Physical and Health Education

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, students should be able to:

1. explain physical health education factual, procedural and conceptual knowledge
2. apply physical and health education knowledge to analyze 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. **states** physical and health education factual, procedural, conceptual knowledge 2. **applies** physical and health education knowledge to **investigate** 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. **outlines** physical and health education factual, procedural, conceptual knowledge 2. **applies** physical and health education knowledge to **analyze** issues and to **solve** problems set in **familiar situations** 3. **applies** physical and health terminology to communicate understanding. |
| 5-6 | The student:   1. **identifies** physical and health education factual, procedural, conceptual knowledge 2. **applies** physical and health education knowledge to **analyze** issues and to **solve** problems set in **familiar and unfamiliar situations** 3. **applies** physical and health terminology **consistently** to communicate understanding. |
| 7-8 | The student:   1. **explains** physical and health education factual, procedural, conceptual knowledge 2. **applies** physical and health education knowledge to **analyze** complex issues and to **solve complex**  problems set in **familiar and unfamiliar situations** 3. **applies** physical and health terminology **consistently and effectively**  to communicate understanding. |

Criterion B: Planning for performance

Maximum: 8

At the end of year 5, students should be able to:

1. design, explain and justify plans to improve physical performance and health
2. analyze and evaluate 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. **constructs and outlines** aplan to improve physical performance or health 2. **outlines** the effectiveness of a plan based on the outcome. |
| 3-4 | The student:   1. **constructs and describes** aplan to improve physical performance or health 2. **explains** the effectiveness of a plan based on the outcome. |
| 5-6 | The student:   1. **designs and explains** aplan to improve physical performance or health 2. **analyzes** the effectiveness of a plan based on the outcome. |
| 7-8 | The student:   1. **designs, explains and justifies** aplan to improve physical performance or health 2. **analyzes** and **evaluates** the effectiveness of a plan based on the outcome. |

Criterion C: Applying and performing

Maximum: 8

At the end of year 5, students should be able to:

1. demonstrate and apply a range of skills and techniques effectively
2. demonstrate and apply a range of strategies and movement concepts
3. analyze 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. **demonstrates** and **applies** skills and techniques **with limited success** 2. **demonstrates** and **applies** strategies and movement concepts **with limited success** 3. **recalls** information to perform. |
| 3-4 | The student:   1. **demonstrates** and **applies** skills and techniques 2. **demonstrates** and **applies** strategies and movement concepts 3. **identifies** and **applies** information to perform. |
| 5-6 | The student:   1. **demonstrates** and **applies a range** ofskills and techniques 2. **demonstrates** and **applies a range** of strategies and movement concepts 3. **analyzes** and **applies** information to perform. |
| 7-8 | The student:   1. **demonstrates** and **applies a range of complex** skills and techniques 2. **demonstrates** and **applies a range of complex** strategies and movement concepts 3. **analyzes** and **applies** information to perform **effectively**. |

Criterion D: Reflecting and improving performance

Maximum: 8

At the end of year 5, students should be able to:

1. explain and demonstrate strategies to enhance interpersonal skills
2. develop goals and apply strategies to enhance performance
3. analyze 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** and **demonstrates** strategies to enhance interpersonal skills 2. **identifies** goals to enhance performance 3. **outlines** and **summarizes** performance. |
| 3-4 | The student:   1. **outlines** and **demonstrates** strategies to enhance interpersonal skills 2. **outlines** goals **applies** strategies to enhance performance 3. **describes** and **summarizes** performance. |
| 5-6 | The student:   1. **describes** and **demonstrates** strategies to enhance interpersonal skills 2. **explains** goals and **applies** strategies to enhance performance 3. **explains** and **evaluates** performance. |
| 7-8 | The student:   1. **explains** and **demonstrates** strategies to enhance interpersonal skills 2. **develops** goals and **applies** strategies to enhance performance 3. **analyzes** and **evaluates** performance. |