

### HOLISTIC PERFORMANCE RUBRIC

This standards-based rubric provides the performance criteria for VA SOL 9.1 – Motor Skill Development.

Score	Skill	Cognitive	Personal/Social Responsibility
<b>Proficient</b> 4	Accurately and effortlessly performs locomotor, non-locomotor, and manipulative skills while utilizing biomechanical and physiological principles. Demonstrates skill proficiency in all health-related fitness activities. Implements a logical and effective practice plan to improve a self-selected skill.	Accurately and thoroughly designs, evaluates, and modifies a practice plan for a self-selected skill, including performance analysis and goal setting. Incorporates training principles, goal setting, and assessment into practice plans.	Participates safely and with consideration and support for others.
<b>Competent</b> 3	Accurately performs locomotor, non-locomotor, and manipulative skills while utilizing biomechanical and physiological principles in predictable situations. Demonstrates skill proficiency in multiple health-related fitness activities. Implements a practice plan to improve a self-selected skill.	Accurately designs, evaluates, and modifies a practice plan for a self-selected skill, including performance analysis and goal setting. Incorporates training principles, or goal setting, or assessment into practice plans.	Participates safely and independently without disrupting the learning environment.
<b>Lacks Competence</b> 2	Inaccurately or inconsistently performs locomotor, non-locomotor, and manipulative skills and utilizes biomechanical and physiological principles only when directed. Demonstrates skill proficiency in few health-related fitness activities. Needs assistance to implement a practice plan to improve a self-selected skill.	Designs, or evaluates, or modifies a practice plan for a self-selected skill. Incorporates inaccurate training principles, or goal setting, or assessment into practice plans.	Participates with self-control under teacher's supervision.
<b>Well Below Competence</b> 1	Inaccurately and inconsistently performs locomotor, non-locomotor, and manipulative skills. Skill development is insufficient to enable participation in health-related fitness activities. Is unable to implement a practice plan to improve a movement skill.	Unable to design a skill practice plan.	Participation is minimal. Breaks safety or classroom rules; disrupts the learning environment.

### HOLISTIC PERFORMANCE RUBRIC

This standards-based rubric provides the performance criteria for VA SOL 9.2 – Anatomical Basis of Movement.

Score	Skill	Cognitive	Personal/Social Responsibility
<b>Proficient</b> 4	Accurately applies principles that improve movement skills and concepts of the body's response to physical activity. Utilizes feedback to learn or improve the movement skills of self and others.	Accurately and thoroughly explains scientific principles that improve movement skills and the body's response to training principles. Accurately and thoroughly analyzes proficient movement performance.	Participates safely and with consideration and support for others.
	Accurately applies principles that improve movement skills and concepts of the body's response to physical activity with teacher prompts. Utilizes feedback to learn or improve own movement skills.	Accurately explains scientific principles that improve movement skills and the body's response to training principles. Accurately analyzes proficient movement performance.	Participates safely and independently without disrupting the learning environment.
<b>Lacks Competence</b> 2	Inaccurately or inconsistently applies principles that improve movement skills and concepts of the body's response to physical activity even with teacher prompts. Needs assistance in utilization of feedback to learn or improve own movement skills.	Inaccurately explains scientific principles that improve movement skills and the body's response to training principles, or inaccurately analyzes proficient movement performance.	Participates with self-control under teacher's supervision.
	Inaccurately and inconsistently applies principles that improve movement skills and concepts of the body's response to physical activity even with teacher prompts. Unable to utilize feedback to learn or improve own movement skills.	Inaccurately explains scientific principles that improve movement skills and the body's response to training principles. Inaccurately analyzes proficient movement performance.	Participation is minimal. Breaks safety or classroom rules; disrupts the learning environment.
<b>Well Below Competence</b> 1			

### HOLISTIC PERFORMANCE RUBRIC

This standards-based rubric provides the performance criteria for VA SOL 9.3 – Fitness Planning.

