What is Standards based education?

The Standards define what students should know and be able to do at each level. The Standards can be used as a reference point for planning teaching and learning programs, and for assessing student progress. Standards should help teachers set targets and monitor achievement and develop programs that support and improve student learning. The Victorian Essential Learning Standards learning focus statements outline the learning that students need to focus on at each level. Units of work based directly on activities in the learning focus statements will be assessable against the expected standards. However standards based assessment should not be used to standardise what is to be learned but should be used to assist teachers develop curriculum to meet the needs of the students.

Effective Assessment – What is it

The Department of Education has endorsed the following principles to assist teachers in planning an effective assessment program.

*The primary purpose of assessment is to improve student learning.*

Effective assessment adds to the instructional process. Assessment that enhances learning recognises that students use their current understanding to discover, develop and incorporate new knowledge, understanding and skills. It helps teachers and students to know if that current understanding is a suitable basis for future learning. Assessment tasks should encourage deeper learning. Assessment practices should be authentic requiring students to apply their knowledge, skills and understandings to real world challenges.

*Assessment should be an integral component of course design and not something to add on afterwards.*

Assessment is part of the learning process. Assessment strategies and tasks need to be planned for during the design of learning sequences or units of work. When this occurs it is often difficult to distinguish assessment tasks from the learning and teaching. By integrating learning and assessment teachers can decide which aspects of a student’s performance to record. These records can be used to monitor student progress, determine what to teach next and decide the level of detail.

*Good assessment requires clarity of purpose, goals, standards and criteria.*

Assessment works best when it clearly expresses for the student and the teacher the goals of the learning activity, the standards which students are expected to achieve and the criteria against which the quality of their achievement is measured.

*Assessment practices use a range of measures allowing students to demonstrate what they know and can do.*

It is generally the case that a single assessment task will not inform teachers all they need to know about student achievement and how it can be improved. A variety of assessment methods enables teachers to better determine the scope of students knowledge.

*Assessment should be based on an understanding of how students learn.*

Assessment is most effective when it reflects the fact that learning is a complex process that is multidimensional, integrated and revealed in student performance over time. Assessment practices use a range of strategies that cater for students preferred learning styles.

*Assessment practices promote deeper understanding of learning processes by developing students’ capacity for self - assessment.*

Self-assessment is a powerful tool in empowering students to monitor their learning and set goals for improvement. This assists students to become both self managing and reflective.
Assessment for improved performance involves feedback and reflection
All assessment methods should allow students to receive timely feedback on their performance. This information serves as a developmental activity aimed at improving student learning. Involving students in the assessment process helps them take increased control of the learning process.

Assessment measures should be valid, reliable and consistent
Assessment tasks should be chosen that directly measure what they are intended to measure. Students getting answers correct on an assessment task by guessing is not an example of a reliable assessment task. They should also include the possibility of moderation between teachers to enhance objectivity and contribute to shared understandings of the judgements that are made.

Assessment works best when it is ongoing rather than episodic
Student learning is best fostered when assessment involves a linked series of activities occurring throughout the learning sequence. Using evidence of learning gathered during a number of observations or assessments is a more dependable way to determine what a student has learned. In this way progress can be monitored toward the intended goals and the achievement of the relevant standards.

Assessment requires attention to outcomes and processes
Information about the outcomes students have achieved is important, but so is knowing about their experiences along the way and the kind of effort that led to the outcomes.

Reference:

Formative, Summative and Authentic Assessment
To effectively assess against the Victorian Essential Learning Standards a combination of summative and formative assessment is required.

Summative (assessment of learning) is required to determine what the student has achieved. Formative (assessment for learning and assessment as learning) is required to inform the next stage of learning that will occur, and to encourage students to reflect on their own learning. Both forms of assessment need to include authentic assessment tasks which are those in which students are asked to perform real world tasks demonstrating the application of knowledge and skill.

Assessment of students must also evaluate in an integrated way rather than treating each and every standard as discrete. Assessment in this manner more clearly reflects how students actually learn and develops deep understanding in learners which can be transferred to new and different contexts.

Effective assessment practices can assist students to learn more effectively if they develop student’s capacity to reflect on their learning, develop deeper understanding and cultivate higher order thinking skills.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

Assessment of Learning (summative)
Is the product of ‘on-balance’ judgement based on an accumulated range of assessment sources to determine what the student has achieved at the end of a learning sequence or unit. Conducting summative assessment at the end of a unit enables teachers to ascertain student’s development against the unit goals and to set future directions for learning. Summative is referred to as assessment of learning.

