

Topic: The Physical Education Challenge

Without the knowledge and skills to maintain a healthy lifestyle, all education may be compromised." NASPE President Larry Hensley, Ph. D

"Democracy is not a spectator sport and neither is physical fitness."
President's Council of Physical Fitness and Sport

Most often, when you think of PE, you think about changing in and out your PE uniform and engaging in some physical activity. For the next few days, we will take a break from that to read about and think about and write about what PE should be.

Your task:

A committee has been formed to make recommendations to the State Education Department about physical education in the schools. You have been selected to serve on that committee. Congratulations!

To best prepare for your work with the committee, you will do some research – reading and taking notes on a variety of articles with different perspectives. As you read each article, take notes. Write a brief summary of the key points. At the heart you will take a position on whether physical education should be about personal fitness or an introduction to a variety of sports. You will then use your gathered evidence to support an essay in which you argue your position on what the components of a physical education program should be. In preparing your essay be sure to:

- Introduce your topic
- State a claim: make clear what you are arguing for or against in this letter
- Organize your reasons and supporting details in paragraphs
- Use relevant information from the sources you studied to support your claim
- Acknowledge and refute the counterclaim
- Include direct quotes from sources when appropriate

Remember to cite evidence from your sources.

Why sportsmanship programs fail, and what we can do about it: we need to redefine people's understanding of competition, which should be about striving for excellence.(Essay)



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"Nice guys finish last." This well-worn phrase crops up in sports as frequently as weeds in a garden. It reflects the deeply held belief of many athletes, coaches, fans, and sports media personnel. That it is unsupported by research may be irrelevant. In the sport world, it has truthiness, as comedian Stephen Colbert would say.

Most educational institutions and sport leagues have charters or mission statements that proclaim the value of ethics, affirm the building of positive character, and support core values. Many also have formal sportsmanship codes that coaches and athletes are charged to follow. There is no compelling evidence, however, that schools or leagues that have embraced positive-sounding missions and codes have any fewer problems with rule violations or poor sport behavior than those without them.

One reason why such well-intentioned efforts may have little long-term effect is because coaches and athletes typically put "sportsmanship" into the same mental basket as being nice, polite, gracious, and courteous. It is about being well-mannered. It is about "showing cordial courtesy to all visiting teams," as one line reads in the sportsmanship code of the North Atlantic Conference (NAC, n.d.) of the National Collegiate Athletics Association. The NAC goes on to define sportsmanship as including "showing civility toward competitors, coaches and officials" and "being a gracious competitor and accepting both wins and losses with dignity" (NAC).

When athletes are told to act like good sports, such exhortations often carry about the same weight as being told to say "please" and "thank you." Many wonder, "What does being polite have to do with crushing the opposition?"

Sportsmanship programs often crash against the hard rock of belief in the "nice guys finish last" aphorism. If you have to be bad to be good in sports, then being nice will never sit atop the priority mountain. To get ahead, you do not have to be a good sport. Instead, according to locker room mythology, you need killer instinct. Competition is a battle, not a dance, and you had better be ready for combat. Given this common belief system, is it any wonder that the "sportsmanship" trophy handed out at the season-ending banquet is viewed--at best--as a consolation prize?

If you think this is an exaggeration, you may be right. Most people who play or coach sports, or engage in other competitive activities, do not fully subscribe to the belief that bad triumphs over good in competition. And yet there is widespread belief that it is difficult to win without occasionally bending the rules, that talent and effort alone are insufficient, that there is an inherent tension between virtue and victory, and that everyone cheats a little. Even in these scaled-down forms, the "nice guys finish last" motif is sufficiently strong to make sportsmanship seem an "add-on" luxury.

Reclaiming Ethics: A Radical Approach

The concept of sportsmanship has a rich and nuanced tradition in philosophy. But in our experience, that body of knowledge is largely inaccessible to most coaches and players. To reclaim the central importance of ethics in competition, we need to get beyond preaching sportsmanship. While there will be individual competitors for whom the idea of sportsmanship remains important and viable, those same people are not usually the ones who flagrantly break the rules, denigrate officials, or accost opponents. Advocating sportsmanship to them is like preaching to the choir. For many others, sportsmanship merely places a thin veneer of polite civility over a process that they believe to be neither polite nor civil. Their ears are likely closed to sportsmanship appeals.

