Health Education and Physical Education Rubric
Updated 10/24/07

Review Category	High Quality – 3	2	1	0	Rating
Meets Core Standards and objectives	*More than 80% of the state core objectives are adequately addressed. *Instructional materials are clearly aligned with core objectives.	*At least 70% of the state core objectives are adequately addressed. *Instructional materials are somewhat aligned with core objectives.	*50% of the state core objectives are adequately addressed.	*Less than half of the state core objectives are adequately addressed.	
Ratio of relevant material	*80% of text is directed at core objectives.	*At least 60% of text is directed at core objectives.	*At least 40% of text is directed at core objectives.	*Less than 40% of text is directed at core objectives.	
Content Accuracy	*Accurate information reflects current scientific knowledge. *No content bias.	*Accurate information. *No content bias.	*Inaccurate science concepts. *Content bias created problems with health / P.E. concepts.	*Many inaccuracies in health / P.E. content or concepts. Or *Misconceptions or outdated information.	
Age Appropriate	*A wide range of activities accommodates various developmental levels. *Presentation is a reasonable pace with depth of coverage. *Content organized according to appropriate skills and knowledge development.	*Some activities are adaptable to the appropriate age level. *Some attention given to prerequisite skills and knowledge.	*Limited developmentally appropriate activities. *Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	*Age appropriate levels are not addressed.	
Reading Level & Interest	*Reading level is written on an age appropriate level. *Content is high interest.	*Reading level is written on a marginal appropriateness level. *Content is somewhat interesting.	*Reading level is not appropriate for grade level. *Content is medium-to-low interest.	*Reading level is totally inappropriate for grade level. *Content is low interest.	
Teaching and Learning.	*Facilitates a wide range of teacher and student activities that reflect various learning styles and	*Encourages and assists teachers in addressing learning styles and individual	*Addresses to a limited degree the differences in learning and teaching.	*Does not enhance teaching and learning.	

	individual needs of students. *Includes a wide variety of pedagogical strategies for flexible grouping and instruction.	needs of students. *Includes various pedagogical strategies for flexible grouping and instruction.	*Includes some pedagogical strategies for flexible grouping and instruction.		
Vocabulary	*Scientific terms and academic vocabulary are appropriately used. *Essential vocabulary is clearly identified and defined. *Meaning is embedded in the text.	*Scientific terms and academic vocabulary are generally used. *Meaning is embedded in the text.	*Some scientific terms and academic vocabulary are used. *Essential words are used with limited support for meaning.	*There is a lack of scientific terms and academic vocabulary.	
Durability	*Quality materials are securely bound and reinforced.	*Materials have secure binding.	*Materials are bound adequately.	*Materials have inferior binding.	
Font and format for intended grade level	*Appropriate use of font size and format for intended grade level. *Key words or phrases appropriately bold-faced, highlighted, and/or italicized.	*Font size and format adequate for intended grade level. *Some key words or phrases bold-faced, highlighted, and/or italicized.	*Font size and format too small or too large for age group. *Highlighting, bold facing, or italics were used too much or too little.	*Font size and/or format inconsistent. *No key words or phrases boldfaced, highlighted, or italicized.	
Pictures, tables, and graphs	*Appropriate and varied pictures, tables, and graphs contribute to understanding text material.	*Limited pictures, tables, and graphs contribute to understanding text material.	*Limited pictures, tables, and graphs do not contribute to understanding text material.	*Inappropriate pictures, tables, and graphs or materials distract from text or do not contribute to understanding.	
Tables of contents, glossaries, and indices	*Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students. *Clearly represents concepts within the text.	*Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students.	*Tables of contents, indices, glossaries, content summaries, and assessment guides are present but not supportive.	*Table of contents, glossary, and/or index are incomplete or missing.	
Teacher Materials	*Planning guides are effective, innovative, concise, and clear. *Includes useful integration activities across curriculum content	*Planning guides are mostly effective, standard, and clear. *Offers integration suggestions to other	*Planning guides provide somewhat effective directions. *Makes reference to integration with other	*Planning guides not included. *No integration with other curriculum areas	

