

# RUBRIC – Sports Article

name \_\_\_\_\_ grade \_\_\_\_\_

Writing is scored on a 4-point scale (one to four) using the following criteria:

	1	2	3	4
<b>1. Meets deadline and submission requirements</b>	Assignment is late and incomplete. Writer's name may be missing. Article may be handwritten or typed in unusable form.	Assignment is late, incomplete, or not saved in folder. Writer's name is on story. Revision is needed before the article can be included in the paper.	Assignment is on time and complete, but will require minor revision before it can be included in the paper. Writer's name is on story.	Article is completed on time, one copy saved in folder and one hard copy turned in. Writer's name is on story. Article is neatly typed in correct format and is ready for placement in PageMaker.
<b>2. Headline and lead</b>	No headline is suggested, or suggested headline is merely a topic with no verb. Article does not identify what is unusual or interesting about this event or activity.	Headline is vague, misleading, or too reliant on sports "slanguage." Lead may be vague or misleading. Article does not provide clear focus on what is unusual or interesting about this event or activity.	A usable headline is suggested. News element is evident in lead. Article provides focus on what is unusual or interesting about this event or activity.	An interesting, appropriate headline is suggested. Lead is direct, relevant, and interesting. Good transitions are made from lead into next paragraphs.
<b>3. Facts</b>	Information is inaccurate or incomplete. Specific information is lacking. This article could have been written without actually attending a sporting event or practice. Writer's personal opinion or speculation may be expressed.	While some information is accurate, other facts may be inaccurate or missing. Article relies heavily on statistics rather than actual observations. Article lacks quotes to back up paraphrased information. Writer's personal opinion or speculation may be present.	Accurate information is presented. Some specific details give the reader a sense of attending the actual event. Article contains both paraphrased and quoted information. No personal opinion is present.	Accurate information is drawn from several sources. Rich, vivid, and interesting details give a clear sense of what it was like to be at the actual event. Article is a balanced combination of paraphrased and quoted information. All important, controversial, or opinion-based statements are clearly attributed.
<b>4. Sports writing</b>	Organizational structure of article is not apparent. Little knowledge or experience with the game is evident in article. Sports terminology is used inaccurately.	Article follows a straight news approach instead of feature approach, focusing on the old news of the game instead of interesting, timely features. Language is accurate; some sports clichés may be present.	Article, which takes feature approach, combines features of the pregame, game, or postgame article (see list below). Language is interesting and accurate; few sports clichés are used.	Article, which takes feature approach, can be clearly classified as pregame, game, or postgame (see list below). Language is fresh and original, with "slanguage" kept to a minimum.
<b>5. Editing</b>	Control of sentence, structure, punctuation, usage, and spelling is so minimal as to impede understanding. Story would require substantial editing before it could be published.	Article has many errors in proofreading. While there may be many errors in conventions or AP style, they seldom impede understanding. However, story would require some editing before it could be published.	Article is neatly typed, with only few proofreading errors. Story is nearly free of grammatical errors or errors in AP style. Only minor editing would be required before publication.	Article is neatly typed, with no errors in proofreading. Story is free from grammatical errors and in accordance with AP style. This story could be published with no changes.

Pregame story may include last year's scores of contests between the two schools, conditions of athletics (including injuries), key athletes or starting lineups, comparison of team or individual records, comments on styles of offensive or defensive play, significance of the event in terms of records or future events, any history of rivalry, and related spirit activities.

Game story presents detailed, accurate, play-by-play summary of the event, including statistics. Turning points in the sports event are highlighted; analysis of causes for success and/or failure may be included.

Postgame story focuses on sideline action, background, or interview, focusing on players after the event, descriptions of spectators' actions, historical perspectives on sport or rivalry, wrap-ups (or reviews) of the season after last game, interview with official after controversial call, or discussion of rule changes.

