

Rubric Model (based on example from Crafton Hills College, Yucaipa, CA)

Course: Health 263 or PE Activity Course **Student Learning Outcome:** Students will demonstrate the knowledge and skills associated with actions necessary for optimum physical, mental, and emotional health and physical efficiency.

Assessment Tool (Activity/assignment/instrument/methodology used): Students will develop a personalized improvement plan that reflects their pursuit of a personal change/improvement activity, consistent with the goals of the course, aimed at improving their own health or physical condition.

Assessment Parameters (number of sections; time span; criteria for success (% of students achieving specific level of success): 5 sections of PE 263; based on rubric, 75% of students will receive a score of 3 in at least 2 of the criteria below, and now less than a 2 on #3.

| Primary areas/traits/criteria | No Evidence 0 | Inadequate 1 | Satisfactory/Adequate 2 | Excellent 3 |
|--|--|--|---|--|
| The student values the practices and attitudes that contribute towards sound physical, mental, and emotional health by undertaking the improvement activity. <i>(Affective domain)</i> | Did not undertake the activity, or showed no evidence of achievement in this area. | <ul style="list-style-type: none"> Expresses a vague notion of a change they want to pursue, but shows little or no commitment to embarking on the improved activity May have started the activity, but has not continued the activity in earnest | <ul style="list-style-type: none"> Establishes a goal and expresses a desire for change or improvement Effort and commitment fluctuate or are inconsistent | <ul style="list-style-type: none"> Show significant evidence of attitudinal change Demonstrates motivation and consistent, sustained commitment to the change activity |
| Student can describe the physiological and scientific soundness of the improvement activity that he/she is undertaking and link that information to specific benefits they are seeking. <i>(Cognitive domain)</i> | Did not undertake the activity, or showed no evidence of achievement in this area. | <ul style="list-style-type: none"> Displays a largely uninformed perspective on the change activity originally identified Has not take time to explore benefits of activities that could result in improved health, fitness, and wellness | <ul style="list-style-type: none"> Has general idea of why the improvement activity is sound May be able to articulate some of the principles that support actions and choices Some reasoning may be vague or incorrect | <ul style="list-style-type: none"> Provides a complete rationale for the approach, methods, and goals of the improvement activity undertaken Articulates accurate information or data supporting the soundness of their activity |
| Student persists and sustains the execution of the improvement activity they he/she is undertaking and practices it consistently and correctly. <i>(Psychomotor domain)</i> | Did not undertake the activity, or showed no evidence of achievement in this area. | <ul style="list-style-type: none"> Shows very little effort May have participated in an activity for 1 or 2 classes but has not followed up with continued effort outside of class Actions indicative of lack of motivation and commitment to change activity | <ul style="list-style-type: none"> Has shown effort with occasional lapses indicating an inconsistent commitment to the change activity Effort may have yielded little or no observable improvement due to lack of consistent, sustained effort | <ul style="list-style-type: none"> Demonstrates a sustained, consistent effort in the selected activity May have observed improvements in personal health, fitness, and wellness Demonstrates increased motivation, effort, and commitment in relation to perceived changes |