



PHYSICAL EDUCATION

PERFORMANCE ASSESSMENT

IMPORTANT INFORMATION

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Assessment of practical student performance in Physical Education

Authentic assessment must include tasks that are worthwhile, significant and meaningful, as well as involve the ongoing process of recording, monitoring and reflecting to assist learning, monitor learning, set learning goals and help identify further practice opportunities in order for these to be achieved. Final assessment at the end of a teaching unit on the selected activity may be completed through monitoring of progress, together with formalised assessment tasks.

When assessing students' performance in a practical context, a teacher should refer to observation points for individual and game skills in the selected activity. These can be found in the 'Physical Education performance assessment' support material which outlines the observation points for the skills in a specific sport.

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 and control.

For example, the fundamental skill of bouncing the ball appears as early as Year 1 in the (WA Curriculum: Health and Physical Education) and extends through to Year 10 for the schools who may select basketball as a context. The observation points for a basketball bounce include:

- feet shoulder width apart (staggered stance)*
- knees bent*
- straight back*
- head and eyes up
- extension of the elbow to create a pushing action
- finger pads used to contact the ball*
- ball below waist level at all times
- non-dribbling hand (lead) between waist and shoulder height (parallel to the ground)
- ball contacts the ground adjacent to trail foot (rear)*
- ball comes back into the hand at hip height*
- ball possession is maintained.

There is certainly no expectation for a Year 1 student to demonstrate the observation points above; however, teachers of these students should be mindful of these as they develop students' ability in the skill. Initially, younger students may be instructed to focus on some of the observation points such as those indicated by *.

Final assessment of the skill performance 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.

Assessment of **game/competition skills**

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.

The teacher must take into consideration that contact, or possession, which provide the opportunity for individual skill assessment, accounts for only a small percentage of game time. Most game time is spent in movement and performance of tactical/strategic skills 'off the ball'.

Assessment should typically take into account the totality of game play, including the dynamic and changing situations associated with game/competitive play, by considering tactical products and processes which form part of the total composition of game/competition performance.

The range of marks or assessment scale will be determined by the teacher but must reflect the expected achievement standard for that year group.

Key skill components which may be assessed for invasion games

Tactical problems	OFFENCE	DEFENCE
Use of space	<ul style="list-style-type: none"> Moves to create options Leads to open space Shepherds/blocks to open path for teammate Supports teammate with the ball 	<ul style="list-style-type: none"> Reads play and moves to defend space or opponent Denies opponent's opportunity to attack
Positioning	<ul style="list-style-type: none"> Anticipates ball movement and moves to attacking position Moves to a defensive position when possession is lost 	<ul style="list-style-type: none"> Anticipates ball movement and moves to defensive position Blocks opponent's moves Guards/marks appropriately an opponent who may or may not have the ball Shows attacking flair in turnovers
Execution	<ul style="list-style-type: none"> Selects appropriate individual skills Uses ball skills effectively Follows up to be involved in play 	<ul style="list-style-type: none"> Uses ball and defensive skills effectively under pressure Follows up to back up teammates
Decision-making	<ul style="list-style-type: none"> Uses skill creatively Shows evidence of tactical thinking in attacking moves 	<ul style="list-style-type: none"> Uses skill creatively Shows evidence of tactical thinking in nullifying attack

Key skill components which may be assessed for net/wall games

Tactical problems	OFFENCE	DEFENCE
Use of space	<ul style="list-style-type: none"> Creates opportunities by moving to reception, setting or attacking Draws opponents to create other attacking moves Uses deception moves to take opponent out of position 	<ul style="list-style-type: none"> Shows ability to read the play and defend either space or player or blocking space Denies opponent's opportunities to retrieve attacking hits Attempts to prevent the attacker from directing the ball into their court Moves in relation to the rest of the team to attempt to control the ball if it is hit over by opponent
Positioning	<ul style="list-style-type: none"> Anticipates ball movement and moves to attacking position Moves to defend attacking opportunity once clear Transitions from attack to defence 	<ul style="list-style-type: none"> Shows defensive positioning on ball returns Blocks opponent's moves After a successful play, the player transitions to offense where applicable
Execution	<ul style="list-style-type: none"> Selects appropriate individual skills Uses skills effectively Follow up to be involved in play 	<ul style="list-style-type: none"> Shows high level of skill execution under pressure Transitions from defence to attack
Decision-making	<ul style="list-style-type: none"> Uses skills creatively Shows evidence of tactical thinking in attacking moves 	<ul style="list-style-type: none"> Uses skill creatively Shows evidence of tactical thinking in nullifying attack

Key skill components which may be assessed for other sports such as individual games

These observations will vary greatly and should be developed in a manner similar to those of invasion and net/wall games above.