What is the alternative? If we are not satisfied with superficiality, as talk of sportsmanship tends to be, then we need to delve deeper. Dealing with the problems of competition by promoting sportsmanship is like putting manure on tree limbs to remedy poor soil. Instead, we need to embrace a radical approach. The word "radical" means "getting to the roots." The roots of the ethical problems that plague competition are found in how people understand the whole process of contesting.

Here is our core idea in a nutshell: only when we redefine people's basic understanding of competition can we reclaim sports and other competitive activities for excellence and ethics.

Youth Physical Activity:

The Role of Schools



Being physically active is one of the most important steps to being healthy. Schools are an ideal setting for teaching youth how to adopt and maintain a healthy, active lifestyle. Schools can help youth learn how to be physically active for a lifetime.

Why Should Schools Provide Physical Activity Programs?

- * Youth who are physically active get physical and mental health benefits.
- * Comprehensive school-based physical activity programs can help youth meet most of their physical activity needs.
- * School-based physical activity programs benefit communities as well as students and schools.

How Does Physical Activity Help?

- * Builds strong bones and muscles.¹
- * Decreases the likelihood of developing obesity and risk factors for diseases like type 2 diabetes and heart disease.¹
- * May reduce anxiety and depression and promote positive mental health.¹

How Much Physical Activity Do Youth Need?

- * **Children and adolescents should do 60 minutes (1 hour) or more of physical activity daily.²**
 - **Aerobic Activities:** Most of the 60 or more minutes per day should be either moderate- or vigorous-intensity aerobic physical activity. Vigorous-intensity physical activity should be included at least 3 days per week.
 - Examples of aerobic activities include bike riding, walking, running, dancing, and playing active games like tag, soccer, and basketball.
 - **Muscle-strengthening Activities:** Include muscle-strengthening physical activity on at least 3 days of the week as part of the 60 or more minutes.
 - Examples of muscle-strengthening activities for younger children include gymnastics, playing on a jungle gym, and climbing a tree.
 - Examples of muscle-strengthening activities for adolescents include push-ups, pull-ups, and weightlifting exercises.
 - **Bone-strengthening Activities:** Include bone-strengthening physical activity on at least 3 days of the week as part of the 60 or more minutes.
 - Examples of bone-strengthening activities include hopping, skipping, jumping, running, and sports like gymnastics, basketball, and tennis.
- * Some activities may address more than one category at a time. For example, gymnastics is both muscle-strengthening and bone-strengthening while running is aerobic and bone-strengthening.
- * Activities should be age-appropriate, enjoyable, and offer variety.²

How Physically Active Are Youth?

- * In 2007, only 17% of 9th–12th grade students said they were physically active at least 60 minutes per day.³
- * Among 9–13 year olds, only 39% said they participated in organized physical activity.⁴
- * In 2007, only 30% of 9th–12th grade students said they attended physical education classes every day.⁵
- * In 1969, 41% of students walked or biked to school; by 2001, only 13% of students walked or biked to school.⁶



How Does Physical Activity Affect Academic Achievement?

- * Physical activity can help youth improve their concentration, memory, and classroom behavior.⁷
- * Youth who spend more time in physical education class do not have lower test scores than youth who spend less time in physical education class.⁸
- * Elementary school girls who participated in more physical education had better math and reading tests scores than girls who had less time in physical education.⁹

What Can Schools Do To Promote Physical Activity for Youth?

- * Have policies that provide time for organized physical activity and free play.
- * Provide information to parents about the benefits of physical activity in messages sent home and at school events.
- * Encourage staff to be active. School staff and school leadership are role models for students.
- * Encourage families and local groups to be involved in school-based physical activities and events.

How Can Schools Help Youth Be More Physically Active?

A large percentage of youth physical activity can be provided through a comprehensive school-based physical activity program with quality physical education as the cornerstone. All of the parts of a physical activity program (listed below) help youth explore different physical activities and give them the chance to learn and practice the skills to establish physically active lifestyles. A comprehensive physical activity program includes the following:



Quality Physical Education

- * Gives students the knowledge and skills to participate in a lifetime of physical activity.
- * Teaches movement skills and how to assess physical activity.
- * Uses materials that are appropriate for the age and skill level of the students.
- * Uses activities that keep students active for most of class time (more than 50% of class time).
- * Meets the needs of all students.
- * Is an enjoyable experience for all students.

