

Kinball Rubric
2015/6

Use and incorporate sports skills in a variety of activities.	Excellent	Good	Satisfactory	Unsatisfactory
Using motor skills within the activities. (Standard 1B)	Demonstrates competency in all gross and fine motor skills relative to the variety of activities within this unit.	Demonstrates, or is moving towards competency in all gross and fine motor skills and proficient in a few of the activities within this unit.	Lacks competency in some gross and/or fine motor skills relative to grade level within activities, however is able to participate in activities in an attempt to improve skill level.	Has difficulty demonstrating age appropriate gross and fine motor skills within this activity. Makes some attempt to participate in an effort to improve skill level
Application of motor skills. (Standard 1B)	Applies teacher feedback to improve skill performance. Identifies which gross or fine motor skills to use within variety of activities in order to be successful.	Applies teacher feedback to improve skill performance. Is able to make improvements most of the time, and identifies which gross or fine motor skills to use in order to be successful.	Applies some teacher feedback to improve skill performance. Is able to used motor skills in activities but only sometimes identifies the best use of skills at a certain time.	Has difficulty applying teacher feedback to improve skills, and is unable to identify which gross or fine motor skills to use within activities.
Use of defensive and offensive strategies in team and individual sports. (Standard 1E)	Excellent	Good	Satisfactory	Unsatisfactory
	Consistently perform the appropriate skill, achieving the intended purpose as part of an intended purpose within a strategy. Quickly makes a decision regarding execution of gross or fine motor skill to execute pre-planned idea.	Perform the appropriate skill often, in an attempt to perform a particular task effectively within a strategy. Makes a decision regarding execution of gross or fine motor skill to execute a pre-planned idea.	Performs fewer appropriate skills, in an attempt to perform a particular task within a strategy. Has trouble making decisions regarding selection of skills to contribute to a strategy.	Has problems performing skills in order to perform a particular task within a strategy. Has little ability to make decisions regarding selection of skills to contribute to a strategy.
Find information regarding skill performance and movement. (Standard 3A)	Excellent	Good	Satisfactory	Unsatisfactory
	Student is able to effectively find information that relates to skills performance and movement. This can be in a variety of ways including	Student is aware of importance of finding information that relates to skills performance and movement. Is able to find some information to use in	Student sees some advantage of finding information that relates to skills performance and movement. Has limited ability to find information to	Student is unaware of advantage of finding information that relates to the skills performance and movement. Has no ability to

	observation and research via internet.	tasks.	use in tasks.	find information to use in tasks.
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	Excellent	Good	Needs Work	Unsatisfactory
Participation	Student is always fully engaged, always on task and never needs reminders.	Student is engaged, on task, and rarely needs reminders.	Student is somewhat engaged, rarely on task, and needs frequent reminders.	Student chooses not to participate, engage in activity, remain on task, and needs reminders each day.
Open minded and lead a healthy lifestyle (Standard 5)	Be open minded to take part in a variety of activities and understand what it means to lead an active lifestyle.	Student is normally open minded to take part and understands what it means to lead an active lifestyle.	Student make little attempt to be open minded to take part in a variety of activities and do not fully understand what it means to lead an active lifestyle.	Is not open minded to take part in a variety of activities and has issues understanding what it means to lead an active lifestyle.
Effort and focus (Standard 5B)	Understand how effort and focus translate to enjoyment.	Has some understanding of how effort and focus translate to enjoyment.	Has little understanding of how effort and focus translate into enjoyment.	Has no understanding of how effort and focus translate into enjoyment.
Empathy, understanding and respect. (Standard 6)	Student always respects teachers, self and fellow classmates. Student always follows directions first time and obeys all safety rules. They understand that different individuals make a variety of contributions and know how to help others.	Student shows respect to teachers, self and others almost all the time. Student almost always listens to directions first time and obeys all safety rules.	Student is somewhat respectful to teachers, self and fellow classmates. Student does not always listen to directions first time and sometimes disobeys all safety rules.	Student does not show respect to teachers, self and fellow classmates. Student does not follow directions or obeys all safety rules.
Responsibility and positive social interactions. (Standard 7)	Participates in a manner that encourages others to participate fully. Student is caring and helpful, and is fully aware of the importance of following rules, procedures and safety guidelines.	Often encourages others to participate. Student is caring and helpful, and is aware of the importance of following rules, procedures and safety guidelines.	Sometimes encourages others to participate. Student is sometimes caring and helpful, and is normally aware of the importance of following rules, procedures and safety guidelines.	Rarely encourages others to participate. Student should try to be more caring and helpful, and aware of the importance of following rules, procedures and safety guidelines.