

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 multi-dimensional, 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:

<http://www.sofweb.vic.edu.au/blueprint/fs1/assessment/assess.htm>

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?

Name _____ Class _____

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?

Figure 9.3 Portfolio task assessment sheet for chasing, fleeing, and dodging, grades 3 to 4.

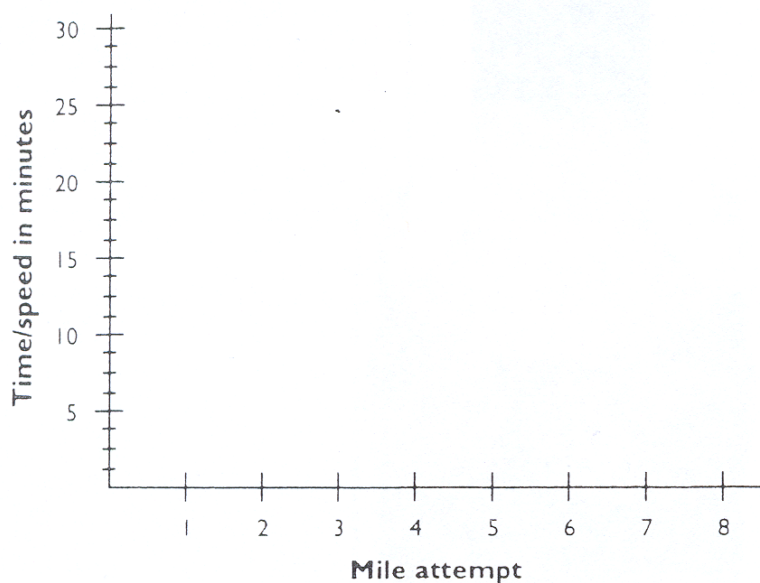
From *Elementary Physical Education Teaching & Assessment: A Practical Guide*, by Christine J. Hopple, 2005, Champaign, IL: Human Kinetics.

Name _____ Class _____

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.

	Date	Time	Steps		Date	Time	Steps
1.				5.			
2.				6.			
3.				7.			
4.				8.			

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? _____ and _____

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.

From *Elementary Physical Education Teaching & Assessment: A Practical Guide*, by Christine J. Hopple, 2005, Champaign, IL: Human Kinetics.

Name _____ Class _____

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.

Jump-rope skill	Number of times
<input type="checkbox"/> Forward	_____
<input type="checkbox"/> Backward	_____
<input type="checkbox"/> Criss-cross	_____
<input type="checkbox"/> Skip step	_____
<input type="checkbox"/> Bell	_____
<input type="checkbox"/> Skier	_____
<input type="checkbox"/> Jump into a turning long jump rope and continue jumping	_____
<input type="checkbox"/> Other _____	_____
<input type="checkbox"/> Other _____	_____

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

From *Elementary Physical Education Teaching & Assessment: A Practical Guide*, by Christine J. Hopple, 2005, Champaign, IL: Human Kinetics.

Name _____ Class _____

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.

Day	Skipping Step	Number of skips in a row
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____

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 then 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.

Dance Performance: Peer Assessment Sheet

Name: _____ Class: _____

Others in my Group:

We're watching:

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? _____

Who's watching this? _____

Other movements done
(example: clapped hands)

Circle the nonlocomotor movement you saw

swing	stretch
sway	rise
twist	sink
turn	push
bend	pull
shake	

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

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Overhand Throw	1		4 6	2 3	5

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.

4	Excellent work! You went above and beyond!	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.
3	Good work. Everything is here!	All feedback given is positive and specifically refers to key elements of successful performance of the skill.
2	Good attempt. Would you like to try this one again?	Two examples of the feedback given are positive and specifically refer to key elements of the successful performance of the skill.
1	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	Fewer than two examples of the feedback given are positive and specifically refer to key elements of successful performance of the skill.

From Physical Education Assessment Toolkit by Liz Gilas-Brown, 2006, Champaign, IL: Human Kinetics.

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-asses your work before you hand it in.

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

Adapted from Physical Education Toolkit by Giles-Brown, 2006, Champion, IL: Human Kinetics.

Name: _____ Date: _____

3 +	I can dribble a puck with a hockey stick in a straight pathway, keeping the puck close to the stick.
3	I can dribble a puck with a hockey stick in a curved pathway, keeping the puck close to the stick.
3	I can dribble a puck with a hockey stick in a zigzag pathway, keeping the puck close to the stick.
3 -	I can dribble a puck around two cones in a figure eight, keeping the puck close to the stick.
3 +	I can dribble a puck while running, keeping the puck close to the stick.
3	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.

