



## SHFGS Assessment Criteria: Y8 Physical Education

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

	<ul style="list-style-type: none"> <li>• Demonstrates very little awareness of the rules/regulations of the activity during performance</li> <li>• Demonstrates very little awareness for the safety of themselves and others</li> </ul>	<p>rules/regulations of the activity during performance</p> <ul style="list-style-type: none"> <li>• demonstrates little awareness for the safety of themselves and others</li> <li>• demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</li> <li>• rarely communicates with other player(s)/performer(s) (team activities only)</li> </ul>	<p>rules/regulations of the activity during performance</p> <ul style="list-style-type: none"> <li>• demonstrates limited awareness for the safety of themselves and others</li> <li>• demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</li> <li>• communication with other player(s)/performer(s) is limited (team activities only)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates good awareness of the rules/regulations of the activity during performance</li> <li>• demonstrates good regard for the safety of themselves and others</li> <li>• demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</li> <li>• communication with other player(s)/performer(s) is good (team activities only)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates very good awareness of the rules/regulations of the activity during performance</li> <li>• demonstrates very good regard for the safety of themselves and others</li> <li>• demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</li> <li>• communication with other player(s)/performer(s) is very good (team activities only)</li> </ul>
<p><b>Analysing and evaluating Coaching</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Can identify the main key skill that an activity requires</li> <li>• Pays little attention to assessing their own strengths and weaknesses in an activity.</li> </ul>	<ul style="list-style-type: none"> <li>• evaluates the strengths and weaknesses of their own/a peers performance, with limited accuracy.</li> <li>• gives little or no justification in their analysis of the importance of the different skills or fitness required for the activity.</li> <li>• gives an overview of few key skills required for the activity</li> <li>• makes some attempt to assess their own strengths and weaknesses for the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• evaluates the strengths and weaknesses of their own/a peers performance, with some accuracy, using mostly appropriate tests for each component of fitness.</li> <li>• gives limited justification in their analysis of the importance of the different skills and fitness for their chosen activity.</li> <li>• gives a fairly accurate overview of some of the key skills required for the activity.</li> <li>• gives a limited assessment of their own strengths and weaknesses for the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• evaluates the strengths and weaknesses of their own/a peers performance, with some accuracy.</li> <li>• gives some justification in their analysis of the importance of the skills and fitness components for the activity.</li> <li>• gives a fairly accurate overview of most of the key skills required for the activity.</li> <li>• gives an accurate assessment of some of their own strengths and weaknesses for the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• evaluates the strengths and weaknesses of their own/a peers performance accurately.</li> <li>• produces a justified analysis of the importance of the different skills and fitness components for the activity.</li> <li>• gives an accurate overview of most of the key skills required for the activity.</li> <li>• gives an accurate assessment of their own strengths and weaknesses for the activity.</li> </ul>