

Table 4.2 Example of a Qualitative Analytic Rubric for the Affective Domain

	Not on my team	Good sport	Great teammate	My hero
Fair play	Complains about calls made by referee team. Makes deliberate fouls and attempts to win by breaking or bending the rules.	Works with teammates, sometimes encourages others. Calls are sometimes questioned.	Recognizes good play by others and compliments teammates. Accepts calls of the officials. Plays within the rules and encourages others to do the same.	Consistently recognizes good play and compliments and encourages others in game play from both teams. Calls all shots honestly and fairly and will call fouls on self.
Effort	Stands and watches others during game play. Student makes little or no effort to improve skills or participation. When subbed into a game, is slow to move into position.	Participates during game play but is slow to react to the dynamics of the game. Tries to improve skills when encouraged by others.	Eagerly participates during game play and works to improve current level of skill and knowledge. Encourages others to participate in the game.	Motivates others to work hard and wants players to do their best. Consistently hustles to increase the tempo of the game and encourages others to keep up.

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).