Physical and Health Education

Criterion A: Knowing and understanding

Maximum: 8

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

1. describe physical health education factual, procedural and conceptual knowledge
2. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
3. apply physical and health terminology effectively to communicate understanding.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student: 1. **recalls** physical health education factual, procedural, conceptual knowledge
2. **identifies** physical and health education knowledge to **outline** issues **and suggest** solutions to problems set in familiar situations
3. **applies** physical and health terminology to communicate understanding **with limited success.**
 |
| 3-4 | The student: 1. **states** physical health education factual, procedural, conceptual knowledge
2. **identifies** physical and health education knowledge to **describe** issues **and** to **solve** problems set in **familiar situations**
3. **applies** physical and health terminology to communicate understanding.
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| 5-6 | The student: 1. **outlines** physical health education factual, procedural, conceptual knowledge
2. **applies** physical and health education knowledge to **describe** issuesto **solve** problems set in familiar situations **and suggest** solutions to problems set in **unfamiliar situations**
3. **applies** physical and health terminology **consistently** to communicate understanding.
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| 7-8 | The student: 1. **describes** physical health education factual, procedural, conceptual knowledge
2. **applies** physical and health education knowledge to **explain** issuesto **solve** problems set in **familiar and** **unfamiliar situations**
3. **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:

1. design and explain a plan for improving physical performance and health
2. explain the effectiveness of a plan based on the outcome.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student: 1. **outlines** aplan for improving physical performance and health
2. **states** the effectiveness of the plan based on the outcome.
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| 3-4 | The student: 1. **constructs and outlines** aplan for improving physical performance and health
2. **outlines** the effectiveness of the plan based on the outcome.
 |
| 5-6 | The student: 1. **constructs and explains** aplan for improving physical performance and health
2. **describes** the effectiveness of the plan based on the outcome.
 |
| 7-8 | The student: 1. **designs and explains** aplan for improving physical performance and health
2. **explains** the effectiveness of the plan based on the outcome.
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Criterion C: Applying and performing

Maximum: 8

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

1. demonstrate and apply a range of skills and techniques
2. demonstrate and apply a range of strategies and movement concepts
3. outline and apply information to perform effectively.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student: 1. **recalls** and **applies** skills and techniques with limited success
2. **recalls** and **applies** strategies and movement concepts with limited success
3. **recalls** and **applies** information to perform.
 |
| 3-4 | The student: 1. **demonstrates** and **applies** skills and techniques with limited success
2. **demonstrates** and **applies** strategies and movement concepts **with limited success**
3. **identifies** and **applies** information to perform.
 |
| 5-6 | The student: 1. **demonstrates** and **applies** skills and techniques
2. **demonstrates** and **applies** strategies and movement concepts
3. **identifies** and **applies** information to perform **effectively**.
 |
| 7-8 | The student: 1. **demonstrates** and **applies a range** ofskills and techniques
2. **demonstrates** and **applies a range** ofstrategies and movement concepts
3. **outlines** and **applies** information to perform **effectively**.
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Criterion D: Reflecting and improving performance

Maximum: 8

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

1. describe and demonstrate strategies to enhance interpersonal skills
2. outline goals and apply strategies to enhance performance
3. explain and evaluate performance.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student: 1. **identifies** strategies that enhance interpersonal skills
2. **lists** goals to enhance performance
3. **summarizes** performance.
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| 3-4 | The student: 1. **identifies** and **demonstrates** strategies that enhance interpersonal skills
2. **identifies** goals to enhance performance
3. **outlines** and **summarizes** performance.
 |
| 5-6 | The student: 1. **outlines** and **demonstrates** strategies that enhance interpersonal skills
2. **identifies** goals and **applies** strategies to enhance performance
3. **outlines** and **evaluates** performance.
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| 7-8 | The student: 1. **describes** and **demonstrates** strategies that enhance interpersonal skills
2. **outlines** goals and **applies** strategies to enhance performance
3. **explains** and **evaluates** performance.
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