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.

<table>
<thead>
<tr>
<th>Primary areas/traits/criteria</th>
<th>No Evidence (0)</th>
<th>Inadequate (1)</th>
<th>Satisfactory/Adequate (2)</th>
<th>Excellent (3)</th>
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| The student values the practices and attitudes that contribute towards sound physical, mental, and emotional health by undertaking the improvement activity. (Affective domain) | Did not undertake the activity, or showed no evidence of achievement in this area. | • 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 | • Establishes a goal and expresses a desire for change or improvement  
• Effort and commitment fluctuate or are inconsistent | • 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. (Cognitive domain) | Did not undertake the activity, or showed no evidence of achievement in this area. | 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  
• Some reasoning may be vague or incorrect | • 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 | • 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. (Psychomotor domain) | Did not undertake the activity, or showed no evidence of achievement in this area. | • 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 | • 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 | • 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 |