Assessment for Learning (formative)
Are the assessment tasks that which occur during the teaching and learning activities. **Assessment for learning** occurs when teachers make inferences about student learning to inform their teaching. It provides continuous feedback to both students and teachers which enables them to monitor progress, identify and address gaps and errors in learning.

**Assessment as Learning** (formative)
Occurs when students reflect on and monitor their progress to inform their future learning goals. The purpose is to involve students in their own assessment as they learn. When students become proficient at self-assessment it helps understand the purpose of their learning and clarify learning goals.

**Authentic Assessment**

“An authentic assessment task is one that is performed in a real life context that approximates as much as possible, the use of that skill or concept in the real world.” (Elementary Physical Education Teaching and Assessment, Hopple,C p11)

Authentic assessment is based on the development of a meaningful product, performance or process over time. Students develop and demonstrate the application of their knowledge and skills in real world situations which promote and support the development of deeper levels of understanding. Authentic assessment stems from clear criteria of which students are aware and involved in the development and evaluation of.

The more authentic the context or situation the more motivational the assessment is for the students. As an example consider the 1.6km run/walk fitness test for cardiovascular health and the setting in which it takes place. On a specific day students are required to run the 1.6k around a course usually the school grounds or play area. This is not authentic. How many children typically run this distance as part of their normal lives? Can you suggest a way of making this type of activity more authentic in nature? (eg as part of an orienteering course, a bushwalk, the 10,000 steps program, meeting the National Physical Activity Guidelines)

It is not possible to make every assessment task authentic in nature but it is worthwhile asking the question when considering assessment tasks.

Authentic assessments meets all/some of the following criteria. It refers to assessment that:

- looks at students actively engaged in completing a task that represents the achievement of a learning goal or standards;
- takes place in real life situations;
- asks students to apply their knowledge in lifelike situations
- intertwines assessment and teaching making it difficult to tell them apart
- students are given/negotiate the criteria against which they are being assessed.

**How will this change the way we assess in Health and Physical Education?**

There is a much stronger emphasis on the inclusion of formative assessment – assessment for learning and assessment as learning

An emphasis on ensuring that students are aware of and involved in negotiating the criteria of assessment tasks

An emphasis on thinking about assessment tasks at the initial planning stages of a unit or learning sequence

An emphasis on developing students’ capacity to reflect on their own learning and developing deeper understanding.

An emphasis on ensuring that summative assessment strategies contribute to improved student learning

An emphasis on developing authentic assessment tasks.

**Types of Assessment.**

According to Hopple there are four main types of assessment appropriate for the primary health and physical education curriculum. They are:
**Products**
Concrete tangible items that students create through either the visual, written or auditory media.
Examples:
Creating a health/physical activity poster
Video a class game or performance and write a broadcast commentary
Broadcast a Class SEPEP game for an audience
Write a speech to be given at a school council meeting advocating for increased time for health and physical education in the curriculum
Write the skill cues for a series of skill photo’s
Create a brochure to handed out to parents during education week
Develop an interview for a favourite sportsperson
Write a review of a dance performance

**Process focused tasks**
Show the thinking processes and learning strategies students use as they work
Examples:
Survival scenario’s,
Problem solving initiative/adventure/ activities
Decision making such as scenario’s related to health issues
Event tasks such as creating a game, choreographing a dance/gymnastics routine, creating an obstacle course
Game play analysis
Peer assessment of skills or performances
Self assessment activities
Goal setting, deciding a strategy and monitoring progress towards achievement

**Portfolio**
A collection of student work and additional information gathered over a period of time that demonstrates learning progress

**Performances**
Observable affective or psycho-motor behaviours put into action.
Skills check during game play
Role plays
Officiating a game
Debates
Performing dance/gymnastics routines
Teaching a skill/game/dance to peers

Checklists are one of the easiest methods of scoring assessment tasks. The criteria ie skills, cues or tasks are considered separately according to whether they have been accomplished. This may be a yes/no answer a tick/cross response or a narrow scale such as sometimes, rarely, never. The advantages are:
They are easy to understand so that young students can use them to evaluate their own performance
They are simple for students to use
Easy to develop
Focuses attention on one criteria at a time

**Rating Scales**
Are a type of checklist that judge the degree to which a criteria is met. So they often use a rating such as “On a Scale of 1-4 rate how well____________.” They generally have a scale of between 1-6 options. Like checklists
they are easy to administer, develop and understand although they more subjective. They are very effective for peer assessment activities.

