

Years 7 to 10 Health and Physical Education

Australian Curriculum in Queensland — assessment and reporting advice and guidelines

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1 Assessment

This document includes:

Curriculum requirements	Advice, guidelines and resources
Achievement standards	Standards elaborations on a five-point scale
	Assessment advice and guidelines
	Reporting advice and guidelines
Requirements are taken directly from the Australian Curriculum: Health and Physical Education developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This material is presented in blue text . Links to Australian Curriculum support materials are also provided where appropriate.	Advice, guidelines and resources are based on the Australian Curriculum band level descriptions and organisation sections. They have been developed by the Queensland Curriculum and Assessment Authority (QCAA) to assist teachers in their planning and assessment and include links to Queensland-developed supporting resources and templates.

Assessment is an integral part of teaching and learning. It is the purposeful collection of evidence about students' achievements. An awareness of what learning is assessed and how it is assessed helps both students and parents/carers develop an understanding of what is valued and where to focus attention.

Assessment is used for a variety of purposes, but its most important use is in supporting student learning.

Sufficient and suitable evidence is collected to enable fair judgments to be made about student learning. Once the evidence is collected and analysed, it is summarised and presented in ways that are meaningful and useful to:

- help students achieve the highest standards they can
- promote, assist and improve teaching and learning
- build a shared understanding of the qualities of student work and communicate meaningful information about students' progress and achievements to students, teachers, parents/carers and the system.

Principles of assessment for schools to use as a basis for local decisions about specific approaches to assessment are provided in [Appendix 1: Principles of assessment](#).

[Assessment of the Australian Curriculum: Health and Physical Education \(F–10\) takes place for different purposes, including:](#)

- [ongoing formative assessment to monitor learning and provide feedback to teachers to enhance their teaching, and for students to improve their learning](#)
- [summative assessment to assist schools in reporting the progress and achievement of students to parents and carers.](#)

[Teachers use the achievement standards during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.](#)

1.1 Standards-based assessment

The Australian Curriculum is standards-based.

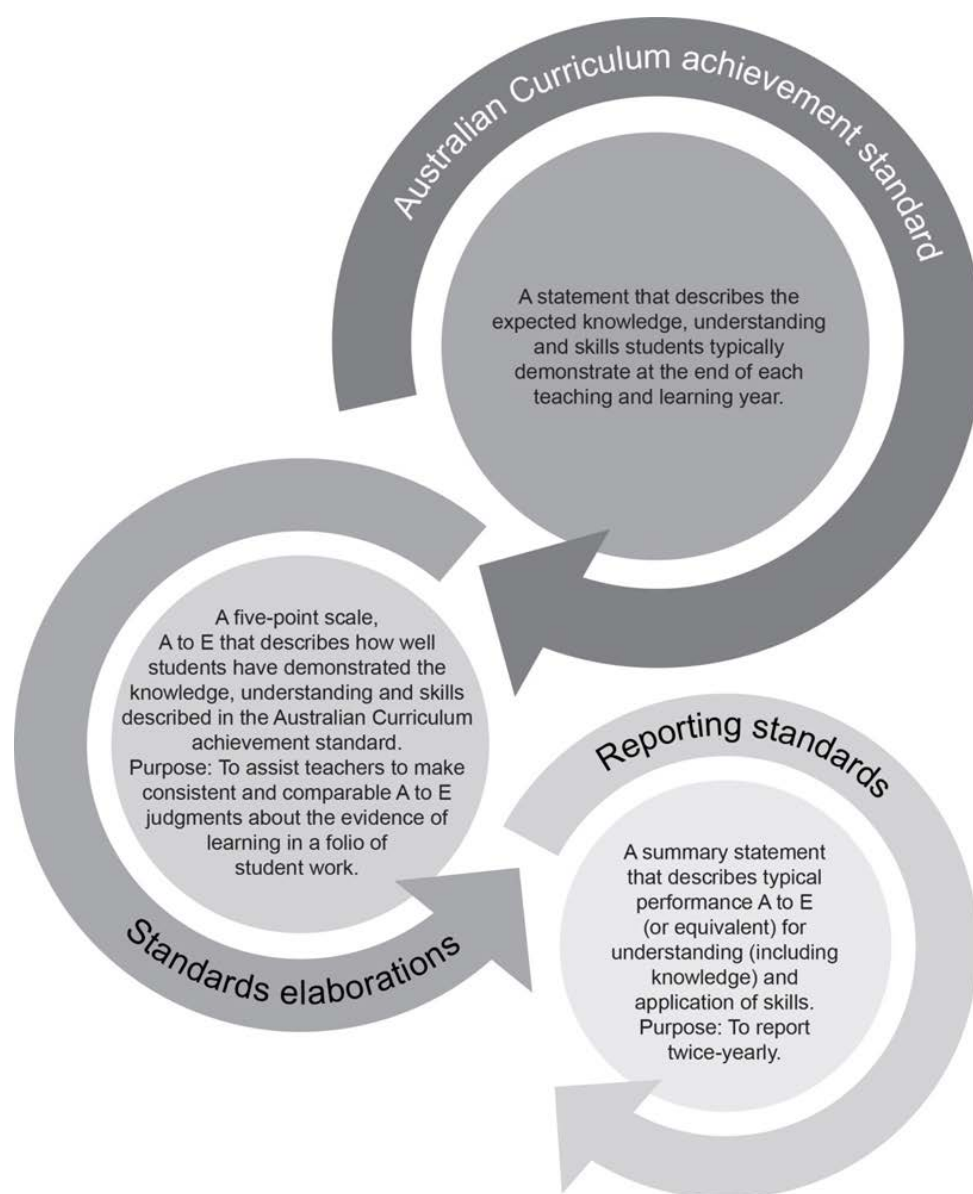
Teacher judgment is guided by achievement standards that are fixed reference points used to describe what is valued as important for young people to know, understand and do. The standards describe the expected qualities of student work and give a common frame of reference and a shared language to describe student achievement.

Standards-based assessment is an integral part of the teaching and learning process that is planned and ongoing.

The diagram below shows the relationship between the Australian Curriculum achievement standard, standard elaborations and the reporting standards.

1.1.1 Applying the Australian Curriculum achievement standards

Figure 1: The relationship between the Australian Curriculum achievement standard, standard elaborations and the reporting standards



1.1.2 Achievement standard

The Australian Curriculum achievement standards are the **mandatory aspects** of the Australian Curriculum for schools to implement. They are organised under two dimensions **understanding** and **skills** and describe a broad sequence of expected learning across P–10.

The achievement standard should be read in conjunction with the content descriptions, which are available from: www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10.

The achievement standards describe expected student learning at each band level. They emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students.

Teachers use the achievement standards during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

Table 1: The Australian Curriculum achievement standard

Dimension		What students are expected to know and do	
Understanding <i>the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area</i>		By the end of Year 8	By the end of Year 10
		Students investigate strategies and resources to manage changes and transitions and their impact on identities . Students evaluate the impact on wellbeing of relationships and respecting diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own and others' health and wellbeing . They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing .	Students critically analyse contextual factors that influence their identities , relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing . They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities .
Skills <i>the specific techniques, strategies and processes in a learning area</i>		By the end of Year 8	By the end of Year 10
		Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing . Students demonstrate control and accuracy when performing specialised movement skills . They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences .	Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing . They apply and transfer movement concepts and strategies to new and challenging movement situations . They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges .

