



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"> • jump for height <p>Positive choices when participating in group activities, such as:</p> <ul style="list-style-type: none"> • dealing with winning and losing • encouraging team-mates
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 & becoming—the Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</p>
National Quality Standard	<p>National Quality Standard: Quality Area 1 – Educational program and practice</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

Assessment conditions	Assessment will involve students in individual and small group/pair scenarios.
Resources	<ul style="list-style-type: none">• Fundamental movement skills performance assessment support material - Jump for height• Wall for marking heights• Bubble-blowing equipment• Chalk• Exercise mats• Book of exercises showing variety of stretches

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.]

Strategy	
Inspire/inform	<ul style="list-style-type: none">• 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.
Show	<ul style="list-style-type: none">• Demonstrate the skill of jumping from a standing position rather than running up.• Model each of the key components for students to focus on:<ul style="list-style-type: none">▪ 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.• Demonstrate how to give meaningful feedback and encouragement to others.
Tell	<ul style="list-style-type: none">• Use verbal cues to improve movement quality: (FMS STEPS resources)<ul style="list-style-type: none">▪ swing and spring▪ explode upward▪ quiet landings▪ swing high, touch the sky.
Apply	<ul style="list-style-type: none">• Warm-up: Blow bubbles and encourage students to jump from a standing position and tap bubbles.• Students practise jumping technique.• Repeat verbal cues. Identify students with good technique to demonstrate to others.• Move next to a wall and students take turns to jump. Mark the height with chalk.• What do students notice? For example, can taller people jump higher?• 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.• 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.• Commence the competition and record results.• Ensure students give positive feedback and encouragement to others.
Reflect	<ul style="list-style-type: none">• 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.• Students give others appropriate positive feedback.• Students discuss their feelings about winning and losing and how they feel about the handicapping system developed.

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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	Provocation/activities	Resources
Inside spaces/ environments	<p>Stretch and twist</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>
Outside spaces/ environments	<p>Circuit connector</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>