	areas.	curriculum areas.	curriculum areas.	provided.	
Student Materials	*Activities engage students in purposeful learning to develop investigative skills and judgment, logical thinking, and understanding.	*Most activities engage students in purposeful learning.	*Some activities engage students in purposeful learning.	*Activities do not develop the concept studied or encourage further application.	
Parent Materials	*Homework assignments support classroom learning and are written so parents/guardians can easily help their children. *Introduces ideas to extend concepts in the real world. *ESL strategies are provided in material sent home to parents. *Provides some materials to be sent home written in another language.	*Suggested strategies and activities to assist parents/guardians. *Some ideas to extend concepts in the real world. *ESL strategies are provided in material sent home to parents.	*Limited activities available for parent/guardian use. *Limited real world applications.	*No parent/guardians activities included. *No extensions suggested.	
Lab Materials	*Lab materials are high quality. *Materials are provided and/or can be replaced economically and locally.	*Materials are acceptable. *Materials can be replaced locally or by mail order.	*Materials are not provided. *Needed materials can be obtained by special order.	*Materials are not part of the program, easily obtained or unsafe.	
Software	*Menus are easy to read and follow. *User-friendly installation requires a minimal level of computer expertise. *No tech support needed. *Manuals and directions are user friendly.	*Menus are generally easy to read and follow. *Installation requires minimal levels of computer expertise. *Manuals and directions are understandable.	*Menus are somewhat easy to read. *Might have to read manual to understand operation of technology. (e.g., laser remote, software.) *Installation might require some knowledge or expertise. *Some tech support needed. *Manuals are included.	*Menus / help files are hard to follow. *Installation requires expertise. *No manuals or written instructional materials are provided. *Tech support required.	
Audio/Visual attributes	*High quality audio and visuals. *Contribute to overall effectiveness of program. *Information is accurate and up-to-date.	*High quality audio and visuals. *Contribute to overall effectiveness of program. *Information is accurate and	*Good quality audio/visual. *Information is accurate.	*Out of date. Or *Inaccurate	

	*Engaging.	up-to-date.			
Enhances learning experience	*Enhances learning experience by clarifying concepts. *Adds depth and diversity.	*Offers depth and diversity to learning experience.	*Limited impact to overall learning experience.	*Does not enhance learning experience.	
Content accurately reflects diverse population	*Provides effective strategies to adapt curriculum for all students (e.g. special needs, learning difficulties, English language learners, advanced learners.) *Accurate portrayal of cultural, racial, and religious diversity in society. *Materials promote a knowledge and understanding of ethnic groups.	*Provides some strategies to adapt curriculum to meet assessed special needs. *Mostly accurate portrayal of cultural, racial, and religious diversity in society. *Some materials are provided to connect and better understand ethnic studies.	*Provides limited strategies to assist special needs students. *Does not address diversity in society.	*Inappropriate strategies to assist special needs students. *Inaccurate or inappropriate portrayal of diverse populations.	
Provides for the development of healthy	*Helps students develop skills for healthy attitudes and interests. *Provides opportunity for collaboration among students.	*Some collaborative activities provided integration of healthy attitudes and opportunities for student collaboration.	*Includes limited integration of healthy attitudes.	*Does not address integration of healthy attitudes or provide opportunities for collaboration.	
Provide a variety of assessment options	*Multiple measures of individual student progress are provided (e.g., performance tests, interpretive tasks, writing projects and multiple choice tests).	*Several different types of assessment provided.	*Some variety of assessment provided.	*No variety of assessment provided.	
Scoring Tools	*Effective scoring tools and rubrics in assessment package.	*Some scoring tools and rubrics provided.	*Very few scoring tools are provided.	*No scoring tools provided.	
Assessment alignment to objectives	*Assessment is provided to assess 80% of stated objectives with a variety of assessment strategies and items.	*Assessment is provided to assess 65% of stated objectives.	*Assessment is provided to assess 50% of stated objectives.	*Assessment is provided to assess less than 50% of stated objectives.	
Assessment for understanding	*Assessment requires the application of ideas and concepts.	*Assessment requires the application of some ideas and concepts.	*Assessment requires the application of few ideas and concepts.	*No application of ideas and concepts.	