Rubrics
Are a set of guidelines or statements that explain in some detail the levels or quality of performance for each criteria in an assessment task. There are several types of rubrics including holistic rubrics, generic rubrics, analytical rubrics and points system rubrics.

Two examples of authentic assessment that are scored with analytical rubrics are:
The Game Performance Assessment Instrument (GPAI) which allows teachers to assess student skill performance, movement on and off the play and decision making during game play. It is a flexible assessment tool that teachers can adapt of a wide variety of games. It can be used both as summative and formative assessment.

The Team Sport Assessment Procedure (TSAP) is designed to reflect student learning in relation to real life applications. The TSAP was developed for use in formative and summative assessment contexts where tactical learning is the primary focus. It is a peer assessment procedure based on two basic questions.
1. How did the player gain possession of the ball?
2. How did the player dispose of the ball?

Following are examples of a wide variety of assessment strategies that can be used in a health and physical education context. It is suggested that teachers consider these examples according to the following questions.
Assessment Strategies
Consider the list of assessment strategies and answer the following questions.
Which strategies do you use most often in physical and health education?
Which strategies have you never used in physical and health education?
Which strategies lend themselves to formative assessment or summative assessment?
Which strategies can be developed into authentic assessment tasks?
What are the issues?

Checklists
Skills Tests
Structured observation
Webquests
Anecdotal Records
Posters
Self assessment
Peer assessment
Video analysis
Fitness tests
Skill/game analysis
Graphic organizers eg KWHL, PMI, Diga, Learning Triangles
Role plays
Reflective Writing
Tests
Interviews
Goal setting
Concept maps
Rubrics
Pedometers
Heart rate Monitors
Following are a selection of assessment strategies to illustrate the variety of approaches that may be incorporated into the assessment program. Consider the assessment task/strategies according to the following questions.
Could the assessment strategy be used as assessment of, for or as learning?
Is it an example of an authentic task?
For what year level, topic might you be able to use this assessment?
Can you adapt this task/strategy to suit your needs
Is it suitable to go into a student portfolio?
What are the advantages/disadvantages of this assessment strategy/task?
Chase, Flee, and Dodge!

★ What is a game you've seen on TV or in person that used chasing, fleeing, or dodging?

★ What was happening in that game? Why were the players chasing, fleeing, or dodging?

★ What is your favorite game to play that uses chasing, fleeing, or dodging?

★ Why is it your favorite?

★ What is one important thing to remember in order to be a good chaser, flee-er, or dodger?
On eight different occasions, use your pedometer or a stopwatch to keep track of how long (and how many steps) it takes you to cover the distance of one mile (1.6 km). Use the chart below to log your information.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Steps</th>
<th>Date</th>
<th>Time</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use the graph below to plot your data.

Circle your fastest time.
Put an X on your slowest time.

What was the difference, in minutes and seconds, between your fastest and slowest times?

Between which two attempts did you have your biggest improvement of time?

Using your fastest time, estimate how many miles you could complete in one hour.

Figure 8.8 Portfolio task assessment sheet for effort, grades 5 to 6.
## Jump to It!

Check off the jump-rope skills you are able to perform. Write how many times in a row you can do that skill without messing up.

<table>
<thead>
<tr>
<th>Jump-rope skill</th>
<th>Number of times</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Forward</td>
<td></td>
</tr>
<tr>
<td>□ Backward</td>
<td></td>
</tr>
<tr>
<td>□ Criss-cross</td>
<td></td>
</tr>
<tr>
<td>□ Skip step</td>
<td></td>
</tr>
<tr>
<td>□ Bell</td>
<td></td>
</tr>
<tr>
<td>□ Skier</td>
<td></td>
</tr>
<tr>
<td>□ Jump into a turning long jump rope and continue jumping</td>
<td></td>
</tr>
<tr>
<td>□ Other</td>
<td></td>
</tr>
</tbody>
</table>

---

Figure 9.6  Performance task assessment sheet for jumping and landing, grades 3 to 4.

Skip for Fun!

Think about all of the skipping steps you can do. Choose four different steps. On day one, chose one of the skipping steps and count how many time in a row you can skip without stopping. Try this at least five times. Record your best score below. On days two to four repeat using a different step each day.

<table>
<thead>
<tr>
<th>Day</th>
<th>Skipping Step</th>
<th>Number of skips in a row</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which is the easiest skipping step? Why? ____________________________________________

Which is the hardest skipping step? Why? ____________________________________________

What is one important tip to remember to help you skip well? ____________________________

Circle the Health Related Fitness components skipping helps to develop?

