

## Rubric Adapted Kinesiology Notebook

Content Objective	NASPE/CF	Unacceptable (1)	Acceptable (3)	Target (5)
<b>Introduction</b>				
The physical education teacher candidate provides an overview of a specific disability.		The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Fails to provide an overview about the disability</li> <li>• Presents the information in a sloppy and incomplete way.</li> </ul>	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides an acceptable overview about the disability</li> <li>• Presents most information in a clear and organized way.</li> </ul>	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides a detailed overview about the disability.</li> <li>• Presents <b>all</b> information in a clear and organized way.</li> </ul>
<b>Definition of the disability</b>				
The physical education teacher candidate defines the disability.	CF1	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides an incomplete definition of the disability.</li> <li>• Uses less than 2 references to define the disability.                             <ul style="list-style-type: none"> <li>○ Each definition is less than 2 sentences.</li> </ul> </li> <li>• Presents the information in a sloppy and incomplete way.</li> <li>• Fails to cite the references using APA style.</li> </ul>	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides a general definition of the disability.</li> <li>• Uses at least 2 references to define the disability.                             <ul style="list-style-type: none"> <li>○ Each definition is at least 2-3 sentences.</li> </ul> </li> <li>• Cites the references using APA style.                             <ul style="list-style-type: none"> <li>○ APA style is generally followed.</li> </ul> </li> </ul>	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides a thorough <b>and</b> detailed definition of the disability.</li> <li>• Uses more than 2 references to define the disability.                             <ul style="list-style-type: none"> <li>○ Each definition is at least 2-3 sentences.</li> </ul> </li> <li>• Cites the references using APA style.                             <ul style="list-style-type: none"> <li>○ APA style is impeccable.</li> </ul> </li> </ul>

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<b>Characteristics</b>				
<p>The physical education teacher candidate identifies and describes the characteristics and types of the disability.</p>	<p>CF1</p>	<p>The physical education teacher candidate:</p> <ul style="list-style-type: none"> <li>• Provides less than 2 characteristics of the disability.</li> <li>• Describes the characteristics in a sloppy and incomplete way.</li> </ul> <p>If applicable:</p> <ul style="list-style-type: none"> <li>• Fails to identify and describes neither the characteristics nor different types of the disability.</li> </ul>	<p>The physical education teacher candidate:</p> <ul style="list-style-type: none"> <li>• Provides at least 2 characteristics of the disability</li> <li>• Describes the characteristics with some detail</li> </ul> <p>If applicable:</p> <ul style="list-style-type: none"> <li>• Provides at least 2 characteristics and/or the different types of the disability.</li> <li>• Describes the characteristics <b>and/or</b> types of the disability with some detail.</li> <li>• Presents <b>most</b> information in a clear and organized way.</li> </ul>	<p>The physical education teacher candidate:</p> <ul style="list-style-type: none"> <li>• Provides more than 2 characteristics of the disability</li> <li>• Describes the characteristics with extensive detail</li> </ul> <p>If applicable:</p> <ul style="list-style-type: none"> <li>• Provides <b>all</b> the different types of the disability.</li> <li>• Describes the types of the disability with extensive detail.</li> <li>• Present <b>all</b> information in a clear and organized way.</li> </ul>
<b>Special considerations/Medical Conditions/Safety Issues</b>				
<p>The physical education teacher candidate identifies and describes special considerations, medical conditions and safety issues with regard to the disability.</p>	<p>3.2 CF1</p>	<p>The physical education teacher candidate:</p> <ul style="list-style-type: none"> <li>• Provides an incomplete description of the special considerations, medical conditions and safety issues with regard to the disability.</li> <li>• Neither the special considerations, medical conditions, nor safety issues are identified.</li> </ul>	<p>The physical education teacher candidate:</p> <ul style="list-style-type: none"> <li>• Provides a general description of the special considerations, <b>and/or</b> medical conditions, <b>and/or</b> safety issues with regard to the disability.</li> </ul>	<p>The physical education teacher candidate:</p> <ul style="list-style-type: none"> <li>• Provides a thorough and relevant description of the special considerations, <b>and</b> medical conditions, <b>and</b> safety issues with regard to the disability.</li> </ul>

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<b>Instructional strategies</b>				
The physical education teacher candidate identifies and describes instructional strategies that may be used when working with an individual with the selected disability.	3.2 CF1	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides less than 2 instructional strategies.</li> <li>• Provides an incomplete description of each instructional strategy.</li> <li>• Fails to indicate the appropriateness of the instructional strategy.</li> </ul>	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides at least 2 instructional strategies.</li> <li>• Provides a general description of each instructional strategy <b>and/or</b> indicates the appropriateness of each instructional strategy.</li> </ul>	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides more than 2 instructional strategies.</li> <li>• Provides a thorough and relevant description of each instructional strategy <b>and</b> indicates the appropriateness of each instructional strategy.</li> </ul>
<b>Specific Modifications/Adaptations</b>				
The physical education teacher candidate identifies and describes modifications and/or adaptations when working with an individual with the selected disability.	3.2 CF3	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides less than 2 modifications/adaptations.</li> <li>• Provides an incomplete description of each modification/adaptation.</li> <li>• Fails to indicate the appropriateness of each modification/adaptation.</li> </ul>	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides at least 2 modifications/adaptations.</li> <li>• Provides a general description of each modification/adaptation <b>and/or</b> indicates the appropriateness of each modification/adaptation.</li> </ul>	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides more than 2 modifications/adaptations.</li> <li>• Provides a thorough and relevant description of each modification/adaptation <b>and</b> indicates the appropriateness of each modification/adaptation.</li> </ul>

