

APPENDIX B: SAMPLE ASSESSMENT, EVALUATION AND COMMUNICATION STRATEGIES

Assessment Strategies

Category	Strategy	Information It Provides	Illustrative Example
Performance Tasks	Simulation Demonstration Video production Presentation Project (individual and group)	Documentation of creativity, understanding, organizational and reasoning skills, handling of equipment, safety practices. Application and analysis of skills in new situations.	Student develops and participates in an individual, health-related fitness program with specific curriculum outcomes in mind; e.g., functional fitness, body image and well-being. A group develops a unique game, taking into consideration number of players, equipment, court size, name, whether students will be active enough to build cardio-respiratory endurance, and then teach it to the rest of the class. Develop a week-long, health-related personal fitness plan, and present it in chart form. Develop a 1-minute floor exercise routine, and demonstrate it to a group of peers.
Observations	Anecdotal record Checklist Observing students	Immediate feedback of learning, focused on specific outcomes; e.g., teamwork, leadership skills, communication, fair play.	Teacher or peers observe student participation at a learning station where other students are demonstrating a variety of ball passing techniques. Observations are recorded and based on identified criteria. Teacher and students develop a checklist on components of fair play. Students are observed demonstrating fair play components throughout lessons over a period of time.

Category	Strategy	Information It Provides	Illustrative Example
Oral Communication	Interviews Questions/responses Peer teaching/ coaching Conferencing	Speaking and listening skills, ability to support/defend a position, information gathering, synthesizing concepts/methods.	Students observe partners while stretching, complete a checklist to evaluate each other's completion of appropriate stretches and adherence to safe practices, and then discuss the findings with their partners.
Interest Inventory	Checklist Questionnaire	Interests, strengths, learning preferences—for planning future programs.	<p>Students can be given incomplete sentences or open-ended opportunities to write and reflect, illustrate or explain or complete questionnaires.</p> <p>Interest inventory questions could include:</p> <ul style="list-style-type: none"> • Did you gain an understanding of the physical education outcomes for this activity/unit? • How did you feel about your participation? • Did you enjoy working with your classmates? • What physical activities do you do away from school—with family, friends, self?
Test	Multiple choice True/false Completion Matching	Recall, recognition, content mastery.	Paper and pencil test for summative information at the end of a unit.
Written Language	Essay (extended and restricted response)	Writing and organizational skills, research skills and vocabulary.	<p>Write a personal fitness plan, complete with goals, an action plan and method of monitoring progress.</p> <p>Name any similarities between speedball and soccer skills. How can these similarities help you to learn speedball, if you already know how to play soccer?</p> <p>Explain the game of basketball when it was first invented by Canadian, James Naismith. Tell about its evolution to the game it has become today.</p>

Category	Strategy	Information It Provides	Illustrative Example
Learning Logs	Reflective journal Dialogue journal Portfolio	<p>Written record of the knowledge, skills and attitudes in relation to outcomes.</p> <p>Personal connections to active living concepts.</p> <p>Record of personal experiences.</p> <p>Goal setting.</p> <p>Shows progress over a period of time.</p>	<p>Student records personal active living schedule outside of physical education class; e.g., at home, fitness centre, with family members or friends.</p> <p>How do you feel when you participate in a physical activity during physical education class? At home?</p> <p>Describe a situation where you encouraged another classmate while participating in a physical activity. How did you feel? What impact did it have on the other person? On other participants?</p> <p>Describe situations where you displayed the qualities of fair play and cooperation. Describe situations where you may not have displayed these skills during class time. Describe how you felt in each of the situations.</p> <p>Journal entries could include “personal best” comments, such as:</p> <p>My strengths ...</p> <p>My challenges ...</p> <p>I feel good about ...</p> <p>My goals are ...</p> <p>My plan is ...</p>

From *Combined Grades Manuals, K/1, 1/2, 2/3, 3/4, 4/5, 5/6*, 1999, pp. 13–15. Adapted with permission of Edmonton Public Schools, Resource Development Services.





Interest Inventory/Learning Log/Oral Communication

Student Name: _____

Date: _____

Student Questions	Teacher Comments		
	First Date	Second Date	Third Date
<p>A. Did you gain an understanding of the physical education outcomes for this activity/unit?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
<p>B. How did you feel about your participation?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
<p>C. Did you enjoy working with your classmates?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
<p>D. What physical activities do you do away from school—with family, friends, self?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			

This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes													
	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
			✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
					✓				✓	✓		✓	✓

Learning Log/Written Language





Active Living Calendar—Activity Schedule

Day	Time	Activity	Heart Rate	Description
Sunday	8:30 a.m.	Walk/run		a route of predetermined kilometres through a park

Journal Entry

At the Beginning: Personal Best Program	1 Month Later	2 Months Later
1. My strengths:	1.	1.
2. My challenges:	2.	2.
3. I feel good about:	3.	3.
4. My goals are:	4.	4.
5. My plan is:	5.	5.

This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
			✓			✓				✓			
	Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge
			✓		✓	✓				✓		✓	✓

Performance Task/Observation

Gymnastics/Dance Routine—Peer assessment or modify for self-assessment.

My name: _____ Others in my group: _____

Based on pre-identified criteria, this group is being observed for:

- _____
- _____
- _____

Circle the movements observed.

