



Government of **Western Australia**
School Curriculum and Standards Authority



PHYSICAL EDUCATION STUDIES

Performance assessment

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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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.

Assessment of individual skills

Competence in demonstrating the individual skills required in the selected sport must be assessed holistically rather than focusing on a detailed analysis of their individual parts. The final mark for 'Skill execution' must take into account the timing and appropriateness of skills being used in specific competitive conditions. The teacher must take into account four elements in the demonstration of a skill: consistency, precision, fluency and control.

There is no expectation for younger students to demonstrate all of the observation points for specific skills; 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 simpler observation points.

For example, the fundamental skill of bouncing the ball appears as early as Year 2 in the Western Australian Curriculum: Health and Physical Education and extends through to Year 10 for the schools who may select basketball as a context.

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 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 consideration. Contact and/or possession account for only a small percentage of game time, most of which is spent in movement and performance of tactical/strategic skills 'off the ball', and this must also be taken into consideration when assessing each student.

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 will be determined by the teacher but must reflect the expected achievement standard for that year group.

Note: the final mark awarded to a student for each section must be that which reflects the student's performance consistently during the assessment and not intermittent occurrences at either end of the continuum.

Key skill components that may be assessed for invasion games

Offence

- maintaining possession
- setting up a play
- ball projection (angle), velocity and spin
- pace of attack
- creating scoring opportunities
- communication with teammates
- use of space through movement and/or pass selection
- positioning

Defence

- regaining possession
- preventing scoring opportunities
- communication with teammates
- support of other defenders
- positioning/movement to intercept

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

Offence

- serving effectiveness
- serving accuracy
- distribution of shots used in relation to opponent's position
- selection of shot speed and trajectory for optimum advantage
- placement and accuracy of shots

Defence

- prediction of opponent's shots
- position to counteract opponent's moves
- communication with teammate for optimum positioning

Key skill components that 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.