

Table 11.2 Rubric for Personal Fitness Program Portfolio

Descriptor	Level 1	Level 2	Level 3	Level 4
Developing goals for PFP	Needed significant teacher help to develop appropriate goals. Original goals were either too difficult to achieve in one semester or failed to challenge the student's current level of fitness.	Goals addressed all components of health-related fitness (HRF) and are based on FitnessGram results; goals are realistic and appropriate for the student.	Demonstrates the ability to complete fitness testing and interpret scores. Sets realistic and measurable goals using the SMART method.	Goals were purposefully written with the intent to improve fitness. Goals were realistic, attainable, and challenging.
PFP activities and personal goals	Used FITT concept to identify activities. Weekly activities do not always address all components of HRF.	Used FITT as the basis of PFP. The PFP shows evidence of using the physical activity pyramid. Weekly activities address all of the HRF components.	PFP reflects fitness principles taught in class. Self-designed program is creative and motivating for the student.	PFP reflects concepts that will lead to increased levels of fitness. Challenges self to improve. Used overload and progression to build the PFP.
Regular participation	Participation in activities is spotty or fails to record activity. Earns fewer than 15 points each week and does not adjust activity plan.	Regular participation in moderate activities. Regularly records workouts. Relies mostly on physical education class for activity points. Earns at least 15 points each week.	Regularly participates in MVA. Is active outside of physical education. Earns at least 18 points each week.	Regularly participates in activities that are mostly vigorous. Scores at least 21 points. Deliberately schedules time to be active.
Goal modifications	Does little to modify PFP or change participation habits during the semester. Shows little growth in the area of fitness despite having several areas in the NIZ.	Modifies PFP after fitness testing to make it more effective. Shows growth with fitness levels. Shows evidence of making effort to improve fitness goals.	Goals are modified based on results or change of personal focus (e.g., wants to target a specific HRF component).	Regularly modifies goals and PFP as a result of improvement. Is able to adapt plan due to unforeseen events (i.e., injury, illness, weather) and still remain active.
Reflections	Identifies some benefits of regular participation but shows little enthusiasm or initiative to want change.	Reflections are based on goals set for the course. Discusses progress and is forthright about areas needing change.	Uses principles of training to note improvement. Talks about personal challenges and successes.	Is committed to exercising regularly. Reflections are thoughtful and use data from workout logs, fitness test changes, and changes in performance of favorite activities.

From J.L. Lund and M.F. Kirk, *Performance-Based Assessment for Middle and High School Physical Education*, 3rd ed. (Champaign, IL: Human Kinetics, 2020).