Heart Lung Fitness  Muscular Strength  Muscular Endurance  Flexibility

How do you know? ________________________________________________________________

______________________________________________________________________________
**Dance Performance Task**

Ask students to design and perform a movement sequence with three other students. The sequence must last at least 48 counts of music with a 4/4 beat and have a definite beginning and ending. The students choose the music, with approval by the teacher. When performing the sequence, students are asked to demonstrate at least three different body movements and three different locomotor movements, while matching their partners’ movements.

**Dance Performance Peer Assessment**

Give students the peer assessment sheet. Each group will evaluate one other group’s routine using the given criteria. Each group member looks for one criterion in the demonstrated sequence (write down in the space who looks at what). After the performance, students collectively decide if the dance group they watched has met the given criteria by answering the first four questions at the bottom of the sheet. Each person then answers the last question on his or her own. The group the meets with the group they watched and explains what they thought and why.

**Level 4 Standards Assessed**

Movement and Physical Activity:

- refine basic and complex motor skills and apply them in increasingly complex games and activities.
- evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development.

Working in Teams:

- work effectively in teams and take on a variety of roles to complete tasks of varying length and complexity.
Circle the locomotor movements you saw
walk slide
run gallop
hop skip
jump leap

Does the sequence have
☑ a beginning? ☐ an ending?

Who’s watching this? ____________

Circle the nonlocomotor movement you saw
swing stretch
sway rise
sway sink
twist turn

Other movements done
(example: clapped hands)

Who’s watching this? ______________

Who’s watching this? ______________

Decide together if the group you watched:
★ used 3 locomotor movements? yes no
★ used 3 nonlocomotor movements? yes no
★ had a definite beginning and ending? yes no
★ matched their movements? yes no not so good

Answer by yourself:
★ Overall I think this group did: great good not so good

Because:

__________________________
__________________________
__________________________
__________________________

OVERHAND THROW

Purpose
To assess the student's overhand throw.

Student Objective
To throw a beanbag towards a target 10–20 metres away.

Preparation
Facility: ▼ Marked 2 metre square denoted by marker cones placed at each corner. Place a mark on the back line to mark the starting position. Place a target (i.e. cone) 10–20 metres away.

Equipment: ▼ Place at least 6 beanbags next to the starting position.
▼ Have clipboard, recording sheet and pencil ready for the assessment.

or
▼ Place a video camera side-on so that the front of the student is visible to the video camera when a side-on position is assumed.

Procedures
- Demonstrate the requirements of the overhand throw.
- Ask the student to throw the beanbag overhand, hard towards the target.
- Ask the student to pause between each throw.
- At the end of the throws, the student should collect the beanbags and return them to the starting line.

Performance Criteria
1. Eyes are focused on the target throughout the throw
2. Stand side-on to the target
3. Throwing arm nearly straightened behind the body
4. Step towards the target with foot opposite throwing arm during the throw
5. Marked sequential hip to shoulder rotation during the throw
6. Throwing arm follows through down and across the body

Standards
The table indicates the age at which each component of the overhand throw could be expected to be mastered. It also indicates the sequence in which the components normally appear in children’s development.

Table 8

<table>
<thead>
<tr>
<th>Fundamental Motor Skills</th>
<th>Age 5</th>
<th>Age 6</th>
<th>Age 7</th>
<th>Age 8</th>
<th>Age 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhand Throw</td>
<td></td>
<td></td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>
FORM 4.10 Teach Me!

Name                                      Date

Directions: If you were teaching somebody to ______________________, you would have to watch him or her and give positive, specific feedback. Write three examples of positive, specific feedback that you could give someone if he or she were doing an excellent job practicing ______________________.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

Assessment: Your work will be scored according to the criteria in the following rubric. Use this information to self-assess your work before you hand it in.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent work! You went above and beyond!</td>
<td>All feedback given is positive and specifically refers to key elements of successful performance of the skill. Artwork, specific examples, or details that support answers are included.</td>
</tr>
<tr>
<td>3</td>
<td>Good work. Everything is here!</td>
<td>All feedback given is positive and specifically refers to key elements of successful performance of the skill.</td>
</tr>
<tr>
<td>2</td>
<td>Good attempt. Would you like to try this one again?</td>
<td>Two examples of the feedback given are positive and specifically refer to key elements of the successful performance of the skill.</td>
</tr>
<tr>
<td>1</td>
<td>Let’s be sure that you understand. I recommend that you try this one again. See me for more explanation.</td>
<td>Fewer than two examples of the feedback given are positive and specifically refer to key elements of successful performance of the skill.</td>
</tr>
</tbody>
</table>

Fundamental Motor Skills

Name: ___________________________  Date: ___________________________

Directions: Here is a list of Fundamental Motor Skills. Next to each skill, list three important things that you should focus on when working to improve that skill. You can use diagrams if you wish.