3 + A skill you can do very well

3 A skill you can do sometimes but still needs work

3 - A skill you cannot do most of the time

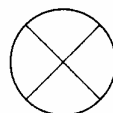
Name _____ Class _____

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

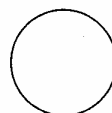
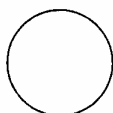
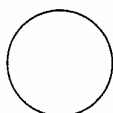


Did not step with opposite foot

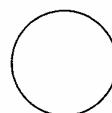
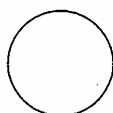
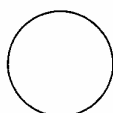
Partner 1's name _____

Partner 2's name _____

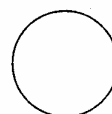
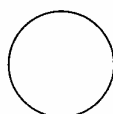
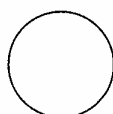
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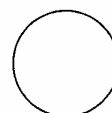
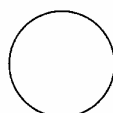
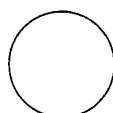
Partner 2



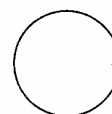
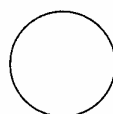
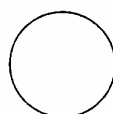
Partner 1



Partner 2



Partner 1



Partner 2

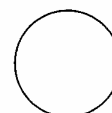
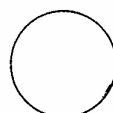
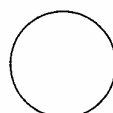


Figure 11.5 Performance task assessment sheet for throwing, grades 1 to 2.

From *Elementary Physical Education Teaching & Assessment: A Practical Guide*, by Christine J. Hopple, 2005, Champaign, IL: Human Kinetics.

H

HEALTH RELATED FITNESS MAPPING

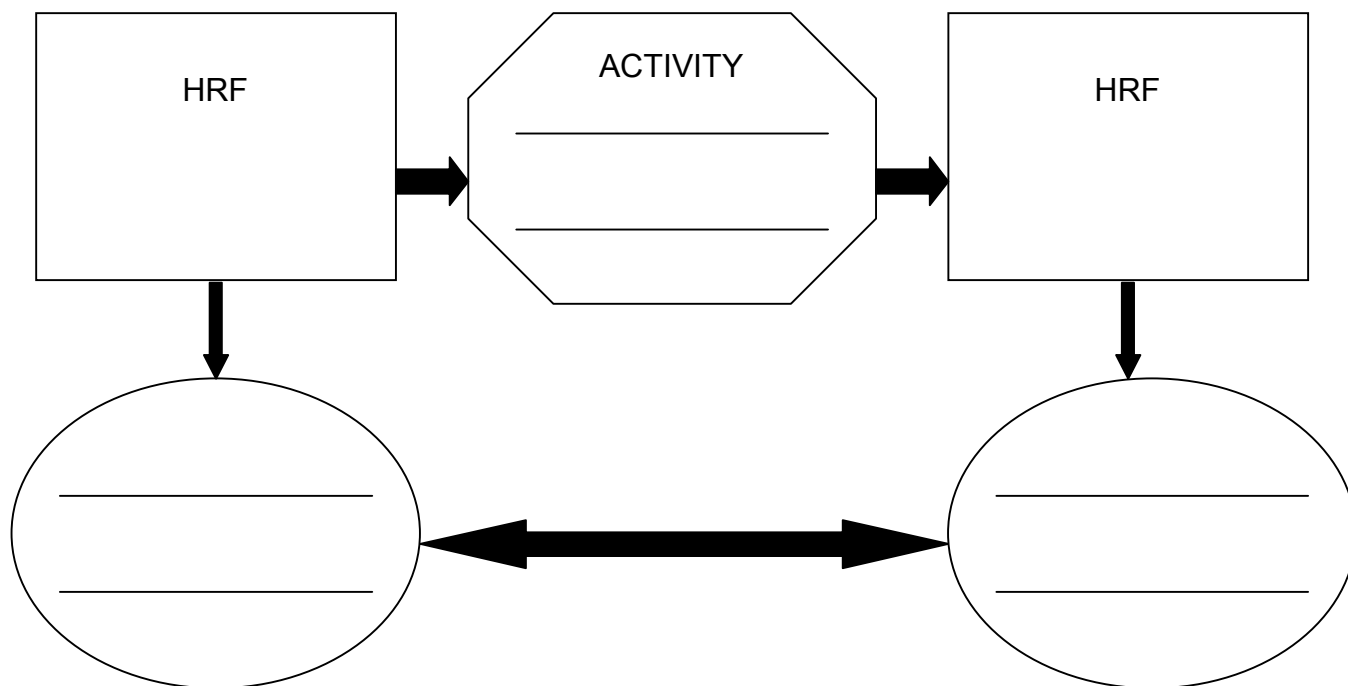
Name: Date:

