

Physical Education at St. John Lutheran Indianapolis is a performance-based course, and each student's grade reflects a variety of important factors.

Percentage of Description of Grading Component

Quarter Grade

Daily Performance Grade (0-10 points per day)

70% (arriving on time, dressing appropriately for physical activity,
Participating fully, and demonstrating appropriate social behaviors)

30% Performance Assessment of Skills/Cognitive Assessment of Skills

Daily Performance Grade: (70% of the Quarter Grade)

The majority of a student's grade is derived from their daily active participation in the classroom setting. For this reason, students need to actively participate in all class activities to earn credit towards the performance portion of their grade. In order to participate, students need to be dressed appropriately for physical activity, including athletic clothing and footwear. Students can then maximize their daily grade through active participation, engagement in skill development, and demonstration of appropriate social behaviors (Christian behavior, respect, sportsmanship, etc.).

10 – 9 points

Demonstrates highly active participation, self-motivated.

Demonstrates and models positive behavior and Christian attitude.

Demonstrates active engagement in skill and fitness development during class.

Demonstrates the ability to evaluate and assess strategies and rules associated with the game/activity.

7 – 8 points

Demonstrates active participation in class activity, needs no encouragement.

Demonstrates appropriate positive behavior and attitude.

Demonstrates and understands the need for active skill acquisition and fitness development.

Demonstrates an understanding of the rules and can apply them to the game/activity.

5 – 6 points

Demonstrates some participation in class with encouragement.

Demonstrates appropriate behavior or attitude.

Demonstrates some willingness and effort to improving skill and personal fitness levels.

Demonstrates an understanding of the rules and the ability to follow some of them in the game/activity.

3 – 4 points

Demonstrates engagement in activity for only a short period of time and/or needs frequent encouragement to engage in activity.

Demonstrates appropriate behavior or attitude on an inconsistent basis.

Demonstrates limited willingness to engage in skill and fitness development.

Demonstrates limited understanding of the rules of the game/activity.

1 - 2 points

Demonstrates little or no participation despite encouragement.

Demonstrates poor behavior and attitude; disrupts class.

Demonstrates no willingness to improve skills or fitness levels.

Demonstrates little or no knowledge of the rules of the game/activity.

0 points

Student is absent from class for an unexcused reason. (If student is asked to leave class and go back to the classroom for disruptive conduct.)

Performance Assessment of Skills: (30% of the Quarter Grade)

A portion of the quarter grade is based on a performance assessment of particular skills that are covered during the quarter. Points are accumulated from multiple in-class experiences. Rating scales, rubrics, checklists, student demonstrations, and questioning will be some of the tools used in the assessment process.

8-10 Points

Demonstrates the ability to self-assess and peer-assess.

Demonstrates the ability to evaluate and provide useful feedback to self and others for skill improvement.

Demonstrates the ability to analyze and utilize feedback to foster skill improvement.

Demonstrates the ability to utilize time effectively to foster skill improvement.

5-7 Points

Demonstrates how to self-assess and peer-assess.

Demonstrates how to take information from assessment to provide feedback to self and others for skill improvement.

Demonstrates the ability to analyze and utilize feedback to foster skill improvement.

Demonstrates the ability at times to utilize time effectively to foster skill improvement.

2-4 Points

Demonstrates basic knowledge of how to self-assess and assess classmates.

Demonstrates a basic knowledge of using information from an assessment to foster skill improvement.

Demonstrates a basic knowledge to translate feedback to aid in skill improvement.

Demonstrates some utilization of time to foster skill improvement.

0-1 Points

Demonstrates limited knowledge of how assessments are conducted.

Demonstrates limited use of information received from an assessment to foster skill development.

Does not utilize feedback from assessments to assist in skill development.

Does not utilize time to foster skill development.