**2015-16 Skill and Game-Play Scoring Rubric**

* **Game-Play/Skills Assessment Rubric:**

1-5 Scale (5 Being the highest)

5=100, 4=80, 3=60, 2=40, 1=20

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Exceeds the Standards5 | Meets the Standards4 | Adequately Meets the Standards3 | Needs Work Meeting the Standards2 | Is not Attempting to Meet the Standards1 |
| Sportsmanship | Always models exemplary sportsman-like behavior, a positive attitude and always encourages other. | Consistently models good sportsman-like behavior, a positive attitude and often encourages other. | Inconsistently models positive sportsman-like behavior and sometimes has a positive attitude. | Frequently models negative sportsman-like behavior and frequently has; sometimes discourages other students. | Always displays negative sportsmanship, always discourages; concern is only for self. |
| Rules & Safety | Always demonstrates excellent knowledge of safety and game/class rules, boundaries and proper use of equipment | Consistently demonstrates adequate knowledge of safety and game/class rules, boundaries and proper use of equipment. | Inconsistently demonstrates adequate knowledge of safety and game/class rules, boundaries and proper use of equipment. May ignore rules at times. | Demonstrates a lack of knowledge of safety and game/class rules, boundaries and proper use of equipment; Frequently ignores rules and may act unsafe at times. | Frequently disobeys class game/class rules, boundaries and frequently misuses equipment; Does not attempt to follow rules; Frequently acts unsafe. |
| Skill Development & Performance | Always demonstrates excellent understanding of skills, strategies, and game/fitness concepts; Displays excellent improvement in execution of skill development and shows high motivation for improvement of level of fitness | Consistently demonstrates adequate understanding of skills, strategies, and game/fitness concepts; Displays adequate improvement in execution of skill development and shows adequate concern for improvement of level of fitness | Inconsistently demonstrates understanding of skills, strategies, and game/fitness concepts; Displays some improvement in execution of skill development and occasionally concern for level of fitness | Demonstrates a poor understanding of skills, strategies, and game/fitness concepts; Displays little improvement in execution of skill development and has little concern for level of fitness | Refusal to attempt to learn and understand skills, strategies, and game/fitness concepts; Displays no interest in improving execution of skill development and has no concern for level of fitness |

* **To calculate the Game-Play/Skills Assessment, add all 3 categories and average out to get score.**