

Table 11.1 Scoring Rubric: Personal Goal-Setting and Physical Fitness Improvement Program Participation

	Level 1	Level 2	Level 3	Level 4
Initial goals for unit	Set unrealistic goals and reluctantly made some changes while ignoring other teacher suggestions for modifications.	With teacher assistance, set or modified personal fitness goals based on results for FitnessGram tests.	Using information from class, set realistic personal goals for fitness improvement based on results for FitnessGram tests.	Using information from class, independently set realistic personal goals for fitness improvement based on FitnessGram results that were challenging yet achievable.
Modification of goals (intermediary) and improvement	Showed little effort to improve, resulting in goals that changed little during the semester. Little evidence of fitness improvement.	Modified goals at specified times during the semester. Goals were appropriate and led to fitness improvement.	Worked hard to achieve short-term goals. Modified goals during the semester and was able to reach long-term goals.	Challenged self throughout the semester to improve fitness levels. Short-term goals were met as they changed throughout the semester, and long-term goals were exceeded.
Activity log	Lacked effort or did not participate much of the time in class fitness activities. Relied mostly on physical education class for activity or participated in activities not appropriate for improving fitness level. Submitted an incomplete log.	Participated in class fitness development activities on most days. Completed fitness development activities outside of class (some activities were not appropriate). Fitness log was mostly complete.	Participated regularly in class fitness development activities. Completed other appropriate fitness activities outside of class as required. Completed personal fitness activity log and was active at least 60 minutes per day on at least 4 days per week.	Participated vigorously and regularly in class fitness activities. Regularly completed other appropriate fitness development activities outside of class that were personally challenging. Was active at least 60 minutes on most days of the week.
Reflections on personal physical fitness journey	Reflections demonstrated little knowledge of personal fitness development principles. Demonstrated little growth on personal fitness level.	Reflections demonstrated knowledge of the personal fitness development principles. Showed growth of knowledge and level of personal fitness.	Reflections used knowledge of fitness principles and how to improve to provide reasons for fitness improvement.	Reflections demonstrated the use of fitness principles and how to improve. Provided evidence of personal challenge and growth throughout the semester.

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).