

Physical and health education assessment criteria: Years 2 and 3

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, students should be able to:

- i. describe physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain 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 does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> 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.
3-4	The student: <ol style="list-style-type: none"> i. states physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.
5-6	The student: <ol style="list-style-type: none"> i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to describe issues and to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.

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

Maximum: 8

At the end of year 3, students should be able to:

- i. outline goals to enhance performance
- ii. design and explain a plan for improving physical performance 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: <ol style="list-style-type: none">i. states a goal to enhance performanceii. outlines a limited plan for improving physical performance and health.
3–4	The student: <ol style="list-style-type: none">i. lists goals to enhance performanceii. outlines a plan for improving physical performance and health.
5–6	The student: <ol style="list-style-type: none">i. identifies goals to enhance performanceii. designs a plan for improving physical performance and health.
7–8	The student: <ol style="list-style-type: none">i. outlines goals to enhance performanceii. designs and explains a plan for improving physical performance and health.

Criterion C: Applying and performing

Maximum: 8

At the end of year 3, students should be able to:

- i. demonstrate and apply a range of skills and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline 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: <ol style="list-style-type: none">i. recalls and applies skills and techniques with limited successii. recalls and applies strategies and movement concepts with limited successiii. recalls and applies information to perform.
3–4	The student: <ol style="list-style-type: none">i. demonstrates and applies skills and techniques with limited successii. demonstrates and applies strategies and movement concepts with limited successiii. identifies and applies information to perform.
5–6	The student: <ol style="list-style-type: none">i. demonstrates and applies skills and techniquesii. demonstrates and applies strategies and movement conceptsiii. identifies and applies information to perform effectively.
7–8	The student: <ol style="list-style-type: none">i. demonstrates and applies a range of skills and techniquesii. demonstrates and applies a range of strategies and movement conceptsiii. outlines and applies information to perform effectively.

Criterion D: Reflecting and improving performance

Maximum: 8

At the end of year 3, students should be able to:

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

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