



Sample assessment task

Year level	4
Learning area	Health and Physical Education
Subject	Physical Education
Title of task	Line tag

Task details

Description of task	Students play a simple game, combining locomotor and object control skills, to demonstrate bounce (hand dribble), spatial awareness and awareness of others
Type of assessment	Formative
Purpose of assessment	To assess development of students' fundamental movement skills and plan further teaching if required
Assessment strategy	Observation
Evidence to be collected	This will include student performance in individual and group activities that reflect a student's ability level.
Suggested time	One lesson

Content description

Content from the Western Australian Curriculum	Fundamental movement skills: <ul style="list-style-type: none">• kick• catch• underarm throw• overarm throw• bounce• forehand strike Combination of locomotor and object control skills in minor games
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Task preparation

Prior learning	Students have previously practised the fundamental movement skill, bounce, 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 tasks.

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 - Bounce• Basketball court or any area with line markings• Basketballs

Instructions for teacher

Line tag

Teach the rules of the game explicitly.

Aim

- Students dribble the ball along the lines and try to tag other students while in control of the ball.

Instructions

- Four students are given a basketball. They are the taggers.
- The remainder of the students stand on a line.
- On the sound of the whistle, the students with the ball dribble it along the lines and try to tag the other students.
- When students are tagged, they are given the ball and then become the taggers.
- Students are not allowed to move off the lines or jump across the lines on the basketball court.

Variation

- Change the type of ball used, e.g. a soccer ball can be foot dribbled.
- All students have a basketball.

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	
Skill 1: Bounce	
<ul style="list-style-type: none"> • eyes are focused forward throughout the movement • ball is contacted and controlled with spread fingers • feet are comfortably apart with knees and hips slightly bent • body leans slightly forward • ball is bounced to hip height using a pushing, straightening motion of the wrist and elbow • ball is kept to the side and slightly in front of the body 	
Subtotal	5
Total	5

Skills continuum

On the continuum below, record the date each time a skill is assessed.

Student name:

<i>Skill</i>	<i>Not yet developed</i>	<i>Developing</i>	<i>Developed</i>