Policy Recommendation: Schools should require daily physical education for students in kindergarten through grade 12 (150 minutes per week for elementary schools and 225 minutes per week for secondary schools).¹⁰



Recess

- * Gives students the chance to have unstructured physical activity and to practice what they learn in physical education class.
- * Helps youth learn how to play together and handle conflict.¹¹⁻¹²
- * Improves attention and concentration in the classroom.¹³⁻¹⁴

Policy Recommendation: Schools should incorporate at least 20 minutes of recess per day in addition to physical education classes.¹⁵



Physical Activity Breaks

- * Build activity into classroom lessons.
- * Enhance on-task classroom behavior of students.¹⁶

Physical Activity Break Ideas: Take a walk outside as part of a science class or ask students to name and act out action words from a story through physical activity.¹⁶



Intramural Sports

- * Offer physical activity opportunities before, during or after school hours.
- * Provide students with a choice of activities like walking, running, hiking, swimming, tennis, dancing, and bicycling.
- * Offer students of all skill levels an equal chance to participate.



Interscholastic Sports

- * Help students work together and engage in friendly competition.¹⁷
- * Help students learn sport-specific and general motor skills.¹⁷
- * May improve mental health and reduce some risky health behaviors such as cigarette smoking, illegal drug use, and having sexual intercourse.¹⁸⁻¹⁹



Walk- and Bike-to-School Programs

- * Can increase student levels of physical activity.²⁰
- * Promote partnerships among students, parents, and community organizations and members.
- * Improve the safety of those walking and biking around schools.
- * Decrease traffic near schools.

Activity Recommendation: Schools should participate in International Walk to School Week and support ongoing walk and bike to school programs (e.g., create safer routes to school, provide access to secure bike racks).

How Can Schools Partner with Families and Community Groups?

- * Let families know about physical activity programs at school and in the community. To make sure everyone receives the information, use different formats such as flyers, newsletters, telephone calls, e-mails, conversations at school, Internet, and media coverage.
- * Include families and community members on the school health advisory council.
- * Offer chances for families to participate in physical activity programs. This could include family homework assignments, activity newsletters, or family nights.
- * Provide physical activity programs or workshops to students, families, and school staff. Schools can work with community organizations to allow public use of school gyms and playing fields after school hours and on weekends. Local businesses, community groups and health organizations may be able to sponsor or fund physical activity programs and events.
- * Programs and messages should reflect the culture of the community and the local physical activity opportunities.

Where Can I Find Additional Information about School-Based Physical Activity?

- * U.S. Department of Health and Human Services. 2008 Physical Activity Guidelines for Americans. Washington, DC: U.S. Department of Health and Human Services; 2008. Available at: <http://www.health.gov/paguidelines>.
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- * Centers for Disease Control and Prevention. Kids Walk-to-School: A Guide to Promote Walking to School. Available at: <http://www.cdc.gov/nccdphp/dnpa/kidswalk>.
- * National Association for Sports and Physical Activity. Comprehensive School Physical Activity Programs Package. Available at: http://iweb.aahperd.org/naspe/pdf_files/CSPAP_Package.pdf.
- * National Association for Sports and Physical Activity. Integrating physical activity into the complete school day. Available at: http://www.aahperd.org/Naspe/pdf_files/integratingPA.pdf.
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Be Active and Play, 60 minutes, every day!

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U.S. Department of Health and Human Services
Centers for Disease Control and Prevention
National Center for Chronic Disease Prevention and Health Promotion
Division of Adolescent and School Health
www.cdc.gov/HealthyYouth

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Considerations on contemporary Physical Education and Sport. Should PE and Sport change?

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Abstract

The paper gives thought on considerations about contemporary PE and Sport. The objective of the study is to debate over the possibility of empowering people – using PE and Sport to provide people with awareness and conditions to make social transformations effective. Suggestions are offered at improving and changing PE and Sport in order to promote less emphasis on competition in people's daily lives and more emphasis on cooperation – the adoption of cooperative games and activities are within the scope of such suggestions. The paper finishes indicating that the importance of the field of PE and its professionals to act inside as well as outside of their professional environments has to be emphasized and effectively performed.

