



Sample assessment task

Year level	5
Learning area	Health and Physical Education
Subject	Physical Education
Title of task	Legs

Task details

Description of task	Students play a minor game to demonstrate their use of fundamental movement skills, spatial awareness, and relationship to and with objects, people and space
Type of assessment	Formative
Purpose of assessment	To assess development of 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	10–15 minutes

Content description

Content from the Western Australian Curriculum	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Basic strategies and tactics to successfully achieve a movement outcome or goal:</p> <ul style="list-style-type: none">• body awareness• spatial awareness• relationship to and with objects, people and space
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Task preparation

Prior learning	Students have previously practised fundamental movement skills in a variety of game situations.
Assessment differentiation	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>

Assessment task

Assessment conditions	Assessment will involve students in individual and group/pair scenarios.
Resources	<ul style="list-style-type: none">• Fundamental movement skills performance assessment support material - Bounce• A netball court or similar flat, hard surface suitable for dribbling a basketball.• Basketballs• Cones or markers to delineate thirds if not using a netball court

Instructions for teacher

Legs

Teach the rules of the game explicitly.

Play the game for 10–15 minutes, as a warm-up activity, at the commencement of a Physical Education lesson. Divide players into three groups – roughly according to previously observed dribbling ability. This allows less able students to participate with confidence, and more able students to be sufficiently challenged to demonstrate their skill and ability. Allocate a group to each of the three netball thirds.

Play the game, as a warm-up activity, three times, observing one of the groups each time.

The game is played in groups of 8–10 players, with two balls, on a third of a netball court. The object of the game is to temporarily eliminate another player by ‘hitting’ them on the legs with the ball. Contact is made by bouncing the ball onto the lower legs or feet of an opponent.

If a player is hit on the lower legs or feet, they leave the court to stand on the sideline, rejoining the game when the next player is eliminated.

Once a player has bounced the ball at an opponent, regardless of whether contact is made or not, the ball may then be claimed by any other player and the game continues.

The ball is moved by dribbling, according to basketball rules:

- no double dribble
- no carrying the ball.

Players without the ball should keep moving continuously, within the allocated third, in order to:

- avoid contact with the ball
- attempt to steal the ball from the dribbler
- seize opportunities to claim a loose ball.

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 (hand dribble)	
<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 should be kept to the side and slightly in front of the body 	
Subtotal	5

Assessment of game skills

Tactical situations or problems appropriate to the year group should be identified before assessment of students' performance. These may include defence or offence skills, depending on the activity being assessed. When assessing game/competition 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 account.

Always demonstrates skills at a high level under pressure	5
Consistently demonstrates skills under pressure	4
Frequently demonstrates appropriate skills	3
Consistently demonstrates some of the selected skills	2
Inconsistently demonstrates a few of the selected skills	1
Does not demonstrate any of the selected skills	0
Observation points	Marks
<ul style="list-style-type: none">creates options by moving to areas such as behind a defender or passes to team-mate in open positionleads to open space to create a passing option for a team-mate or draw defenders awaysupports team-mate with the ball	
Subtotal	5
<ul style="list-style-type: none">anticipates ball movement and moves to attacking positionmoves to a defensive position when possession is lost	
Subtotal	5
<ul style="list-style-type: none">selects appropriate individual skills such as:<ul style="list-style-type: none">dribble to get around opponents or move into open spacepass to teammate in an appropriate positionshoot with accuracyuses ball skills effectively to benefit the teamfollows up to be involved in play after releasing the ball	
Subtotal	5
Total	20