What do you have to remember when you are trying to improve your skills?

Overarm Throw:
1. ______________________________________
2. ______________________________________
3. ______________________________________

Leap:
1. ______________________________________
2. ______________________________________
3. ______________________________________

Ball Bounce:
1. ______________________________________
2. ______________________________________
3. ______________________________________

Skip:
1. ______________________________________
2. ______________________________________
3. ______________________________________

Kick:
1. ______________________________________
2. ______________________________________
3. ______________________________________

Forward Roll
1. ______________________________________
2. ______________________________________
3. ______________________________________

Assessment: Your work will be scored according to the criteria in the following rubric. Use this information to self-assess your work before you hand it in.

<table>
<thead>
<tr>
<th>Excellent work!</th>
<th>All the skill cues are correct, complete and specific for each fundamental skill. Artwork, specific examples of details that support answers are included.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good work</td>
<td>All the skills are correct, complete and specific for each fundamental skill.</td>
</tr>
<tr>
<td>Good attempt</td>
<td>Most of the skill cues are correct, complete and specific for each fundamental skill. Two or three answers are incorrect or incomplete.</td>
</tr>
<tr>
<td>Not satisfactory</td>
<td>Few of the skill cues are correct or complete for each fundamental skill.</td>
</tr>
</tbody>
</table>

Adapted from Physical Education Toolkit by Giles-Brown, 2006, Champion, IL: Human Kinetics.
<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3+</td>
<td>I can dribble a puck with a hockey stick in a straight pathway, keeping the puck close to the stick.</td>
</tr>
<tr>
<td>3</td>
<td>I can dribble a puck with a hockey stick in a curved pathway, keeping the puck close to the stick.</td>
</tr>
<tr>
<td>3</td>
<td>I can dribble a puck with a hockey stick in a zigzag pathway, keeping the puck close to the stick.</td>
</tr>
<tr>
<td>3-</td>
<td>I can dribble a puck around two cones in a figure eight, keeping the puck close to the stick.</td>
</tr>
<tr>
<td>3+</td>
<td>I can dribble a puck while running, keeping the puck close to the stick.</td>
</tr>
<tr>
<td>3</td>
<td>I can pass a puck between two cones (one hockey stick apart) from 6.1 metres (20 feet) a total of 3 out of 5 times.</td>
</tr>
</tbody>
</table>

- A skill you can do very well
- A skill you can do sometimes but still needs work
- A skill you cannot do most of the time
Each partner gets three underhand throws to the target. Watch your partner throw; if he or she steps with the opposite foot when throwing, mark a smiley face in the circle. If your partner does not step with the opposite foot for a throw, mark an X in the circle.

Example:

Did step with opposite foot

Did not step with opposite foot

Partner 1’s name

Partner 2’s name

Partner 1

Partner 2

Partner 1

Partner 2

Figure 11.5  Performance task assessment sheet for throwing, grades 1 to 2.
HEALTH RELATED FITNESS MAPPING

Name: ................................................................. Date: ......................................

HEALTH RELATED FITNESS

All physical activities require certain components of health-related fitness (HRF). Different activities require different combinations of these components.

Directions: In the arrow boxes, identify two important HRF components that a person needs to possess to be successful while participating in the activity identified in the centre square. In the ovals explain your choices by identifying how that component relates to the activity/sport.

Health-related fitness components: cardiorespiratory fitness, muscular strength, muscular endurance and flexibility.

Assessment: Your work will be assessed according to the criteria in the rubric. Use this information to self-assess your work before you hand it in.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent work! You went above and beyond!</td>
<td>Each response is complete and correct. Two health-related fitness components related to the activity are identified and a concise explanation of how each relates specifically to the activity is provided. Specific examples, or details that support answers, are included.</td>
</tr>
<tr>
<td>3</td>
<td>Good work. Everything is here!</td>
<td>Each response is complete and correct. Two health-related fitness components related to the activity are identified and a brief explanation of how each relates specifically to the activity is provided.</td>
</tr>
<tr>
<td>2</td>
<td>Good attempt. Just a few things are missing. Would you like to try this one again?</td>
<td>At least one correct health-related fitness component is identified and a brief explanation of how it relates to the activity is provided.</td>
</tr>
<tr>
<td>1</td>
<td>Let’s be sure that you understand. I recommend that you try this one again. See me for more explanation.</td>
<td>One correct health-related component is identified. How it relates to the activity is unclear or missing.</td>
</tr>
</tbody>
</table>
**Forward Roll: Peer Assessment Sheet**

Name: __________________________  Class: ____________

Watch your partner perform 3 forward rolls. If you see your partner do the following skill cues, mark a smiley face 🌻 in the circle. If your partner does not, mark a cross ✗ in the circle and give them a cue to help improve the skill.

