



Sample assessment task

Year level	8
Learning area	Health and Physical Education
Subject	Physical Education
Title of task	Basketball

Task details

Description of task	Students learn the skills to participate in a game of basketball. This will be followed by the assessment task which is separated into two parts. Part 1 will involve students participating in a drill that provides opportunities to demonstrate individual skill performance. Part 2 will involve students participating in a modified game in which they will be provided with opportunities to demonstrate skills related to game performance.
Type of assessment	Formative and summative
Purpose of assessment	<ul style="list-style-type: none">To provide the teacher with information regarding student progress which will allow for instruction and practice aimed at improvement of skills (formative)To assess student achievement in a variety of skills (summative) at the conclusion of the basketball unit
Assessment strategy	Physical Education performance
Evidence to be collected	<ul style="list-style-type: none">Notes on student performance in individual and group activities that reflect a student's ability levelObservation of performance live during class time over one or more sessions or through the use of video recording
Suggested time	Approximately two lessons, however the time required will vary depending on the size of the group.

Content description

Content from the Western Australian Curriculum	<p>Movement skills and sequences within different physical activity contexts with a focus on:</p> <ul style="list-style-type: none">increased accuracy and efficiency in skill performancecontrol of balance and stability <p>Strategic skills and tactical skills used to create, use and defend space, such as altering body positions and applying specific tactics</p> <p>Defensive skills used to achieve and retain possession</p>
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Task preparation

Prior learning	Students have previously been taught and practised individual and team basketball skills.
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 scenarios.
Resources	<ul style="list-style-type: none">• Performance assessment support material – Basketball• Basketballs• Bibs to differentiate the two teams

Instructions for teacher

Basketball

Part 1 – Skills performance

Students participate in Part 1, in which they demonstrate and are assessed on:

- control dribble
- lay-up.

Task can be completed in groups of 5–8 students.

The suggested total time for Part 1 is up to 20 minutes (allowing for students' level of fitness). Groups are to be rotated, or multiple groups may be working concurrently.

Part 2 – Game performance

Students participate in Part 2, in which they are assessed on use of space, positioning, execution of skills and decision making. These will be assessed in:

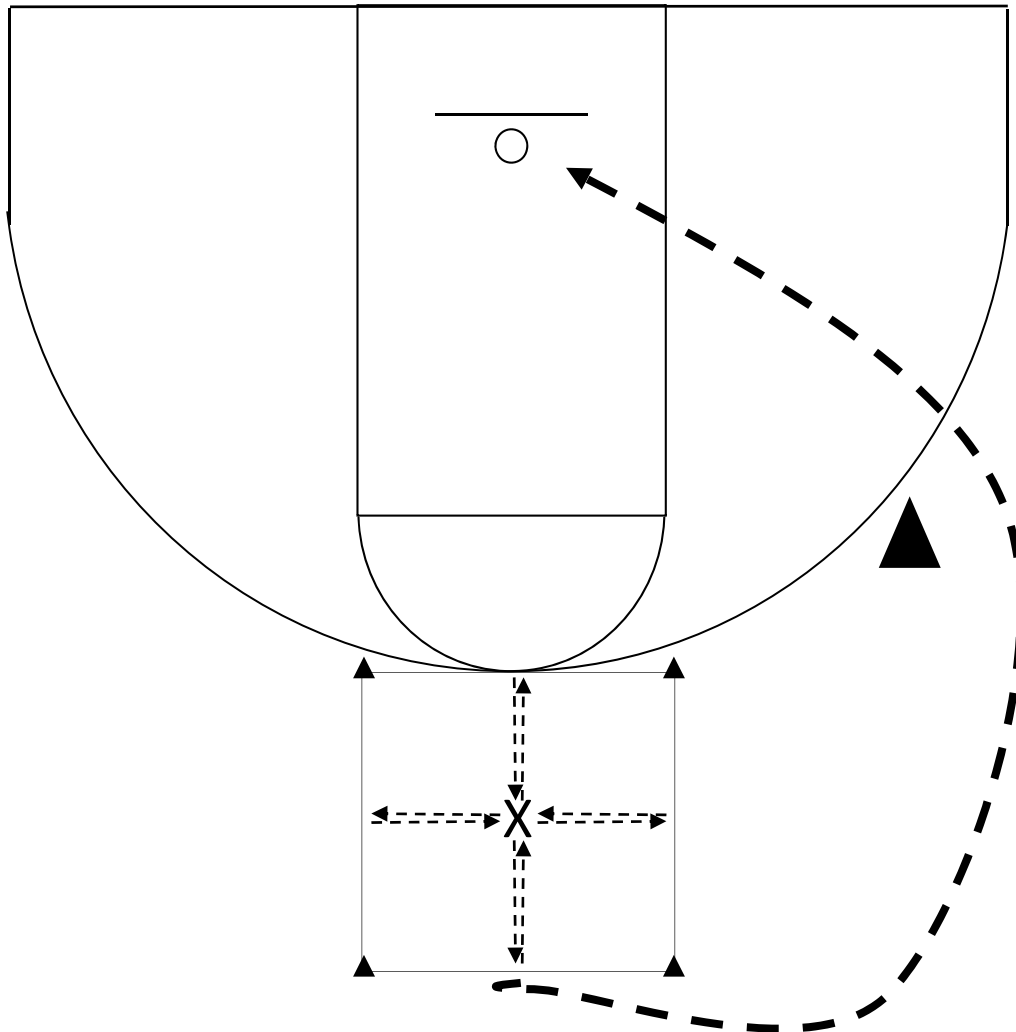
- defence
- offence.