# Junior High Newspaper Sports Rubrics

**David D. Marsh, Judy B. Coddling**



## **Junior High Newspaper Sports Rubrics:**

**High School 101: the Rubric** Ntasha Z. Hodge EdD, 2017-10-20 Whether you are in the ninth grade or completing your senior year high school is a very exciting time for students and parents There are numerous opportunities available to students in high school however students and parents must determine which educational plan best fits their student The High School Rubric is a guide that provides valuable information on how to navigate the high school process Students and parents are provided with resources that will guide them on making choices that will better prepare them for the successful transition for life after high school Additionally the guide includes expert advice on study skills and time management There is also guidance on gap year military college options and financial aid No matter where you are in high school The High School Rubric can offer guidance

**Performance-Based Assessment for Middle and High School Physical Education** Jacalyn Lea Lund, Mary Fortman Kirk, 2019-03-21 Performance Based Assessment for Middle and High School Physical Education is a cutting edge book that teachers trust for assessing middle school and high school physical education students Also a highly popular undergraduate text for courses that focus on performance based assessment this new third edition features significant additions enhancements and updates New chapters on effective management and instruction delivery which make it appropriate for PETE instructors using the book for secondary methods courses A new chapter on assessments with various instructional models including Sport Education Teaching Games for Understanding Cooperative Learning Personalized System of Instruction and Teaching Personal and Social Responsibility A new chapter on assessing dance with sample dance units in the web resource A new sample unit on ultimate Frisbee in the chapter on invasion games An expanded section on cognitive assessments with suggestions for writing tests Updated content on rubrics Performance Based Assessment shows readers how to use portfolios to assess fitness and it offers an example of a portfolio assessment for a high school fitness course It also guides readers in using skill tests in physical education Written by two authors with a combined 26 years of experience teaching physical education in public schools the text discusses various assessment formats helping PETE students and in service teachers know both what to assess and how to assess it Readers learn how to develop culminating and progressive assessments as well as plan for continuous performance based assessments and acquire effective teaching strategies for standards based instruction All content is aligned with current SHAPE America national standards and is supported by research from educational assessment giants such as Tom Guskey Richard Stiggins Dylan William Robert Marzano and James Popham The book is organized into four parts with part I introducing readers to performance based assessment issues such as the need for change in the assessment process how assessments can be used to enhance learning the various assessment domains and methods and the use of rubrics in assessments Part II explores aspects of managing and implementing physical education lessons In part III readers learn about the components of performance based assessment and in part IV they delve into issues affecting grading and implementing continuous

performance based assessment This groundbreaking text explains the theory behind assessment and through its numerous models shows how to apply that theory in practice The text is filled with practical examples much more so than the typical assessment book And it is supplemented by a web resource that houses forms charts and other material for instructors to use in their performance based assessments Class size skill levels and time factors can make assessments difficult but far from impossible The examples in the book are meant to be modified as needed with the ideas in the book used as starting points Teachers can use the material examples and tools in this book to create assessments that enhance student learning providing them feedback to let them know what they have accomplished and how they can work toward goals of greater competence

**Resources in Education ,2000      Proceedings of the 2nd International Conference on Sport Science, Physical Education and Health (ICSSPEH 2024)** Nur Fitrento,Nadya Dwi Oktafiranda,Muhammad Gilang Ramadhan,Made Bang Redy Utama,Ayu Purnama Wenly,Sri Indah Ihsani,Raisa Ganeswara,Elia Yuliana,2024-12-29 This is an open access book Sports have been an important part of human life since time immemorial In addition to maintaining fitness and health sports also have a strategic role in building character and forming a superior generation Through physical education it contributes to the physical and cognitive development of the child Physical education that is applied well from an early age in the school environment not only stimulates physical growth and improves children s fitness and health but can improve cognitive development and brain function thus supporting improved academic performance Supported by sports science namely as a scientific foundation for producing a golden generation in the field of sports Sports science examines the physiological physical and psychological aspects of sports performance providing an understanding that each of these aspects interacts and is connected allowing athletes to exercise optimally In addition the fundamentals of sports science provide a valuable tool in utilizing technological developments in the digital age thus helping athletes achieve the desired level of success Sports science also contributes to supporting the sustainable health of athletes Through the role of sports nutrition helps speed up the recovery process and prevent injuries Thus athletes have optimal achievement of achievements ICSSPEH 2024 aims to be a forum for discussion and exchange of ideas to strategize the achievement of the golden generation through sports ICSSPEH 2024 invites all scientists practitioners and experts in the fields of physical education sports science and health ICSSPEH 2024 will be held virtually on 28 29 August 2024 by the Faculty of Sports Sciences Universitas Negeri Jakarta in collaboration with Universiti Teknologi MARA UiTM Seremban Malaysia Iqra University and Teqto *Teaching Middle School Physical Education* Michael E. Gosset,2024-07-16 This resource supports Middle School Physical Education teachers in promoting healthy activity levels among their students both in and outside the PE facilities Its comprehensive curricular approach addresses National Physical Education standards but unlike traditional curricula encourages teaching sports and fitness as connected components instead of separate This book is rooted in the progressive Sport Education model which facilitates students personal growth with the learning of individual and team sports Fitness programming and