<table>
<thead>
<tr>
<th>Skill</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Crouch down in squat position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chin tucked into chest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight on hands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Push off with feet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body curled in tuck position</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FORM 3.4  **Unit Reflections I**

**Name**  
1. Two of the skills that we focused on during this unit were

2. Choose one of the skills that we worked on and list two important skill cues.
   - Skill
   - Skill cue
   - Skill cue

Shade in the bar to the point that represents your work in physical education during this unit

3. During this unit I did quality work.

   never  some of the time  most of the time

4. During this unit I was a respectful and responsible class member.

   never  some of the time  most of the time

5. During this unit I used time efficiently.

   never  some of the time  most of the time

**Assessment:** Your work will be scored according to the criteria in the following rubric. Use this information to self-assess your work before you hand it in.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent work! You went above and beyond! Answers are specific and complete. Artwork, specific examples, or details that support answers are included.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Good work. Everything is here! Answers are specific and complete.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Good attempt. Would you like to try this one again? Most answers are specific and complete. One or two items may be missing or incomplete.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Let’s be sure that you understand. I recommend that you try this again. See me for more explanation. Few answers are specific or complete.</td>
<td></td>
</tr>
</tbody>
</table>

Create a Game

Name ........................................................................................................................................................................

In a group of four, create and play a game that:

1 contains dribbling, passing, receiving, running and dodging
2 has no more than 8 rules
3 is safe to play
4 provides all team members lots of opportunity to participate

Use the rubric below as you work so you can be sure your game can meet the criteria

<table>
<thead>
<tr>
<th>Score</th>
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<tbody>
<tr>
<td>Excellent work! You went above and beyond!</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Good work! Everything is here!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Attempt! Just a few things are missing. Would you like another try?</td>
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<tr>
<td>Let’s be sure that you understand. I recommend that you try this one again. See me for more explanation.</td>
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</tbody>
</table>
### Game Performance Assessment Instrument:
**Game Category** ______________

Class ____  Evaluator ______________  Team ____  Game ____________

Observation Dates (a) ________ (b) ________ (c) ________ (d) ________

#### Scoring Key
- 5 = Very effective performance (Consistently)
- 4 = Effective performance (Usually)
- 3 = Moderately effective performance (Sometimes)
- 2 = Weak performance (Rarely)
- 1 = Very weak performance (Never)

#### Components/Criteria

a) ____________________________________________________________

b) ____________________________________________________________

c) ____________________________________________________________

<table>
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<th>Name</th>
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Instructions

1. At the beginning of a unit the topic title is entered in the centre circle. Students brainstorm and enter all they know about the topic around the circle in one coloured pencil.
2. At the completion of lesson 3-4 the student adds new points they have learnt about the topic in a different coloured pencil.
3. At the completion of the unit students revisit their concept map and add new information they have learnt in another coloured pencil.

This assessment tool can be used as:
*assessment for learning* - the teacher can look at the concept maps and modify teaching activities according to the knowledge demonstrated by the students or identify those students who need additional assistance
*assessment as learning* - the student can reflect on the development of their knowledge
*assessment of learning* - the teacher can make a judgement about this evidence of learning. The concept map demonstrates what the student has learnt throughout the unit.
Catch Me If You Can!

Which of these pictures show skills you use when you chase, flee or dodge?

Circle them.

Then put an X on the skills you don’t use.

Name one game that uses chasing, fleeing or dodging: ___________________________________
Chase, Flee and Dodge!

What is a game you’ve seen on TV or in person that used chasing, fleeing or dodging?

_______________________________________________________________________________

What was happening in that game? Why were the players chasing, fleeing or dodging?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

What is your favourite game to play that uses chasing, fleeing or dodging?

_______________________________________________________________________________

Why is it your favourite?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

What is one important thing to remember in order to be a good chaser, flee-er or dodger?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
On eight different occasions use your pedometer or stop watch to keep track of how long (and how many steps) it takes to cover the distance of 1.6 kilometres (1 mile). Use the chart below to log your information.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td></td>
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<tr>
<td>4</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use the graph below to plot your data.

