**Ohio Physical Education Standards and Benchmarks**

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| **Rubric** | **Beginning**  **1** | **Developing**  **2** | **Accomplished**  **3** | **Exemplary**  **4** |

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| **Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.** | | | |
| **Benchmark A: Demonstrate combined movement skills and patterns in authentic settings.** | | | |
| **Combined Movement Skills and Patterns** | **Activity** | **Evidence** | **Rubric 1- 4** |
| Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group in a performance setting |  |  |  |
| Demonstrate consistency in performing specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness, walking). |  |  |  |
| Demonstrate consistency in performing specialized skills in a variety of movement forms (e.g., aquatics, outdoor/recreational activities and track and field). |  |  |  |
| Perform a variety of complex dance routines in small and large groups. |  |  |  |
| **Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.** | | | |
| **Specialized Skill Performance** | **Activity** | **Evidence** | **Rubric 1- 4** |
| Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby and lacrosse). |  |  |  |
| Demonstrate competent skills performance by scoring and defending scoring in small-sided and/or full-sided net games (e.g., badminton, volleyball, tennis, racquetball, pickleball, and squash). |  |  |  |
| Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball). |  |  |  |
| Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent (e.g., golf, archery, bowling, shuffleboard, croquet, bocce, baggo). |  |  |  |

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| **Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.** |
| **Benchmark A: Apply knowledge of tactical concepts and strategies in authentic settings.** |

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| **Strategies and Tactics** | **Activity** | **Evidence** | **Rubric 1- 4** |
| Describe and apply tactics to participate successfully in games across multiple categories of movement forms. |  |  |  |
| Describe effective strategies for successful performance in multiple categories of movement forms. |  |  |  |
| Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms. |  |  |  |
| **Benchmark B: Apply biomechanical principles to perform in authentic settings.** | | |  |
| **Principles and Critical Elements** | **Activity** | **Evidence** | **Rubric 1- 4** |
| Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms. |  |  |  |
| Analyze and evaluate performance of self and others across multiple movement forms. |  |  |  |
| Use information from a variety of sources to design a plan to improve performance. |  |  |  |
| **Standard 3: Participates regularly in physical activity.** | | | |
| **Benchmark A: Identify and engage in regular physical activities inside and outside of school to meet daily national recommendations for daily physical activity.** | | | |
| **Identify and Participate** | **Activity** | **Evidence** | **Rubric 1- 4** |
| Participate in moderate to vigorous physical activities. |  |  |  |
| Participate in a variety of physical activities outside of school (exergaming, rock climbing, dance, martial arts) for maintaining or enhancing a healthy, active lifestyle. |  |  |  |
| Participate in and report on at least two available fitness and/or recreational opportunities in the community. |  |  |  |

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| **Benchmark B: Create and monitor a personal plan for physical activity.** |

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| **Monitor and Evaluate** | **Activity** | **Evidence** | **Rubric 1- 4** |
| Evaluate personal needs and set realistic goals for improving physical activity participation. |  |  |  |
| Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week. |  |  |  |
| Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor and/or physical activity log). |  |  |  |
| Document participation in a variety of physical activities for one month. |  |  |  |
| **Standard 4: Achieves and maintains a health-enhancing level of physical fitness.** | | | |
| **Benchmark A: Meet or exceed criterion-reference health-related physical fitness standards.** | | | |
| **Fitness** | **Activity** | **Evidence** | **Rubric 1- 4** |
| Perform fitness activities using appropriate principles and practices. |  |  |  |
| Meet criterion-referenced standards for the components of health-related fitness. |  |  |  |

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| **Benchmark B: Understands the principles, components and practices of health-related physical fitness.** |

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| **Components, Principles and Practices** | **Activity** | **Evidence** | **Rubric 1- 4** |
| Evaluate a fitness self-assessment and develop and implement a one-month personal physical fitness plan. |  |  |  |
| Demonstrate and report the components of health-related fitness within a personal physical activity program. |  |  |  |
| Construct a timeline for improvement to accompany personal fitness plan. |  |  |  |
| Define and determine target training zone and apply it to fitness and physical activities. |  |  |  |
| Apply principles of training to monitor and adjust activity levels to meet personal fitness needs. |  |  |  |
| **Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.** | | | | |
| **Benchmark A: Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.** | | | | |
| **Safety and Etiquette** | | **Activity** | **Evidence** | **Rubric 1- 4** |
| Contribute to the development and maintenance of rules that provide for safe participation in physical activities. | |  |  |  |
| Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities. | |  |  |  |

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| **Benchmark B: Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.** |

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| **Communication and Social Responsibility** | **Activity** | **Evidence** | **Rubric 1- 4** |
| Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities. |  |  |  |
| Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs. |  |  |  |
| Encourage appropriate etiquette and socially responsible behavior of participants and audience. |  |  |  |
| Accept decisions made by the designated official and respond to winning or losing with dignity and respect. |  |  |  |

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| **Standard 6: Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.** | | | |
| **Benchmark A: Use physical activity to promote personal growth, goal setting and enjoyment.** | | | |
| **Self Challenge and Personal Growth** | **Activity** | **Evidence** | **Rubric 1- 4** |
| Choose an appropriate level of challenge to experience success and desire to participate in a physical activity for a lifetime. |  |  |  |
| Reflect on motivations and goals that determine physical activity participation. |  |  |  |
| Appreciate enjoyment, satisfaction and benefits of regular physical activity. |  |  |  |
| Participate in activities that provide enjoyment and challenge. |  |  |  |

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| **Benchmark B: Pursue physical activities that promote self-expression and provide opportunities for social and group interaction.** |

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| **Social Interaction and Self-Expression** | **Activity** | **Evidence** | **Rubric 1- 4** |
| Describe participation factors that contribute to enjoyment and self-expression. |  |  |  |
| Participation in physical activities that allow for self-expression and enjoyment. |  |  |  |
| Understand that physical activity provides an opportunity for positive social interaction. |  |  |  |

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| What are the learning goals for your educational plan?  Did you meet your goals? Please describe how your goals were met or if they were not, why not? | | |
| How did this opportunity make you more physically fit? | | |

Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My signature below serves as official verification that I have evaluated and assessed this student. I understand that I will be contacted by a member of the RRHS Flex Credit Committee for final verification, prior to course the course grade and credit being issued.

Evaluator’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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