



Sample assessment task

Year level	Pre-primary
Learning area	Health and Physical Education
Subject	Physical Education
Title of task	Rob the nest

Task details

Description of task	Students will learn the fundamental movement skills necessary to participate in the game. They will be instructed in running, hopping, jumping and galloping skills.
Type of assessment	Formative
Purpose of assessment	To inform development of locomotor and fundamental skills
Assessment strategy	Observation checklists
Evidence to be collected	Observation checklists and anecdotal notes of movement quality Anecdotal notes about students' comments during the discussion about rules
Suggested time	One to two lessons

Content description

Content from the Western Australian Curriculum	<p>Locomotor skills:</p> <ul style="list-style-type: none"> • run • jump (two foot) • hop • gallop <p>Fundamental movement skills in simple games with or without equipment</p> <p>Rules when participating in physical activities:</p> <ul style="list-style-type: none"> • use of boundaries • safe use of appropriate equipment • responding to a whistle and commands/instructions
Early Years Learning Framework (EYLF)	<p>Outcome 3: Children have a strong sense of wellbeing</p> <p>Children take increasing responsibility for their own health and physical wellbeing</p> <p>[Commonwealth of Australia. (2009). <i>Belonging, being & becoming—the Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</p>
National Quality Standard	<p>National Quality Standard: Quality Area 3 – Physical Environment</p> <p>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.</p> <p>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.</p> <p>[Based on: <i>Guide to the National Quality Standard (ACECQA)</i>. Used under Creative Commons Attribution 3.0 Australia licence.]</p>

Task preparation	
Prior learning	Students have experience in running, jumping, hopping and galloping.
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	
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 – Run; Jump (two foot); Hop • Large grassed or indoor area • Five buckets, four cones • 40 beanbags or small balls (optional, four different colour sashes)

Instructions for teacher

Rob the nest

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

Strategy	
Inspire/inform	<ul style="list-style-type: none"> Warm up the students by running, jumping, hopping and galloping. Advise students they will be learning a new game which will use each of those skills. Advise students they will need to cooperate with their team members and abide by the rules of the game, 'Rob the nest!'
Show	<ul style="list-style-type: none"> Set up the cones and buckets with the students in a 20 m x 20 m square. Place a bucket and cone at each corner, with one bucket in the centre. Beanbags are placed in the centre bucket. Divide students into four groups. Position each group behind a corner cone. Model the action of the game (i.e. run from the cone to the centre bucket, collect a beanbag and return it to your team bucket and tag the next person).
Tell	<ul style="list-style-type: none"> Advise students of the game rules, including the use of the boundary, safe use of beanbags and responding to teacher instructions.
Apply	<ul style="list-style-type: none"> At the signal, one student from each team runs forward to collect a beanbag and the game begins. The game stops when all beanbags have been taken from the centre bucket. Teams count beanbags collected. The teacher nominates new mode of locomotion for the next round. Play the game a number of times, changing the locomotor skill each time. Extension: Once the centre bucket is empty, the students can start to steal from their opponents' buckets.
Reflect	<ul style="list-style-type: none"> Gather students together and discuss what worked and what didn't work. Consider the quality of the movement and discuss if the movement was done precisely. Did students alter the movement in order to win? Was winning the game more important than doing the movement correctly? Did the students follow the rules? Play the game again with the students changing the rules to their own rules.

Sample assessment key

I=Independent SS= Some support LS = Lots of support

Student names	Uses appropriate locomotor skill in the game	Follows the set of rules	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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	Provocation/activities	Resources
Inside spaces/ environments	<p>Measure, measure everywhere Set up areas in different sizes for the children to explore using different materials (a mirror square, a hoop, carpet square). Each area has a selection of loose parts or nature items. Students are encouraged to place items around or in (perimeter/area) to see how many ‘shells’ it takes to measure.</p>	<p>A variety of objects that can be measured (a mirror square, a hoop, carpet square, pizza box) Containers of loose parts or nature items</p>
	<p>Freeze frame Students explore creating a frame around the perimeter of a piece of paper using stamps, stickers, finger paints, painted dots, squiggles, zigzag or a pattern to define a frame. Students can then draw a picture of their choice in the space inside the frame.</p>	<p>A4 or A3 paper A variety of drawing equipment such as crayons, textas, paint, paint brushes A selection of stamps and stickers</p>
	<p>How many hundreds? Cut a slice of bread into quarters and give each student a quarter. Butter and dip in hundreds and thousands. Ask the students to compare quarters and discuss who may have more sprinkles on the area of their bread.</p>	<p>A loaf of bread Butter Hundreds and thousands sprinkles</p>
Outside spaces/ environments	<p>Here, there, everywhere Play a game in which students develop fitness and agility in case they are chased by a wolf! The leader stands in a central position in a large open area and calls ‘Here’ (students run towards leader), ‘There’ (students run in the direction indicated by the leader) or ‘Everywhere’ (students run in all directions). It is important that students are aware of the people around them and their body in the designated space.</p>	<p>Nil</p>
	<p>Explore-a-metre With the students, measure out a one metre square space. Create a boundary by using rope, beanbags, stones etc. Give the students magnifying glasses and ask them to explore within the boundary, taking note of what they see. Students may wish to write down what they see on a piece of paper.</p>	<p>Something to mark out a one metre square space 6 magnifying glasses Two to four clipboards Paper, pencils</p>

	<p>Beanbag buckets Students practise throwing beanbags into a bucket from a set distance, defined by a hoop.</p>	<p>Two or three buckets 20–50 beanbags Two or three hoops</p>
	<p>Following the leader Students take it in turns to play follow the leader around the outside area changing the locomotor skill as they go.</p>	