



Sample assessment task	
<b>Year level</b>	3
<b>Learning area</b>	Health and Physical Education
<b>Subject</b>	Physical Education
<b>Title of task</b>	Clumps
Task details	
<b>Description of task</b>	Students learn the fundamental movement skills necessary in order to participate in a simple game.
<b>Type of assessment</b>	Formative
<b>Purpose of assessment</b>	To inform progression of fundamental movement skills
<b>Assessment strategy</b>	Observation This task may be used to assess any of the fundamental movement skills included in this game. The marking key in this document includes all skills.
<b>Evidence to be collected</b>	Student performance in individual and group activities that reflect a student's ability level
<b>Suggested time</b>	One to two lessons
Content description	
<b>Content from the Western Australian Curriculum</b>	Locomotor skills: <ul style="list-style-type: none"><li>• run</li><li>• jump</li><li>• hop</li><li>• dodge</li></ul>
Task preparation	
<b>Prior learning</b>	Students have previously been taught and have practised all locomotor skills in a variety of contexts.
<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. Where appropriate, teachers may either scaffold or extend the scope of the assessment task.
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 - Run; Jump for height; Hop; Dodge</li><li>• 15 m x 15 m area on any surface</li><li>• Cones/markers</li></ul>

## Instructions for teacher

### Clumps

- Students have participated in a variety of locomotor skills. Remind students of the skills that they will be assessed on during the session.
- Organise the performance space according to the instructions below. The total space required must allow for a performance area of at least 15 m x 15 m.
- Teach the rules of the game.

### Actual task instructions

Aim:

- Students demonstrate a variety of locomotor skills.

Instructions:

- Set out clear boundaries with markers.
- All students stand inside the area and follow teacher/leader commands. Teacher/leader calls out a form of locomotion, e.g. run, dodge or jump.
- Students perform this movement in the area.
- Movement continues until teacher/leader calls out a number and an instruction, e.g. five students form a group.
- First group organised and seated receive a point each.
- Bonus points given to students performing skill correctly.

## 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 and 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
Observation points	Marks
<b>Skill 1: Run</b>	
<p><b>Head and torso</b></p> <ul style="list-style-type: none"> <li>head remains stable in a natural position, looking forward</li> <li>upper body is stable in a comfortable, upright position</li> </ul> <p><b>Feet and legs</b></p> <ul style="list-style-type: none"> <li>feet follow a relatively narrow path</li> <li>leading foot should make contact with the ground almost directly below the hips</li> <li>leading knee should be lifted to a comfortable height</li> <li>trailing foot flicked close to backside</li> </ul> <p><b>Hands and arms</b></p> <ul style="list-style-type: none"> <li>arms are bent close to 90°</li> <li>hands are relaxed in a loose fist</li> <li>arms move in a backward and forward motion swinging from relaxed shoulders</li> </ul>	
<b>Subtotal</b>	<b>5</b>
Observation points	Marks
<b>Skill 2: Jump</b>	
<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>eyes looking forward and slightly upward</li> <li>body is upright</li> <li>knees bend as arms are drawn back behind the body</li> </ul> <p><b>Execution</b></p> <ul style="list-style-type: none"> <li>legs begin to straighten for propulsion</li> <li>arms swing forward and upward in time with the straightening of the legs</li> </ul> <p><b>Completion</b></p> <ul style="list-style-type: none"> <li>hips, knees and ankles bend on landing for cushioning</li> <li>contact with the ground is made with balls of the feet</li> </ul>	
<b>Subtotal</b>	<b>5</b>

Observation points	Marks
<b>Skill 3: Hop</b>	
<b>Preparation</b> <ul style="list-style-type: none"> <li>• take-off leg bends to begin movement</li> <li>• arms out to assist with balance</li> </ul> <b>Execution</b> <ul style="list-style-type: none"> <li>• take-off leg straightens to begin propulsion</li> <li>• arms swing forward</li> <li>• swinging leg swings forward to aid propulsion</li> <li>• upper body remains upright</li> <li>• eyes focus forward</li> <li>• take-off leg swings past to prepare for landing</li> </ul> <b>Completion</b> <ul style="list-style-type: none"> <li>• ball of the foot touches the ground first</li> <li>• landing is on the same leg as the take-off leg</li> <li>• body is balanced in preparation for next hop</li> </ul>	
<b>Subtotal</b>	<b>5</b>
Observation points	Marks
<b>Skill 4: Dodge</b>	
<ul style="list-style-type: none"> <li>• eyes are focused forward throughout the movement</li> <li>• knees are bent while changing direction</li> <li>• direction is changed by pushing off the outside foot</li> <li>• uses one step to change direction</li> <li>• the body is lowered for balance while changing direction</li> <li>• movement is performed equally well to and from either side of the body</li> </ul>	
<b>Subtotal</b>	<b>5</b>
<b>Total</b>	<b>20</b>