Locomotor Movements

walk jump gallop
 jog skip leap
 hop glide run

Nonlocomotor Movements

swing shake
 twist stretch
 turn pull





Does the sequence have

a start a finish?
☐ _____ ☐

Did this group:

- use three locomotor movements? Yes No
- use three nonlocomotor movements? Yes No
- have a definite start and finish? Yes No
- use music to assist with sequence? Yes No

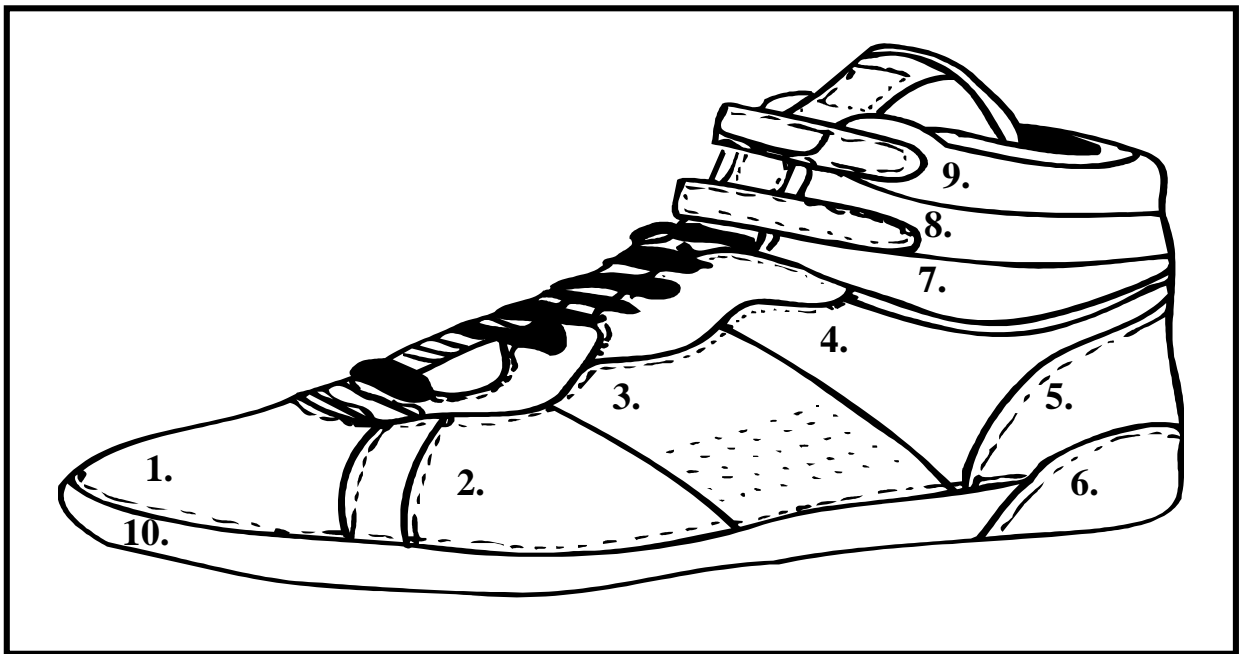
This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓												
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓											

Learning Log
My Fitness Shoe: Do It Daily for Life

Name: _____ Grade: _____





Colour one part of the shoe each day you take part in a fitness activity for 20 minutes or more!



My Fitness Activities

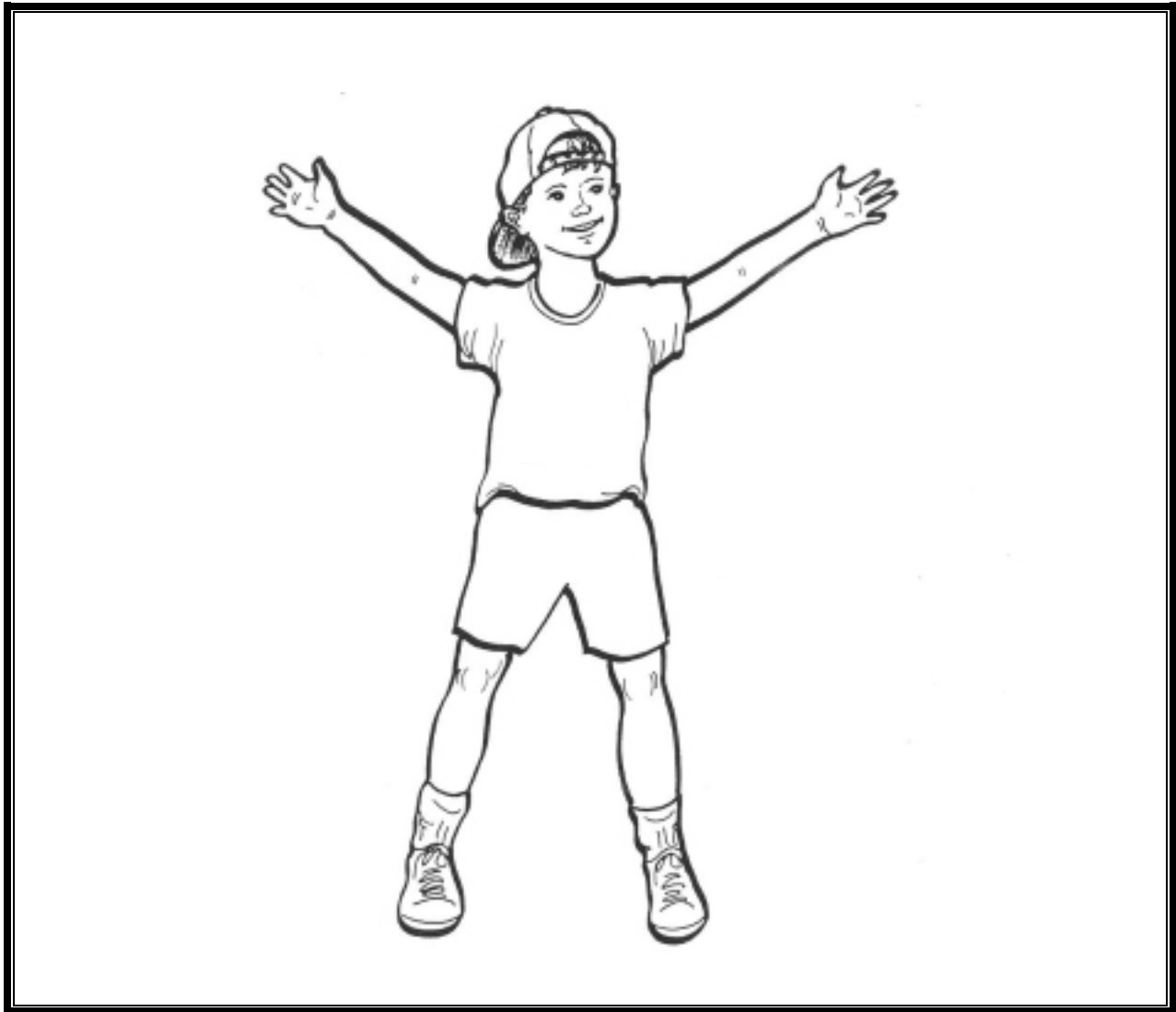
- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

This assessment strategy can facilitate achievement of the following outcomes.





