



## Sample assessment task

|                      |                               |
|----------------------|-------------------------------|
| <b>Year level</b>    | 6                             |
| <b>Learning area</b> | Health and Physical Education |
| <b>Subject</b>       | Physical Education            |
| <b>Title of task</b> | Five pin                      |

## Task details

|                                 |   |
|---------------------------------|---|
| <b>Description of task</b>      | Students are divided into two teams who work together to use a variety of tactics to defeat the opposition. Each team passes or dribbles a ball with the objective of knocking over the opposition's cones while defending their own.<br><br>This task may be used to assess any of the fundamental movement skills used in modified games. |
| <b>Type of assessment</b>       | Formative   |
| <b>Purpose of assessment</b>    | To assess students' development in the use of game tactics  |
| <b>Assessment strategy</b>      | Observation   |
| <b>Evidence to be collected</b> | This will include student performance in individual and group activities that reflect a student's ability level.  |
| <b>Suggested time</b>           | 45 minutes  |

## Content description

|   |   |
|---|---|
| <b>Content from the Western Australian Curriculum</b> | Linking of fundamental movement skills to specific skills used in organised games, sports and activities such as linking kicking to passing and shooting in soccer<br>Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal: <ul style="list-style-type: none"><li>• use appropriate skills</li><li>• spatial awareness</li><li>• relationship to and with objects, people and space</li></ul> |
|---|---|

## Task preparation

|                                   |  |
|-----------------------------------|--|
| <b>Prior learning</b>             | Students have previously had exposure to all fundamental movement skills in a variety of contexts.<br><br>Students have previously been exposure to organised games, sport and activities.   |
| <b>Assessment differentiation</b> | 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.<br><br>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks. |

| <b>Assessment task</b>       |   |
|------------------------------|---|
| <b>Assessment conditions</b> | Assessment will involve students in individual and group/pair scenarios.  |
| <b>Resources</b>             | <ul style="list-style-type: none"><li>• Fundamental movement skills performance assessment support material - Kick</li><li>• On any surface 20 metres x 30 metres</li><li>• Two Soccer balls</li><li>• 20 x Witches hats</li><li>• Bibs</li></ul> |

## Instructions for teacher

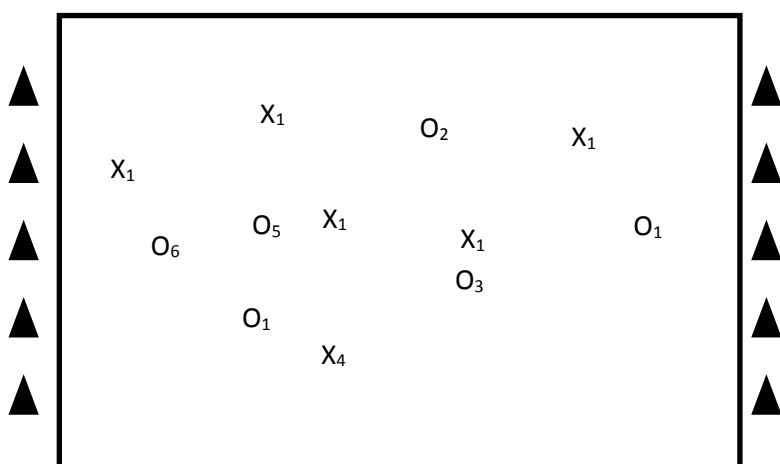
### Five pin

#### Aim:

- Students demonstrate a variety of tactics to successfully achieve an outcome.

#### Instructions:

- Mark out two rectangular playing areas (20 m x 30 m each), with five cones set up at both ends.
- Divide the class into four teams of six to eight students and set up two games.
- The objective of the game is to knock over the opposition's five cones with the soccer ball while defending your team's cones from being knocked over.
- Students may pass and dribble the soccer ball to maintain possession for their team.
- If the ball runs out of play, the game restarts by a throw-in or kick off the ground.



▲ — cone

X<sub>1</sub> — player Team 1

O<sub>1</sub> — player Team 2

## Sample marking key

### Assessment of individual skills

Observation points for a skill must be taken into account holistically rather than by focusing on a detailed anatomy of its parts before deciding on a mark. It is essential that when assessing individual skills, observations reflect the quality of a student's movement when performing. The teacher must take into account four elements in the demonstration of a skill: consistency, precision, fluency, control.

Final assessment of the skill performance, range of marks (assessment scale) and level of attainment will be guided by the achievement standards for the appropriate year level as set out by the School Curriculum and Standards Authority.

|   |          |
|---|----------|
| Consistently displays all of the selected observation points  | 5        |
| Consistently displays most of the selected observation points   | 4        |
| Displays most of the selected observation points but performance is inconsistent  | 3        |
| Consistently demonstrates some of the selected observation points   | 2        |
| Inconsistently demonstrates a few of the selected observation points  | 1        |
| Does not demonstrate any of the selected observation points   | 0        |
| <b>Observation points</b>   |          |
| <b>Marks</b>  |          |
| <b>Skill 1: Kick</b>  |          |
| <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>body is balanced on approach</li> <li>eyes are focused on the ball</li> <li>non-kicking foot placed beside the ball with knee slightly bent</li> <li>non-kicking foot points towards the target</li> </ul> <p><b>Execution</b></p> <ul style="list-style-type: none"> <li>head is above or slightly behind the ball</li> <li>kicking leg is bent to at least 90° during backswing</li> <li>ball is contacted with the top or the inside of the foot</li> <li>opposite arm to kicking leg swings forward and out for balance</li> </ul> <p><b>Completion</b></p> <ul style="list-style-type: none"> <li>kicking leg follows through swinging towards intended target</li> </ul> |          |
| <b>Subtotal</b>   | <b>5</b> |

| <b>Assessment of game skills</b>  |              |
|---|--------------|
| Tactical situations or problems appropriate to the year group should be identified before assessment of students' performance. This may include defence or offence skills, depending on the activity being assessed. When assessing game/competition skills, factors such as game pressure, pace, skill and intensity of opponent and teammates, playing area and environmental conditions may affect performance and should be taken into account. |              |
| Always demonstrates skills at a high level under pressure   | 5            |
| Consistently demonstrates skills under pressure   | 4            |
| Frequently demonstrates appropriate skills  | 3            |
| Consistently demonstrates some of the selected skills   | 2            |
| Inconsistently demonstrates a few of the selected skills  | 1            |
| Does not demonstrate any of the selected skills   | 0            |
| <b>Observation points</b>   | <b>Marks</b> |
| <ul style="list-style-type: none"> <li>• creates options by moving to areas such as behind a defender or passes to team-mate in open position</li> <li>• leads to open space to create a passing option for a team-mate or draw defenders away</li> <li>• supports team-mate with the ball</li> </ul>   |              |
| <b>Subtotal</b>   | <b>5</b>     |
| <ul style="list-style-type: none"> <li>• anticipates ball movement and moves to attacking position</li> <li>• moves to a defensive position when possession is lost</li> </ul>  |              |
| <b>Subtotal</b>   | <b>5</b>     |
| <ul style="list-style-type: none"> <li>• selects appropriate individual skills such as: <ul style="list-style-type: none"> <li>▪ dribble to get around opponents or move into open space</li> <li>▪ shoot in an appropriate position</li> <li>▪ shoot with accuracy</li> </ul> </li> <li>• uses ball skills effectively to benefit the team</li> <li>• follows up to be involved in play after releasing the ball</li> </ul>                        |              |
| <b>Subtotal</b>   | <b>5</b>     |
| <b>Total</b>  | <b>20</b>    |