

# Health and Physical Education (1999)

## Years 1 to 10 Sourcebook Guidelines (Part 6 of 9)

*Note:* The PDF version of this document has been split into sections for easier download. This file is Part 6 of 9.

# Planning curriculum and assessment

The syllabus provides a framework for planning activities through which students have opportunities to demonstrate what they know and can do in the key learning area. Activities, units and programs are the main organisational structures used in schools. Experiences that promote learning and strategies for gathering information about that learning are developed within these structures. Despite the common use of terms, the nature, extent, purpose and organisation of activities, units and programs differ widely, depending on student needs, teacher expertise, the local context and school authority requirements. This section provides advice to support appropriate, effective and efficient planning and assessment practices.

## Characteristics of worthwhile activities, units and programs

Activities, units and programs which are consistent with the principles of the outcomes approach promoted in the syllabus are characterised by:

- comprehensiveness;
- promotion of self-reflection;
- appropriateness;
- sequencing;
- inclusiveness;
- relevance and authenticity;
- promotion of active learner involvement;
- efficient and innovative use of resources;
- adherence to pertinent school and school authority requirements.

### Comprehensiveness

A comprehensive range of experiences will involve students in using a variety of learning processes so that they can achieve the understandings identified in the syllabus. Assessment will be comprehensive if it enables all students to demonstrate core learning outcomes and other aspects of the planned curriculum.

### Promotion of self-reflection

Activities that promote reflective and self-directed learners provide opportunities that enable students to control their own learning. These opportunities will be provided at relevant intervals to enable students to reflect on what they have learned, on their strengths and weaknesses as learners, on their progress in demonstrating learning outcomes, and on ways to improve their learning.

### **Appropriateness**

Activities will be appropriate when they are suited to the developmental levels and learning styles of students. Teachers should provide students with experiences that represent a realistic challenge and enable them to grow beyond their present level of understanding. Appropriateness for all students therefore requires that experiences be varied and to some extent individualised by providing extra scaffolding for the development of learning outcomes by some students.

### **Sequencing**

The sequencing of activities should provide time for students to assimilate new ideas and offer opportunities for students to demonstrate learning outcomes. Students should be aware of the criteria for demonstrating outcomes at different levels, and know how they are progressing in relation to them. Where there is a focus on outcomes from more than one level, it is necessary to keep in mind the conceptual sequencing of the outcomes and the embedded differences that characterise outcomes at each of the levels.

### **Relevance and authenticity**

Activities will be relevant and authentic when their content and contexts link with students' sociocultural or geographic background and prior understandings to allow them to construct new understandings. Students' interests and understandings prior to beginning an activity should be determined, and students should be involved in the planning process. Relevant and authentic activities should also involve students in content or contexts that are engaging and enjoyable. The more relevant and authentic activities are, the more likely it is that many students will demonstrate the learning outcomes.

### **Inclusiveness**

Activities are inclusive when they recognise the backgrounds and value the experiences of all students or groups of students, taking into account their socioeconomic status, gender, race, ability, disability, ethnic or linguistic background or geographic location. Recognition of such backgrounds and experiences will prompt consideration of how all students can have equitable access to resources and participation in the classroom, and have multiple opportunities to demonstrate learning outcomes in equitable and supportive ways. Opportunities should be provided for students to value the differences between them and to challenge disadvantage and injustice through participation in activities.

### **Promotion of active learner involvement**

Activities should actively involve each student and provide opportunities to challenge existing understanding. Sharing of ideas and intellectual risk taking are encouraged. Active involvement encourages student ownership, which allows for more purposeful and realistic opportunities to demonstrate learning outcomes.

### **Efficient and innovative use of resources**

Activities should make efficient, cost-effective and timely use of resources. It may be necessary to support demonstrations of outcomes with particular resources to cater for differences in learning styles. Where appropriate, students should be encouraged to use resources in innovative ways as they strive to demonstrate learning outcomes. Teachers are encouraged to use resources efficiently and in innovative ways to support student demonstration of outcomes.