General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓									✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓										✓	

Test

Colour the body parts that move when you ♦ skip ♦ run ♦ walk ♦ jump ♦ throw or any other skill.



This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓		✓										
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓	✓										

Test Components of Fitness

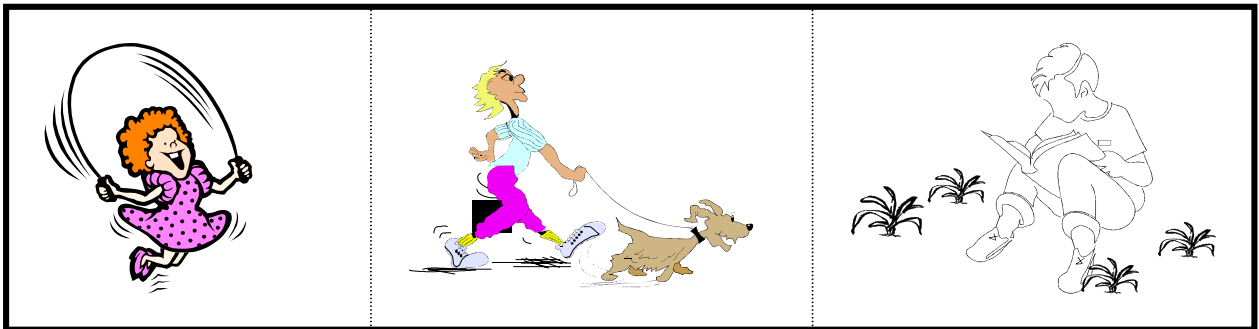
1. Which of these activities require a great deal of strength in your muscles? Write YES or NO beside the activity.

- | | | | |
|----------------------|-------|------------------------|-------|
| a. running up a hill | _____ | d. playing marbles | _____ |
| b. riding a bike | _____ | e. digging a deep hole | _____ |
| c. reading a book | _____ | f. pushing a car | _____ |

2. Here are some activities that work your muscles. Name the part of your body where the muscles are working for a long time.





- | | |
|-----------------------------|-------|
| a. partial curl-ups/sit-ups | _____ |
| b. push-ups | _____ |
| c. bike riding | _____ |
| d. rope climbing | _____ |

3. Which of the following activities would most improve the strength of your heart? Why?



4. How does stretching our muscles help us in games and other activities?

This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
			✓										
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
			✓										

Written Language Safety in Physical Education

Name: _____

Grade: _____

Mr. Jim Nasium, your physical education teacher, has asked you to explain the safety rules of the gymnasium to a new student who will be arriving next week. He wants you to cover all the rules about such things as using equipment, moving in the gymnasium, and working with a partner and a group. You decide to make a list of five rules for the new student, and to explain why it is necessary to have these rules. Write your list below.

Rule No. 1: _____

Why? _____

Rule No. 2: _____

Why? _____

Rule No. 3: _____

Why? _____





Rule No. 4: _____

Why? _____

Rule No. 5: _____

Why? _____

This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes													
	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
						✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
						✓	✓		✓		✓		

CHECKLIST SAMPLES





Basic Skills Checklist		1st Observation				2nd Observation			
Locomotor Skills	Criteria	Working to Achieve		Has Achieved		Working to Achieve		Has Achieved	
		yes	no	yes	no	yes	no	yes	no
Walking	<ul style="list-style-type: none"> • reflexive arm swing • little vertical lift • definite heel-toe action 								
Running	<ul style="list-style-type: none"> • brief period where both feet are off the ground • arms in opposition to legs, elbows bent • slight body lean, even rhythm • support leg extends completely • nonsupport leg bent 90° • recovery thigh is parallel to the ground • little rotary action of recovery leg 								
Hopping	<ul style="list-style-type: none"> • able to hop on either foot, land on same foot • nonsupport leg flexed with the foot further back than the knee • rhythmical, pendulum-like action of nonsupport leg to produce force • arms bent and swing to produce force • arms are not needed for balance 								
Leaping	<ul style="list-style-type: none"> • take off on one foot and land on the opposite foot • a period where both feet are off the ground • forward reach with arm opposite the lead foot 								
Forward Jump	<ul style="list-style-type: none"> • preparatory movement includes flexion of both knees with arms extended behind the body • arms extend forcefully forward and upward, reaching full extension above head • take off and land on both feet simultaneously • arms are brought downward during landing • body weight at landing moves forward 								
Sliding	<ul style="list-style-type: none"> • body faces sideways to direction of travel • step sideways, followed by a slide of the trailing foot to a point next to the lead foot • a short period where both feet are off the floor • able to slide left or right 								

Sample Evaluation Strategies

Basic Skills Checklist		1 st Observation				2 nd Observation			
Locomotor Skills	Criteria	Working to Achieve		Has Achieved		Working to Achieve		Has Achieved	
		yes	no	yes	no	yes	no	yes	no
Skipping	<ul style="list-style-type: none"> • rhythmical repetition of the step–hop on alternate foot • rhythmical weight transfer throughout • foot of nonsupported leg carried near surface during hop • arms alternately moving in opposition to legs at about waist level • toe landing 								
Galloping	<ul style="list-style-type: none"> • a step forward with the lead foot, followed by a step with the trailing foot to a position adjacent to, or behind, the lead foot • brief period where both feet are off the ground • both legs flexed during flight • arms bent and lifted to waist level • able to lead with either foot 								