cooperative activities are key aspects of this program Unique to this book is a section detailing what to do if students have not yet learned movement concepts and skills at the elementary level Each chapter includes a list of key concepts and review questions A rationale for the Sport Education model lesson plans sample assessments and safety considerations are provided Sample forms and documents round out the book for a seamless transition from elementary PE to the middle level Middle School Physical Education teachers and PE administrators will find this classroom tested curricular approach accessible and easy to implement As your students undergo psychomotor cognitive and affective change throughout the middle grade years this book lays out a PE program that not only acknowledges but celebrates their development and improves physical skills while working past any fitness weaknesses Teaching Middle School Physical Education Bonnie S. Mohnsen, 2008 This text describes how to create a programme that addresses the specific needs and capabilities of middle school students while helping them through the transition from childhood to young adulthood This edition is fully updated and revised *The Living Church*, 1948 **Dynamic Physical Education for Secondary School Students** Heather Erwin, Timothy A. Brusseau (Jr.), Paul W. Darst, Robert P. Pangrazi, 2020-07-30 Dynamic Physical Education for Secondary School Students provides PETE students a solid conceptual foundation for creating healthy learning environments and quality physical education programs This resource offers a wide variety of units and activities that enhance learning *Your First Year As a High School Teacher* Lynne Marie Rominger, Suzanne Packard Laughrea, 2009-03-25 Survive Thrive in the Classroom From Day One Teaching high school students is the toughest job you ll ever love Of course often it is an acquired love You must learn to manage your students education and play parent counselor police officer and mentor Wow Now relax it doesn t have to be overwhelming With a little preparation you can ensure that you and your students get the most out of your time in the classroom and enjoy it Full of real world advice and answers for the complex issues facing today s high school teachers this down to earth and witty book will teach you how to create an atmosphere of cooperation learning and respect within your classroom Use this helpful guide as your personal mentor to achieve a successful and satisfying career as a high school teacher Earn straight A s your first year by knowing how to Create an attention grabbing and interactive teaching environment Manage difficult students and unique teenage problems Communicate educate and have fun with your students Balance the demands of old school administrators and pushy parents Fairly assess grade and evaluate students Develop effective and engrossing lesson plans Straightforward up to date and engaging I ve seen a lot of resource books for new teachers and this is the best of the bunch Wendell Geis continuing education administrator University of California Davis **Global Action for School Libraries** Barbara Schultz-Jones, Dianne Oberg, 2022-10-03 This book focuses on inquiry based teaching one of the five vital aspects of the instructional work of school librarians identified in the second edition of the IFLA School Library Guidelines 2015 Effective implementation of inquiry based teaching and learning requires a consistent instructional approach based on a model of inquiry that is built upon foundations of research and best practice The