1.1.3 Standard elaborations

The Health and Physical Education (H&PE) standard elaborations provide a basis for judging how well students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard. It is a resource to assist teachers to make consistent and comparable evidence-based A to E judgments.

The standard elaborations (SEs) use the two strands common to all Australian Curriculum: Health and Physical Education — Understanding and Skills. Within these, the SEs:

- identify the valued features of each Australian Curriculum learning area drawn from the achievement standard and the content descriptions
- describe the characteristics of student work to assist teachers to make judgments about the evidence of learning in student work.

The SEs should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant band.

Teachers can use the standard elaborations to:

- match the evidence of learning in a folio or collection of student work gathered over the reporting period to determine how well a student has achieved against the achievement standard on a five-point scale (see Section 2: Reporting)
- inform the development of an assessment program and individual assessments (see Section 1.4: Assessment folio)
- inform the development of task-specific standards (see Section 1.4: Assessment folio and Section 1.5: Making judgments).

The SEs have been developed using the Australian Curriculum achievement standard. In Queensland, the Australian Curriculum achievement standard represents a **C standard** — a sound level of knowledge and understanding of the content, and application of skills.

The SEs promote:

- alignment of curriculum, assessment and reporting, connecting curriculum and evidence in assessment, so that what is assessed relates directly to what students have had the opportunity to learn
- continuity of skill development from one band to another.

Using the SEs

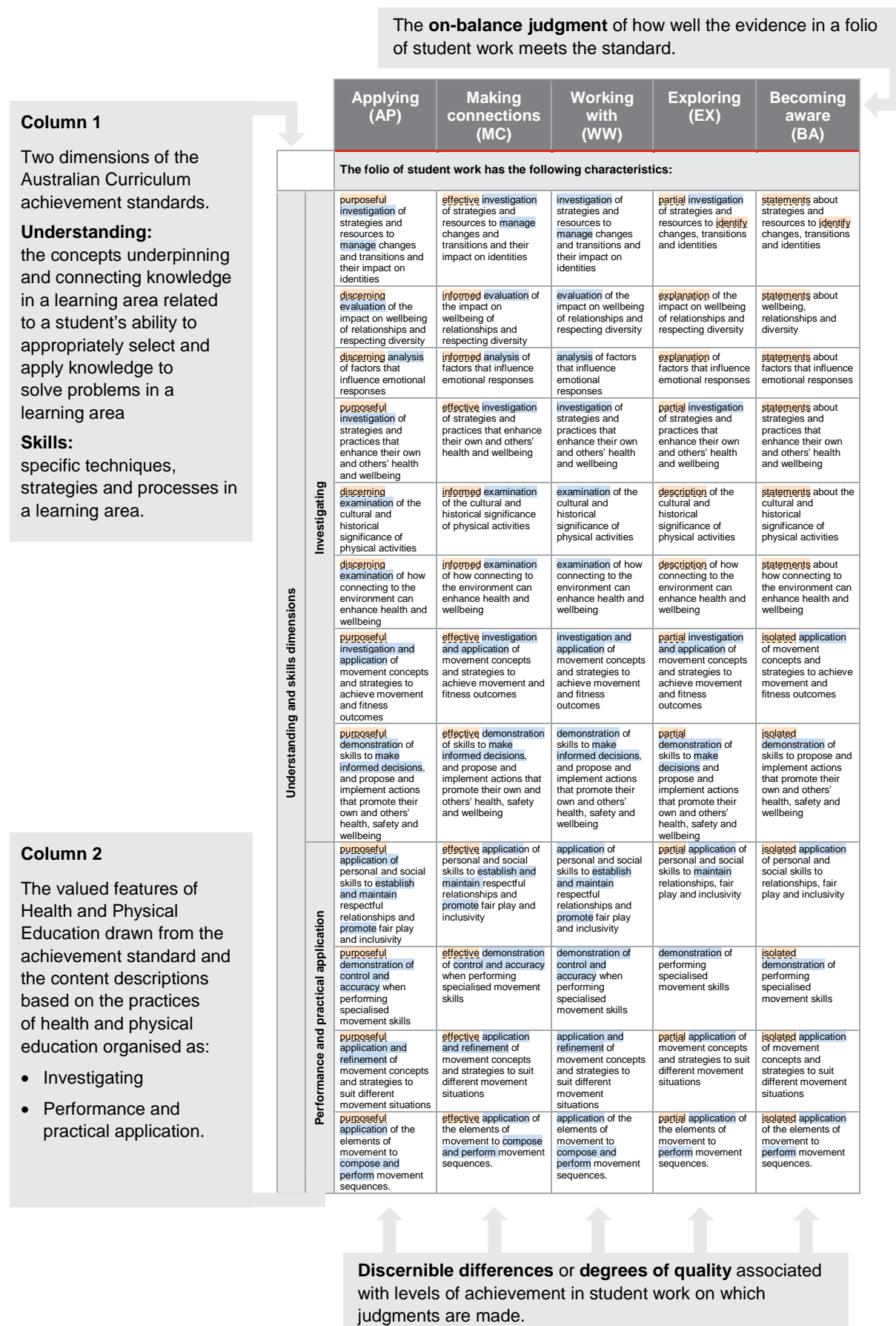
The valued features in the content descriptions and the achievement standards determine the structure of the SEs. (See Figure 2: The structure of the H&PE standard elaborations.) The H&PE SEs for Years 7 and 8 and Years 9 and 10 are available from the QCAA website: www.qcaa.qld.edu.au/33889.html.

The QCAA have produced four short videos, which outline the purpose and use of the Australian Curriculum standards elaborations:

- Using the standards elaborations to assist in developing an assessment program
- Developing task-specific standards
- Making an on-balance judgment on an individual assessment
- Making an on-balance judgment on a folio of student work.

The videos are available at: www.qcaa.qld.edu.au/31525.html.

Figure 2: The structure of the H&PE standard elaborations



1.2 School-based assessment

School-based assessment involves individual teachers or groups of teachers making informed decisions about what evidence of learning will be collected at suitable intervals as part of the teaching and learning program.

School-based assessment puts teachers' professional knowledge and practice at the centre of aligning what is taught, how it is taught, how student learning is assessed and how learning is reported.

1.3 Developing an assessment program

An assessment program is planned at the same time as the teaching and learning program and is developed using the achievement standard and the content descriptions.

A planned assessment program will:

- guide and support targeted teaching and learning
- ensure students have opportunities to demonstrate the depth and breadth of their learning in all aspects of the achievement standard
- provide regular feedback to students about how they can improve their learning
- clarify future teaching and learning needs
- ensure teachers have sufficient evidence of learning to make defensible on-balance judgments about the quality of students' work against the standard.