Basic Skills Checklist		1 st Observation				2 nd Observation			
Manipulatives	Criteria	Working to Achieve		Has Achieved		Working to Achieve		Has Achieved	
		yes	no	yes	no	yes	no	yes	no
Overhead Throw	<ul style="list-style-type: none"> arm is swung backward with elbow at shoulder height or higher rotation of hip and shoulder to a point where the nondominant side faces the target step with opposite foot to the throwing hand follow through with the throwing hand moving diagonally across the body lead with the elbow during the throwing action thumb ends up pointing down on the follow-through 								
Catching	<ul style="list-style-type: none"> hands are held with fingers pointing up and the thumbs close for a ball caught above the waist, and the little fingers close and fingers pointing down for a ball caught below the waist arms are held relaxed at sides and forearms are held in front of the body arms reach for the ball just prior to contact ball is caught by the hands elbows bend to absorb the force 								
Kicking	<ul style="list-style-type: none"> movement of kicking is initiated at the hip support leg bends slightly at contact slight backward lean of the trunk during contact forward swing of the arm opposite kicking leg full extension of leg on follow-through 								
Batting	<ul style="list-style-type: none"> dominant hand grips the bat above the nondominant hand stand sideways with nondominant side facing the object to be struck weight shifts to back foot arms swing backward hips and spine rotate weight shifts to forward foot at contact 								





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓												
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
	✓												

Sample Goal Setting Checklist

Criteria	Yes	No
Clearly states goal		
Clearly states criteria/evidence for successful completion		
Lists actions to achieve the goal		
Lists resources for support		
Establishes a plan to monitor progress		
Creates a timeline for attainment		





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
										✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
												✓	

Sample Gymnastics Routine Checklist

Criteria	Yes	No
Locomotor moves		
Nonlocomotor components		
Rotations		
Being positive		
Ending position		
Includes one or more partners		
Continuous movement with control		
Safe use of equipment		





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓									✓			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
Specific Outcomes	✓	✓									✓		

Sample Journal Entry Checklist

Criteria	Yes	No	Comments
States a reaction that reveals understanding and makes connections to the activity			
Written in the first person			
Expresses views, ideas and emotions			
Shows insights by describing the interesting and unusual			





This evaluation strategy can facilitate achievement of the following outcomes. (Depends on topic)

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
						✓							
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
						✓							

Sample General Outcomes C and D Checklist (e.g., communication, leadership, teamwork, effort, safety)

Criteria	Yes	No
Listens to, respects, elaborates on ideas of others		
Stays on task		
Displays enthusiasm		
Deals constructively with disagreements		
Provides encouragement to others		
Makes suggestions that move the group toward completion		





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
						✓				✓			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
Specific Outcomes						✓		✓	✓	✓	✓		

Sample Dance Routine Checklist

Criteria	Yes	No
Rhythmic movement is expressive		
Rhythmic movement is consistent with the theme		
Movements are coordinated with the music		
Techniques of dance style are appropriate and consistent		





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓												
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓											

Sample General Outcome B Checklist (Students develop a fitness circuit for their peers.)

Criteria	Yes	No
Appropriate for fitness level of class		
Encourages students to participate		
Includes aerobic, flexibility, strength and endurance elements		
Prepares participants for the intended activity		
Ensures safety and individual needs of participants are met		
Provides clear, concise and easy-to-follow instructions		

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
			✓							✓			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
Specific Outcomes			✓		✓					✓	✓		

Sample General Outcomes A, B, C and D Checklist

Name: _____ Class: _____ Date: _____

Activity

LEARNER OUTCOMES	CRITERIA	First Observation		Second Observation	
		Working to Achieve	Has Achieved	Working to Achieve	Has Achieved
Skill Performance	Demonstrates (performs) efficient and effective movement skills.				
Skill Improvement	Demonstrates (shows) improvement in skill quality.				
Application	Demonstrates (performs) the correct skills required to participate in the activity.				

Benefits Health

LEARNER OUTCOMES	CRITERIA	First Observation		Second Observation	
		Working to Achieve	Has Achieved	Working to Achieve	Has Achieved
Functional Fitness	Experiences/understands the components of fitness.				
Body Image	Recognizes individual body differences and their relationship to physical activity.				
Well-being	Understands the positive benefits gained from physical activity.				

Cooperation

LEARNER OUTCOMES	CRITERIA	First Observation		Second Observation	
		Working to Achieve	Has Achieved	Working to Achieve	Has Achieved
Communication	Demonstrates communication skills appropriate to cooperative participation in physical education.				
Fair Play	Demonstrates etiquette and fair play.				
Leadership	Selects and demonstrates responsibility for various roles while participating in physical education.				
Teamwork	Identifies and demonstrates positive behaviours that show respect for self and teammates.				





(continued)

(continued)

Do It Daily...For Life!

LEARNER OUTCOMES	CRITERIA	First Observation		Second Observation	
		Working to Achieve	Has Achieved	Working to Achieve	Has Achieved
Goal Setting/Personal Challenge	Sets goals in physical education that are personally challenging.				
Safety	Follows rules, routines and procedures for safety in a variety of activities.				
Effort	Demonstrates factors that encourage movement.				

This evaluation strategy can facilitate achievement of the following outcomes.