book explains the importance and significance of inquiry as a process of learning outlines the research underpinning this process of learning describes ways in which models of inquiry have been developed provides recommendations for implementing the use of such models and demonstrates how the other core instructional activities of school librarians such as literacy and reading promotion media and information literacy instruction technology integration and professional development of teachers can be integrated into inquiry Inquiry based learning is part of learning to be a learner a lifelong pursuit involving finding and using information Inquiry develops the skills and understandings that learners need in new information environments whether that be as students in post secondary institutions as producers and creators in workplaces or as citizens in communities Through inquiry based teaching school librarians help students to build the essential skills and understandings needed for dealing with complex learning challenges including analysis critical thinking and problem solving In this book special attention is given to the development of students metacognitive abilities which are essential to their becoming life long and life wide learners      Assessing Middle and High School Social Studies & English Sheryn Spencer-Waterman,2013-10-02 For middle and high school teachers teachers of social studies and English this book is filled with examples of instructional strategies that address students readiness levels interests and learning preferences It shows teachers how to formatively assess their students by addressing differentiated learning targets Included are detailed examples of differentiated formative assessment schedules plus tips on how to collaborate with others to improve assessment processes Teachers will learn how to adjust instruction for the whole class for small groups and for individuals They will also uncover step by step procedures for creating their own lessons infused with opportunities to formatively assess students who participate in differentiated learning activities      *The High School* Walter Scott Monroe,Oscar Friedolin Weber,1928

**Lesson Planning for High School Physical Education** MacDonald, Lynn Couturier,Doan, Robert,Chepko, Stevie,2018 Lesson Planning for High School Physical Education offers more than 240 lesson plans that are standards based and ready to use These innovative plans are great for fostering physical literacy in your students The book also provides guidance on how to plan effective lessons that align with SHAPE America s National Standards and Grade Level Outcomes for K 12 Physical Education      The Magic of Middle School Musicals Victor V. Bobetsky,2008-12-16 Working on a musical is exciting for students teachers and the entire middle school community As the first musical theater book especially for middle school productions The Magic of Middle School Musicals provides a step by step guide for success Bobetsky approaches planning and producing musicals in the context of a curricular unit of study and includes strategies for assessing student learning Dr Victor V Bobetsky a former New York City middle school music teacher begins with advice on how to select a musical obtain copyright permission and arrange the music for middle school voices He discusses strategies for teaching the music in the choral classroom auditioning casting and rehearsal procedures Practical suggestions show directors how to work with student actors create choreography and manage scenery set design costumes lighting and more The Magic of Middle School

Musicals gives music teachers the information and confidence they need to artistically adapt musicals from the American repertoire to the middle school level so that teachers students and audiences can experience and enjoy this unique familiar and musically expressive genre

**Dance Units for Middle School** Judi Fey,2011 Dance Units for Middle School is a tested tool for middle school teachers who have little or no dance training It includes three dance units for grades 6 to 8 a DVD with 77 reproducibles and a music CD It also has scripts to direct students work strategies for making dance educational and fun and all you need to facilitate dance units in your classroom

**Secondary School Teaching** Richard Dean Kellough,Noreen G. Kellough,1999 Focusing specifically on teaching in grades 7 12 this comprehensive resource guide workbook involves readers interactively through discussions exercises vignettes and case studies with the why what how and how well of a performance based competency based criterion referenced approach to teaching Explores instructional planning strategy implementation discipline legal issues and both student and teacher evaluation Reflects the latest developments in cognitive learning theory the constructivist approach to learning social interactive learning the current school funding environment and the growing diversity of the student population Emphasizes an eclectic model of teaching which encourages readers to choose effective approaches from a variety of possible teaching models Connects strategies rather than teaching them as separate entities For prospective secondary school teachers grades 7 12

*Building Effective Physical Education Programs* Deborah Tannehill,Dr Hans Van Der Mars,Ann MacPhail,2013-10-21 Building Effective Physical Education Programs is a unique text focused on designing and delivering school physical education programs The text succeeds in helping pre service novice and more experienced teachers to understand the essential components necessary to create and deliver impactful physical education programs within their school or organization Through its use of engaging learning experiences found in each chapter this text is ideal for use across various physical education teacher courses and teacher professional development programs Written for an international audience Building Effective Physical Education Programs acknowledges both the similarities and differences of physical education programs from country to country International case studies are included to further illustrate worldwide practices This text is appropriate for the student who is interested in the field of physical education as well as the seasoned professional with years of experience Key Features Learning Experience boxes help readers apply knowledge gained from the text to real world practice by utilizing activities and critical thinking questions to drive comprehension An international perspective on physical education provides a global viewpoint and gives students a broad context for different program types A focus on current trends and issues makes this text relevant and timely Ancillaries provide instructors with the tools to implement a successful physical education teacher education course Instructor resources include Instructor s Manual Test Bank and PowerPoint presentations Student resources include Companion website and Student Study Guide

