



## *Christ the Teacher Catholic Schools*

### **Physical Education Assessment Rubrics**

Christ the Teacher Catholic Schools expresses its gratitude to the following individuals who generously shared their time and expertise to develop assessment rubrics for Physical Education:

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#### **Design**

The rubrics are designed to track triangulated evidence of student learning—evidence stemming from products, conversations, and observations. On this rubric, teachers may record a student's progress toward an outcome noted in a conversation. In addition, when they observe a student demonstrating abilities related to an outcome, they can add those observations to the rubric. When the student creates a product as a demonstration of learning, that evidence can be plotted on the rubric as well.

These rubrics reflect a move away from assessing tasks and from giving a grade on a task to using tasks to gather evidence of learning with respect to a group of outcomes and to tracking this evidence of learning against specified criteria.

The levels on the rubric are cumulative. Students who achieve level 4 have already demonstrated the competencies described in levels 1, 2, and 3.

The strand abbreviations are as follows: Active Living (AL); Skillful Movement (SM); Relationships (RL).

#### **Rubrics and the Curriculum**

These rubrics reflect the integrity of the curriculum, and work in conjunction with it. **They do not replace the curriculum.** Teachers must continue to rely on the indicators of the curriculum as suggestions of ways a student can demonstrate the achievement of the outcome.

## Language of the Rubrics

As much as possible, the writers have used language suitable for the student in a specific grade and appropriate for the pedagogy of the grade. Still, there are some expressions which carry particular meaning:

- **Including:** all of the enumerated concepts or skills are compulsory. For example, in PE Grade 2, ***AL 2.1 Apply a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities***, evidence of student achievement of that outcome would need to include strategies from the components of cardiovascular endurance, flexibility, muscular endurance AND muscular endurance. Students would need to have experience with all four components of health-related fitness.
- **Such as:** refers to examples which a teacher or student might consider; they are **not** compulsory.
- **With extensive guidance:** The student needs constant, explicit, and scaffolded direction to demonstrate the required competence. These words are associated with Level 1.
- **With guidance:** The student needs some suggestions, reminders, questions or periodic supervision to progress toward level 3. These words are associated with Level 2.
- **With minimal guidance:** After a question or a reminder, the student can demonstrate the required competence. This phrase is associated with Level 3 **only** when the phrase *with guidance* is included in the outcome.
- **Levels of Performance**
  - *Progressing toward Control*

“This level of performance ‘is characterized by a lack of ability to either consciously control or intentionally replicate a movement . . . Successful skill performances are a surprise!’ (Graham, Holt/Hale & Parker, 2007, p. 107).” (Saskatchewan Ministry of Education. (2009). *Physical Education Grade 6.*)
  - *Control*

“The body appears to respond somewhat accurately to the student's intentions but the movement requires intense concentration. A movement that is repeated becomes increasingly uniform and efficient.” (Saskatchewan Ministry of Education. (2009). *Physical Education Grade 6.*)
  - *Utilization*

The performance at this level is somewhat automatic; the student can perform the skill without thinking much about how to execute the

movement. (Saskatchewan Ministry of Education. (2009). *Physical Education Grade 6.*)

### **Acknowledgements**

Christ the Teacher Catholic Schools acknowledges the work of Growing Young Movers (<http://growingyoungmovers.com/resources/post/?pid=25#.Uv0HevPnZlY>) and Regina Catholic Schools ([www.rcsd.ca](http://www.rcsd.ca)) that served as a resource for our own work. Their work is used with permission.

### **Feedback**

The rubric developers have used their skill, knowledge, and experience to create a tool which is at once comprehensive and easy to use. Still, some revisions may be needed. Please keep track of issues with the rubrics, and email any suggested changes to Yvette at [yvette.beutel@cttcs.ca](mailto:yvette.beutel@cttcs.ca) so that adjustments can be made before the next school year.