General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓		✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

ANALYTIC RATING SCALE SAMPLES

Sample Choreographed Dance Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Knows patterns and steps to the dance				
Performs steps with correct timing and rhythm				
Shows innovative patterns				
Demonstrates a polished performance				
Expresses the spirit of the dance				
Comments:				





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓												
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
		✓											

Sample Gymnastics Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Movements flow smoothly from one to the next without breaks/stops				
Shows good form, including starts, stops, balances and rotations				
Controls body movement				
Includes necessary components				
Performs movements in a safe and cooperative manner				
Uses equipment safely				
Uses body parts to show movement at high, medium and low levels				
Performs aesthetically pleasing routine				
Comments:				





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓									✓			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
Specific Outcomes	✓	✓									✓		

Sample Game Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Demonstrates proper skills				
Uses equipment safely				
Plays fairly, with proper game etiquette				
Encourages and supports others in their participation				
Displays a positive attitude				
Comments:				





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓					✓				✓			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
Specific Outcomes		✓				✓	✓	✓	✓	✓	✓		

Sample General Outcomes C and D Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Suggests ideas and alternatives				
Makes an effort to include all members of the group				
Willing to try new activities				
Works cooperatively with others				
Acknowledges the contributions of others				
Participates with enthusiasm				
Willing to compromise or cooperate				
Encourages peers				
Comments:				





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
						✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
						✓		✓	✓	✓		✓	

Sample Research Report Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Uses a variety of research sources including own notes				
Introduces topic of the report, and defines purpose				
Uses visuals and/or graphics with explanation				
Describes interesting or unusual aspects of topic				
Develops a logical and effective conclusion based on an analysis of information				
Comments:				

This evaluation strategy can facilitate achievement of the following outcomes. (Depends on topic)

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
						✓							
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
						✓							

Sample General Outcomes B, C and D Analytic Rating Scale
My Involvement in the Physical Education Class

Name: _____ Grade: _____

1. I like to try new activities in physical education.

Consistently Frequently Occasionally Rarely

2. I play by the rules of the games.

Consistently Frequently Occasionally Rarely

3. I can cooperate with a partner.

Consistently Frequently Occasionally Rarely

4. I have fun in physical education.

Consistently Frequently Occasionally Rarely

5. I look after the equipment in the gymnasium.

Consistently Frequently Occasionally Rarely

6. I listen to and follow the teacher's instructions.

Consistently Frequently Occasionally Rarely

7. I bring a change of clothes to physical education class.

Consistently Frequently Occasionally Rarely

8. I try my best in physical education class.

Consistently Frequently Occasionally Rarely

9. I like to learn new games.

Consistently Frequently Occasionally Rarely

(continued)

(continued)

10. I can cooperate with a group of 3 or 4 students.





Consistently	Frequently	Occasionally	Rarely

11. I bring my running shoes to physical education class.

Consistently	Frequently	Occasionally	Rarely

12. Here is a picture I have drawn of myself doing my favourite indoor or outdoor physical education activity.





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
			✓			✓				✓			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
Specific Outcomes					✓	✓	✓		✓	✓	✓		

Sample Soccer Skills Analytic Rating Scale

	Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Passing	• able to make distance passes 20 metres or more				
	• chips and passes over or around opposition				
Trapping	• traps a ground ball				
	• traps a ball that is in flight				
Dribbling	• demonstrates change in speed				
	• demonstrates change in direction				
	• uses both inside and outside of feet				
Throw-in	• demonstrates proper technique for legal throw-in				
	• demonstrates ability to get distance—10 metres or more				
Shooting	• demonstrates shot, using a stationary ball				
	• demonstrates shot, using a moving ball				





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓		✓			✓				✓			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
Specific Outcomes	✓	✓	✓			✓	✓		✓	✓	✓		

Sample Badminton Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Serve:				
• focuses eyes on shuttlecock				
• displays preparatory backswing				
• stands sideways to target, with racquet held in one hand				
• steps toward target with front foot as racquet is swept down and forward				
• drops shuttlecock in front of body and at waist level				
• contacts shuttlecock below waist; racquet head is below wrist to the front and side of front foot				
• rotates hips and trunk during striking motion				
• follows through across body				
Overhead shot:				
• focuses eyes on shuttlecock				
• stands sideways to target, with racquet held in one hand				
• displays preparatory backswing				
• steps toward target with opposite foot during the hit				
• straightens opposite arm with palm of hand facing away				
• rotates hips and trunk during striking motion				
• contacts shuttlecock slightly ahead and above shoulder				
• follows through toward target and across body				
Etiquette:				
• uses equipment safely				
• plays fairly, with proper game etiquette				
• encourages and supports others in their participation				
• displays a positive attitude				
Comments:				





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓					✓				✓			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
Specific Outcomes		✓				✓	✓			✓	✓		

Sample Leadership Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Adaptable/Flexible <ul style="list-style-type: none"> able to adjust to unexpected circumstances—problem-solving ability 				
Responsible <ul style="list-style-type: none"> accepts challenges able to see goal through to the end 				
Organized <ul style="list-style-type: none"> shows evidence of planning, record keeping and goal setting 				
Communication <ul style="list-style-type: none"> uses effective techniques to communicate a clear purpose encourages others 				
Self-confident <ul style="list-style-type: none"> shows knowledge of task/activity 				
Cooperative <ul style="list-style-type: none"> able to compromise able to work with others acknowledges contribution of others 				
Decisive <ul style="list-style-type: none"> demonstrates consistent and fair decision-making skills in different situations 				

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
			✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
					✓	✓	✓	✓	✓	✓	✓	✓	✓

RUBRIC SAMPLES

Developing a Rubric

Consider the following questions as you develop a rubric to evaluate the quality of a student's performance.

- What are the specific curriculum outcomes addressed in the task?
- What does an excellent performance look like? What are the qualities that distinguish an excellent response from the rest?
- What do other responses along the performance quality continuum look like?
- What are the criteria for evaluating a student's performance on an assessment task?
- What are your written descriptions of each quality level on the continuum? Is each description qualitatively different from the others? Are there an equal number of descriptors at each level of quality? Are the differences clear and understandable to students and others?

Check the quality levels of your rubric as follows:

- ☐ A **Level 4** should be the Excellent Level. It should include descriptions that indicate work beyond what you expect for the grade/program/unit. This is a **WOW!**
- ☐ A **Level 3** should be the Proficient Level. Your descriptions should indicate what it is you really want students to be able to demonstrate for the grade/program/unit. This is a **YES**.
- ☐ A **Level 2** is the Adequate Level. This level should indicate minimal competencies that you will accept for the grade/program/unit. This is a **YES, BUT**.
- ☐ A **Level 1** is the Limited Level. This level should indicate what you will not accept as adequate for the grade/program/unit. This is a **NO, BUT**.





