

	Level	PE Uniform	Participation
	5	Yes (Mandatory)	Max Participation
	4	Yes	Partial to Max Participation
	3	Yes	Partial Participation
	2	Yes	Very Little Participation
	1	Yes	No to very little Participation
	0	No dress	None

To earn a 5/5, the student must change for PE and have maximum participation. If they choose not to change into their PE uniform, they start at a 4/5. When they are observed to be not participating then they go down one level. If they forget their gym shoes they may have a 0/5 for the day or an alternate assignment.

Deerfield High School Physical Education Grading Rubric

Promoting Lifelong Physical Literacy through purposeful movement

	5	4	3/2	1
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Participation Personal Responsibility	Consistently gives best effort daily models a high level of participation, self motivated, committed to improving personal fitness, encourages others. Excellent attendance, always on time and prepared for PE class activity. Changes for PE.	Gives best daily effort most of the time, good level of participation, displays quality movement during activity, on task, maintains personal fitness. Good attendance, almost always on time and prepared for PE class activity.	Puts forth best effort some of the time, minimal participation during activity, lower levels of positive interaction. Inconsistent attendance/or frequently tardy to class. Inconsistent preparation for PE class activity.	Off task, and requires ongoing intervention with regard to participation avoidance. Consistently late or unexcused from class and unprepared for PE class activity.
Performance/ Psychomotor	Demonstrates consistent excellent understanding of skills, strategies and the value of activity concepts. High level of on-task activity.	Demonstrates improvement and understanding of skills, strategies and activity concepts. On-task most of the time.	A developing level of skill, strategy and activity development. Inconsistent levels of on-task behavior.	Requires ongoing intervention to achieve minimal levels of activity development and consistently displays minimal effort to put forth best effort. Rarely on-task.
Knowledge/ Cognitive	Excellent knowledge of safety and game rules, boundaries, scoring, game concepts, strategies and physical activity concepts.	Good knowledge of safety and game rules, boundaries, scoring, game concepts, strategies and physical activity concepts most of the time.	A developing knowledge of rules, boundaries,scoring, game concepts, strategies and physical concepts.	Requires ongoing intervention to achieve minimal knowledge of rules, boundaries, scoring, game strategies and physical activity concepts.
Character/ Affective	Respectful of all classmates, helps others when needed, consistent and positive activity and interaction during class. Follows safety rules, treats equipment with care, models self-control.	Supportive of all students in class most of the time, follows directions, an active listener, follows safety rules, treats equipment with care, stays on task during activity.	On task and follows directions some of the time. Inconsistent attention to safety, rules, and respectful interaction with students in class.	Requires ongoing intervention to ensure safe respectful interaction with regard to rules, equipment and others during class.