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.

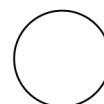
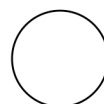
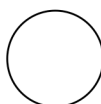
4	Excellent work! You went above and beyond!	Each response is complete and correct. Two health-related fitness components related to the activity are identified and a concise explanation of how each relates specifically to the activity is provided. Specific examples, or details that support answers, are included.
3	Good work. Everything is here!	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
2	Good attempt. Just a few things are missing. Would you like to try this one again?	At least one correct health-related fitness component is identified and a brief explanation of how it relates to the activity is provided.
1	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	One correct health-related component is identified. How it relates to the activity is unclear or missing.

Forward Roll: Peer Assessment Sheet

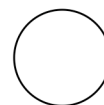
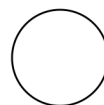
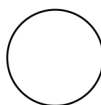
Name: _____ Class: _____

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.

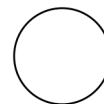
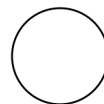
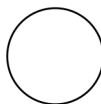
CROUCH DOWN IN SQUAT POSITION



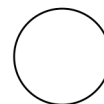
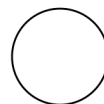
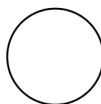
CHIN TUCKED INTO CHEST



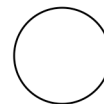
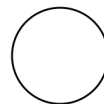
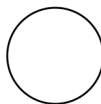
WEIGHT ON HANDS



PUSH OFF WITH FEET



BODY CURLED IN TUCK POSITION



FORM 3.4 Unit Reflections I

Name _____

Unit _____

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.

4	Excellent work! You went above and beyond!	Answers are specific and complete. Artwork, specific examples, or details that support answers are included.
3	Good work. Everything is here!	Answers are specific and complete.
2	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.
1	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.

From Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics.

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

Score					
Excellent work! You went above and beyond!					
Good work! Everything is here!					
Good Attempt! Just a few things are missing. Would you like another try?					
Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.					

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) _____

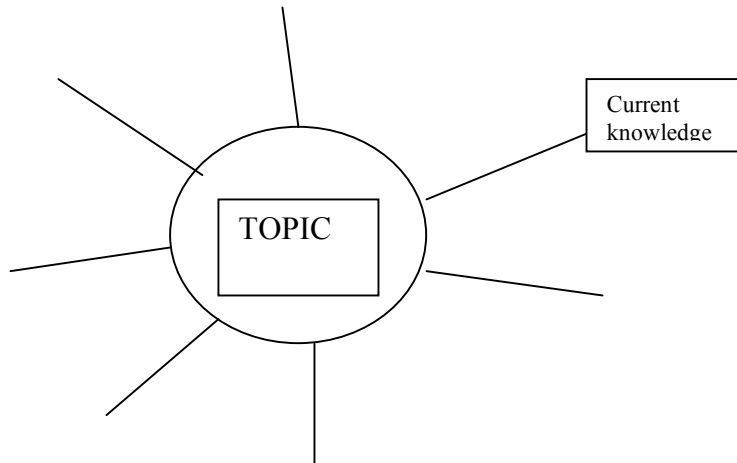
c) _____

Name			

Adapted from *Teaching Sport Coaching and Skills: A Tactical Games Approach*, Second Edition, by Stephen A. Mitchell, Judith L. Oslin and Linda L. Griffin, Champaign, IL: Human Kinetics

CONCEPT MAP

NAME----- GRADE:----- DATE:
DATE:
DATE:



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.

