



## Sample assessment task

Year level	2
Learning area	Health and Physical Education
Subject	Physical Education
Title of task	Just roll with it

## Task details

Description of task	Students will learn the techniques required to perform a safe forward roll
Type of assessment	Formative
Purpose of assessment	<ul style="list-style-type: none"> <li>To inform progression of learning</li> <li>To observe the students' skill in performing a forward roll</li> </ul>
Assessment strategy	Observation
Evidence to be collected	Observation and student checklist
Suggested time	One to two lessons

## Content description

Content from the Western Australian Curriculum	<p>Body management skills</p> <ul style="list-style-type: none"> <li>forward roll</li> </ul>
Early Years Learning Framework (EYLF)	<p>Outcome 1: Children have a strong sense of identity Children feel safe, secure and supported</p> <p>Outcome 3: Children have a strong sense of wellbeing Children take increasing responsibility for their own health and physical wellbeing</p> <p>[Commonwealth of Australia. (2009). <i>Belonging, being &amp; becoming—the Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</p>
National Quality Standard	<p><b>National Quality Standard: Quality Area 3 – Physical Environment and Quality Area 1 – Educational program and practice</b></p> <p>Standard 3.2 – The environment is inclusive, promotes competence, independent exploration and learning through play.</p> <p>Standard 1.2 – Educators and coordinators are focused, active and reflective in designing and delivering the program for each child.</p> <p>[Based on: <i>Guide to the National Quality Standard</i> (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]</p>

## Task preparation

Prior learning	<p>Students have various levels of personal experience in performing a forward roll.</p> <p>Students are aware of safety considerations when performing a forward roll.</p>
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>

## Assessment task

<b>Assessment conditions</b>	Assessment will involve students in individual and small group/pair scenarios.
<b>Resources</b>	<ul style="list-style-type: none"><li>• Fundamental movement skills performance assessment support material - Forward roll</li><li>• A soft mat</li><li>• YouTube video</li><li>• Fitness circuit</li><li>• Student checklist</li></ul>

## Instructions for teacher

### Just roll with it

[Based on *iSTAR–A model for connected practice within and across classrooms*. Western Australian Primary Principals' Association.]

Strategy	
<b>Inspire/inform</b>	<ul style="list-style-type: none"> <li>• Inform students that they will individually be learning how to perform a forward roll.</li> <li>• Students who are waiting for their turn will participate in a fitness circuit.</li> </ul>
<b>Show</b>	<ul style="list-style-type: none"> <li>• Discuss the correct procedures required to perform a forward roll safely:               <ul style="list-style-type: none"> <li>▪ squatting position with knees between arms</li> <li>▪ chin tucked onto chest</li> <li>▪ hands on ground, shoulder width apart</li> <li>▪ both legs extend equally to push off the ground</li> <li>▪ roll onto back of head and shoulders</li> <li>▪ remain in flexed position to land on feet.</li> </ul> </li> <li>• YouTube: Forward roll tutorials – select footage that demonstrates a safe and correctly executed forward roll.</li> </ul>
<b>Tell</b>	<ul style="list-style-type: none"> <li>• Tell the students they will have five minutes to learn how to forward roll safely with the teacher.</li> <li>• All other students will participate in a fitness circuit until their name is called.</li> <li>• Make clear the expectations of behaviour and the importance of 'fair play' for those participating in the circuit.</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>• Select student to begin and guide carefully through Fundamental Movement Skill of forward roll.</li> <li>• Indicate that all other students should start the fitness circuit.</li> </ul> <p><b>Safety considerations</b> It is important that the top of the head and the neck do <b>not</b> take the body weight (see Fundamental Movement Skills K – 3 STEPS book for details).</p>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>• Whole group discussion: Do you understand the forward roll technique? Did you find it easy or hard? What previous experience have you had? (gymnastics, football and so on)</li> </ul>

### Sample assessment key

*I=Independent SS= Some support LS = Lots of support*

Student names	Squat position with knees between arms	Chin tucked onto chest	Hands on ground, shoulder width apart	Both legs extend equally to push off the ground	Roll onto back of head and shoulders	Remain in flexed position to land on feet

## Making connections across learning environments

### National Quality Standard: Quality Area 3 – Physical Environment and Quality Area 1 – Educational program and practice

Standard 3.2 – The environment is inclusive, promotes competence, independent exploration and learning through play.

Standard 1.2 – Educators and coordinators are focused, active and reflective in designing and delivering the program for each child.

[Based on: *Guide to the National Quality Standard* (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]

	<i>Provocation/activities</i>	<i>Resources</i>
<i>Inside spaces/ environments</i>	<p><b>Mini gym</b> Set up an area where the children can explore throwing and catching. Use beanbags to throw into a bucket/bin. Use paper plates as a discus to aim at a target. Use a balloon as a shot-put to aim at a target measurement marked out on the floor.</p>	Beanbags, bucket/bin, paper plates, balloons, tape for marking the floor and a target (could be a paper plate with a red dot in the centre)
	<p><b>Gotta yoga</b> Have four yoga mats for stretching and relaxing the mind. Model several simple yoga poses that promote stretching the body and peaceful minds. Allow students to go to the mats when they are feeling stressed.</p>	Four yoga mats
<i>Outside spaces/ environments</i>	<p><b>Roller tag!</b> Play a simple game of Roller tag. Select two players for chasing/tagging. When students are tagged by these players, they must freeze and count to 10 before they are allowed to forward roll out of the freeze and continue to play the game.</p>	A space large enough to play a tag game
	<p><b>Pull your weight</b> In teams of three, each group is given a sheet or blanket. One student curls up on the sheet and two students pull the student to a designated finishing line. All students race each other to the finish line. Once they get to the finish line, they swap the dragged student and repeat until all three students have had a turn being pulled along.</p>	Blankets, sheets, material that are big enough for a student to curl up on and be dragged (one per group of three)