



SHFGS Assessment Criteria: Y7 Physical Education

The criteria below are expected to be met in at least one activity (team or individual performance)

Level Descriptor Strands	Level B (+/-) Below expected standard	Level W (+/-) Working towards expected standard	Level E (+/-) Expected standard	Level A (+/-) Above expected standard	Level O (+/-) Outstanding - Well above expected standard
Range and quality of skills	<ul style="list-style-type: none"> demonstrates some core skills for the activity in isolation Some simple core skills are performed, with limited effectiveness Advanced skills are not usually attempted 	<ul style="list-style-type: none"> demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations few, if any of the advanced skills for the activity are attempted core skills are performed inconsistently and with limited accuracy, control and fluency any advanced skills attempted are performed with little success 	<ul style="list-style-type: none"> demonstrates many core skills and few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations core skills are performed with limited consistency and some accuracy, control and fluency the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations core skills are performed consistently with a good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations core skills are performed consistently with a very good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency
Physical attributes Fitness	<ul style="list-style-type: none"> Level of personal fitness is a concern and more regular health and fitness activities are advised 	<ul style="list-style-type: none"> demonstrates limited physical fitness and psychological control during performance 	<ul style="list-style-type: none"> demonstrates sufficient physical fitness and psychological control to perform with some effectiveness 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform effectively 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform very effectively
Decision making Game or performance situation	<ul style="list-style-type: none"> Rarely selects the appropriate skill for the situation Very rarely applies strategies/tactics/compositional ideas of the activity, without directly being told what to do 	<ul style="list-style-type: none"> selects and uses appropriate skills on few occasions. rarely applies team strategies/tactics/compositional ideas demonstrating little understanding of the activity demonstrates little awareness of the 	<ul style="list-style-type: none"> selects and uses appropriate skills on some occasions. sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity demonstrates limited awareness of the 	<ul style="list-style-type: none"> successfully selects and uses appropriate skills on some occasions applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity 	<ul style="list-style-type: none"> successfully selects and uses appropriate skills on many occasions applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity

	<ul style="list-style-type: none"> • Demonstrates very little awareness of the rules/regulations of the activity during performance • Demonstrates very little awareness for the safety of themselves and others 	<p>rules/regulations of the activity during performance</p> <ul style="list-style-type: none"> • demonstrates little awareness for the safety of themselves and others • demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • rarely communicates with other player(s)/performer(s) (team activities only) 	<p>rules/regulations of the activity during performance</p> <ul style="list-style-type: none"> • demonstrates limited awareness for the safety of themselves and others • demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • communication with other player(s)/performer(s) is limited (team activities only) 	<ul style="list-style-type: none"> • demonstrates good awareness of the rules/regulations of the activity during performance • demonstrates good regard for the safety of themselves and others • demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • communication with other player(s)/performer(s) is good (team activities only) 	<ul style="list-style-type: none"> • demonstrates very good awareness of the rules/regulations of the activity during performance • demonstrates very good regard for the safety of themselves and others • demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • communication with other player(s)/performer(s) is very good (team activities only)
<p>Analysing and evaluating Coaching</p>	<ul style="list-style-type: none"> • Can comment on the strengths and weaknesses of their own/a peers' performance when asked leading questions, but does not come to meaningful conclusions on their own. • Can identify the main key skill that an activity requires • Pays little attention to assessing their own strengths and weaknesses in an activity. 	<ul style="list-style-type: none"> • evaluates the strengths and weaknesses of their own/a peers performance, with limited accuracy. • gives little or no justification in their analysis of the importance of the different skills or fitness required for the activity. • gives an overview of few key skills required for the activity • makes some attempt to assess their own strengths and weaknesses for the activity. 	<ul style="list-style-type: none"> • evaluates the strengths and weaknesses of their own/a peers performance, with some accuracy, using mostly appropriate tests for each component of fitness. • gives limited justification in their analysis of the importance of the different skills and fitness for their chosen activity. • gives a fairly accurate overview of some of the key skills required for the activity. • gives a limited assessment of their own strengths and weaknesses for the activity. 	<ul style="list-style-type: none"> • evaluates the strengths and weaknesses of their own/a peers performance, with some accuracy. • gives some justification in their analysis of the importance of the skills and fitness components for the activity. • gives a fairly accurate overview of most of the key skills required for the activity. • gives an accurate assessment of some of their own strengths and weaknesses for the activity. 	<ul style="list-style-type: none"> • evaluates the strengths and weaknesses of their own/a peers performance accurately. • produces a justified analysis of the importance of the different skills and fitness components for the activity. • gives an accurate overview of most of the key skills required for the activity. • gives an accurate assessment of their own strengths and weaknesses for the activity.