



## Sample assessment task

|                      |                               |
|----------------------|-------------------------------|
| <b>Year level</b>    | 4                             |
| <b>Learning area</b> | Health and Physical Education |
| <b>Subject</b>       | Physical Education            |
| <b>Title of task</b> | One in the middle             |

## Task details

|                                 |  |
|---------------------------------|--|
| <b>Description of task</b>      | Students play a minor game to demonstrate fundamental movement skills (catch) and locomotor skills (dodge)         |
| <b>Type of assessment</b>       | Formative  |
| <b>Purpose of assessment</b>    | To assess development of students' locomotor and fundamental movement skills and plan further teaching if required |
| <b>Assessment strategy</b>      | Observation  |
| <b>Evidence to be collected</b> | This will include student performance in individual and group activities that reflect a student's ability level.   |
| <b>Suggested time</b>           | One lesson   |

## Content description

|   |  |
|---|--|
| <b>Content from the Western Australian Curriculum</b> | Fundamental movement skills: <ul style="list-style-type: none"><li>• kick</li><li>• <b>catch</b></li><li>• underarm throw</li><li>• overarm throw</li><li>• bounce</li><li>• forehand strike</li></ul> Locomotor skills: <ul style="list-style-type: none"><li>• run</li><li>• jump</li><li>• <b>dodge</b></li></ul> Combination of locomotor and object control skills in minor games |
|---|--|

## Task preparation

|                                   |  |
|-----------------------------------|--|
| <b>Prior learning</b>             | Students have previously practised locomotor and object control skills.  |
| <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.<br><br>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks. |

## Assessment task

|                              |  |
|------------------------------|--|
| <b>Assessment conditions</b> | Assessment will involve students in individual and group/pair scenarios.   |
| <b>Resources</b>             | <ul style="list-style-type: none"><li>• Fundamental movement skills performance assessment support material - Catch; Dodge</li><li>• Any space inside or outside which allows for five or six small group games to be set up</li><li>• Dodge balls</li><li>• Cones to mark player positions in square formations</li></ul> |

## **Instructions for teacher**

### **One in the middle**

Teach the rules of the game explicitly.

Play the game for 10 minutes, as a warm-up activity, at the commencement of a Physical Education lesson. Repeat activity in subsequent lessons, as required, to allow sufficient time to observe all students.

The game is played in groups of five players. Four players stand in a square formation, marked by cones, approximately 2 m x 2 m. The fifth player starts in the middle of the square.

The object of the game is to move the ball among the four outside players, retaining possession. Outside players may dodge and feint to either side to release and receive the ball, while remaining in square formation. The central player attempts to intercept the passes by dodging and jumping.

Any pass that is knocked down or intercepted by the central player results in the thrower changing places with the central player. After five successful passes, an outside player switches places with the central player to ensure all players play in both the outside and central player positions.

## 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         |
| <b>Observation points</b>   |           |
| <b>Marks</b>  |           |
| <b>Skill 1: Catch</b>   |           |
| <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>head and body position are directed towards the flight of the ball</li> <li>hands reach out to meet the ball</li> <li>open, cupped hands positioned in line with the incoming ball</li> <li>hands are positioned so that the fingers point up for a ball above the waist and point down for a ball below the waist</li> </ul> <p><b>Execution</b></p> <ul style="list-style-type: none"> <li>ball is controlled with the hands only</li> <li>elbows bend and hands 'give' along the flight path of the ball, prior, at and after contact</li> <li>the ball is tracked with the eyes into the hands</li> </ul> <p><b>Completion</b></p> <ul style="list-style-type: none"> <li>fingers close to secure the ball in the hands</li> </ul> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>catch is successfully completed</li> </ul> |           |
| <b>Subtotal</b>   | <b>5</b>  |
| <b>Observation points</b>   |           |
| <b>Marks</b>  |           |
| <b>Skill 2: 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 on both sides of the body</li> </ul>  |           |
| <b>Subtotal</b>   | <b>5</b>  |
| <b>Total</b>  | <b>10</b> |