Score	Skill	Cognitive	Personal/Social Responsibility
<b>Proficient</b> 4	Demonstrates appropriate techniques for resistance-training activities, machines, and/or free weights. Able to assist others with their technique.	Accurately and thoroughly designs a safe and appropriate fitness plan that includes training principles related to exercise intensity, fitness terms, exercises, and activities.	Participates safely and with consideration and support for others.
<b>Competent</b> 3	Demonstrates appropriate techniques for resistance-training activities, machines, and/or free weights.	Accurately designs a safe and appropriate fitness plan that includes training principles related to exercise intensity, fitness terms, exercises, and activities.	Participates safely and independently without disrupting the learning environment.
<b>Lacks Competence</b> 2	Demonstrates inappropriate techniques for resistance-training activities, or machines, or free weights.	Inaccurately designs a safe and appropriate fitness plan that includes training principles related to exercise intensity, fitness terms, exercises, and activities.	Participates with self-control under teacher's supervision.
<b>Well Below Competence</b> 1	Demonstrates inappropriate techniques for resistance-training activities, and machines, and free weights.	Unable to design a fitness plan.	Participation is minimal. Breaks safety or classroom rules; disrupts the learning environment.

### HOLISTIC PERFORMANCE RUBRIC

This standards-based rubric provides the performance criteria for VA SOL 9.4 – Social Development.

Score	Skill	Cognitive	Personal/Social Responsibility
<b>Proficient</b> 4	N/A	Accurately and thoroughly explains the impact of movement activities in developing respect for the unique characteristics of peers. Accurately and thoroughly analyzes psychological benefits derived from physical activities.	Identifies and demonstrates respect for others and teamwork while safely engaging in activities. Applies conflict-resolution skills and communication with peers in physical activity settings.
<b>Competent</b> 3	N/A	Accurately explains the impact of movement activities in developing respect for the unique characteristics of peers. Accurately analyzes psychological benefits derived from physical activities.	Identifies and demonstrates respect for others and teamwork while safely engaging in activities. Responds to conflict-resolution and communication with peers in physical activity settings.
<b>Lacks Competence</b> 2	N/A	Inaccurately explains the impact of movement activities in developing respect for the unique characteristics of peers, or inaccurately analyzes psychological benefits derived from physical activities.	Demonstrates respect for others and teamwork while engaging in activities under teacher supervision. Responds to conflict-resolution and communication with peers only under teacher supervision.
<b>Well Below Competence</b> 1	N/A	Inaccurately explains the impact of movement activities in developing respect for the unique characteristics of peers. Inaccurately analyzes psychological benefits derived from physical activities.	Fails to demonstrate respect for others and teamwork. Disregards conflict-resolution and communication with peers.

### HOLISTIC PERFORMANCE RUBRIC

This standards-based rubric provides the performance criteria for VA SOL 9.5 – Energy Balance.

Score	Skill	Cognitive	Personal/Social Responsibility
<b>Proficient</b> 4	N/A	Accurately and thoroughly explains the body’s physiological response to sugar, sodium, and fat. Accurately and thoroughly analyzes and designs a plan to maintain an appropriate energy balance and body composition for a healthy lifestyle.	Participates safely and with consideration and support for others.
<b>Competent</b> 3	N/A	Accurately explains the body’s physiological response to sugar, sodium, and fat. Accurately analyzes and designs a plan to maintain an appropriate energy balance and body composition for a healthy lifestyle.	Participates safely and independently without disrupting the learning environment.
<b>Lacks Competence</b> 2	N/A	Inaccurately explains the body’s physiological response to sugar, sodium, and fat, or inaccurately analyzes and designs a plan to maintain an appropriate energy balance and body composition for a healthy lifestyle.	Participates with self-control under teacher's supervision.
<b>Well Below Competence</b> 1	N/A	Inaccurately explains the body’s physiological response to sugar, sodium, and fat. Inaccurately analyzes and designs a plan to maintain an appropriate energy balance and body composition for a healthy lifestyle.	Participation is minimal. Breaks safety or classroom rules; disrupts the learning environment.