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| **Warm-Up Presentation** | | | | | |
|  | **Excellent** **Level 4** | **Almost there** **Level 3** | **Developing Skills** **Level 2** | **Not Yet** **Level 1** |  |
| **Originality** | Warm-up is packed with originality and individual style and movements that are challenging but do-able. | Warm-up has a lot of originality and individual style, with some challenging movements. | Warm-up has moments of originality and individual style but is not challenging. | Warm-up has no originality, style or challenge. |  |
| **Sequence** | Warm-up has a specific sequence that makes logistical (fluid transitions) and physical sense (taking muscle groups into consideration). | Warm-up has a specific sequence with few logistical (fluid transitions) or physical (taking muscle groups into consideration) problems. | Warm-up has somewhat of a sequence with logistical (fluid transitions) or physical (taking muscle groups into consideration) problems. | Warm-up does not follow any specific sequence. |  |
| **Presentation** | Warm-up is easy to follow, with loud prompting, and motivation for classmates. Contains an introduction and conclusion explaining goals and benefits of activity. | Warm-up is easy to follow, with some prompting motivation for classmates, explains goals and benefits of the activity, has a weak intro or conclusion. | Warm-up is somewhat easy to follow but lacks prompting or motivation for classmates, lacks goals of the activity and, unclear purpose and unclear intro and conclusion. | Warm-up is not easy to follow and has no prompting motivation. Contains no relevance to class, has no introduction or conclusion. Has no purpose. |  |
| **Includes all Required Fields** | Includes all aspects required for the warm up (cardio, strengthening, stretching and endurance) | Includes 3 of the 4 requirements for the warm up. | Includes only 2 of the 4 requirements for the warm up. | Includes only 1 of the 4 requirements for the warm up. |  |
| **Write Up** | Includes all aspects of a paragraph: intro, body, conclusion. Contains proper punctuation and grammar. Writing is clear and concise. Diagrams are clear and helpful. | Includes all aspects of a paragraph. Contains some grammatical and spelling errors. No topic sentence, is missing flow. Many diagrams help describe the stretches. | Many errors in grammar and spelling. No flow or logic to writing. Diagrams are included but not helpful. | Incomplete sentences. Lacking punctuation and spelling mechanics. Is difficult to understand. Not typed. No diagrams are included. |  |
| **Effort** | There is clear evidence that the student has spent time preparing and developing the activity and write-up (student has research resources necessary, they prepare class prior to presenting, ask questions.) | Student put forth a good effort. The write up is prepared and they have thought about the activity prior to presenting. Student has no taken time prior to class to set up and organize the space and equipment. | Student put forth a good effort. They are not prepared prior to class-they do not know what resources/equipment is available, student does not know what equipment they would like to use, student does not have a writen document prepared. | Has nothing prepared: no write up, no activity and does not present any of the objectives to the class. |  |

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