The assessment program includes:

- a range and balance of assessment categories, techniques and conditions appropriate for the learning area, the year level, the school context and the student cohort
- opportunities for students to become familiar with the assessment techniques and for teachers to monitor student achievement and provide feedback to students.

Table 2: Relationship between types and purposes of assessment

Types of assessment	Purposes of assessment
Diagnostic assessment	Assessment for learning
Provides opportunities to use assessment to determine the nature of students' learning as a basis for providing feedback or intervention, e.g. literacy and numeracy indicators	Enables teachers to use information about student progress to inform their teaching, e.g. using feedback from a previous unit to inform learning in the current unit
Formative assessment	Assessment as learning
Focuses on monitoring to improve student learning, e.g. practising an assessment technique	Enables students to reflect on and monitor their own progress to inform their future learning goals, e.g. opportunities to reflect on an inquiry process
Summative assessment	Assessment of learning
Indicates standards achieved at particular points for reporting purposes, e.g. an assessment that contributes to a reported result	Assists teachers to use evidence of student learning to assess student achievement against standards, e.g. the assessments contained in the targeted folio for reporting

1.4 Assessment folio

The planned assessment program specifies the evidence of learning that is summative assessment or assessment of learning and when it will be collected. This collection of student responses to assessments makes up a targeted assessment folio.

The targeted assessment folio contains sufficient evidence of learning on which to make a defensible on-balance judgment A to E (or equivalent five-point scale) about how well the evidence of student learning matches the standard for the reporting period.

For advice, see Section 2.2: [Making an on-balance judgment on a folio](#) and the video *Using the standards elaborations to assist in developing an assessment program* available at: www.qcaa.qld.edu.au/31525.html.

A Years 7 to 10 H&PE assessment folio includes student responses that demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understandings and skills in the content and achievement standard.

Table 3: Range and balance

Range		Balance
Range is informed by:	and	balance is achieved by including:
<ul style="list-style-type: none">• content descriptions		<ul style="list-style-type: none">• all aspects of the curriculum content across the two strands — Personal, Social and Community Health and Movement and Physical Activity
<ul style="list-style-type: none">• categories of response (Section: 1.4.1):<ul style="list-style-type: none">– written– spoken/signed– physical or practical performance– multimodal		<ul style="list-style-type: none">• all aspects of the Australian Curriculum achievement standard
<ul style="list-style-type: none">• assessment techniques (Section 1.4.1):<ul style="list-style-type: none">– research– physical performances– collection of work– supervised assessment		<ul style="list-style-type: none">• a variety of assessment categories, techniques and conditions.
<ul style="list-style-type: none">• assessment conditions (Section 1.4.2):<ul style="list-style-type: none">– supervised– open.		

1.4.1 Assessment techniques, assessment tasks/formats and categories of response

The following tables provide information and examples about assessment techniques, tasks/formats and categories of response for developing a range and balance within an assessment program. [Appendix 4](#): Glossary provides a glossary of terms used throughout the assessment techniques.

Table 4: Assessment techniques, tasks/formats and categories of response

Technique: Physical performance	Technique: Research	Technique: Collection of work	Technique: Supervised assessment
To assess students' authentic physical responses to the demands of physical activity.	To assess students' abilities to plan, collect, analyse, interpret and draw conclusions about data/information.	To assess students' responses to a series of focused tasks, within a single or cohesive context.	To assess students' responses that are produced independently and in a set time frame.
Description			
<ul style="list-style-type: none"> Physical performances enable students to demonstrate their creative input and application of technical skill in solving a movement challenge. Students analyse, apply and refine fundamental movement skills and movement concepts and strategies in a range of authentic contexts to solve movement challenges. 	<ul style="list-style-type: none"> Research requires students to locate and use information that goes beyond the information they have been given and the knowledge they currently have. In Years 7 to 10, research responses should follow a critical inquiry approach¹, which enables students to demonstrate decision-making and problem-solving skills in health and physical activity contexts. Research conventions must be followed, e.g. acknowledging sources, regardless of the presentation format. 	<ul style="list-style-type: none"> A collection of work consists of students' responses to a small number of tasks, conducted in class over a series of lessons. 	<ul style="list-style-type: none"> Supervised assessment items require students to respond to questions, statements or other stimulus materials that are typically unseen. A supervised assessment ensures there is no question about authorship.

¹ See [Appendix 3](#): A critical inquiry approach for a critical inquiry approach.

Technique: Physical performance	Technique: Research	Technique: Collection of work	Technique: Supervised assessment
Format			
<p>Examples of physical performance formats may include:</p> <ul style="list-style-type: none"> • practising, refining and applying movement skills and movement concepts and strategies to new and challenging movement situations activities • promoting fair play, inclusivity, leadership and cooperation • creating and performing movement sequences in a range of contexts • solving movement challenges individually or in groups. 	<p>Examples of research formats may include:</p> <ul style="list-style-type: none"> • roleplays • interviews/debates • oral reports • written texts <ul style="list-style-type: none"> – descriptions – explanations – expositions – reports – feature articles – action plans/media campaigns • podcasts • multimodal presentations • digital presentations using ICTs, e.g. PowerPoint, iPad applications, webpages • seminars. 	<p>Examples of collection of work formats may include:</p> <ul style="list-style-type: none"> • visual descriptions and/or explanations <ul style="list-style-type: none"> – categorised pictures – annotated drawings – photographs – 3D models • records of data from practical activities <ul style="list-style-type: none"> – tallies – tables – graphs • visual representations of a process <ul style="list-style-type: none"> – flowcharts – diagrams • oral and/or written responses to a stimulus • oral and/or written texts about practical activities • journal entries, e.g. reflection and/or analysis of health and movement scenarios • annotated bibliographies. 	<p>Examples of supervised assessment formats may include:</p> <ul style="list-style-type: none"> • short response² <ul style="list-style-type: none"> – true/false – multiple choice – single word – sentence – cloze passage • extended response <ul style="list-style-type: none"> – response to a stimulus – explanation of a process and/or practical activity – construction, interpretation and/or analysis of primary or secondary data.
Categories of response			
Responses can be physical, written, spoken/signed or multimodal (integrate visual, print and/or audio features).			

² These types of questions are useful for assessing content knowledge. They are difficult to construct if trying to elicit meaningful high-order cognitive responses.

Recording devices to gather evidence

Observation records allow teachers to record evidence of students' learning in a range of contexts. In Years 7 to 10, observation records may be particularly useful in enabling teachers to document the understanding and skills students demonstrate through the assessment techniques listed in [Table 4: Assessment techniques, tasks/formats and categories of response](#). Additionally, observation records may be used to record evidence that students are only capable of demonstrating physically or verbally. Observation records may be digital and/or written. Example formats may include:

- teacher annotation of students' work samples
- anecdotal records/note-taking of observed behaviours
- whole class, small group and individual questioning
- informal and/or guided discussions with students about their work
- understanding and skills checklists.

1.4.2 Assessment conditions

The following table provides information and examples about assessment conditions, including suggested lengths for developing a range and balance within an assessment program.

