

# Physical Education Written Response Rubric

IDEAS AND IMPRESSIONS		WRITING SKILLS
FOCUS	<p>When marking <b>Ideas and Impressions</b>, the marker should consider</p> <ul style="list-style-type: none"> <li>the quality of the <b>ideas</b> generated by the student to explore the visual text(s) and the <b>impressions</b> that the student has formed to reflect upon the visual text(s)</li> <li>the effectiveness and consistency of the <b>support</b> provided</li> <li>the appropriateness of <b>development</b> and <b>unifying effect</b> to prose form</li> </ul>	<p>When marking <b>Writing Skills</b>, the marker should consider the extent to which the writing demonstrates control of</p> <ul style="list-style-type: none"> <li><b>syntax</b></li> <li><b>diction</b></li> <li><b>grammar</b></li> <li><b>mechanics</b></li> </ul> <p><b>Consider the proportion of error in terms of the complexity and length of the response.</b></p>
<b>Excellent E</b>	The student's perceptions are insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student's ideas and impressions. The response is skillfully developed.	The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.
<b>Proficient PF</b>	The student's perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student's ideas and impressions. The response is coherently developed.	The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.
<b>Satisfactory S</b>	The student's perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student's ideas and impressions. The response is generally clearly developed.	The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.
<b>Limited L</b>	The student's perceptions are superficial and/or uncertain and/or inadequately explored. Support is imprecise, unclear, and/or vaguely connected to the student's ideas and impressions. The response is unclearly or ineffectively developed.	The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.
<b>Poor P</b>	The student's perceptions are incomprehensible and/or unexplored. Support is absent and/or of questionable logic in relation to the student's ideas and impressions. The response is underdeveloped and/or incoherent.	The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.
<b>Insufficient INS</b>	<p><b>Insufficient is a special category. It is not an indicator of quality.</b> Assign insufficient when</p> <ul style="list-style-type: none"> <li>The marker can discern no evidence of an attempt to fulfill the assignment <b>OR</b></li> <li>The writing is so deficient in length that it is not possible to assess Ideas and Impressions</li> </ul>	
<b>Total</b> /40 =      %		/30
		/10



Assessment

**Areas of Strength:**

**Might I Suggest:**