

# Physical and health education assessment criteria: Years 4 and 5

## Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 5, students should be able to:

- i. explain physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>investigate</b> issues and <b>suggest</b> solutions to problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues and to <b>solve</b> problems set in <b>familiar situations</b></li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues and to <b>solve</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ol>

7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> complex issues and to <b>solve complex</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently and effectively</b> to communicate understanding.</li> </ol>
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# Criterion B: Planning for performance

**Maximum: 8**

At the end of year 5, students should be able to:

- i. develop goals to enhance performance
- ii. design, explain and justify a plan to improve physical performance and health.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>i. <b>identifies</b> goals to enhance performance</li><li>ii. <b>constructs</b> a plan to improve physical performance and health.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>i. <b>outlines</b> goals to enhance performance</li><li>ii. <b>constructs</b> and <b>describes</b> a plan to improve physical performance and health.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>i. <b>explains</b> goals to enhance performance</li><li>ii. <b>designs</b> and <b>explains</b> a plan to improve physical performance and health.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>i. <b>develops</b> goals to enhance performance</li><li>ii. <b>designs, explains</b> and <b>justifies</b> a plan to improve physical performance and health.</li></ul>

# Criterion C: Applying and performing

## Maximum: 8

At the end of year 5, students should be able to:

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques <b>with limited success</b></li><li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b></li><li>iii. <b>recalls</b> information to perform.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques</li><li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts</li><li>iii. <b>identifies</b> and <b>applies</b> information to perform.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques</li><li>ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts</li><li>iii. <b>analyses</b> and <b>applies</b> information to perform.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>demonstrates</b> and <b>applies a range of</b> skills and techniques effectively</li><li>ii. <b>demonstrates</b> and <b>applies a range of</b> strategies and movement concepts effectively</li><li>iii. <b>analyses</b> and <b>applies</b> information to perform <b>effectively</b>.</li></ol>

# Criterion D: Reflecting and improving performance

## Maximum: 8

At the end of year 5, students should be able to:

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. analyse and evaluate the effectiveness of a plan based on the outcome
- iii. analyse and evaluate performance.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>outlines</b> the effectiveness of a plan based on the outcome</li><li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>outlines</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>explains</b> the effectiveness of a plan based on the outcome</li><li>iii. <b>describes</b> and <b>summarizes</b> performance.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>describes</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>analyses</b> the effectiveness of a plan based on the outcome</li><li>iii. <b>explains</b> and <b>evaluates</b> performance.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>explains</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>analyses</b> and <b>evaluates</b> the effectiveness of a plan based on the outcome</li><li>iii. <b>analyses</b> and <b>evaluates</b> performance.</li></ol>