**Using formative assessment rubrics in Health and Physical Education**

Understanding movement and the elements of movement

****Foundation to Level 6

Authorised and published by the Victorian Curriculum and Assessment Authority
Level 7, 2 Lonsdale Street
Melbourne VIC 3000

© Victorian Curriculum and Assessment Authority 2019.

No part of this publication may be reproduced except as specified under the *Copyright Act 1968* or by permission from the VCAA. Excepting third-party elements, schools may use this resource in accordance with the [VCAA educational allowance](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx#schools). For more information go to: <https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx>.

The VCAA provides the only official, up-to-date versions of VCAA publications. Details of updates can be found on the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

This publication may contain copyright material belonging to a third party. Every effort has been made to contact all copyright owners. If you believe that material in this publication is an infringement of your copyright, please email the Copyright Officer: vcaa.copyright@edumail.vic.gov.au

Copyright in materials appearing at any sites linked to this document rests with the copyright owner/s of those materials, subject to the Copyright Act. The VCAA recommends you refer to copyright statements at linked sites before using such materials.

At the time of publication the hyperlinked URLs (website addresses) in this document were checked for accuracy and appropriateness of content; however, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified.

The VCAA logo is a registered trademark of the Victorian Curriculum and Assessment Authority.

**Contents**

[What is formative assessment? 4](#_Toc22739620)

[Using formative assessment rubrics in schools 4](#_Toc22739621)

[The formative assessment rubric 5](#_Toc22739622)

[Links to the Victorian Curriculum F–10 5](#_Toc22739623)

[The formative assessment task 8](#_Toc22739624)

[Description of the task (administration guidelines) 8](#_Toc22739625)

[Evidence collected from this task 10](#_Toc22739626)

[Setting the scene 11](#_Toc22739627)

[Action 1 - Performs locomotor skills 12](#_Toc22739628)

[Action 2 - Performs static skills 12](#_Toc22739629)

[Action 3 - Performs body rotations 12](#_Toc22739630)

[Action 4 - Performs spring and landing skills 12](#_Toc22739631)

[Using evidence to plan for future teaching and learning 13](#_Toc22739632)

[Teacher reflections 13](#_Toc22739633)

[Appendix 1: Check list for circuit 14](#_Toc22739634)

[Appendix 2: Peer-to-peer assessment sheet for shapes and balances 15](#_Toc22739635)

[Appendix 3: Check list for rotation 16](#_Toc22739636)

[Appendix 4: Warm up locomotor circuit 17](#_Toc22739637)

**What is formative assessment?**

Formative assessment is any assessment that is used to improve teaching and learning. Best-practice formative assessment uses a rigorous approach in which each step of the assessment process is carefully thought through.

Assessment is a three-step process by which evidence is collected, interpreted and used. By definition, the final step of formative assessment requires a use that improves teaching and learning.

For the best results, teachers can work together to interrogate the curriculum and use their professional expertise and knowledge of their students to outline a learning continuum including a rubric of measurable, user-friendly descriptions of skills and knowledge. Teachers can draw on this learning continuum and rubric to decide how to collect evidence of each student’s current learning in order to provide formative feedback and understand what they are ready to learn next.

The VCAA’s *Guide to Formative Assessment Rubrics* outlines how to develop a formative assessment rubric to collect, interpret and use evidence of student learning to plan teaching and learning. For more information about formative assessment and to access a copy of the guide, please go to the [Formative Assessment section](https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/formative_assessment.aspx) of the VCAA website.

**Using formative assessment rubrics in schools**

This document is based on the material developed by one group of teachers in the 2019 Formative Assessment Rubrics project. The VCAA acknowledges the valuable contribution to this resource of the following teachers: Annie Kay (Geelong Grammar School, Glamorgan) and Sarah Mangan (Kyabram P-12 College). The Victorian Curriculum and Assessment Authority partnered with the Assessment Research Centre, University of Melbourne, to provide professional learning for teachers interested in strengthening their understanding and use of formative assessment rubrics.

This resource includes a sample formative assessment rubric, a description of a task/activity undertaken to gather evidence of learning, and annotated student work samples.

