

Below are the five Minnesota SHAPE standards that we will be assessing this year. Standards based grading refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education.

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Standards-Based Grading Rubric

	Rubric Label	Rubric Description	Jr./Sr. High Grading Scale
4	Extending	The learner consistently and thoroughly: • applies concept or skill to new situations • extends ideas and draws connections to real world situations • demonstrates a deep understanding of the concept or skill • meets grade level expectations with enriched understanding	Meets course standards with a high level of achievement.
3	Meeting	The learner: • applies the concept or skill to situations with increasing confidence • demonstrates an understanding of the concept or skill • demonstrates an understanding by drawing connections • meets grade level expectations	Meets course standards while making progress toward a high level of achievement.

2	Developing	The learner: • demonstrates a basic understanding of concept or skill but needs more practice to apply it • needs assistance to meet learning goal and to continue to explore the topic • demonstrates an understanding of the topic, but more attention to detail is required • mostly meets grade level expectations	Partially meets course standards.
1	Approaching	The learner: • begins to demonstrate a basic understanding of concept or skill • provides explanations that are inconsistent and shows minimal connections to related concept or skill • is at the beginning stages of learning and needs to revisit the topic in order to develop better understanding • does not yet meet grade level expectations	Does not yet meet course standards.