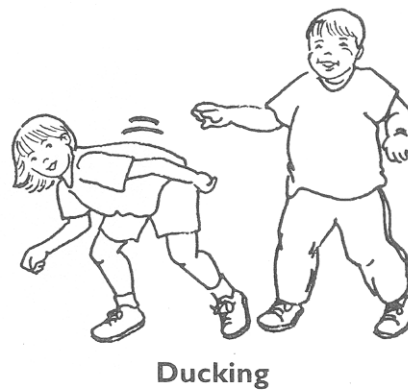
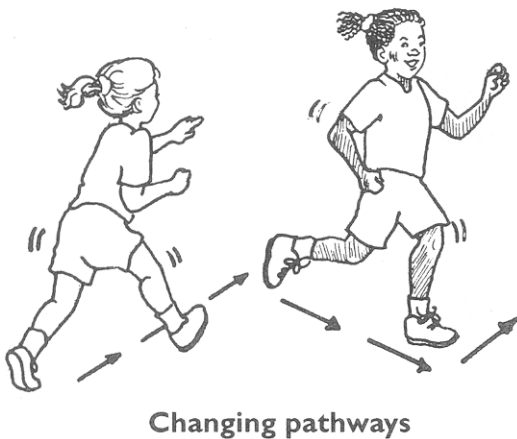
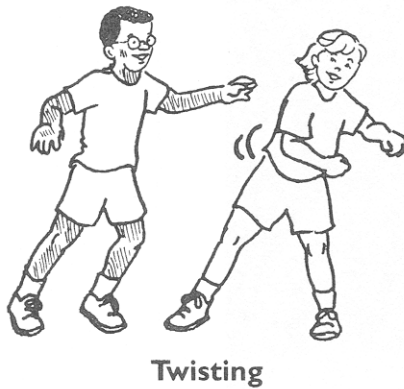
Name _____ Class _____

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: _____

Name _____ Class _____

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?

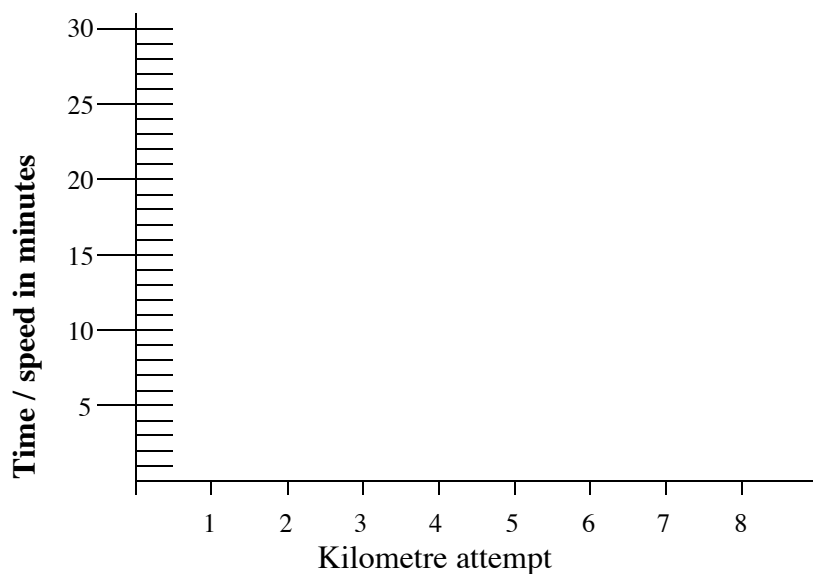
Name _____ Class _____

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.

	<i>Date</i>	<i>Time</i>	<i>Steps</i>
1			
2			
3			
4			

	<i>Date</i>	<i>Time</i>	<i>Steps</i>
5			
6			
7			
8			

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:

	Not at all true		Very true		
Encourages others (Says things like nice shot, good hustle, etc)	1	2	3	4	5
<hr/>					
Wins or loses gracefully (doesn't throw temper tantrums)	1	2	3	4	5
<hr/>					
Both partners on the other team played equally; (one person didn't "hog" the court and try to dominate play)	1	2	3	4	5
<hr/>					
Correct calls were made; they didn't cheat	1	2	3	4	5
<hr/>					
Courteous to others; (we really enjoyed playing the other team because they were so nice)	1	2	3	4	5
<hr/>					

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.

Standards

Progression points

assessment
maps

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
<http://vels.vcaa.edu.au/assessment/maps/index.html>

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:

<http://vels.vcaa.vic.edu.au/links/teacsuppmat.html#stdp>

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