Rubric FITNESSGRAM Assignment

Student Assessment	NASPE/CF	Unacceptable (1)	Acceptable (3)	Target (5)
1. The physical education teacher candidate uses the FITNESSGRAM test battery to assess the students' health-related fitness components.[1]	7.2 CF1 CF4	The physical education teacher candidate follow the testing protocols established by the FITNESSGRAM administration manual for **less than four** of the test items listed under "Target"	The physical education teacher candidate follows the testing protocols established by the FITNESSGRAM administration manual for **six or more** of the test items listed under "Target"	The physical education teacher candidate follows the testing protocols established by the FITNESSGRAM administration manual for **all** of the following test items: weight, height, PACER, Back-saver sit and reach, shoulder stretch, 90° push-up, curl-up, and trunk-lift.
2. The physical education teacher candidate interprets the physical fitness results.	7.4 CF1 CF4	The physical education teacher candidate **incorrectly** uses the "Healthy Fitness Zone" standards to interpret individual performance. An incomplete description of the individual performance is provided.	The physical education teacher candidate **correctly** uses the "Healthy Fitness Zone" standards to interpret individual performance. A **general** description of the individual performance is provided. **Either** the scores **or** "Healthy Fitness Zone" are not indicated.	The physical education teacher candidate **correctly** uses the "Healthy Fitness Zone" standards to interpret individual performance. The individual performance is **clearly presented in a table for each test item** (e.g., weight, height, PACER, Back-saver sit and reach, shoulder stretch, 90° push-up, curl-up, and trunk-lift). **Both the scores and** "Healthy Fitness Zone" are indicated.
3. The physical education teacher candidate makes recommendations based on the assessment (7.2) results of the individual for further fitness development (7.4).	7.2 7.4 CF1 CF4	The physical education teacher candidate **fails** to make recommendations. Recommendations are not congruent with the individual results. Information is sloppy and incomplete.	The physical education teacher candidate makes recommendations that are congruent with the individual results for **three or more** of the Health-Related Fitness components. Presents **most** information in a clear and organized way.	The physical education teacher candidate makes recommendations that are congruent with the individual results for **five or more** of the Health-Related Fitness components. Presents **all** information in a clear and organized way.

[1] Based on the instructor observations during data collection.

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Planning & Instruction		Unacceptable (1)	Acceptable (3)	Target (5)
1. The physical education teacher candidate develops fitness goals based on the individual's results.	6.2 CF1 CF4	The physical education teacher candidate fails to develop fitness goals that are congruent with the individual's results. Goals are not written in measurable terms.	The physical education teacher candidate develops two short **and** two long term fitness goals that are congruent with the individual's results. Goals are **either** realistic **or** written in measurable terms.	The physical education teacher candidate develops **more than** 2 short term and **more than** 2 long term fitness goals that are congruent with the individual's results. Goals are realistic **and** written in measurable terms.
Technology		**Unacceptable**	**Acceptable**	**Target**
1. The physical education teacher candidate uses the FITNESSGRAM software to enter performance data and create reports.	9.1 CF2	The physical education teacher candidate **fails** to use the FITNESSGRAM software. Performance data is entered for one or more individuals, but reports are not included.	The physical education teacher candidate correctly uses the FITNESSGRAM software. Performance data for **5 or more** individuals is entered and **one or more** reports listed under "Target" are included.	The physical education teacher candidate correctly uses the FITNESSGRAM software. Performance data for **5 or more** individuals is entered. **Student report, parent report and summary report are included.**
2. The physical education teacher candidate demonstrate knowledge of current technologies and their application to physical education	9.1	The physical education teacher candidate possesses only a limited knowledge of current technologies and rarely is able to apply them to physical education content and instruction.	The physical education teacher candidate possesses an adequate knowledge of current technologies and applies these technologies appropriately to physical education content and instruction.	The physical education teacher candidate possess an extensive knowledge of current technologies to physical education, as demonstrated by appropriate use in a wide variety of instructional and curricular contexts to facilitate and enhance student learning.
Reflection		**Unacceptable**	**Acceptable**	**Target**
1. The physical education teacher candidate uses available resources to develop as a reflective professional.	8.2	The physical education teacher candidate does not use available resources such as colleagues, literature, or professional associations to develop as a reflective professional.	The physical education teacher candidate uses several resources such as colleagues, literature, and professional associations to develop as a reflective professional.	The physical education teacher candidate uses a wide variety of resources such as colleagues, literature, and professional associations on a regular basis to remain current and continue to develop as a reflective professional.

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Standard of Presentation		Unacceptable	Acceptable	Target
1. The physical education teacher candidate follows the paper format as indicated in the assignment description.		Cover page contains less than 2 items of information listed under "Target" Paper is typed, but is less than 2 pages in length double spaced. Fails to use Times New Roman or Courier New 12 size font. Fails to set margins at 1 inch. Fails to write in paragraph form. Work has more than ten grammatical or spelling errors.	Cover page contains **3 or more** items of information listed under "Target". Paper is typed, 2 or more pages in length double spaced. **Fails** to use Times New Roman or Courier New. Uses 12 size font. Margins are set at 1 inch. Paper is written in paragraph form. Work has 5 to 10 grammatical or spelling errors.	Cover page includes **all** the following information: Title of the assignment, Class name, Instructor name, Student name, submission date, University, College and Department name. Paper is typed, 2 or more pages in length double spaced. Times New Roman or Courier New 12 size font is used throughout the paper. Margins are set at 1 inch. Paper is written in paragraph form. Work has less than five grammatical or spelling errors.

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