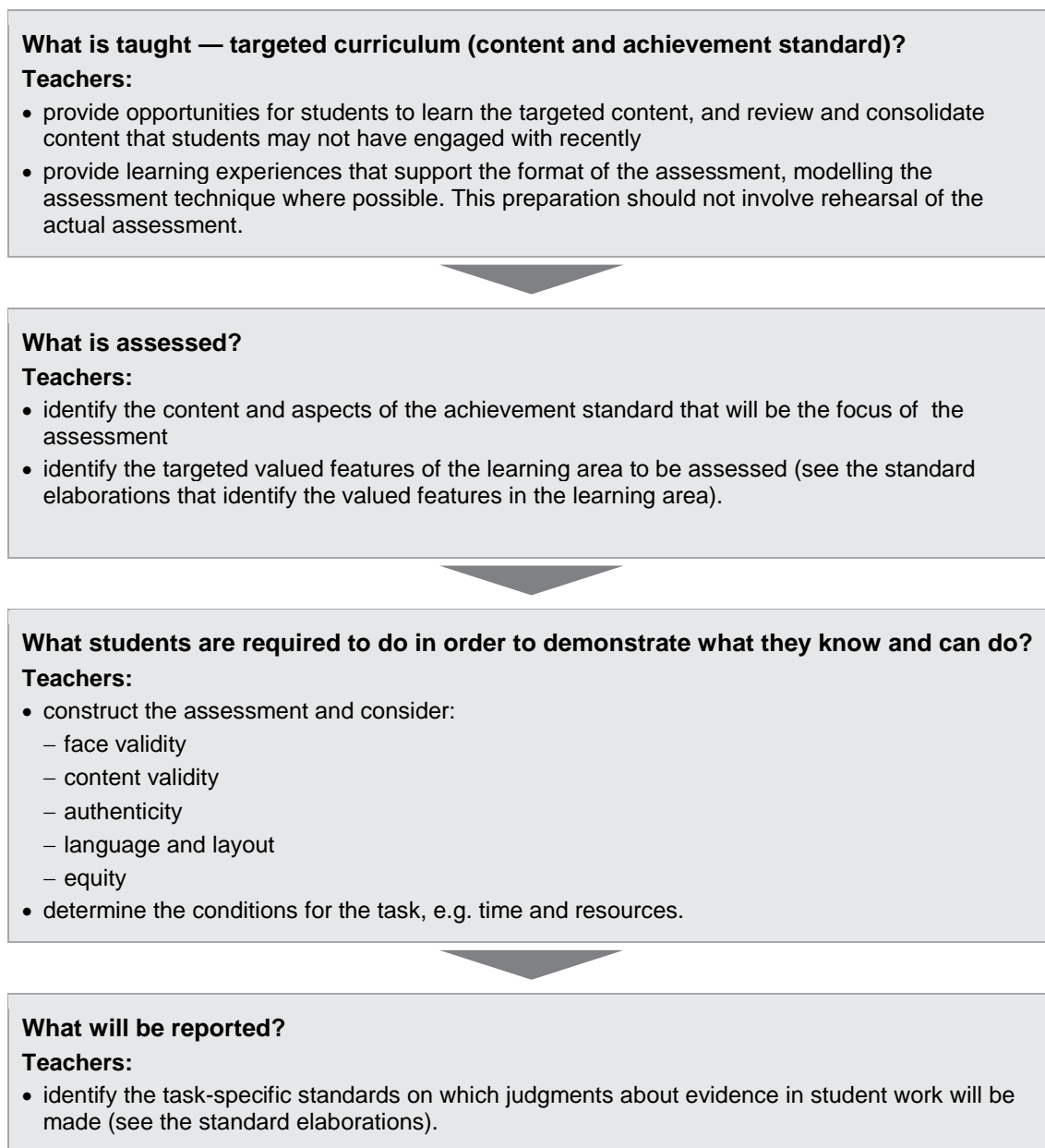
Table 5: Assessment conditions

Open conditions	Supervised conditions
<p>Research, physical performances and collections of work evidence can be:</p> <ul style="list-style-type: none"> • undertaken individually and/or in groups • prepared in class time and/or in students' own time. <p>Suggested lengths Years 7 and 8:</p> <ul style="list-style-type: none"> • written responses 100–400 words* • spoken/signed or multimodal responses 3–4 mins* • performances are observed on a number of occasions over a period of time. <p>Suggested lengths Years 9 and 10:</p> <ul style="list-style-type: none"> • written responses 200–800 words* • spoken/signed or multimodal responses 3–5 mins* • performances are observed on a number of occasions over a period of time during lessons and judgments relating to the quality of performance made iteratively. <p>Ensuring authenticity</p> <p>When using open conditions, teachers should ensure that students' work is their own, particularly where students have access to electronic resources or when they are preparing collaborative assessments. Methods teachers can use to monitor that students' work is their own include requesting that students:</p> <ul style="list-style-type: none"> • submit plans and drafts of their work • produce and maintain documentation that charts the development of responses • acknowledge resources used. 	<p>Supervised assessment items will typically:</p> <ul style="list-style-type: none"> • be undertaken individually • be held under test/exam conditions • allow perusal time, if required • use stimulus materials that are succinct enough to allow students to engage with them in the time provided. (If stimulus materials are lengthy, they may need to be given to students prior to the administration of the supervised assessment) • be completed in one uninterrupted supervised session or a number of supervised sessions. <p>Suggested lengths Years 7 and 8:</p> <ul style="list-style-type: none"> • 45–60 mins • up to 350 words.* <p>Suggested lengths Years 9 and 10:</p> <ul style="list-style-type: none"> • 45–90 mins • up to 400 words.* <p>*The length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.</p>

1.4.3 Developing assessments

When developing assessment, teachers construct assessments that show the alignment between what has been taught (curriculum), how it is taught (pedagogy), how students are assessed and how the learning is reported. [Figure 3](#) below shows the process of alignment.

Figure 3: Aligning assessment



‘Working the assessment’ to confirm the alignment

The following characteristics of effective assessment can be used to assist and support schools with reviewing and evaluating their assessments.

Figure 4: Assessment evaluation using the characteristics of effective assessment

Check the assessment for:	
Face validity The extent to which an assessment appears to assess (on face value) what it intends to assess.	<ul style="list-style-type: none"> Identify the specific content descriptions and aspects of the achievement standard being assessed to determine what is being assessed. Consider whether student responses to the assessment will provide evidence of learning for the intended curriculum.
Content validity The extent to which the assessment measures what it claims to measure (either the subject-matter content or behaviour).	<ul style="list-style-type: none"> Review the assessment to determine what is valued in the assessment. Check that it is clear what students are expected to know and be able to do to complete this assessment. Ensure students will be able to demonstrate the full range of standards A to E in their responses to the assessment. For example, does the assessment require sufficient depth and breadth of the targeted knowledge, understanding and skills? Does it encourage students to demonstrate a range of thinking skills? Use the standard elaborations to confirm that the assessment provides opportunities for students to demonstrate their achievement in particular targeted aspects of the curriculum content and achievement standard.
Authenticity The extent to which students will find the assessment engaging.	<ul style="list-style-type: none"> Use an appropriate and meaningful context to engage students. Ensure the assessment is pitched appropriately for the year level.
Language and layout The extent to which the assessment clearly communicates to students what is needed for producing their best performance.	<ul style="list-style-type: none"> Identify specific terms students are required to know and consider whether students are likely to understand the terms or not. Check the level of language required to interpret the assessment and consider how well students will be able to understand what the assessment requires them to do. Consider the clarity of the instructions, cues, format, diagrams, illustrations and graphics and how well they assist students to understand what they are required to do.
Equity The extent to which the assessment provides opportunities for all students to demonstrate what they know and can do.	<ul style="list-style-type: none"> Check for any cultural, gender or social references and stereotypes. List aspects of the task that might need adjusting for verified students (see Appendix 2: Educational equity). Note that adjustments to the task should not impact on judgments made about student achievement.