Now evaluate your rubric. Is it:

- ☐ clear?
- ☐ consistent in the number of descriptors across the levels of quality?
- ☐ based on curriculum outcomes at grade level?
- ☐ ensuring success for students?
- ☐ providing challenge for students?

Sample General Outcomes C and D Rubric

Criteria (key words)	Levels of Quality			
	4 Excellent	3 Proficient	2 Adequate	1 Limited
Focus on task	Group members consistently focus on task <input type="checkbox"/>	Group members frequently focus on task <input type="checkbox"/>	Group members sometimes focus on task <input type="checkbox"/>	Group members rarely, if ever, focus on task <input type="checkbox"/>
Roles and responsibilities	Roles and responsibilities are clearly defined <input type="checkbox"/>	Roles and responsibilities are defined <input type="checkbox"/>	Roles and responsibilities are vague <input type="checkbox"/>	Roles and responsibilities are not defined <input type="checkbox"/>
Respect for others	Respect for others' ideas is consistently evident <input type="checkbox"/>	Respect for others' ideas is frequently evident <input type="checkbox"/>	Respect for others' ideas is occasionally evident <input type="checkbox"/>	Little or no respect for others' ideas <input type="checkbox"/>
Settling differences	Conflicts/ disagreements are dealt with constructively <input type="checkbox"/>	Conflicts/ disagreements are dealt with <input type="checkbox"/>	Conflicts/ disagreements are occasionally dealt with <input type="checkbox"/>	Conflicts/ disagreements are generally ignored <input type="checkbox"/>
Task completion	Task completed well within timelines <input type="checkbox"/>	Task completed within timelines <input type="checkbox"/>	Task completed beyond timelines <input type="checkbox"/>	Task is left incomplete <input type="checkbox"/>





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
						✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communi- cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
							✓	✓	✓	✓	✓	✓	

Sample Headstand Rubric

Criteria (key words)	Levels of Quality			
	4 Excellent	3 Proficient	2 Adequate	1 Limited
Headstand	Performs a headstand and balances on own for at least 3 seconds	Performs a headstand while receiving support from a partner in order to remain balanced	Performs a tuck headstand and balances on own for at least 3 seconds	Initiates a tripod, but is unable to balance on own
Analysis	Uses a thorough and insightful analysis of technique with a partner to improve performance	Analyzes technique with a partner to improve performance	Occasionally analyzes technique to improve performance	Requires teacher support to analyze technique to improve performance





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓												
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
		✓											

Sample Dance Rubric

Criteria (key words)	Levels of Quality			
	4 Excellent	3 Proficient	2 Adequate	1 Limited
Basic movements	Incorporates several basic movements in a pleasing dance sequence	Incorporates several basic movements in a danceable sequence	Includes some basic danceable movements in a repeating order	Includes some basic movements without danceable connections
Transitions	Transitions between steps are smooth and flowing	Transitions between steps are made in time to the music	Transitions between steps are choppy	Transitions between steps are awkward, stop-and-go movements
Coordination with music	Steps are highly coordinated with the music	Steps are coordinated with the music	Steps are generally coordinated with the music	Steps show little or no coordination with the music
Rhythm and pattern	Consistently maintains rhythm and pattern	Frequently maintains rhythm and pattern	Occasionally maintains rhythm and pattern	Needs assistance to maintain rhythm and pattern
Staying in formation	Stays in formation for entire dance	Stays in formation most of the time	Occasionally moves out of formation	Rarely, if ever, in formation
Engagement with the group	Contributes enthusiastically and invites suggestions from others	Contributes to group and accepts others' ideas	Contributes to the group	Participates only when encouraged





This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓					✓							
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
Specific Outcomes	✓	✓						✓	✓				

Sample General Outcomes A, C and D Rubric

Criteria (key words)	Levels of Quality			
	4 Excellent	3 Proficient	2 Adequate	1 Limited
Following the rules of the activity or game	Consistently follows the rules	Frequently follows the rules	Occasionally follows the rules	Demonstrates little or no willingness to follow the rules
Skills	Consistently demonstrates skills appropriate to the activity or game	Frequently demonstrates skills appropriate to the activity or game	Demonstrates skills appropriate to the activity or game, but lacks consistency	Rarely demonstrates skills appropriate to the activity or game
Ready position	Consistently in the ready position	Frequently in the ready position	In the ready position some of the time	Rarely in the ready position
Participation	Eagerly engages in activities and helps lead the group in goal setting	Participates fully in activities	Participates when interested	Participates only when encouraged
Attitude	Displays a positive attitude and enthusiasm toward the activities	Displays a positive attitude	Displays an indifferent attitude	Expresses disinterest in activities
Initiative	Takes initiative and tries new activities	Tries new activities and is developing a sense of confidence	Tries new activities when given peer or teacher support	Reluctant to try new activities
Cooperation	Works cooperatively, providing encouragement and support for others	Works cooperatively with others	Needs reminders in order to work cooperatively	Needs supervision in order to work cooperatively
Leadership	Takes on various roles and responsibilities with enthusiasm	Takes on various roles and responsibilities	Takes on roles and responsibilities with encouragement	Avoids or refuses to take on various roles and responsibilities
Fair play	Consistently plays fairly and shows proper etiquette	Frequently plays fairly and shows proper etiquette	Occasionally plays fairly and shows proper etiquette	Rarely, if ever, plays fairly and shows proper etiquette
Safety	Considers the well-being and safety of others, and consistently follows safe practices	Considers the well-being and safety of others, and frequently follows safe practices	Usually considers the well-being and safety of others, and usually follows safe practices	Rarely, if ever, considers the well-being and safety of others, but sometimes follows safe practices

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓					✓				✓			
	Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge
		✓					✓	✓	✓	✓	✓	✓	

Sample Lacrosse Rubric (Self-evaluation)

Name: _____ Class: _____ Date: _____





- 4 = Excellent – I consistently demonstrate the skill.
 – I consistently help my partner and explain what he or she needs to improve.
- 3 = Proficient – I frequently demonstrate the skill.
 – I frequently help my partner and explain what he or she needs to improve.
- 2 = Adequate – I occasionally demonstrate the skill.
 – I occasionally help my partner and explain what he or she needs to improve.
- 1 = Limited – I rarely demonstrate the skill.
 – I rarely help my partner or explain what he or she needs to improve.

