foster skill improvement. * Demonstrates a basic knowledge to translate feedback to aid in skill improvement. * Demonstrates some utilization of time to foster skill improvement. |
| 1 | * Demonstrates limited willingness to engage in skill and fitness development. * Demonstrates limited understanding of the rules of the game/activity. * Demonstrates limited knowledge of how assessments are conducted. * Demonstrates limited use of information received from an assessment to foster skill development. |
| 0 | * Does not utilize feedback from assessments to assist in skill development. * Does not utilize time to foster skill development. * Student is in class but unprepared, or student is absent from class due to illness or other excused reason. Under either of these circumstances, class may be made up within TEN school days of the absence * Student is absent from class for an unexcused reason or cutting violation. No makeup is possible; daily points are forfeited |