Additional resources:

- Designing good assessment (video): www.qcaa.qld.edu.au/19788.html
- Assessment instrument — multiple-choice responses:
www.qcaa.qld.edu.au/downloads/p_10/as_ai_multiple_choice.docx
- Scaffolding — supporting student performance:
www.qcaa.qld.edu.au/downloads/p_10/as_scaffolding.docx
- Thinking like an assessor vs. activity designer:
www.qcaa.qld.edu.au/downloads/p_10/as_assessor_vs_designer.docx.

1.5 Making judgments

When making judgments about the evidence in student work, teachers are advised to use task-specific standards. Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the student response to the standards
- a focal point for discussing student responses
- a tool to help provide feedback to students.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
- specifies particular targeted aspects of the curriculum content and achievement standard — the alignment between the valued feature, the task-specific descriptor and the assessment must be obvious and strong
- clarifies the curriculum expectations for learning at each of the five grades (A–E) and shows the connections between what students are expected to know and do, and how their responses will be judged
- allows teachers to make consistent and comparable on-balance judgments about student work by matching the qualities of student responses with the descriptors
- supports evidence-based discussions to help students gain a better understanding of how they can critique their own responses and achievements and identify the qualities needed to improve
- increases the likelihood of students communicating confidently about their achievement with teachers and parents/carers and asking relevant questions about their own progress
- encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of student work and curriculum expectations and related standards.

The standard elaborations (Section Standard elaborations [1.1.3](#)) are a resource that can be used to inform the development of task-specific standards.

See the short videos:

- Developing task-specific standards
- Making an on-balance judgment on an individual assessment.

These videos are available at: www.qcaa.qld.edu.au/31525.html.

Task-specific standards can be prepared as a matrix or continua. Templates are available with features shown for all year levels and teachers select the relevant year:

- Continua:
www.qcaa.qld.edu.au/downloads/p_10/ac_hpe_tss_continua.dotx
- Matrix:
www.qcaa.qld.edu.au/downloads/p_10/ac_hpe_tss_matrix.dotx.

1.6 Using feedback

Feedback is defined as the process of seeking and interpreting evidence for use by students and their teachers to decide where the students are in their learning, where they need to go and how best to get there.

Feedback gathered throughout the teaching and learning cycle informs future teaching learning and assessment. Its purpose is to recognise, encourage and improve student learning.

Assessment feedback is most helpful if the specific elements of the content (knowledge, understanding and skills) are identified and specific suggestions are provided. The standard elaborations (Section 1.1.3) provide a resource for developing specific feedback to students about the valued features in the content and achievement standards.

Assessment alone will not contribute to improved learning. It is what teachers and students do with assessment and other available information that makes a difference.

2 Reporting

Schools are required to provide parents/carers with plain-language reports twice a year. In most schools, this takes place at the end of each semester. The report must:

- be readily understandable and give an accurate and objective assessment of the student's progress and achievement
- include a judgment of the student's achievement reported as A, B, C, D or E (or equivalent five-point scale), clearly defined against the Australian Curriculum achievement standards.

2.1 Reporting standards

The reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A to E) for the two dimensions of the Australian Curriculum achievement standards — understanding (including knowledge) and application of skills for the purpose of reporting twice-yearly.

Table 6: Reporting standards

A	B	C	D	E
Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.	Evidence in a student's work typically demonstrates a high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.	Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.	Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.	Evidence in a student's work typically demonstrates a very limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.

The key purpose of reporting student achievement and progress is to improve student learning. The following principles underpin reporting school-based, standards-based assessment:

- alignment of teaching, learning, assessment and reporting: what is taught (curriculum) must inform how it is taught (pedagogy), how students are assessed (assessment) and how the learning is reported
- a collection of evidence or folio of student work: summative judgments for reporting purposes are based on a planned and targeted selection of evidence of student learning collected over the reporting period (see Section [1.4: Assessment folio](#))
- on-balance judgments: professional decisions made by teachers about the overall quality of a student's work in a range of assessments that best matches the valued features of a learning area described in the achievement standards at the time of reporting
- moderation: making consistent judgments about students' achievements within and between schools occurs when teachers develop shared understandings of the curriculum content and achievement standards. Moderation provides students and their parents/carers with confidence that the awarded grades are an accurate judgment of achievement and that the report is meaningful, professional and consistent.

Student achievement is reported against the Australian Curriculum achievement standard for the year level they are taught.

Teachers make reasonable adjustments during the cycle of teaching, learning and assessment to support the learning of students with disabilities, for example adjustments to presentation, response, timing, scheduling and location. In most instances, the required curriculum content, achievement and reporting standards will be used for these students. (See [Appendix 2: Educational equity](#) for inclusive strategies.)

School sectors and schools make decisions following negotiation with parents/carers about the provision of modified or accelerated learning and assessment programs to meet the learning needs of some students. Reporting achievement for these students should clearly indicate the year level of the curriculum content and the achievement standards against which judgments about student achievement have been made.

Achievement in a learning area is only one source of information on student achievement and progress. Schools may report on other important aspects of student engagement at school separate from achievement in a learning area such as:

- student participation and skills in school-based extracurricular activities
- student attributes such as effort, punctuality, and social and behavioural skills
- student attendance
- other school or system priorities.

2.2 Making an on-balance judgment on a folio

By the end of the year, a planned and targeted assessment program will result in an assessment folio of evidence of students' learning (summative assessment) on which the overall standard is awarded. (See [Figure 5: Making on-balance judgments](#).)

The range and balance of assessment in the folio ensures there is sufficient evidence of achievement in both dimensions of the Australian Curriculum achievement standard — Understanding and Skills — to make an on-balance judgment for reporting.

An on-balance judgment involves a teacher, or a group of teachers, making a professional decision about how the pattern of evidence in the folio best matches the standards.

See the short video *Making an on-balance judgment on a folio of student work*, available at: www.qcaa.qld.edu.au/31525.html.

An on-balance judgment does not involve averaging grades across different assessments or ticking every box. Rather it is a professional judgment that considers all the evidence of achievement in the folio. (See the standard elaborations Section [1.1.3](#).)

The standard elaborations (SEs) assist in making the on-balance decision. The elaborations describes *how well* on a five-point scale students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard. The SEs assist teachers to make consistent and comparable evidence-based A to E judgments about the patterns of evidence in a folio of work. They provide transparency about how decisions about grades are made, and for conversations among teachers, students and parents/carers about the qualities in student work matched to the valued features in the curriculum expectations and the standards.