<u>Skill</u>	<u>My Rating</u>
Trapping	_____
Scooping	_____
Cradling	_____
Catching	_____
Passing	_____
Shooting	_____
Partner Work	_____
<u>Total</u>	_____

Overall, I would rate my performance in this unit as (1 to 4): _____

Comments: _____





This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes													
	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓					✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
	✓					✓	✓	✓	✓	✓			

Sample Leadership Rubric

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Verbal Communication	Clearly and effectively communicates information with vivid detail <input type="checkbox"/>	Clearly communicates information with suitable support and detail <input type="checkbox"/>	Communicates important information, but is not clear overall <input type="checkbox"/>	Communicates information as isolated pieces, with insufficient detail and support <input type="checkbox"/>
Creating Products	Creates products that exceed conventional standards <input type="checkbox"/>	Creates products that meet conventional standards <input type="checkbox"/>	Creates products that require more explanation to meet conventional standards <input type="checkbox"/>	Products are difficult to understand and do not meet conventional standards <input type="checkbox"/>
Problem-solving Ability	Demonstrates foresight and thought in identifying possible obstacles and constraints, and plans for them <input type="checkbox"/>	Identifies most obstacles and constraints <input type="checkbox"/>	Identifies some obstacles and constraints <input type="checkbox"/>	Demonstrates limited foresight in identifying possible obstacles <input type="checkbox"/>
Decision Making	Identifies plausible solutions to problems, and addresses the difficulties posed by the constraints or obstacles <input type="checkbox"/>	Proposes solutions that appear plausible, and addresses the most important constraints or obstacles <input type="checkbox"/>	Proposes alternative solutions, but the solutions do not address all the important difficulties <input type="checkbox"/>	Presents solutions that fail to address the difficulties, or does not deal with the difficulties at all <input type="checkbox"/>

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
						✓							
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
						✓		✓					

Sample Tennis Rubric





Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Fundamentals	The student consistently demonstrates, during warm-ups, the ready position; good footwork; correct grip; firm wrist; and flat, controlled swing <input type="checkbox"/>	The student frequently demonstrates, during warm-ups, the ready position; good footwork; correct grip; firm wrist; and flat, controlled swing <input type="checkbox"/>	The student occasionally demonstrates, during warm-ups, the ready position; good footwork; correct grip; firm wrist; and flat, controlled swing <input type="checkbox"/>	The student rarely, if ever, demonstrates, during warm-ups, the ready position; good footwork; correct grip; firm wrist; and flat, controlled swing <input type="checkbox"/>
Forehand	Using a self-toss while standing in the backcourt, during warm-ups, consistently demonstrates the ability to hit a forehand shot successfully <input type="checkbox"/>	Using a self-toss while standing in the backcourt, during warm-ups, frequently demonstrates the ability to hit a forehand shot successfully <input type="checkbox"/>	Using a self-toss while standing in the backcourt, during warm-ups, occasionally demonstrates the ability to hit a forehand shot successfully <input type="checkbox"/>	Using a self-toss while standing in the backcourt, during warm-ups, rarely demonstrates the ability to hit a forehand shot successfully <input type="checkbox"/>
Backhand	Using a self-toss while standing in the backcourt, during warm-ups, consistently demonstrates the ability to hit a backhand shot successfully <input type="checkbox"/>	Using a self-toss while standing in the backcourt, during warm-ups, frequently demonstrates the ability to hit a backhand shot successfully <input type="checkbox"/>	Using a self-toss while standing in the backcourt, during warm-ups, occasionally demonstrates the ability to hit a backhand shot successfully <input type="checkbox"/>	Using a self-toss while standing in the backcourt, during warm-ups, rarely, if ever, demonstrates the ability to hit a backhand shot successfully <input type="checkbox"/>
Rally	With a partner, while standing in the backcourt, consistently can rally back and forth <input type="checkbox"/>	With a partner, while standing in the backcourt, frequently can rally back and forth <input type="checkbox"/>	With a partner, while standing in the backcourt, occasionally can rally back and forth <input type="checkbox"/>	With a partner, while standing in the backcourt, rarely, if ever, can rally back and forth <input type="checkbox"/>
Forehand Volley	Using a self-toss while standing in the backcourt, consistently demonstrates the forehand volley successfully—4 out of 5 times <input type="checkbox"/>	Using a self-toss while standing in the backcourt, frequently demonstrates the forehand volley successfully—3 out of 5 times <input type="checkbox"/>	Using a self-toss while standing in the backcourt, occasionally demonstrates the forehand volley successfully—2 out of 5 times <input type="checkbox"/>	Using a self-toss while standing in the backcourt, rarely, if ever, demonstrates the forehand volley successfully—less than 2 out of 5 times <input type="checkbox"/>
Backhand Volley	Using a self-toss while standing in the backcourt, consistently demonstrates the backhand volley successfully—4 out of 5 times <input type="checkbox"/>	Using a self-toss while standing in the backcourt, frequently demonstrates the backhand volley successfully—3 out of 5 times <input type="checkbox"/>	Using a self-toss while standing in the backcourt, occasionally demonstrates the backhand volley successfully—2 out of 5 times <input type="checkbox"/>	Using a self-toss while standing in the backcourt, rarely, if ever, demonstrates the backhand volley successfully—less than 2 out of 5 times <input type="checkbox"/>
Serve	Consistently can demonstrate overhand serve into right and left court from behind baseline <input type="checkbox"/>	Frequently can demonstrate overhand serve into right and left court from behind baseline <input type="checkbox"/>	Occasionally can demonstrate overhand serve into right and left court from behind baseline <input type="checkbox"/>	Rarely, if ever, can demonstrate overhand serve into right and left court from behind baseline <input type="checkbox"/>

