Physical and health education assessment criteria: Year 1

Criterion A: Knowing and understanding

Maximum: 8

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

i. outline physical and 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. **recalls some** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues iii. **recalls** physical and health terminology.
3–4	The student: i. **recalls** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues and **suggest** solutions to problems set in **familiar situations** iii. **applies** physical and health terminology to communicate understanding **with limited success**.
5–6	The student: i. **states** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues and **solve** problems set in familiar situations iii. **applies** physical and health terminology to communicate understanding.

Achievement level	Level descriptor
7–8	The student: i. **outlines** physical and 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.

Criterion B: Planning for performance

Maximum: 8

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

i. identify goals to enhance performance

ii. construct and outline a plan for improving physical activity and health.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **states** a goal to enhance performance ii. **states** a plan for improving physical activity and health.
3–4	The student: i. **defines** a goal to enhance performance ii. **outlines a basic** plan for improving physical activity and health.
5–6	The student: i. **lists** goals to enhance performance ii. **outlines** a plan for improving physical activity and health.
7–8	The student: i. **identifies** goals to enhance performance ii. **constructs** a plan for improving physical activity and health.

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).

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

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. **recalls limited** skills and techniques ii. **recalls limited** strategies and movement concepts iii. **recalls limited** information to perform.
3–4	The student: i. **recalls some** skills and techniques ii. **recalls some** strategies and movement concepts iii. **recalls some** information to perform.
5–6	The student: i. **recalls** and **applies some** skills and techniques ii. **recalls** and **applies some** strategies and movement concepts iii. **recalls** and **applies some** information to perform **effectively**.
7–8	The student: i. **recalls** and **applies a range** of skills and techniques ii. **recalls** and **applies a range** of strategies and movement concepts iii. **recalls** and **applies** information to perform **effectively**.

Notes for criterion C

- Criterion C must be assessed in **performance/playing situations**.
- A student's ability to recall and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to recall and apply **strategies and movement concepts** 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.

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. describe the effectiveness of a plan based on the outcome

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: i. **identifies** a strategy to enhance interpersonal skills ii. **identifies** the effectiveness of a plan iii. **outlines** performance.
3–4	The student: i. **identifies** strategies to enhance interpersonal skills ii. **states** the effectiveness of a plan iii. **describes** performance.
5–6	The student: i. **identifies** and **sometimes demonstrates** strategies to enhance interpersonal skills ii. **describes** the effectiveness of a plan iii. **outlines** and **summarizes** performance.
7–8	The student: i. **identifies** and **demonstrates** strategies to enhance interpersonal skills ii. **describes** the effectiveness of a plan **based on the outcome** iii. **describes** and **summarizes** performance.

Notes for criterion D
• Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating. • This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.