2.2.1 Making an on-balance judgment for mid-year reporting

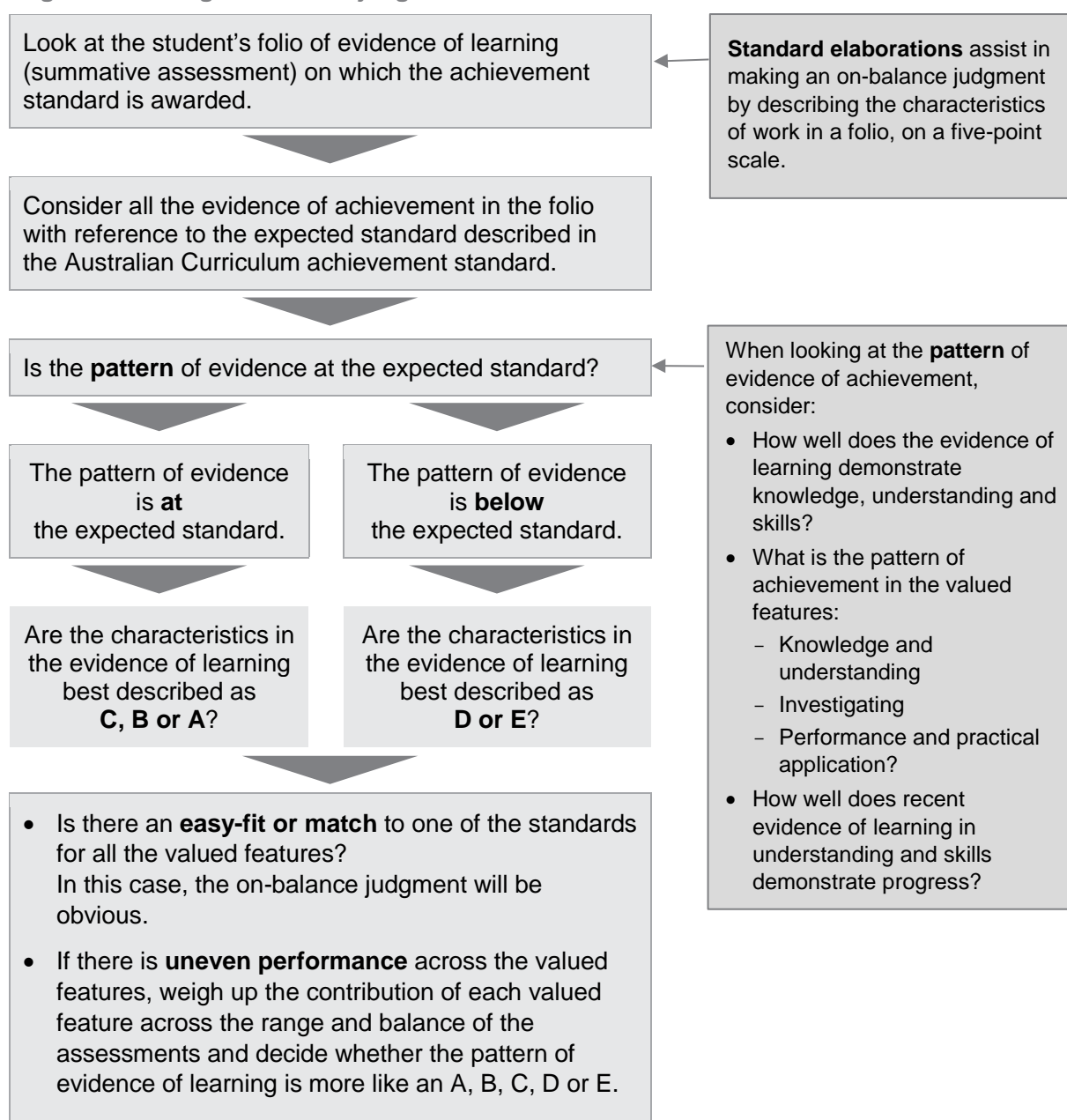
For mid-year reporting, the on-balance judgment is based on the pattern of evidence of student achievement and progress *at the time of reporting* and in relation to what has been taught and assessed during the reporting period.

The application of the Australian Curriculum achievement standard during the year requires a judgment based on matching qualities in student work rather than checking coverage.

The standard elaborations (Section 1.1.3) assist in making an on-balance judgment for mid-year reporting.

The process for assessing and making judgments about student achievement may be assisted by progressively recording student achievement for each assessment on a student profile or similar.

Figure 5: Making on-balance judgments



2.2.2 Moderation

The achievement standards guide teacher judgment about how well students have achieved. The most effective way to build consistent and comparable on-balance teacher judgment is through planned activities when teachers — in a partnership or team situation — engage in focused professional dialogue to discuss and analyse the quality of student work, compare their judgments about student achievement and determine the match between the evidence in student work and standards. This process is known as moderation.

Professional dialogue increases teachers' awareness about the variety of ways in which students may respond to the assessment and the types of evidence that may be available to support teacher judgments. In this way, teachers gain valuable insights about how the standards can be demonstrated in student work. They build a shared understanding about the match of evidence to standards, enhancing classroom practice and supporting the alignment of curriculum and assessment.

Moderation provides students and their parents/carers with confidence that the standards awarded are defensible judgments of achievement and that the report is meaningful, professional and consistent.

See the following factsheets for more information:

- Consistency of judgments — Calibration model:
www.qcaa.qld.edu.au/downloads/p_10/as_coj_calibration.doc
- Consistency of judgments — Conferencing model:
www.qcaa.qld.edu.au/downloads/p_10/as_coj_conferencing.doc
- Consistency of judgments — Expert model:
www.qcaa.qld.edu.au/downloads/p_10/as_coj_expert.docx.

Appendix 1: Principles of assessment

The following principles were developed to inform the policy context of the national curriculum and provide a basis on which local decisions about specific approaches to assessment can be built.

1. The main purposes of assessment are to inform teaching, improve learning and report on the achievement of standards.
2. Assessment is underpinned by principles of equity and excellence. It takes account of the diverse needs of students and contexts of education, and the goal of promoting equity and excellence in Australian schooling.
3. Assessment is aligned with curriculum, pedagogy and reporting. Quality assessment has curricular and instructional validity — what is taught informs what is assessed, and what is assessed informs what is reported.
4. Assessment aligned with curriculum, pedagogy and reporting includes assessment of deep knowledge of core concepts within and across the disciplines, problem solving, collaboration, analysis, synthesis and critical thinking.
5. Assessment involves collecting evidence about expected learning as the basis for judgments about the achieved quality of that learning. Quality is judged with reference to published standards and is based on evidence.
6. Assessment evidence should come from a range of assessment activities. The assessment activity is selected because of its relevance to the knowledge, skills and understanding to be assessed, and the purpose of the assessment.
7. Information collected through assessment activities is sufficient and suitable to enable defensible judgments to be made. To show the depth and breadth of the student learning, evidence of student learning is compiled over time. Standards are reviewed periodically and adjusted according to evidence to facilitate continuous improvement.
8. Approaches to assessment are consistent with and responsive to local and jurisdictional policies, priorities and contexts. It is important that schools have the freedom and support to develop quality assessment practices and programs that suit their particular circumstances and those of the students they are assessing.
9. Assessment practices and reporting are transparent. It is important that there is professional and public confidence in the processes used, the information obtained and the decisions made.