Keywords: Physical Education and Sport. Change

It is a fact that PE was influenced and used by external factors that were not related to education. It is also a fact that PE has consciously or unconsciously collaborated to support or preserve the dominant ideology and of the presiding governing system. This is easy to prove. We just have to take a critical look at the history of PE and compare it to the social-political situation in a certain period.

In accordance to the historical context, PE methodological models and actions have developed severe and disciplinary values. These have contributed to the stagnation and disintegration of knowledge and to disagreement with social and political reality. These elements of conservation will be weaker as the presence of analysis and critical thinking become stronger.

The history is defined by its subordination to misrepresented objectives, body instruction, socially alienating practices, athlete worship, lack of individuality, and maintenance of social inequity.

In the past, PE classes have consisted of sportive activities. Precocious sport initiation, performance and immediacy do not consider the individual, and the individual is the only one who knows his or her own possibilities and limits. The movements are stereotyped and create conformity because they do not exercise and do not give space for creation.

It is necessary to reflect and question the presence and place of PE in school and in the social-political-economic-cultural context. We must rethink practical methodologies and develop a

conscious and critical vision of the non-neutrality of the actions. We must also make agreements to collaborate in the education of the people that will act in the process of changing the society.

Meaning of the research

The critical research of the socio-political roles of PE and Sport is conducted through the following meanings:

1. Until now, PE and Sport have often been criticized as conservative organizations.

This same characteristic is present in all countries throughout the world.

However, the contents and causes have not sufficiently been examined. So far, there has been a great deal of research that investigated comparative general remarks. Analytical research was not significantly developed. Consequently, it was difficult to make connections between concrete practices. In regard to this fact, this research paper emphasizes the importance of developing such a line of research.

2. Contemporary society has historical connections to many difficulties that originated through time. These problems have relation to several problems concerning the maintenance of the planet. Therefore, disputes, controversies and confrontations have often occurred within the field of PE and Sport; PE and Sport were never a place for peaceful stability. Many people -- citizens, teachers and researchers -- criticize these facts. They question the relation between these facts and reform of society. Because of that, it is very important to develop critical research about the socio-political roles of PE and Sport.

What can be changed? How to change?

Questions like these are and should be present in everyone's theoretical and practical activities, since PE is going through a period of identity crisis. After this long process of questioning and reflection, still no one seems to know how to cause any effective change in the hegemonic ideology that guides PE. It is necessary to elaborate a PE compromised with the social and cultural characteristics of the society as well as with the characteristics of the socio-historical context in which PE and society exist and interact. In this context, problems that demand specific and deep analysis will be generated. But PE must be understood as a suggestion to approach 'movement' and 'body culture' as a means of expression, awareness, freedom, social fairness, social equity, nature prevention, political and social consciousness. PE should present a pedagogic subject to diffuse the theme and ways to express this 'body culture'. Its subject of

study should be the meaning and significance of body expression wherein humanity's and society's intentions and objectives are dialectically intertwined. Also, PE should make possible the recognition and establishment of the 'social body', that is, a body that is aware and conscious of its presence and importance in any situation. Its movement or non-movement always represents a certain political intention or political positioning.

The term 'movement' contains other meanings besides PE or physical movement. It contains possibilities such as social movement and political movement. These are not emphasized and assume characteristics that stagnate and reduce their powerful capacity of producing contradiction and critique. Therefore, along the history of education, we can verify that the existence of PE has been justified by needs such as performance, physical training, the search and formation of athletes. Such needs characterize a tendency to instrument, separate and specialize the body. What reinforces this tendency is the unhistorical approach to physical exercise, which is an end in itself and ruled by the laws of physics. It also has been justified for supposedly being capable of attending to needs related to the development of ideal virtues and qualities that are socially relevant to the 'System'. Such positions do not consider body expression through its anthropological approach; that is, through man's own nature and the historic-cultural factors expressed in cultural movements. It is necessary to consider that body expression reflects the 'indoctrination' imposed, by the relations of power with the dominant ideology to society's daily life, work and leisure. It is also necessary to comprehend the true significance of PE practices. That implies a reflection over the relations of interdependence between PE and contemporary and important socio-political problems like ecology, gender differences, public health and education, social relations of work, racial prejudice, garbage and recycling, technology and science.

