**Physical Therapy – Range of Motion Activity Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** | **TOTAL** |  |
|  |  |  |  |  |  |  |
| **Organization (x5)** | Treatment Plan is extremely | Treatment Plan is | Treatment Plan is | Treatment Plan is |  |  |
|  | well organized; logical format | presented in a | somewhat organized | choppy and |  |  |
|  | that was easy to follow; | thoughtful manner; |  | confusing |  |  |
|  | flowed smoothly from one | there were signs of |  |  |  |  |
|  | idea to another | organization |  |  |  |  |
|  |  |  |  |  |  |  |
| **Critical Thinking** | Treatment Plan reflects | Treatment Plan reflects | Treatment Plan | Student makes little |  |  |
| **(x4)** | application of critical thinking | signs that critical | reflects signs critical | or no meaning of the |  |  |
|  | skills | thinking was applied | thinking was applied; | information |  |  |
|  |  |  | errors present |  |  |  |
|  |  |  |  |  |  |  |
| **Data (x4)** | The student | The student | The student | The student makes |  |  |
|  |  |  |
|  | appropriately manipulates | manipulates data using | manipulates data with | no |  |  |
|  | data equations; | equations; the data | equations; | attempt to manipulate |  |  |
|  | the data manipulation | manipulation | some errors are | data or manipulation |  |  |
|  | makes analysis possible | makes analysis | present in data | is |  |  |
|  |  | possible; some errors | manipulation | flawed |  |  |
|  |  | are present |  |  |  |  |
|  |  |  |  |  |  |  |
| **Conclusion (x4)** | Analyzes the issue with a |  |  | The student does not |  |  |
|  | clear sense of scope and |  |  | recognize conclusion |  |  |
|  | context | ---- | ---- |  |  |  |
|  |  |  |  |  |
| **Participation (x4)** | The student contributes to the |  |  | The student does not |  |  |
|  | success of the activity, listens | ---- | ---- | contribute to the |  |  |
|  | well and respects others | success of the |  |  |
|  |  |  |  | activity or respect |  |  |
|  |  |  |  | others |  |  |
|  |  |  |  |  |  |  |
| **Ability to follow** | Instructions are followed | --- | --- | Instructions are not |  |  |
| **instructions (x4)** | closely | followed closely |  |  |
|  |  |  |  |
|  |  |  |  |  |  |  |

**Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**