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<b>Learning activities</b>				
The physical education teacher candidate identifies and describes motor skill development activities for an individual with the selected disability.	3.2 CF1	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides less than 2 motor skill development activities.</li> <li>• Provides an incomplete description of each motor skill development activity.</li> <li>• Fails to indicate the appropriateness of each motor skill development activity.</li> </ul>	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides at least 2 motor skill development activities.</li> <li>• Provides a general description of each motor skill development activity <b>and/or</b> indicates the appropriateness of each motor skill development activity.</li> </ul>	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides more than 2 motor skill development activities.</li> <li>• Provides thorough and relevant description of each motor skill development activity <b>and</b> indicates the appropriateness of each motor skill development activity.</li> </ul>
<b>Web Sites Resources</b>				
The physical education teacher candidate identifies and describes web sites that provide useful and accurate information about the selected disability.	3.2 CF2	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides less than 2 web sites.</li> <li>• Provides an incomplete description of each web site.</li> </ul>	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides at least 2 web sites.</li> <li>• Provides a general description of each web site.</li> </ul>	The physical education teacher candidate: <ul style="list-style-type: none"> <li>• Provides more than 2 web sites.</li> <li>• Provides thorough and relevant description of each web site.</li> </ul>

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<b>Individual Education Program (IEP)</b>				
<p>The physical education candidate proposes an individual education program for an individual with the selected disability.</p>	<p>3.2 6.2 7.1 CF1 CF4</p>	<p>The physical education teacher candidate:</p> <ul style="list-style-type: none"> <li>• Proposes less than 2 assessment tools and fails to justify why she/he would use them.</li> <li>• Develops less than 2 annual goals.                             <ul style="list-style-type: none"> <li>○ An action, condition and criterion are not evident.</li> <li>○ Not aligned with assessment tools.</li> </ul> </li> <li>• Proposes less than 2 specific educational services and fails to justify why she/he would use them.</li> <li>• Proposes less than 2 related services and fails to justify why she/he would use them.</li> <li>• Indicates less than 2 adaptations for instruction in physical education.</li> <li>• Indicates less than 2 adaptations for equipment/assistive technology devices.</li> <li>• Indicates less than 2 adaptations for managing behavior.</li> </ul>	<p>The physical education teacher candidate:</p> <ul style="list-style-type: none"> <li>• Proposes at least 2 assessment tools <b>and/or</b> justifies why she/he would use them.</li> <li>• Develops at least 2 annual goals.                             <ul style="list-style-type: none"> <li>○ An action, <b>and/or</b> condition <b>and/or</b> criterion are evident.</li> <li>○ <b>Partially</b> aligned with assessments tools.</li> </ul> </li> <li>• Proposes at least 2 specific educational services <b>and/or</b> justifies why she/he would use them.</li> <li>• Proposes at least 2 related services <b>and/or</b> justifies why she/he would use them.</li> <li>• Indicates at least 2 adaptations for instruction in physical education.</li> <li>• Indicates at least 2 adaptations for equipment/assistive technology devices.</li> <li>• Indicates at least 2 adaptations for managing behavior.</li> </ul>	<p>The physical education teacher candidate:</p> <ul style="list-style-type: none"> <li>• Proposes more than 2 assessment tools <b>and</b> justifies why she/he would use them.</li> <li>• Develops more than 2 annual goals.                             <ul style="list-style-type: none"> <li>○ An action, condition and criterion are evident.</li> <li>○ <b>Clearly</b> aligned with assessments tools.</li> </ul> </li> <li>• Proposes more than 2 specific educational services <b>and</b> justifies why she/he would use them.</li> <li>• Proposes more than 2 related services <b>and</b> justifies why she/he would use them.</li> <li>• Indicates more than 2 adaptations for instruction in physical education.</li> <li>• Indicates more than 2 adaptations for equipment/assistive technology devices.</li> <li>• Indicates more than 2 adaptations for managing behavior.</li> </ul>

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<b>Format of Notebook/Presentation</b>				
<p>The physical education teacher candidate follows the paper format as indicated in the assignment description.</p>	<p>CF3</p>	<p>The physical education teacher candidate:</p> <ul style="list-style-type: none"> <li>• Provides a cover page that contains less than 4 items of information listed under “Target”.</li> <li>• Work meets less than four of the seven presentation criteria for “Target” and has more than ten grammatical or spelling errors.</li> <li>• APA style is not evident.</li> <li>• Provides the final notebook to the instructor stapled or clipped.</li> </ul>	<p>The physical education teacher candidate:</p> <ul style="list-style-type: none"> <li>• Provides a cover page that contains 5 or more items of information listed under “Target”.</li> <li>• Work meets five of the seven presentation criteria for “Target” or has 5 to 10 grammatical or spelling errors.</li> <li>• Margins are set at 1 inch. Paper is written in paragraph form.</li> <li>• APA style is generally followed.</li> <li>• Provides the final notebook to the instructor in a 1 inch three ring binder.</li> </ul>	<p>The physical education teacher candidate:</p> <ul style="list-style-type: none"> <li>• Provides a cover page that contains the Name of University, Name of College, Name of Department, Title of the assignment, class name, instructor name, student name and submission date.</li> <li>• Presentation: Presentation professional, higher level writing skills are evident, all work is typed in a professional 12pt. Times New Roman or Courier New font, double spaced, clean, neat, easy to follow with less than 5 grammatical or spelling errors.</li> <li>• Margins are set at 1 inch. Paper is written in paragraph form.</li> <li>• APA style is impeccable.</li> <li>• Provides the final notebook to the instructor in a 1 inch three ring binder.</li> </ul>