



Sample assessment task

Year level	1
Learning area	Health and Physical Education
Subject	Physical Education
Title of task	Bounce down

Task details

Description of task	Students are introduced to the concept of bouncing a ball while moving
Type of assessment	Formative
Purpose of assessment	To assess students' skills in bouncing (or hand-dribbling) the ball while moving (walking or running)
Assessment strategy	Static drills, increasing in complexity as determined by student ability
Evidence to be collected	Observations, using a class observation grid
Suggested time	One to two lessons

Content description

Content from the Western Australian Curriculum	Object control skills <ul style="list-style-type: none"> • underarm throw • bounce Cooperation skills in partner and group work during physical activity practices
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 & becoming—the Early Years Learning Framework for Australia</i> . Canberra: Australian Government Department of Education, Employment and Workplace Relations.]
National Quality Standard	National Quality Standard: Quality Area 2 – Children’s health and safety Standard 2.2 – Healthy eating and physical activity are embedded in the program for children. Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. [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 experience in bouncing a ball while standing still.
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 – Underarm throw; Bounce• Large open area for students to move• A light ball per pair, paper and drawing materials

Instructions for teacher

Bounce down

[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"> • Explain to the students that they will be learning a new skill which is very useful in basketball.
Show	<ul style="list-style-type: none"> • Demonstrate the skill by walking and bouncing and then running and bouncing. • Model each of the key components for students to focus on: <ul style="list-style-type: none"> ▪ knees bent, lean forward, spread fingers and bounce from hip height. • Demonstrate how to give meaningful feedback and encouragement to others.
Tell	<ul style="list-style-type: none"> • Students will practise skills in bouncing while their partner counts (1-10, skip count by twos to 20, skip count by fives to 50 and/or skip count by tens to 100). • Practise the new skills of bouncing while moving (initially walking and then running).
Apply	<ul style="list-style-type: none"> • Students practise <i>bounce and catch</i> while stationary (partner counts). • Students practise <i>bounce, bounce, catch</i> (partner counts). • Students <i>bounce pass</i> to a partner. • Students give positive feedback and encouragement to their partner. • Students stand five metres from their partner and practise bouncing the ball with two hands as they walk towards their partner. • Pass the ball to the partner and run back to their starting spot. • The partner has a turn. • Repeat. Students try running as they gain confidence. • Ensure students give positive feedback and encouragement to their partner.
Reflect	<ul style="list-style-type: none"> • Students reflect on their skills in the components of the movement (knees bent, leaning forward, spreading fingers and bouncing from hip height). • Students give their partners appropriate positive feedback. • Students draw themselves involved in the task with their partner. • Students record at least one positive aspect to their performance or a personal goal.

Sample assessment key

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

Student names	Ball bounce	Teamwork	Comments

Making connections across learning environments

National Quality Standard: Quality Area 2 – Children’s health and safety

Standard 2.2 – Healthy eating and physical activity are embedded in the program for children.

Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

[Based on: *Guide to the National Quality Standard* (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]

	Provocation/activities	Resources
Inside spaces/ environments	Yoga Master Aerobics or yoga activities to practise movements such as knees bent, leaning forward, spreading fingers.	Music or videos demonstrating poses and/or actions
	Balloon bounce Use balloons to play indoor tennis or volleyball; use hands as bats to keep the balloon off the ground (add music); bat and count.	Balloons Music
Outside spaces/ environments	Say and Catch Players stand in a circle. Before each game, the players decide on a category for the game. If they decide upon animals, for example, they must say the name of an animal before they catch the ball. If they can't come up with a name, or if they miss the ball, they are out. The ball is thrown randomly. The last player remaining wins the game.	Ball
	Keep Away A ball game for three players in which two people stand in predetermined areas and toss a ball back and forth, while the person in the middle has to try to catch it. When the person in the middle catches it, they trade places with the person who threw the ball. Some versions have the middle player playing in a circle about 3 to 4 metres in diameter, while the other players stand outside the circle. If there is a great discrepancy in height, requiring that the ball bounce once in the circle will level the playing field.	Ball