Appendix 2: Educational equity

Equity means fair treatment of all.

In developing teaching, learning and assessment programs, teachers provide opportunities for all students to demonstrate what they know and what they can do.

Catering for diversity

Schools and school sectors determine which students require special provisions, applying principles of participation and equity. Consideration should be given to:

- adjustments and supports for students who have been identified as having specific educational requirements to make participation possible in all or part of the teaching and learning experiences and assessments
- interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to assist students for whom English is not their first language and who are assessed as not achieving a reading level appropriate to complete the assessment.

In exceptional circumstances, the school, in consultation with staff and parents/carers, may make decisions about the level of student engagement with a particular assessment, according to school sector policy.

Inclusive strategies

Adjustments to teaching, learning and assessment can be grouped into five broad areas: *timing, scheduling, setting, presentation and response*.

Teachers consider the inclusive strategies to make adjustments to teaching and learning experiences and assessments to enable all students to demonstrate their knowledge, skills or competencies.

The inclusive strategies should be considered in combination when planning, developing and documenting the adjustment of learning experiences and assessment. For example, when planning an assessment, the teacher may need to consider adjusting the timing, setting, presentation and response to ensure the student is given the opportunities to demonstrate their learning.

Evaluating the use and effectiveness of any adjustment is necessary to ensure meaningful student participation and achievement.

Further information

For further information and supporting resources, see:

- QCAA, Equity in education (includes QCAA's Equity statement):
www.qcaa.qld.edu.au/10188.html
- QCAA, Catering for diversity:
www.qcaa.qld.edu.au/18307.html
- ACARA, Student diversity:
www.acara.edu.au/curriculum/student_diversity/student_diversity.html.

Appendix 3: A critical inquiry approach

The Health and Physical Education curriculum engages students in critical inquiry processes that assist students in researching, analysing, applying and appraising knowledge in health and movement fields. In doing so, students will critically analyse and critically evaluate contextual factors that influence decision making, behaviours and actions, and explore inclusiveness, power inequalities, taken-for-granted assumptions, diversity and social justice.

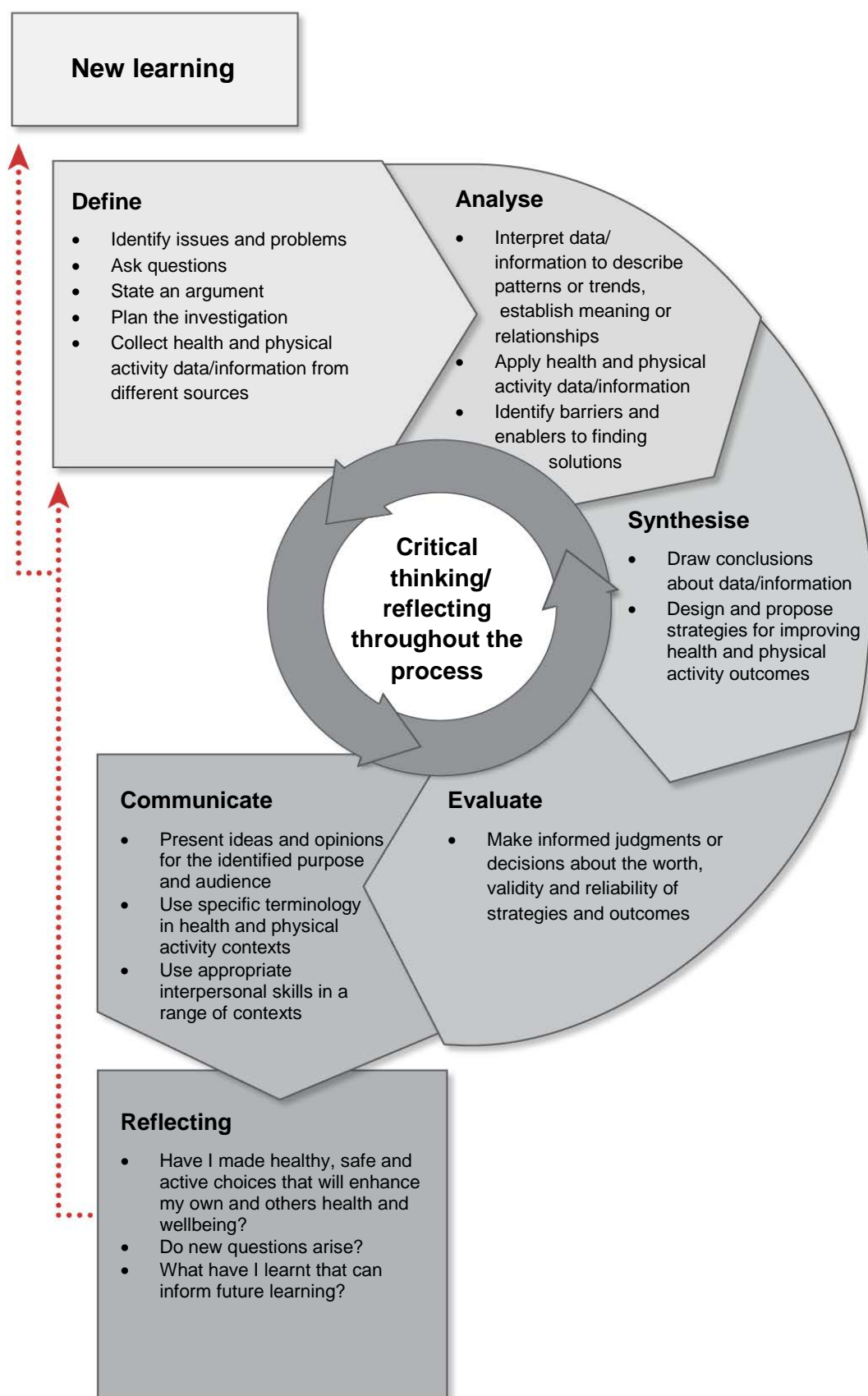
Critical inquiry processes are used to plan teaching and learning activities that guide students through thinking, making decisions and solving problems to complete investigations. Figure 6 shows a critical inquiry process suited to investigations in both content strands. Health and Physical Education investigations may be designed to use all or some of the steps in the critical inquiry process. The process is iterative with students revisiting earlier steps as needed throughout the investigation.

When using a critical inquiry approach to plan teaching and learning, teachers should consider students' developmental stage and the depth and scope of inquiry to be undertaken. [As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.](#)

Teachers promote a critical inquiry approach by:

- modelling the approach through teaching and learning in both strands of the curriculum
- using the terminology to assist students to understand this approach to learning and reflect on its value
- providing assessment techniques that require students to demonstrate decision making and problem solving skills when promoting health and wellbeing and solving movement challenges or movement situations.

