

# Corwin International Magnet School

## Physical and Health Education, Level 1 – Assessment Criteria

### Criterion A: Knowing and understanding

#### Maximum: 8

At the end of year 1, students should be able to:

- i. outline physical health education-related factual, procedural and conceptual knowledge
- ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology to communicate understanding.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. <b>recalls some</b> physical health education factual, procedural conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues iii. <b>recalls</b> physical and health terminology.
3–4	The student: i. <b>recalls</b> physical health education factual, procedural and conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues <b>and suggest</b> solutions to problems set in familiar situations iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b> .
5–6	The student: i. <b>states</b> physical health education factual, procedural and conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues and <b>solve</b> problems set in familiar situations iii. <b>applies</b> physical and health terminology to communicate understanding.
7–8	The student: i. outlines physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.

#### Notes for criterion A

Criterion A must be assessed in non-performance/non-playing situations.  
Criterion A can be assessed only through written or oral tasks.

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## Physical and Health Education, Level 1 – Assessment Criteria

### Criterion B: Planning for performance

#### Maximum: 8

At the end of year 1, students should be able to:

- i. construct and outline a plan for improving health or physical activity
- ii. describe the effectiveness of a plan based on the outcome.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. <b>states</b> plans for improving health or physical activity ii. <b>states</b> the effectiveness of a plan.
3–4	The student: i. <b>outlines a basic</b> plan for improving health or physical activity ii. <b>states</b> the effectiveness of a plan <b>based on the outcome</b> .
5–6	The student: i. <b>outlines</b> a plan for improving health or physical activity ii. <b>identifies</b> the effectiveness of a plan <b>based on the outcome</b> .
7–8	The student: i. <b>constructs</b> and <b>outlines</b> a plan for improving health or physical activity ii. <b>describes</b> the effectiveness of a plan <b>based on the outcome</b> .

#### Notes for criterion B

Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

Planning for the execution of skills is not appropriate for assessment against this criterion. (For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby or performing a lay-up in basketball.)

In order to meet the requirements of criterion B, students must carry out their plan to evaluate it.

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## Physical and Health Education, Level 1 – Assessment Criteria

### Criterion C: Applying and performing

#### Maximum: 8

At the end of year 1, students should be able to:

- i. recall and apply a range of skills and techniques effectively
- ii. recall and apply a range of strategies and movement concepts
- iii. recall and apply information to perform effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. <b>recalls some</b> skills and techniques ii. <b>recalls some</b> strategies and movement concepts iii. <b>applies</b> information to perform with limited success.
3–4	The student: i. <b>recalls</b> skills and techniques ii. <b>recalls</b> strategies and movement concepts iii. <b>applies</b> information to perform.
5–6	The student: i. <b>recalls</b> and <b>applies</b> skills and techniques ii. <b>recalls</b> and <b>applies</b> a range of strategies and movement concepts iii. <b>applies</b> information to perform <b>effectively</b> .
7–8	The student: i. <b>recalls</b> and <b>applies a range</b> of skills and techniques ii. <b>recalls</b> and <b>applies a range</b> of strategies and movement concepts iii. <b>recalls</b> and <b>applies</b> information to perform <b>effectively</b> .

#### Notes for criterion C

Criterion C must be assessed in **performance/playing situations**.

A student's ability to recall and apply **skills and techniques** effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.

A student's ability to recall and apply **strategies and movement concepts** effectively could include: the use of space, force and flow of movement and adaptation to various situations.

A student's ability to recall and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.

Criterion C is not appropriate for assessing replication of movement routines and umpiring/ refereeing.

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## Physical and Health Education, Level 1 – Assessment Criteria

### Criterion D: Reflecting and improving performance

**Maximum: 8**

At the end of year 1, students should be able to:

- i. identify and demonstrate strategies to enhance interpersonal skills
- ii. identify goals and apply strategies to enhance performance
- iii. describe and summarize performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>i. <b>states</b> a strategy to enhance interpersonal skills</li><li>ii. <b>states</b> a goal to enhance performance</li><li>iii. <b>describes</b> performance.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>i. <b>lists</b> strategies to enhance interpersonal skills</li><li>ii. <b>states</b> a goal and <b>applies</b> strategies to enhance performance</li><li>iii. <b>summarizes</b> performance.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>i. <b>identifies</b> strategies to enhance interpersonal skills</li><li>ii. <b>lists</b> goals and <b>applies</b> strategies to enhance performance</li><li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>identifies</b> goals and <b>applies</b> strategies to enhance performance</li><li>iii. <b>describes</b> and <b>summarizes</b> performance.</li></ul>

#### Notes for criterion D

Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.