



## Sample assessment task

Year level	2
Learning area	Health and Physical Education
Subject	Physical Education
Title of task	Spring is in the air

## Task details

Description of task	Students are introduced to the concept of a vertical jump to gain as much height as possible from a standing position
Type of assessment	Formative
Purpose of assessment	To assess students' skills in jumping for height
Assessment strategy	Observations and anecdotal notes
Evidence to be collected	Observations, using a class observation grid to record students' skills numerically
Suggested time	One to two lessons

## Content description

Content from the Western Australian Curriculum	<p>Locomotor skills:</p> <ul style="list-style-type: none"> <li>• jump for height</li> </ul> <p>Positive choices when participating in group activities, such as:</p> <ul style="list-style-type: none"> <li>• dealing with winning and losing</li> <li>• encouraging team-mates</li> </ul>
Early Years learning Framework (EYLF)	<p>Outcome 3: Children have a strong sense of wellbeing</p> <p>Outcome 4: Children are confident and involved learners</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 1 – Educational program and practice</b></p> <p>Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</p> <p>Element 1.1.2 – Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.</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	Students have experience in jumping for height.
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 - Jump for height</li><li>• Wall for marking heights</li><li>• Bubble-blowing equipment</li><li>• Chalk</li><li>• Exercise mats</li><li>• Book of exercises showing variety of stretches</li></ul>

## Instructions for teacher

### Spring is in the air

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

<b>Strategy</b>	
<b>Inspire/inform</b>	<ul style="list-style-type: none"> <li>• Explain to students that they will be learning a new skill which is very useful in basketball, volleyball, AFL, netball, springboard diving, gymnastics, dance and jumping rope.</li> </ul>
<b>Show</b>	<ul style="list-style-type: none"> <li>• Demonstrate the skill of jumping from a standing position rather than running up.</li> <li>• Model each of the key components for students to focus on:               <ul style="list-style-type: none"> <li>▪ ankles, knees and hips bent</li> <li>▪ arms swing behind body (and then swing forward to help propel the body upwards)</li> <li>▪ ankles, knees and hips bent on landing.</li> </ul> </li> <li>• Demonstrate how to give meaningful feedback and encouragement to others.</li> </ul>
<b>Tell</b>	<ul style="list-style-type: none"> <li>• Use verbal cues to improve movement quality: (FMS STEPS resources)               <ul style="list-style-type: none"> <li>▪ swing and spring</li> <li>▪ explode upward</li> <li>▪ quiet landings</li> <li>▪ swing high, touch the sky.</li> </ul> </li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>• Warm-up: Blow bubbles and encourage students to jump from a standing position and tap bubbles.</li> <li>• Students practise jumping technique.</li> <li>• Repeat verbal cues. Identify students with good technique to demonstrate to others.</li> <li>• Move next to a wall and students take turns to jump. Mark the height with chalk.</li> <li>• What do students notice? For example, can taller people jump higher?</li> <li>• Explain to students that there will be a competition to see who can jump the highest but there will need to be a simple handicapping system for some of the students.</li> <li>• Students discuss ideas to encourage their team-mates, such as organising the students into teams according to their height or measuring the students and adding centimetres on to allow for a height disadvantage.</li> <li>• Commence the competition and record results.</li> <li>• Ensure students give positive feedback and encouragement to others.</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>• Students reflect on their own skills in the components of the movement: ankles, knees and hips bent, arms swing behind body (and then swing forward to help propel the body upwards), ankles, knees and hips bent on landing.</li> <li>• Students give others appropriate positive feedback.</li> <li>• Students discuss their feelings about winning and losing and how they feel about the handicapping system developed.</li> </ul>

## Sample assessment key

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

Student names	Bends knees, ankles and hips on take-off and landing	Uses arms	Lands quietly with ankles, knees and hips bent	Demonstrates a positive attitude	Encourages others	Comments

## Making connections across learning environments

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

Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.

Element 1.1.2 – Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.

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	<i>Provocation/activities</i>	<i>Resources</i>
<b>Inside spaces/ environments</b>	<p><b>Stretch and twist</b></p> <p>Set up an exercise area for students to use if they are feeling in need of a work break. Have a set of exercise mats and simple stretches that they can do. These can include body stretches, brain breaks or yoga.</p> <p>Research a number of brain break videos on the internet for stress relief during the day.</p>	<p>Class set of exercise mats and book with stretches</p> <p>Internet, screen</p>
<b>Outside spaces/ environments</b>	<p><b>Circuit connector</b></p> <p>Ask the students to establish an exercise circuit for fitness. Each day a different group of students can set it up therefore altering the exercises on a daily basis.</p>	<p>A variety of fitness equipment</p>