Figure 6: A critical inquiry approach for Health and Physical Education in Years 7 to 10



Appendix 4: Glossary

Key assessment terms

Term	Description
assessment	the purposeful and systematic collection of evidence about students' achievements
assessment task	a tool or instrument to gather evidence of students' achievement
skills	the specific techniques, strategies and processes in a learning area
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area

Terms used in assessment techniques

The following terms are used in the Years 7 to 10 H&PE assessment techniques and help to clarify the techniques. These terms should be read in conjunction with ACARA's Health and Physical Education glossary: www.australiancurriculum.edu.au/health-and-physical-education/Glossary.

Term	Description
analyse	to consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
application; apply	use or employ in a particular situation
authentic	situated in meaningful contexts
change (n)	<i>change</i> is situational and refers to external conditions (e.g. different stages in a young person's life, including puberty and adolescence, moving from primary school to secondary school on a different site, moving between different cultures defined by different behavioural expectations, such as moving between home and school for an English as an additional language or dialect [EAL/D] student or a student caring for parents with a disability)
contextual factors	a range of factors that can influence health, safety, wellbeing and physical activity participation; these factors include, but are not limited to, personal, social, cultural, economic and political factors that exist in differing ways and have varying impacts across population groups
critically analyse	to analyse an issue or information in order to form a critical judgment; it can involve asking questions, identifying problems and solutions, applying knowledge, stating an argument and supporting it with evidence, or making comparisons and evaluating; in H&PE, <i>critically analysing</i> includes: <ul style="list-style-type: none">• exploring and experimenting with different offensive and defensive strategies in games and sports to determine an agreed game plan• investigating different forms of skill practice to determine the most effective for a given skill• identifying a key issue linked to the ethical use of mobile technologies in school,

Term	Description
	<p>at home and in social situations, and developing critical questions to actively seek and propose solutions</p> <ul style="list-style-type: none"> investigating the physical, social and psychological impact of drugs such as energy drinks on young people's health and wellbeing investigating, challenging stereotypes about and advocating for young people's involvement in community actions
critical inquiry approach	<p>focuses on how contextual factors influence the health, safety, wellbeing and physical activity participation of individuals, groups and communities; it provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing; this involves critical analysis and critical evaluation of health and physical activity knowledge in order to make informed judgments and take appropriate action</p>
critically analyse	<p>to analyse an issue or information in order to form a critical judgment; it can involve asking questions, identifying problems and solutions, applying knowledge, stating an argument and supporting it with evidence, or making comparisons and evaluating;</p> <p>in H&PE, <i>critically analysing</i> includes:</p> <ul style="list-style-type: none"> exploring and experimenting with different offensive and defensive strategies in games and sports to determine an agreed game plan investigating different forms of skill practice to determine the most effective for a given skill identifying a key issue linked to the ethical use of mobile technologies in school, at home and in social situations, and developing critical questions to actively seek and propose solutions investigating the physical, social and psychological impact of drugs such as energy drinks on young people's health and wellbeing investigating, challenging stereotypes about and advocating for young people's involvement in community actions
critically evaluate	<p>to evaluate an issue or information in order to form a critical judgment; it involves making informed judgments or decisions about the worth, validity and reliability of opinions, ideas and knowledge;</p> <p>in health and physical education it could involve:</p> <ul style="list-style-type: none"> using established guidelines and procedures, such as the Australian dietary guidelines or guidelines to address sedentary behaviour, to suggest healthy eating options for inclusion on the school canteen menu or ways to increase and promote physical activity at school <p>using survey data gathered from students and making suggestions on how to address an identified issue within the school, such as safety in the playground or protocols for dealing with bullying and harassment</p>
demonstration; demonstrate	<p>to give a practical exhibition or explanation</p>
description; describe	<p>to give an account of characteristics or features</p>
design (v)	<p>to plan and evaluate the construction of a product or process</p>
discuss	<p>to talk or write about a topic, taking into account different issues or ideas</p>

Term	Description
effective	<p>meeting the assigned purpose in a way that produces a desired or intended result;</p> <p>in H&PE, <i>effective</i> means meeting the intended outcome and giving reasons for decisions determined by the task, considering the audience, purpose and context; this is demonstrated by giving reasons for the application of processes, methods and strategies when using:</p> <ul style="list-style-type: none"> • decision-making and problem-solving skills and investigation to <ul style="list-style-type: none"> – promote health and wellbeing – solve movement challenges or movement situations • fundamental movement skills, considering qualities such as fluency, accuracy and control
elements of movement	the variables that are combined in composing and performing movement; the elements of movement are effort, time, space and relationships
examine; examination	to determine the nature or condition of something
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application
fundamental movement skills	<p>provide the foundation for competent and confident participation in a range of physical activities;</p> <p><i>fundamental movement skills</i> developed through H&PE include:</p> <ul style="list-style-type: none"> • locomotor and non-locomotor skills (e.g. rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating, moving the body through water to safety) • object control skills (bouncing, throwing, catching, kicking, striking)
interpret	to explain the meaning of information or actions
investigate	to plan, collect, interpret and draw conclusions about data/information
movement challenges	movement tasks that require individual students or groups of students to solve a problem in order to successfully complete the task
movement concepts and strategies	<p>these provide a framework for enhancing movement performance;</p> <p><i>movement concepts</i> (or elements of movement) explored in the curriculum include body awareness, spatial awareness, effort awareness and relationship to/with objects, people and space;</p> <p><i>movement strategies</i> refer to a variety of approaches that will help a player or team to successfully achieve a movement outcome or goal; movement strategies include moving into space to receive a pass from a team-mate or hitting the ball away from opponents in order to make it difficult to retrieve or return the ball; different games and sports may require similar activities or goals and will therefore use similar movement strategies in order to achieve success</p>
movement elements	the variables that are combined in composing and performing movement; the elements of movement are effort, time, space and relationships
movement sequences	the combination of fundamental movement skills and movement elements to enable the body and/or objects to move in response to a stimulus
movement situations	any situation where students are moving with the intent of achieving an outcome (e.g. to score a goal, to perform a sequence, to retain possession, to cross a creek)

Term	Description
physical activity	the process of moving the body that results in energy expenditure; <i>physical activity</i> is a broad term that includes playing sport, exercise and fitness activities (e.g. dance, yoga, tai chi), everyday activities (e.g. walking to work, household chores, gardening) and many other forms of active recreation
refine	make minor changes so as to improve or clarify
solve	to work out a correct solution to a problem
specialised movement skills	refers to movement skills that are required in more organised games and activities; (e.g. fielding a groundball in softball, climbing a rock wall, performing a grapevine step in dance)
statement	a sentence or assertion
use of	to operate or put into effect
variable	liable or apt to vary or change; (readily) susceptible or capable of variation; changeable, fluctuating, uncertain; in H&PE, <i>variable</i> means lacking consistent quality; a hit-and-miss approach to skill development; liable to deviate from established procedures such as fundamental movement skills or the elements of movement
wellbeing	relates to a sense of satisfaction, happiness, effective social functioning and spiritual health, and the dispositions of optimism, openness, curiosity and resilience