Schools have flexibility in how they choose to use this resource, including as:

* a model that they adapt to suit their own teaching and learning plans
* a resource to support them as they develop their own formative assessment rubrics and tasks.

This resource is not an exemplar.

Additional support and advice on high-quality curriculum planning is available from the [Curriculum Planning Resource](http://curriculumplanning.vcaa.vic.edu.au/).

The formative assessment rubric

The rubric in this document was developed to help inform teaching and learning in Physical Education (Primary). This rubric supports the explicit teaching of understanding movement and the elements of movement.

This formative assessment rubric is designed to provide teachers with information about what students are currently demonstrating in relation understanding movement and the elements of movement. It is designed to enable students to show that they can:

* perform locomotor skills
* perform static skills
* rotate their bodies
* perform spring and landing activities
* perform movement sequences.

All in relation to the elements of movement (space, time, effort, objects and people).

Links to the Victorian Curriculum F–10

**Curriculum area:** Health and Physical Education

 Strand: Movement and Physical Activity

Sub-strand: Understanding Movement

**Levels/Bands:** Foundation – Level 6

**Achievement standard/s extract:** Foundation:

 They perform fundamental movement skills and solve movement challenges.

 Level 2:

 They perform movement sequences that incorporate the elements of movement.

 Level 4:

 They create and perform movement sequences using fundamental movement skills and the elements of movement.

 Level 6:

 They apply elements of movement when composing and creating movement sequences.

**Content Description/s:** Foundation:

Identify and describe how their body moves in relation to effort, space, time, objects and people ([VCHPEM067](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCHPEM067))

 Level 2:

 Incorporate elements of effort, space, time, objects and people in performing simple movement sequences [(VCHPEM084](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM084)).

 Level 4:

 Combine the elements of effort, space, time, objects and people when performing movement sequences [(VCHPEM101](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM101)).

 Level 6:

 Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences [(VCHPEM119](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM119)).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning continuum** Health and Physical Education Foundation to Level 6Strand: Movement and Physical Activity | **Phase 1** | **Phase 2** | **Phase 3** | **Phase 4** |
| Students can identify and show how their body moves in relation to effort, space, time, objects and people. | Students can incorporate elements of effort, space, time, objects and people in performing simple movement sequences. | Students can combine the elements of effort, space, time, objects and people when performing movement sequences. | Students can manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences. |
|   |
| **Organising element** | **Action** | **Insufficient evidence** | **Quality criteria** |
| Elements of movement | 1. Performs locomotor skills | 1.0 Insufficient evidence | 1.1 Performs a range of locomotor movements such as skip, hop, vertical jump, leap. | 1.2 Performs a range of locomotor movements using correct technique such as skip, hop, vertical jump, leap. | 1.3 Combines locomotor activities to navigate an obstacle course such as hop around cones, leap over object, walk on a beam. | 1.4 Modifies locomotor skills to perform on apparatus such as dip walk on beam, walk backwards on beam. |
| 2. Performs static skills | 2.0 Insufficient evidence | 2.1 Shows static body shapes and basic supports such as tuck sit, L-sit, front support, back support. | 2.2 Performs static skills with balance challenges on the floor such as arabesque, v-sit, knee scale, superman. | 2.3 Maintains balance on equipment such as performing knee scale, arabesque, v-sit on a beam. | 2.4 Manipulates force to perform partner balances.  |
| 3. Performs body rotations  | 3.0 Insufficient evidence | 3.1 Rotates their body in different ways such as log roll, tuck roll. | 3.2 Rotates their body using effective body position such as forward roll, half turn to motorbike. | 3.3 Combines body positions to perform rotational activities such as forward roll to L sit. | 3.4 Manipulates body position and force to perform controlled rotation such as forward roll to standing. |
| 4. Performs spring and landing skills | 4.0 Insufficient evidence | 4.1 Jumps from low height (for example, bench or step) with correct technique such as arms back, rocket shape in air, motor bike landing. | 4.2 Approaches beat board with a short run-up, jumps off beat board (step to two feet take off) to a rocket shape, landing in a controlled motor bike. | 4.3 Approaches beat board with a short run-up, jumps off beat board, performs a star, tuck or stride shape in the air and lands in a controlled motor bike. | 4.4 Approaches beat board with a short run-up, jumps off beat board and performs a half turn, landing in a controlled motor bike. |

The formative assessment task

The following formative assessment task was developed to elicit evidence of each student’s current learning and what they are ready to learn next.