Circle your fastest time
Put an X on your slowest time

What was the difference in minutes and seconds between your fastest and slowest times? ________ minutes.

Between which two attempts did you have your biggest improvement of time? ________ and ________

Using your fastest time, estimate how many kilometre you could complete in one hour. _____________
Peer Assessment

The purpose of this form is to evaluate the etiquette used by your opponents. Please answer fairly and accurately.

Your names: ________________________________________________

Opponent’s name: ____________________________________________

Please rate the following by circling the appropriate number:

<table>
<thead>
<tr>
<th></th>
<th>Not at all true</th>
<th>Very true</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourages others (Says things like nice shot, good hustle, etc)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Wins or loses gracefully (doesn’t throw temper tantrums)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Both partners on the other team played equally; (one person didn’t “hog” the court and try to dominate play)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Correct calls were made; they didn’t cheat</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Courteous to others; (we really enjoyed playing the other team because they were so nice)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
Reporting Against the Victorian Essential Learning Standards

Reporting is the process by which assessment information is communicated in ways that assist students, parents, teachers and the system in making decisions by providing information about what students know and can do, along with recommendations for their future learning.

Evidence of Learning

The Standards describe in generic terms what students know and are able to do at the end of each level. Throughout the term, teachers assess student progress in tasks and activities focusing on relevant aspects of the standards. Towards the end of the semester teachers consider all this evidence of learning to make an on-balance judgement of progress against the standards and progression points. This process should be:
- evidence based which includes high quality evidence gathered from well-designed assessment tasks;
- holistic – a judgement based on the evidence overall and not limited to one or to tests given at the end of a learning period;
- on balance – the key question is not “how many aspects of the standard do they have to meet to say they have met it but “which progression point descriptor or standard does this evidence best match? Judgements should be based on a high degree of familiarity with the standards, progression points and assessment maps.

It is important to focus on the standards and progression points as a basis for the score given not what the students ‘should get’.

Resources to assist teachers reach a common understanding regarding student achievement against the standards.

Assessment Maps have been developed by the Victorian Curriculum Assessment Authority as a tool to help teachers: They provide a range of annotated work samples to assist teachers:
- assess student work using the Victorian Essential Learning Standards;
- develop a common understanding of the standards;
- make consistent on balance judgements about the quality of student achievement.

The assessment maps include samples of typical student work at each level. Each work is annotated to highlight attributes of the student’s work and the relationship with specific elements of the standards. Work samples are provided for each progression point and standard. They include a range of work samples that illustrate typical development of students. They are not intended to show the full range of student achievement of the standards at a particular level. Information is also included about the context in which the sample was developed.

Potential uses of assessment maps:
- As a reference for refining judgements about pieces of student work against the standards and identifying future learning needs of students
- As a reference to develop school collections of student work samples
- To communicate with students and enable them to monitor their own progress
In conversation with parents to show typical expectations of student progress at each level
As a basis for moderation activities at school level or in broader forums

The assessment maps can be accessed online at

**Progression Points**
are descriptors that indicate what typical progress towards the standard may look like. support teachers to
determine where student achievement is at a particular point of time. are designed be used as a guide to
support further discussions about decisions on assessment and reporting to parents.
begin at 0.5 and extend to 6.75.
are useful for the purpose of reporting to parents using the new Student Report Card.
Progression points can be accessed online at:

**Evidence of Meeting the Standards in Health and Physical Education**. In this document each element
of the standard is followed by examples of evidence of learning (what a student can realistically be expected to
know and do in relation to the standard) that may assist teachers determine what students will know and be
able to do as they exit a developmental level relative to the standard. The examples may also assist teachers
with developing assessment tasks and writing comments on student reports. This document can be obtained
through ACHPER Victorian Branch

**Report Writing Comments**
The report will contain written comments about
- What the student has achieved
- What areas need improvement or what future learning needs to focus on
- What the school will do to support the student in their learning
- What the parent can do at home to further support their child’s learning

What the student has achieved
Comments in this section should focus specifically on achievement against the standards. Specific aspects of
achievement which are aligned with the standards should be written in plain English. Clear evidence-based
comments should provide a pathway for improvement. It is important to avoid comments related to program
activities, completion rates, effort or other matters unrelated to achievement.