Task can be completed with two groups of five students.

The suggested total time for Part 2 is up to 20 minutes (allowing for students' level of fitness). Groups are to be rotated, or multiple groups may be working concurrently.

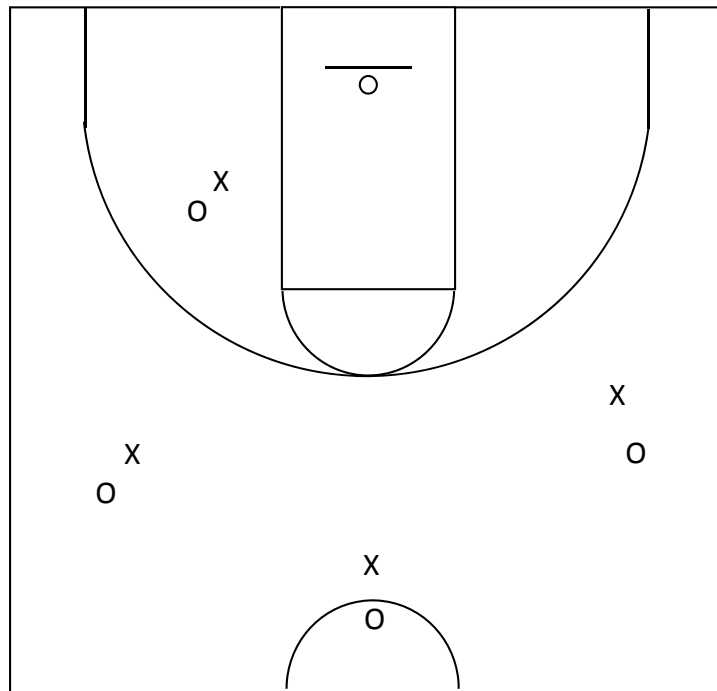
Assessment task

Part 1



1. Student X performs a control dribble in the marked area, continually changing direction.
2. After 10–15 seconds, student comes out the back of the square and dribbles toward the marker.
3. Student X dribbles around the marker and heads toward the basket.
4. Student X performs lay-up and rebounds.
5. Students may go to the other side if they are left handed.

Part 2



1. Students are organised into two teams of three to five.
2. Game is played in half-court.
3. Offence is to create scoring opportunities, starting with an out of bounds pass-in from the halfway line.
4. Defence aims to restrict offence and attempt to gain possession in order to move the ball over the halfway line to end the play.

Sample marking key

Demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action, i.e. consistency, precision, fluency and control. Game pressure, pace, skill and intensity of opponent and teammates, playing area, environmental conditions etc. may affect performance, and should be taken into account when marking.

This marking key is intended to be used in conjunction with the document '*Physical Education performance assessment advice*' and the *Performance assessment support material – Basketball* which outlines the observation points for the skills in the specific sport (basketball).

Description	Marks
Part 1: Individual skills (control dribble, lay-up)	
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
Subtotal (per skill)	5
Control dribble	/5
Lay-up	/5
Part 1 total	10
Description	Marks
Part 2: Game skills	
Always demonstrates skills at an exceptional level under pressure	5
Consistently demonstrates skills under pressure	4
Frequently demonstrates appropriate skills [but not as intensely as (4)]	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
Subtotal (per section)	5
Offence skills	
Use of space <ul style="list-style-type: none"> Creates options by moving to areas such as behind a defender or passes to team-mate in open position Leads to open space to create a passing option for a team-mate or draw defenders away Supports teammate with the ball 	/5
Positioning <ul style="list-style-type: none"> Anticipates ball movement and moves to attacking position Moves to a defensive position when possession is lost	/5
Execution <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 space pass to team-mate with correct timing to an appropriate position shot with correct timing and accuracy Uses ball skills effectively to benefit team tactics Follows up to be involved in play after releasing the ball 	/5
Decision making <ul style="list-style-type: none"> Uses skill creatively Shows evidence of tactical thinking in attacking moves 	/5

Defence skills	
Use of space <ul style="list-style-type: none"> • Reads play and moves to defend space or opponent • Denies opponent's opportunity to attack 	/5
Positioning <ul style="list-style-type: none"> • Anticipates ball movement and moves to defensive position • Blocks opponent's moves • Appropriate marking of an opponent who may or may not have the ball Shows attacking flair in turnovers	/5
Execution <ul style="list-style-type: none"> • Uses ball and defensive skills effectively under pressure: <ul style="list-style-type: none"> ▪ uses correct footwork and hand/arm position ▪ attempts to dispossess are well timed ▪ prevents the ball carrier from turning toward basket • Follows up to back up team-mates 	/5
Decision making <ul style="list-style-type: none"> • Uses skill creatively • Shows evidence of tactical thinking in nullifying attack 	/5
Part 1 total (5 marks per skill)	10
Part 2 Offence total (5 marks per skill)	20
Part 2 Defence total (5 marks per skill)	20
Total	50