Description of the task (administration guidelines)

Teachers must:

* ensure they have access to appropriate equipment or a suitable substitute
* familiarise themselves with the setup of the session
* familiarise themselves with the rubric and when each action will be assessed during the lesson
* ensure they have covered necessary pre-learning for the students. Students must be taught the motorbike landing and instructed to use every time they jump. This will encourage safe landings.

Ensure that students undertake these activities safely as per the Department of Education and Training [Safety in Physical Education and Sport policy](https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/safesport.aspx) and/or relevant sector and school policies.

This task will take approximately 1 hour. A device to take photographic and video evidence is desirable.

**Equipment required**

Circuit:

* Lines
* Cones
* Spot markers
* Low bench or box to jump off
* Mini hurdles
* Tunnel
* Tape or line on the ground
* Beam
* Beat board
* Appropriate safety mats
* Teacher check list – see [Appendix 1](#Appendix1)

Static:

* Mats
* iPad or camera
* Pencils and clip boards for students
* Self assessment sheet – see [Appendix 2](#Appendix2)

Rotation:

* Mats
* iPad for video (optional)
* Teacher check list – see [Appendix 3](#Appendix3)

**Conducting the session**

Part 1

* Set up the locomotor circuit prior to session.
* Explain each component of the circuit and demonstrate using correct technique (no need to explicitly teach each individual component, this formative assessment task will provide you with evidence to guide you on what you need to teach each student).
* Begin session with the locomotor circuit – see diagram in [Appendix 4](#Appendix4). Spend approximately 20 minutes including a short demonstration. This will also act as a warm up.
* Watch each student at each of the three sections of the circuit.
* Consider video recording.
* Assess Action 1: Performs locomotor skills and Action 4: Performs spring and landing skills
* Only progress students through each quality criteria in Action 4 skills if the students display competency at the previous level. For example, if a student takes off the beat board with one foot rather than two, mark them at criteria 4.2. There is no need to progress to criteria 4.3 in the formative assessment task.

Part 2

* Split class into two groups. One group will focus on Action 2: Static skills and the other will focus on Action 3: Rotation skills. Each group has approximately15 minutes on each.
* Explain to whole group the static task and rotation task (demonstrate each rotation).

**Assess Action 2: Performs static skills task**

* Students are supplied with images of different levelled static skills – see [Appendix 1](#Appendix1).
* Students 1 selects one static skill to perform in the first column, student 2 takes a photo. Both students review the photograph and compares to image on sheet and records on the sheet ‘Getting there’ or ‘Got it’.
* If students received a ‘Got it’, they continue until they perform all the skills in that column, they then progress to the next column.
* Students reverse roles once one student has completed the sheet.
* If students reach the counter balance level, they get another pair to assess/take photo.
* If unable to get students to take photos, students can still peer-assess and teacher can then check off once students believe they have achieved the counter balance column.
* Ensure students take a photo of the skill and compare to the picture supplied.
* Use rubric for final assessment.

**Assess Action 3: Rotation task**

* Teacher is at this station.
* Students at this task are split into three groups and rotate through the following tasks:
* Log roll – Students will perform a log roll demonstrating the body shape they feel is the most effective (look for rocket)
* Tuck roll – Students will perform tuck rolls demonstrating the body shape they feel is the most effective (look for tight tuck and chin to chest)
* Turns – Students experiment with different ways of turning, stand and turn, jump and turn (students should raise their arms above their head when performing and efficient jump turn)
* Forward roll – If students can perform a tuck roll with chin to chest and maintain a tuck position, teacher then takes them to the forward roll station. For safety, if students place their head on the ground or hands extend out in front of their body, stop the student and mark at criteria 3.1.