The following points are provided to assist the report writing process
- Make comments easy to understand
- Avoid unnecessary information
- Do not use specialist terms
- Avoid detailed curriculum descriptions
- Avoid comments which refer only to task completion
- Use evidence
- Focus on key aspects

Report comments based on DEECD advice. Please note that these comments are examples only. It
would not be assumed that teachers would include all examples on a report. Teachers need to confine
their comments to what each student has achieved against the relevant standard during a particular
semester. Individual schools are encouraged to develop their own comment banks relevant to their
curriculum.
Level 3 Movement and Physical Activity

Standard

Dimension Movement and Physical Activity Level 3

At level 3, they create and perform movement sequences that contain a variety of motor skills and movement patterns. They participate regularly in physical activities for the purpose of improving skill and health and describe the components of health-related fitness. They begin to use basic games tactics. They work with others to achieve goals in both cooperative and competitive sporting and games’ situations, explain the concept of fair play, and respect the roles of officials. Students follow safety principles in games and activities.

Sample report comments on what the student has achieved (the standard has been divided into sections for explanatory purposes)

Students perform a broad range of complex movement motor skills. They demonstrate a wide variety of motor skills and apply them to basic, sport specific situations.

Jane
- can perform an underarm throw, catch a tennis ball with two hands and hit a tennis ball with a bat tennis bat with correct technique.
- cooperated with a partner to develop and perform a gymnastics floor routine that contained rolls, jumps and landings and balances.
- can effectively perform modified forms of shotput and discus.
- can swim for 30 meters using freestyle and backstroke, survival skull for one minute and perform a surface dive
- participates confidently and skillfully in fitness circuits and aerobic dance routines
- can pass to a team mate, run to receive a pass and jump to catch the ball in a modified game of netball

Students participate regularly in physical activities for the purpose of improving skill and health and describe the benefits of health related fitness.

Sample report comments

Jane
- can identify activities that develop muscular strength and flexibility.
- participates in three hours of physical and sport education per week.
- kept an out of school hours physical activity diary for two weeks and distinguished between activities that were moderate and activities that were vigorous.
- knows the recommended physical activity levels for children
- understands the importance of regular moderate physical activity for a heart health
- participates regularly in lunchtime games and sports

Standard
They begin to use basic games tactics.

Sample report comments

Jane
- can describe the purpose of team positions in modified hockey
- understands the rules of t-ball
- understands the difference between attack and defence when playing modified touch football
- can pass the ball ahead of a moving team mate and can guard her opponent when playing games such as touch football or netball she
Standard
They work with others to achieve goals in both cooperative and competitive sporting and games’ situations, explain the concepts of fair play and follow safety principles in games and activities.

Sample report comments

Jane
- worked cooperatively in a group to create a tagging game and developed rules so the game could be played safely
- cooperated in a group of three to teach a section of a folk dance to others in her class
- cooperated in a group of three to design a skill practice to help improve kicking skills
- adheres to rules when playing modified games
- knows the importance of rules so that games can be conducted safely
- accepts the umpires’ decision, encourages her team mates and acknowledges her opponents good play when playing games.

Standard
Students follow safety principles in games and activities

Sample report comments

Jane
- can describe the function of safety equipment for a variety of physical activities
- can identify safety hazards in a playing area
- knows basic water safety procedures such as safe entries, a throw rescue and correctly fitting a PFD
- knows the Rest Ice Compression Elevate first aid procedure

In summary, a report comment for What the Student has Achieved in a level 3 report may read

Jane can catch a tennis ball with two hands and perform a forehand stroke with a tennis bat with correct technique. She participates confidently and skillfully in aerobic dance routines, and worked cooperatively in a group to design a short aerobics routine. She knows the recommended daily physical activity levels for primary age children

Please note: It is not necessary to comment on the entire level 3 standard, only those elements of the standard that have been covered during a particular semester. Remember the student has two years to meet all elements of the standard.

Areas for Improvement
Information in this section should provide a clear picture of important next steps for the student. This advice should be manageable and realistic. Focus on what is critical.

David should work at improving his kicking skills and keep practicing if he does not experience success at first. It is important that he try to be more active during physical education lessons and develop respect for the umpires’ decisions during sports and games.

School Support Section
Information should provide a realistic picture of plans the school has for helping the student. It should have clear links to the areas for improvement section.

David will be paired up with a classmate who will assist him during ball skills lessons. He will be given the opportunity to participate in lunch time and before school activities. During games and sports he will act as an umpire, coach as well as a player.
The “Student comment” and “My learning goals” sections

This feature of the report card requires students to develop their own awareness of their successes, their learning needs and areas of improvement.
Developing personal learning goals involves the stages of:
- identifying personal learning goals and strategies to achieve them
- monitoring progress
- reporting on progress made refining or developing new goals

See Developing, *Monitoring and Reporting on Personal Learning Goals* for further advice