SHFGS Assessment Criteria: Y9 Physical Education

The criteria below are expected to be met in at least three activities (at least 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
Range and quality of skills	• demonstrates some core skills for the activity in isolation • Some simple core skills are performed, with limited effectiveness • Advanced skills are not usually attempted	• 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	• 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	• 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	• 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	• Level of personal fitness is a concern and more regular health and fitness activities are advised	• demonstrates limited physical fitness and psychological control during performance	• demonstrates sufficient physical fitness and psychological control to perform with some effectiveness	• demonstrates appropriate levels of physical fitness and psychological control to perform effectively	• demonstrates appropriate levels of physical fitness and psychological control to perform very effectively
Decision making Game or performance situation	• 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	• 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	• 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	• successfully selects and uses appropriate skills on some occasions • applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity	• successfully selects and uses appropriate skills on many occasions • applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity

	• Demonstrates very little awareness of the rules/regulations of the activity during performance • Demonstrates very little awareness for the safety of themselves and others	rules/regulations of the activity during performance • 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)	rules/regulations of the activity during performance • 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)	• 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)	• 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)
Analysing and evaluating Coaching	• 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.	• 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.	• 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.	• 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.	• 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.