(continued)

(continued)

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Match Play	The student consistently demonstrates tasks while playing a match with an opponent (80% of the time) <input type="checkbox"/>	The student frequently demonstrates tasks while playing a match with an opponent (60% of the time) <input type="checkbox"/>	The student occasionally demonstrates tasks while playing a match with an opponent (50% of the time) <input type="checkbox"/>	The student rarely, if ever, demonstrates tasks while playing a match with an opponent (less than 50% of the time) <input type="checkbox"/>
Game Strategy	The student consistently demonstrates proper court positioning and strategy in singles and/or doubles matches (80% of the time) <input type="checkbox"/>	The student frequently demonstrates proper court positioning and strategy in singles and/or doubles matches (60% of the time) <input type="checkbox"/>	The student occasionally demonstrates proper court positioning and strategy in singles and/or doubles matches (50% of the time) <input type="checkbox"/>	The student rarely, if ever, demonstrates proper court positioning and strategy in singles and/or doubles matches (less than 50% of the time) <input type="checkbox"/>

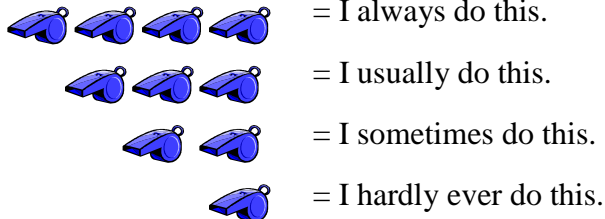
This evaluation strategy can facilitate achievement of the following outcomes

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓		✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
	✓	✓	✓			✓	✓		✓	✓	✓		

OTHER SAMPLE EVALUATION STRATEGIES

What is my Physical Education Cooperation Level?

- A. Think about your attitude and behaviour during physical education time so far this year.
Circle the number of whistles that best describes your cooperation level in physical education class.



I listen to my teacher's instructions:



I follow the gymnasium rules:



I help my partner/classmates:



I work on my own when asked:



I try to improve every class:



- B. What personal goal will you work toward achieving in the next term?

_____ improve my attitude toward others
 _____ improve my listening and following of directions
 _____ improve my sportsmanship when playing games





- C. How will you achieve this goal? What steps do you need to take?

How: _____

Steps: _____

Name: _____ Class: _____ Date: _____

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
						✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
						✓	✓	✓	✓			✓	

Functional Fitness Written Test

Name: _____ Class: _____

Part A – True or False

	1. A good exercise heart rate for your age is between 20 and 24 beats/10 seconds.
	2. Aerobic fitness is developed in running.
	3. The best way to cool down is to go outside.
	4. Arms should be bent at a 45° angle when you run.
	5. The more fit you are, the quicker your heart rate returns to its resting heart rate (RHR).

Part B – Multiple Choice

1. Cardio-respiratory fitness is the fitness of the:
 - a. heart
 - b. lungs
 - c. blood
 - d. blood vessels
 - e. all of the above
2. How should you begin cardiovascular training, if you have not been active recently?
 - a. once every two weeks
 - b. gradually
 - c. 5 minutes a day
 - d. hard and steady
3. Anaerobic means:
 - a. with oxygen
 - b. without oxygen
 - c. breathing heavily and constantly
 - d. loss of weight due to heavy exercise
4. If your neighbour wants to do aerobic exercises, which should he or she not pick:
 - a. sprinting
 - b. weight lifting
 - c. jogging
 - d. handball





(continued)

(continued)

5. How hard should your neighbour exercise for cardio-respiratory fitness:
 - a. elevate the heart rate to correct intensity
 - b. do stretching exercises
 - c. run 1500 m daily
 - d. walk only

6. Which test for cardio-respiratory fitness would you suggest:
 - a. 100 m run
 - b. 1500 m run
 - c. 12-minute run
 - d. lifting weights

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
			✓							✓			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
Specific Outcomes			✓		✓					✓		✓	

Personal Fitness Program

Name: _____ Class: _____

Complete this fitness and nutrition questionnaire and hand it in at the end of the unit with your completed fitness package.

What are five fitness goals that you would like to achieve during this unit? (Include both physical fitness and nutrition goals.)

1. _____
2. _____
3. _____
4. _____
5. _____

According to *Canada's Food Guide to Healthy Eating*, how many servings per day should you be having of:

1. Fruits and Vegetables _____
2. Milk Products _____
3. Grain Products _____
4. Meat and Alternatives _____





Based on this guide, are there any foods that you need to eat more of or less of and for what reasons?

(continued)





(continued)





What specific activities do you plan to undertake to improve your fitness level?

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
			✓							✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
			✓		✓							✓	

PROGRESS REPORT SAMPLE

 Activity	 Benefits Health	 Cooperation	 Do It Daily...For Life!	Grade Level	Performance
<p>General Outcome A } General Outcome B } Single statement based on each of the General Outcome C } four general outcomes and/or General Outcome D } curriculum organizers (or choose 1 or 2 outcomes for each reporting period).</p>					

 Activity	 Benefits Health	 Cooperation	 Do It Daily...For Life!	Grade Level	Performance
<p>This term the Grade 2 students were asked to select and perform the basic skills in gymnastics. Ali demonstrates excellent body control when performing her gymnastics routine. She performed her routine very vigorously from start to finish. Ali was very courteous in speech and action toward her classmates by sharing her ideas throughout the unit. She is progressing in her ability to be creative and should include this as a goal for next term.</p>					