A Model for Social Changes

Betti's (1991) main aim in establishing the Sociological Model – represented only by the black lines in Fig. 1; red lines should be disregarded – was to conceive and to explain the pedagogical options taken in the instruction of PE. As he pointed out, the model is not reality itself, but a means to explain reality.

Through the analysis of the sociological model, it is possible to verify strict hierarchical connections between its different levels. Since there is hierarchy involved, it is probable that difficulties are to be faced regarding the feedback to proposals offered by the superior levels. However, it would also be possible for social changes to occur at the lowest hierarchical level. Here, teachers and students, outside their school environment, would create different social

discourses that could trigger a change on society and educational politics. This process could be understood as 'changes from outside of the school environment'.

Considering the similarities between society and educational politics, and that both are regulated by external political powers, the changes described above are possible, although not very effectively. If trying to contribute to the formation of a new social order, then the Sociological-Educational Model (see Fig. 1, below) is an interesting model to consider. This model should also be considered as a means of expressing various ideas and intentions. Through its analysis, we can critique the political role played or not played by PE and Sport, and see the imposition of social ideology and values into the discourses of PE and Sport.

According to the sociological-educational model, influences such as manipulation, imposition, regulation and ideological use inflicted by political powers over society should be emphasized. The model would also follow the same direction designated by Betti's (1991) sociological model.

However, it would not only break hierarchical differences, but also activate changes that originated 'inside of the school environment'. Such changes derived from the lower hierarchical levels of Betti's model, that is, the teacher-student-subject trinomial and the educational objectives of PE.

The sociological-educational model proposes to flow not only on a single hierarchical direction, but would pursue both directions, by including the anti-hierarchical as well.

The anti-hierarchical direction is not stressed in Betti's model although it plays effective and discriminative conservative roles. Thus, the main difference between the two models is that the anti-hierarchical direction should be one of the main sources for socio-political transformation. It could be done by setting new definitions for PE to affirm itself, which means to create conditions to a sociological-philosophically oriented debate, in which the central theme would be the objectives, beliefs and values of PE.