### **Adherence to pertinent school authority policies**

Activities should adhere to and observe pertinent policies of schools and school authorities. These policies may relate to safety, social justice, pedagogy or other curriculum requirements. Observing such policies will improve opportunities for students' demonstrations of learning outcomes.

## **Planning curriculum for demonstrations of learning outcomes**

### **Considerations for planning activities**

When planning activities, either by using the sourcebook modules or developing units directly from the syllabus, teachers should consider a number of aspects. These aspects will all influence the capacity of activities to provide opportunities for students to demonstrate specific learning outcomes.

#### **Learners**

When planning activities to meet the needs of learners, teachers:

- respect and value the individuality, identity and cultural background of each student;
- acknowledge and build upon the prior learning and experiences of students;
- actively engage students, where possible, in all aspects of planning and assessment;
- acknowledge and cater for the varying interests, abilities, preferred learning styles and rates of skill development of students.

#### **Learning**

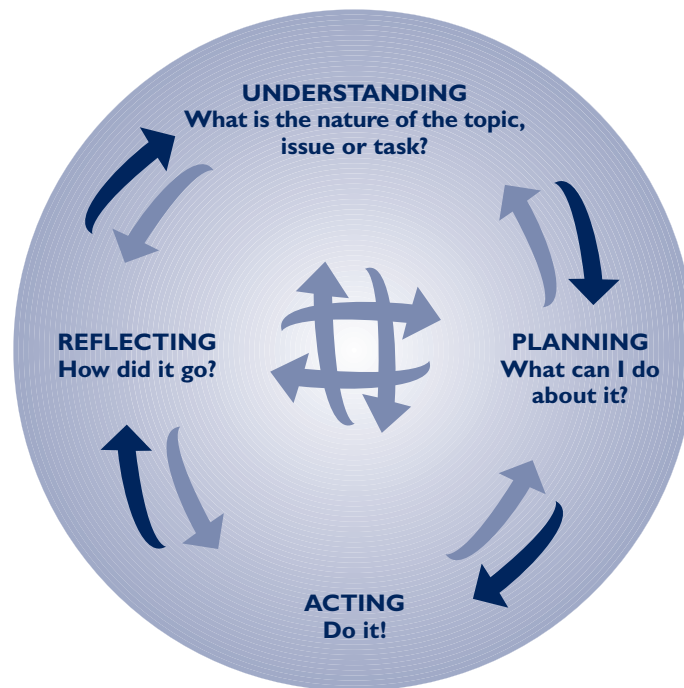
When planning for effective learning, teachers:

- ensure content, teaching strategies, resources and assessment methods:
  - provide for a range of language competencies;
  - are equitable;
  - take into account students' ranges of abilities and needs;
  - are challenging, rewarding and purposeful;
  - allow students opportunities to demonstrate the outcomes;
- consider the class and school environment;
- consider the reporting requirements of the student, school, school authority, parents/carers and community;
- develop, where possible, partnerships with the wider community, including parents/carers, cultural and religious groups, government agencies, support services and community organisations;

- introduce new perspectives on health and physical education content;
- encourage thinking processes;
- link to other areas within and across key learning areas;
- develop the literacy and numeracy skills relevant to health and physical education;
- promote lifeskills and a futures perspective.

**Developing problem-solving and decision-making skills**

The inquiry-based approach to learning and teaching, illustrated in the diagram below, can be used to design activities that help students to develop problem-solving and decision-making skills. This approach will also help in the design of activities through which students can develop the skills necessary to demonstrate the learning outcomes through performance in oral, written or physical tasks. The approach is comprised of four phases — understanding, planning, acting and reflecting. Within each activity, students’ thinking can be developed as they attempt to *understand* the nature of the activity/issue, *plan* ways to complete the activity or deal with the issue, perform (*act*) the activity or implement the plan, and then *reflect* on and assess the activity/issue. Assessment could occur at any of the phases of the cycle; however, it is more likely to occur in the later phases.