Evidence collected from this task

* Student peer assessment sheet for statics
* Video footage
* Teacher observation checklist based on rubric

Setting the scene

This task was developed by two teachers. One teacher works in a public school in a regional town and the other works in a grammar school in Melbourne. Students from grades 2 to 5 were asked to complete the task. No prior learning was assumed; however, for safety reasons the students were explicitly taught how to perform a ‘motor bike’ landing.

For younger students, the obstacle course was split into three sections as they struggled to remember what they were required to do at each section.

The rotational activities were briefly demonstrated, and the students were provided with an opportunity to practice the rotations once prior to recording.

Some students elected to do their beam walk along a line on the ground if they weren’t comfortable with the beam.

Action 1: Performs locomotor skills

See [Put formative assessment rubrics into practice in Health and Physical Education - Understanding movement and the elements of movement Foundation – Level 6](https://www.vcaa.vic.edu.au/assessment/f-10assessment/formative-assessment/formative-assessment-rubric-samples/Pages/HealthPhysicalEducationSamples.aspx).

Action 2: Performs static skills

See [Put formative assessment rubrics into practice in Health and Physical Education - Understanding movement and the elements of movement Foundation – Level 6](https://www.vcaa.vic.edu.au/assessment/f-10assessment/formative-assessment/formative-assessment-rubric-samples/Pages/HealthPhysicalEducationSamples.aspx).

Action 3: Performs body rotations

See [Put formative assessment rubrics into practice in Health and Physical Education - Understanding movement and the elements of movement Foundation – Level 6](https://www.vcaa.vic.edu.au/assessment/f-10assessment/formative-assessment/formative-assessment-rubric-samples/Pages/HealthPhysicalEducationSamples.aspx).

Action 4: Performs spring and landing skills

See [Put formative assessment rubrics into practice in Health and Physical Education - Understanding movement and the elements of movement Foundation – Level 6](https://www.vcaa.vic.edu.au/assessment/f-10assessment/formative-assessment/formative-assessment-rubric-samples/Pages/HealthPhysicalEducationSamples.aspx).

Using evidence to plan for future teaching and learning

The data clearly identified where each student was in each of the actions.

Subsequent lessons were structured to focus on one action in each lesson where students further developed their skill in the individual action and were able to be reassessed for that action. I created student friendly criteria and made them into posters so that students knew at the start of the lesson where they were sitting for that skill and what their next step was. This empowered the students to take control of their own learning. They recognised that they needed to complete each stage sequentially to improve their understanding and control over the skill. This by far was the most rewarding part of the process. The level of engagement of my students was amazing.

Teacher reflections

* I will use this rubric when assessing the upper primary levels (I will need to add an extension on for the older students)
* I will use this task again. For the circuit, I am going to create labels to assist the students in remembering what task they need to do.

Appendix 1: Check list for circuit

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STUDENT NAME** | **CLASS** | **Action 1.1/1.2****Vertical Jump** | **Action 1.1/1.2**Hop | **Action 1.1/1.2**Skip | **Action 1.1/1.2**Leap | **Action 1.3**Leap over an obstacle | **Action 1.3**Hop around cones | **Action 1.3**Walk on a beam | **Action 1.3**Jump off a low object | **Action 4.1** Jump off a low object and land in motor bike landing | **Action 1.4**Dip walk on a beam | **Action 1.4**Walk backwards on beam | **Action 4.2** Approach beat board and take off with one foot, jump with two feet from board into a rocket shape and land with controlled motor bike landing | **Action 4.3**Approach a beat board and take off with one foot, jump with two feet from board, perform a shape in air (star, tuck) and land with controlled motor bike landing | **Action 4.4**Approach a beat board and take off with one foot, jump with two feet from board, perform a half turn and land with controlled motor bike landing |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Appendix 2: Peer-to-peer assessment sheet for shapes and balances

Images kindly supplied by [Gymnastics Australia](http://www.gymnastics.org.au/).

Appendix 3: Check list for rotation

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STUDENT NAME** | **CLASS** | **Action 3.1**Log Roll | **Action 3.1**Tuck roll | **Action 3.2**Forward roll – holds tuck position | **Action 3.2** Standing half turn – to motor bike landing | **Action 3.3**Forward roll to L-sit | **Action 3.4**Forward roll to standing position |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

Appendix 4: Warm up locomotor circuit