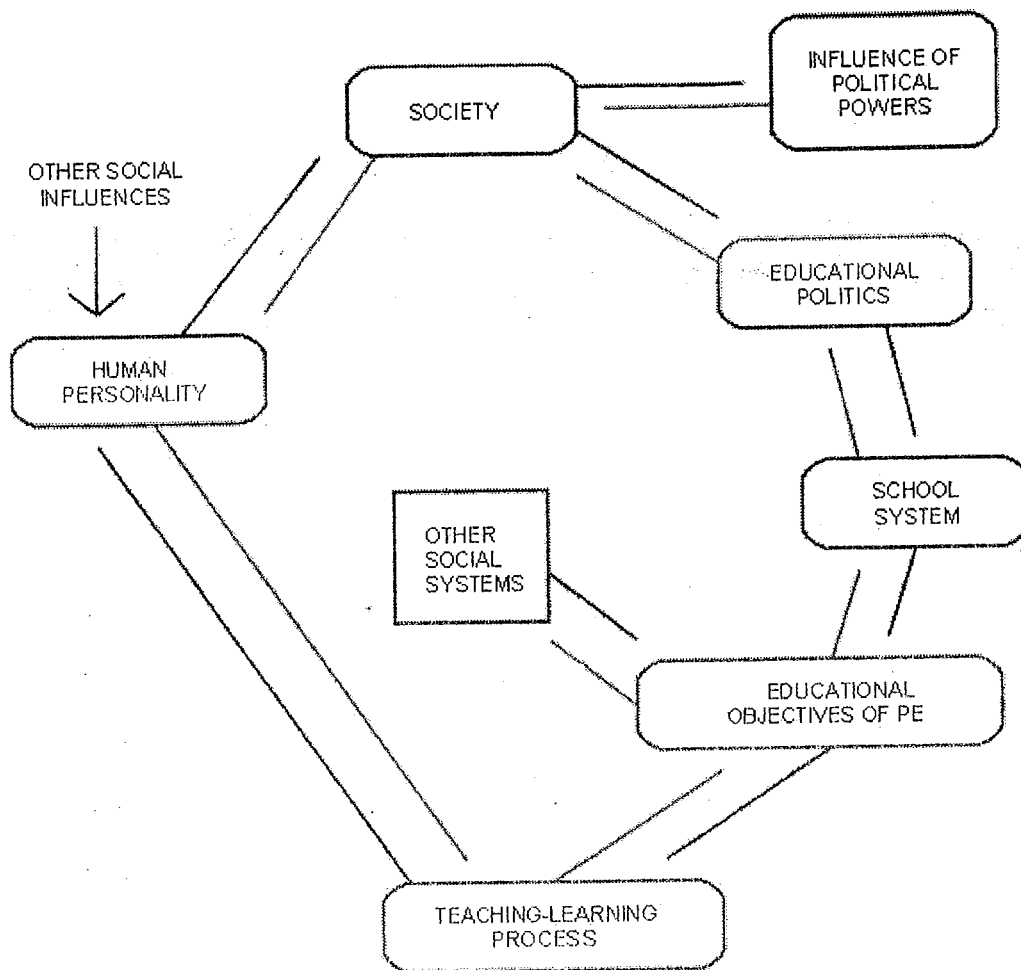


Fig. 1. Sociological-Educational Model

Sport and Alternative Physical Practices

It is necessary for PE to initiate alternative approaches to physical culture and to society. Alternative approaches to physical culture have been attempted world-wide. Examples are the "New Games" in the U.S., the "Cooperative Games" in Canada and "Trops" – Sport read backwards – in Japan. However, neither one of these caused institutionalized changes nor were they able to establish different approaches to Sport at social levels. The absence of connections to social and cultural facts may have been responsible for the unsuccessful attempt of the first two. Trops is said by its organizers to present strong relationship to major cultural, social, political and ecological problems. Trops also has remote chances to survive and have its

philosophy diffused among society. Why is that? Why cannot we break with the hegemony of the sportive culture? The fact is that there are many possible approaches to Sport. Amusement, health promotion, fitness, leisure, fun, social interaction, "de-stressing", hobby or professional reasons are the most professed ones. To break from this powerful ideology is not easy. Objectivity, will power and strong social conscience are necessary to put forth alternative approaches that are not Sport-oriented. One of the challenges to be faced by PE is how to maintain and diffuse the philosophy and social objectives of alternative physical cultures.

The following three examples of alternative areas can be used by PE to approach society:

- a. Sport is an internationally spread "language". However, there are many people who do not play, participate, watch or have interest in Sport. Why does Sport have such international and deep influences in every nation and in all political systems?
- b. In rural areas, students face many troubles to continuing their education. Some drop out and only a few reach the university. After they reach the university they will never return to work in their home towns or other rural areas. This phenomenon is creating big problems and differences in both rural areas and big cities. Why have not Sociology of PE/Sports and Pedagogy paid enough attention to these facts?
- c. The Sport structure is well defined in present-day society. Sport has its objectives, use, social acceptance, and offer fun, amusement, leisure and professional possibilities. On the other hand, society is not a clear structure yet. The interaction between the social structure and PE and Sport is not well defined either. It is necessary to clarify the social structure and the social objectives of PE and Sport within society. The aim is to socialize instead of only promoting momentary situations of social interaction. An example is the introduction of PE and Sport in socially marginalized contexts such as asylums, mentally and physically disabled people's institutions or children's reformatories. PE and Sport are not used to socialize these people. The people only leave their 'homes' for a short period of time in which they are exposed to social interaction. After the PE or Sport event is finished, they return 'home' and stay apart from society. Thus, we can say that PE and Sport are used as a leisure activity that offer a few hours of cooperation, competition, friendship and fun. PE and Sport neither socialize nor reintegrate people into their social life. Why are not we aware of that? If PE is aware, why does it keep this practice?

The development of a Critical Pedagogy of PE

A possibility to stimulate or cause effective social change is the development of a critical pedagogy of PE. PE teachers, researchers and society as a whole should make effort to define what societal model is to be implanted, what objectives are to be achieved and how these objectives are to be achieved.

