

High Priority Proficiency Scales for:

High School PE II - Standard 5

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Code: 9.5.1.1 & 9.5.2.1

Benchmark 9.5.1.1: Analyze the health benefits of a self-selected physical activity.

Benchmark 9.5.2.1: Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

	Proficiency Scale (The student will)	Rubric Scoring
Score 4.0	<p>In addition to Score 3.0, a student demonstrates understanding and applies their knowledge / skills at a more complex cognitive level.</p> <p>For example, the student will:</p> <ul style="list-style-type: none"> <li>Analyze and modify a self selected activity to increase its health benefits.</li> </ul>	<ul style="list-style-type: none"> <li>The student identifies a self-selected physical activity. Then, examine three health benefits of the activity that was chosen. Next, produce an artifact: a piece of literature, an essay, or proof of activity/sports participation, that demonstrates thinking specifically related to the activity. Finally, reflect on the process with evidence of the ability to modify.</li> </ul>
	<p>3.5: In addition to score 3.0 performance, in-depth inferences and applications of score 4.0 with partial success.</p>	
Score 3.0	<p><u>Learning Goal</u> - To analyze the health benefits of a self-selected physical activity and choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity, the student will:</p> <ul style="list-style-type: none"> <li>Identify three health benefits of a self-selected physical activity.</li> <li>Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</li> </ul> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> <li>The student identifies a self-selected physical activity at an appropriate level of challenge to experience success and desire to participate.</li> <li>Identifies three health benefits of the activity with evidence to support reasoning. Then, the student produces a reflective artifact.</li> </ul>
	<p>2.5: No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>The student exhibits no major errors or omissions regarding the 2.0 content, however the student exhibits major errors or omissions regarding the 3.0 content.</p>	<ul style="list-style-type: none"> <li>The student identifies a self-selected physical activity.</li> <li>Identifies three health benefits but has</li> </ul>

	<p>The student will recognize or recall simple vocabulary, such as:</p> <ul style="list-style-type: none"> <li>● Challenge</li> <li>● Self-expression</li> <li>● Enjoyment</li> <li>● Success</li> <li>● Desire</li> <li>● Sedentary</li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>● Recall health benefits but not assign them to specific activities.</li> </ul>	no supporting evidence. Reflection is partially complete. The student uses benchmark vocabulary.
	<p>1.5: Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.	<ul style="list-style-type: none"> <li>● The student identifies a self-selected physical activity. The student can name two or less health benefits of the activity. No research and no reflection.</li> </ul>
	<p>0.5: With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	Even with help, no understanding or skill demonstrated.	