

**PED 240- FITNESS INTEGRATION FINAL PROJECT**

TEACHER \_\_\_\_\_

	<b>UNSATISFACTORY</b>	<b>PROGRESSING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>	
<b>Theoretical Knowledge of the H-R Fitness Components</b>	Is not able to identify at least 3 appropriate activities/skills/concepts in the 5 health-related fitness components.	Is usually able to identify at least 4 appropriate activities/skills/concepts in most of the 5 health-related fitness components.	Demonstrates the ability to clearly identify at least 4 activities/skills/concepts in each of the 5 health-related fitness components.	Demonstrates the ability to clearly identify and analyze at least 5 activities/skills/concepts in each of the 5 health-related fitness components.	
<b>Planning, Goal Setting and writing objectives</b>	Is not able to demonstrate the development of appropriate goals and objectives. Objectives are not aligned with state/national standards and are somewhat related to fitness development.	Demonstrates the development of appropriate goals and objectives. Some are aligned with state or national standards but may not be accurate. They usually relate to fitness development and some of the health-related components.	Demonstrates the development of appropriate goals and objectives that are aligned with state/national standards. Goals and objectives usually relate to fitness	Demonstrates the development of appropriate goals and objectives that are aligned with state/national standards. Goals and objectives clearly relate to fitness development and all of the health-related fitness components.	
<b>Development of Assessment Tools</b>	Assessment strategies are not included or may not be appropriate.	Assessment strategies (3) are appropriate but generic in nature. A few (1-2) different types of assessments are provided.	Assessment strategies (4+) are appropriate and comprehensive in nature. A variety (2 different types) of assessments are provided and in line with the fitness components.	Assessment strategies (5+) are appropriate and comprehensive in nature. A variety (3 different types) of assessments are provided and in line with the fitness components.	
<b>Response to healthier population prompt</b>	The discussion regarding the relationship between physical education and the goal of creating a healthier population is incomplete & missing key concepts & sources.	The discussion regarding the relationship between physical education and the goal of creating a healthier population is generic and missing key concepts. Few sources included.	Is able to discuss the relationship between physical education and the goal of creating a healthier population using some relevant sources.	Detailed and complete discussion about the relationship between physical education and the goal of creating a healthier population using relevant sources. Utilized current and appropriate sources.	
<b>Mechanics and Guidelines</b>	Project does not follow the set guidelines. It is not always clear and may not follow standard English conventions. Does not include relevant information and provided fewer than 7 sources.	Project is typed and usually follows the required format. Follows some of the guidelines and is sometimes difficult to follow. Does not always use standard English conventions. Includes a few lessons, articles and relevant information and provides limited sources (8).	Project is typed and in proper format. Follows most of the guidelines and is clear and easy to read, using standard English conventions. Includes most of the lessons, articles and relevant information and provides a variety (9+) of appropriate sources-APA.	Project is typed and in proper format. Follows all of the guidelines and is clear and easy to read, using standard English conventions. Includes lessons, articles and relevant information and provides a variety (10+) of appropriate sources using the APA formatting.	