Present-day PE is going through a period of identity crisis. This period does not have a bad connotation at all. It is implicit that those involved in the field are striving to reach a consensus. There are many reasons why a critical pedagogy of PE is necessary. Three reasons are indicated as follows:

- a. To promote critical considerations on the socio-political functions of PE.
- b. To establish critical considerations on the institutionalization of PE.
- c. To promote critical considerations on PE discourses, practices and social structures related to PE and Sport.

An important factor that has to be determined is what functions are to be performed by individuals, professionals and institutions. Until now, what has been done in the field of PE is the development of disintegrated activities and tasks. Theoretical and practical contents do not reflect one another. Also, researchers act inside of the scientific fields, teachers inside the school environments and citizens within society. What has to be emphasized is that we all have to interact and integrate our knowledge, experiences and possibilities. Teachers and researchers have to be conscious that we are members of society too. We have to develop our professional activities within society. Participation and engagement in civil and political movements may represent a possibility for us to be citizens and qualified professionals at the same time. Citizens should take part in civil and political movements whether they are organized or not by researchers and teachers. Their activity should not be seen as variables of a research project, but as active participation in a socio-political event. As for the theory and practice of PE, they have to be 'connected' and represent one another. Misrepresentation and uncritical approaches to objectives, socio-political functions and social values leads to the contradictions that are present within the field. Kageyama et al. (1993) states that there are three main areas that has to be considered in the construction of a new PE. They are as follows:

- a. The socio-political functions of PE – the research of the "shadow curriculum" of PE.

- b. The influences of PE which are inflicted on children – the research of the "hidden curriculum" of PE.
- c. The socio-political formation of the PE institution – the research of the PE institution as "hidden coercion".

Concluding phrase

In order to contest, change or improve PE, Sport and society it is necessary to inquire, examine and approach PE and Sport as areas in which values, practices, ideologies, beliefs and meanings are contested.

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*	RUBRIC	FOR	ARGUMENTATIVE	ESSAY	*
	4	3	2	1	Points Earned
Introduction Background Define The Problem	Well developed introductory paragraph, a clear explanation of the problem, and a thesis statement.	Introductory paragraph contains some background information, states the problem and thesis, but lacks details.	Introductory paragraph states the thesis but does not explain the background of the problem. Lacks details.	Thesis and/or problem is unclear. Background details are random bits of information.	
Conclusion	Conclusion summarizes the main topics without repeating previous sentences and presents suggestions; writer's opinions are well thought out.	Conclusion summarizes main topics. If required, some suggestions for change are presented.	Conclusion summarizes main topics, but repeats previous sentences. No suggestions for change and/or opinions are provided.	Conclusion does not summarize the main points. No suggestions for change and/or opinions are included.	
Main Points Body Paragraphs Inclusion of Opposing Views	Three or more main points are well developed and summarized with supporting details. Acknowledges the opposing view.	One or two main points are present and detail is lacking. Acknowledges the opposing view, but doesn't summarize points.	Three or more main points, but all lack development. Discussion or inclusion of opposing view is missing or vague.	Less than three main points, with poor development of ideas. Discussion or inclusion is missing or vague.	
Documentation Of Sources	All source material is used and smoothly integrated into the text. All sources are accurately documented in correct format on the Works Cited page. All sources are relevant and reliable.	All source material is used. All sources are accurately documented, but some are not in the correct format on the Works Cited page. Most sources are relevant and reliable.	All sources are accurately documented, but are not in the correct format on the Works Cited page. Some sources are relevant and reliable.	Lacks sources and/or sources are not accurately documented. Incorrect format is used. Sources are not relevant or reliable.	
Sentence Clarity	Writer uses formal language. All sentences are complete and clear. Writer uses correct point of view.	Writer uses some informal language and slang. Most sentences are complete and clear. Occasional use of "you" in the essay.	Some unclear or confused sentences. Writer shifts person using "you" or "I" frequently.	Many unclear or incomplete sentences.	
Punctuation Capitalization	Punctuation and capitalization are correct.	Sentence structure generally correct. Awkward sentences appear. There are one or two errors in capitalization and/or capitalization.	Structural weaknesses and grammatical errors are present. Three or four errors in punctuation and/or capitalization.	Multiple errors in sentence structure, capitalization and/or punctuation.	