

Crafton Hills College

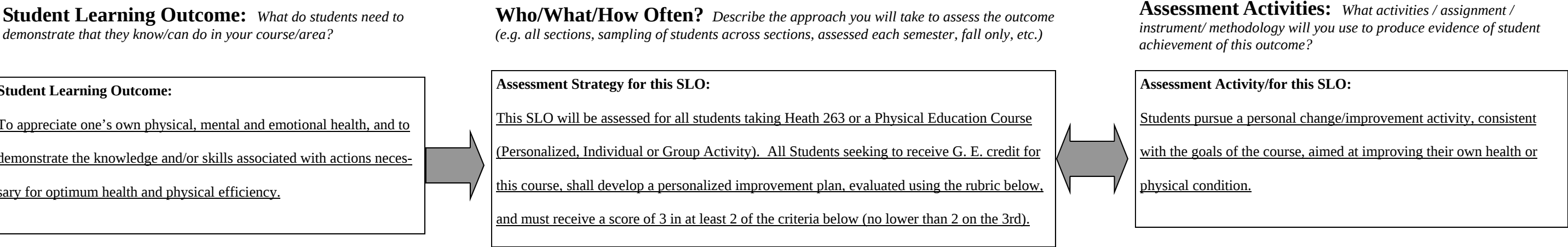
Student Learning Outcomes

SLO /Assessment/ Rubric Map

Department: **Health/Physical Ed**

Course:

Faculty Involved:



Rubric: For the activity identified above, what specific traits or criteria will you measure as evidence of student performance of this outcome? Please provide a description for each step in the rubric (e.g. what does it “look like” when students

Primary Traits/Criteria:	No Evidence (0)	Inadequate (1)	Adequate (2)	Excellent (3)
The student values the practices and attitudes that contribute toward sound physical, mental and emotional health by undertaking the improvement activity. (Affective domain)	Student did not undertake the activity, or showed no evidence of achievement in this area.	Student expresses a vague notion of a change they want to pursue, but shows little or no commitment to embarking on the improvement activity. Student may have started the activity, but has not continued the activity in earnest.	Student has established a goal and expresses a desire for change or improvement, but effort and commitment fluctuates or is inconsistent.	Student shows significant evidence of attitudinal change, by demonstrating motivation and consistent, sustained commitment to the change they are pursuing.
Student can describe the physiological and scientific soundness of the improvement activity that they are undertaking, and link that information to specific benefits they are seeking. (Cognitive domain)	Student did not undertake the activity, or showed no evidence of achievement in this area.	Student displays a largely uninformed perspective on the change activity they may have identified. They have not taken the time to explore the benefits of various activities that could result in improved health, fitness or wellness.	Student has a general idea of why their improvement activity is sound, and may be able to articulate some of the principles that support their actions and choices, but some of their reasoning may be vague, or incorrect.	Student can provide a complete rationale for the approach, methods and goals of the improvement activity they have undertaken. They articulate accurate information or data supporting the soundness of their activity.
Student persists and sustains the execution of the improvement activity that they are undertaking, and practices it consistently and correctly. (Psychomotor domain)	Student did not undertake the activity, or showed no evidence of achievement in this area.	Student shows very little effort. They may have participated in an activity or two in class, but have not followed this up with a continued effort outside of class. Their actions are indicative of a lack of motivation and commitment to the change activity.	Student has shown effort, with occasional lapses indicating an inconsistent commitment to the change activity. Their effort may have yielded little or no observable improvement due to a lack of consistent, sustained effort.	Student demonstrates a sustained consistent effort in the activity they are pursuing, and may have already observed improvements in their own health, fitness and wellness, which in turn, increases their motivation, effort and commitment.