



## Sample assessment task

Year level	Pre-primary
Learning area	Health and Physical Education
Subject	Physical Education
Title of task	Catch me if you can!

## Task details

Description of task	Students participate in a circuit that includes a focus on the fundamental skill of catching, a skill which will be assessed.
Type of assessment	Formative
Purpose of assessment	To assess students' catching ability
Assessment strategy	Observation
Evidence to be collected	Marking key for each student
Suggested time	One to two lessons

## Content description

Content from the Western Australian Curriculum	Object control skills <ul style="list-style-type: none"><li>kick off the ground</li><li>catch</li></ul>
Early Years Learning Framework (EYLF)	Outcome 3: Children have a strong sense of wellbeing Children take increasing responsibility for their own health and physical wellbeing [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.]
National Quality Standard	<b>National Quality Standard: Quality Area 3 – Physical Environment</b> Element 3.2.1 – Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. Element 3.2.2 – Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses. [Based on: <i>Guide to the National Quality Standard</i> (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]

## Task preparation

Prior learning	Students have previously been taught and have practised the object control skill of catching in a variety of contexts.
Assessment differentiation	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 – Kick; Catch</li><li>• Any area large enough to set up a circuit (approx. 20 m x 20 m)</li><li>• The circuit will depend on the resources available but may include: climbing frames, hoops, individual skipping ropes, balls for bouncing, beams to balance on and so on.</li><li>• Education Assistant may assist with monitoring other students.</li></ul>

## Instructions for teacher

### Catch me if you can!

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

Strategy	
<b>Inspire/inform</b>	<ul style="list-style-type: none"> <li>Internet search for videos that demonstrate catching skills</li> </ul>
<b>Show</b>	<ul style="list-style-type: none"> <li>Model the skills required to effectively catch a ball:               <ul style="list-style-type: none"> <li>preparation: eyes focused on the ball and hands reaching out to meet the ball</li> <li>reception: ball caught in hands only with elbows bent to absorb impact.</li> </ul> </li> <li>Point out the circuit for the task, modelling each skill to be demonstrated.</li> </ul>
<b>Tell</b>	<ul style="list-style-type: none"> <li>Advise the students of the other skills that will be required to complete the circuit.</li> <li>Tell students that they will be assessed on their <i>catching skill</i> only. This will occur when the students arrive at the catching component of the circuit.</li> <li>Students will catch the ball three times each (repeat circuit until sufficient evidence has been collected for each student).</li> <li>Advise students to follow the instructions in order to remain safe.</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>Students participate in the circuit following the instructions of the teacher</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>Discuss with the students which part of the circuit they found easy or difficult.</li> <li>Ask the students to self-reflect on their own catching skills with a partner referring to the preparation and reception skills listed above (inside/outside circle).</li> </ul>

### Sample assessment key

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

Student names	Eyes focused	Hands out to meet the ball	Caught in hands only	Elbows bent to absorb impact	Comments

## Making connections across learning environments

### National Quality Standard: Quality Area 3 – Physical Environment

Element 3.2.1 – Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.

Element 3.2.2 – Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

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	<b>Provocation/activities</b>	<b>Resources</b>
<b>Inside spaces/environments</b>	<b>Bubble trouble</b> Blow bubbles across the students who try to either catch them with a clap or gently catch them on a body part. Emphasise keeping their eyes on the bubbles and/or tracking the bubbles.	Bubble mix, bubble blower or machine
	<b>Birdie Dance</b> Teach students the actions and show them how flapping their 'wings' can help build the muscles/movements for catching.	Music for the song 'The Birdie Dance'
	<b>Eye Spy</b> Suspend a ball in a stocking about one metre above the ground. Students lay with their faces under the ball and track the ball as it gently rocks from side to side or in a circular motion. (Eye-tracking is an important visual skill for reading.)	Small, soft ball or scrunched up newspaper, stocking, string
<b>Outside spaces/environments</b>	<b>Balloon Badminton</b> Students hit the balloon with the racket to a partner. Emphasise keeping their eyes on the balloon and/or tracking the balloon.	Mini tennis racquets, badminton racket or bats (or rolled up newspapers wrapped in tape), small balloons
	<b>Mini nature playground</b> Students make a miniature playground from small pieces of nature, such as stones, sticks, bark and leaves.	Search in nature for appropriate pieces of nature which can be used in the play
	<b>Catching nets and beanbags</b> Provide opportunity for students to practise catching and throwing by setting up a station for free play with the equipment listed.	Catching net, beanbags of various sizes and shapes, hoops, buckets