*Student-centered Physical Education* Timothy K. Smith,Nicholas G. Cestaro,1998 Student Centered Physical Education presents over 100 fun physical activities that not only

promote student fitness and skill development but also build the foundation for a physically active life The authors modular approach allows teachers to mix and match activities in order to achieve specific goals creating multiple opportunities within each class period for students to succeed Authors Timothy Smith and Nicholas Cestaro who together have more than 50 years of teaching experience have developed a student centered approach to physical education to replace the outdated subject driven approach By focusing on the needs of the preadolescent student rather than on sports or calisthenics this proven program challenges exclusivity boredom and gender bias Their strategies and activities make physical education relevant to your students and motivate them to participate in physical activity both in the gym and after school Part I A Student Centered Modular Approach helps you develop and organize your classes You ll learn how to assemble modular lesson plans and how to increase their effectiveness using the teaching strategies presented You ll also find a chapter on authentic assessment which discusses the use of rubrics portfolios and portfolio cards Next Part II Teaching Modules provides you with easy to follow step by step directions for more than 100 fitness related activities including warm ups skill development activities team oriented activities and individual and paired activities Each activity is ready to be inserted into the modular lesson format presented in Part I In addition you ll find 10 detailed health fitness modules one for each month of the school year that will help you present and reinforce key lifestyle concepts in addition to the physical components of physical education

The New American High School David D. Marsh, Judy B. Coddington, 1999 A credible plan for transforming secondary education by educators already involved in pioneering the change Ron Brandt Writer and Consultant Former Executive Editor ASCD Finally a clear and practical approach for implementing genuine school improvement based on high standards Marsh and Coddington have gone beyond the rhetoric of many high school reform leaders and have addressed the needs of parents and practitioners alike Their collection of essays represents a powerful and pragmatic blueprint for a new American high school Bravo Robert A Mackin Finalist National Principal of the Year NASSP and Principal Souhegan High School Amherst New Hampshire This book begins by focusing on where American high schools are now based on a picture of a real high performing school Authors share their perspectives on how high schools are lagging in preparing students for life after school In subsequent chapters Marsh Coddington and Associates paint a powerful picture of what high schools could be like They discuss examples of reform efforts that look at classrooms students and outcomes in new ways The authors offer these proposed changes to American high schools Student performance assessments that capture conceptual understanding problem solving and communication Curriculum based on student outcomes constructivist knowledge and school to career applications Learning activities that challenge students to think solve problems and collaborate School cultures based on enhanced learning meaningful staff student interactions and ongoing professional development If you re interested in new directions for your high school and you want to know how to get there you need to read this guide

**Standards-Based Physical Education Curriculum Development** Chair and Professor Georgia State University



Atlanta Georgia Jacalyn Lund, Jacalyn Lund, Deborah Tannehill, 2014-04-21 The Third Edition was created around the 2014 National Standards for Physical Education for K 12 education Written by experts with a wealth of experience designing and implementing thematic curriculum this innovative resource guides readers through the process of writing dynamic curriculum in physical education The text begins by looking at the new national standards and then examines physical education from a conceptual standpoint It goes on to examine the development of performance based assessments designed to measure the extent of student learning and explores the various curricular models common to physical education It delves into sport education adventure education outdoor education traditional multi activity fitness and movement education describing each model and how it links with physical education standards New and Key Features of the Third Edition Includes a new Chapter 2 International Perspectives on the Implementation of Standards Includes a new Chapter 4 Building the Curriculum Includes a new Chapter 6 Creating Curricular Assessments Discusses the process of designing a standards based curriculum by developing goals that are based on a sound philosophy Explores assessment and the importance of documenting students progress toward the standard Examines how teachers can provide students with opportunities to achieve their learning goals through challenging and motivating choices

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