**An inquiry-based approach to learning and teaching**

Within each phase the skills of recall, application, analysis, synthesis, prediction and evaluation play a role. These skills are used to inform the development of activities within each phase and may result in adjustments or modifications to actions throughout the process to deal with an issue or complete a task satisfactorily.

Each phase of the approach is integral to the successful completion of the learning–teaching process, but the apparent linear progression through the approach, as suggested by the arrows on the outer edge of the diagram, can be interrupted at any point. For example, students may find themselves *reflecting*

first on their prior learning and achievements and then trying (*acting*) the activity to develop a new *understanding* of what the activity is about. The uses of the phases in the inquiry-based approach do not always reflect a linear process but, in fact, support a cyclical or recursive, phased approach to learning.

Although metacognition is encouraged in each of the phases, it is most often promoted in the reflecting phase. This phase requires students to consider how they applied decision-making and problem-solving strategies and thinking skills when exploring and acting upon a topic, issue or task.

Teachers are encouraged to promote this process of inquiry by:

- modelling the phases;
- using the terminology of the approach to assist students to reflect on the value of this approach to their learning;
- providing assessment techniques to inform students and teachers on performance.

### **Resources**

Activities should include resources:

- that are readily accessible;
- that are inclusive of all students;
- that are safe to use;
- whose appropriate use can be modelled;
- that match the student's abilities, learning characteristics and cultural needs;
- that can assist students to demonstrate their learnings.

School authorities and schools may have policies and personnel that advise on the selection and use of resources in a range of environments and for a range of different student populations.

### **School authority and individual school policies**

School authorities and individual schools have policies, procedures and protocols that influence the learning–teaching process in health and physical education. Some examples may include policies on workplace health and safety, food handling, athletics, sun safety, suspected child abuse, or purchasing of new equipment. Teachers are encouraged to become familiar with these policies prior to planning activities and assessment tasks.

### **Safety**

The physical and mental/emotional safety of students is central to the key learning area. Teachers should also encourage students to be proactive in improving their safety and others' safety and in making the environment safe when appropriate.

When planning activities teachers should consider safety aspects relating to:

- the physical environment, such as:
  - the facilities available (for example, Are they safe for students?);
  - the use of protective equipment (for example, Should goalposts have protective padding?);
  - the surface on which the activity is to be conducted (for example, Should this physical activity be done on grass or bitumen?);

- the temperature in which the students are learning (for example, Is it too hot at this time of the day for this activity?);
- clothing (for example, Are the students wearing appropriate clothing for this activity?);
- sun safety (for example, What other location could be used if some students do not have hats?);
- access to first-aid resources (for example, If an injury occurs, is first-aid support close by?);
- a student’s medical condition in relation to the intended activities;
- warm-up, stretching and cool-down exercises. These are important components of any activity involving physical activity. Warm-up exercises are necessary to increase heart rate and to reduce the risk of tearing or straining muscles by increasing their suppleness. Stretching reduces muscle tension and the risk of muscle and tendon injuries. It also increases flexibility and allows freedom of movement during physical activity. Cool-down exercises help remove muscle waste products and reduce muscle soreness. (Sports Medicine Australia 1997)

### **Sensitive issues**

Activities which deal with topics of a sensitive nature, such as protective behaviours or harassment, must be dealt with thoughtfully and carefully by the teacher. School authorities and schools may have policies to advise teachers on how to deal with such issues when they arise within the school setting.

Teachers need to be aware that no learning activity is value free. Before dealing with sensitive issues, teachers are encouraged to identify and critically examine their own attitudes and opinions.

Teachers should consider that:

- sensitive issues should be part of the school program;
- students and parents/carers should participate in the development of aspects of programs on sensitive issues;
- students and parents/carers should be informed when sensitive issues are to be taught as part of a unit;
- the classroom environment should be emotionally and socially safe to allow for individual opinions and attitudes to be respected;
- there is a need for impartiality when dealing with sensitive issues and a need to present different perspectives when appropriate, to understand and respect the individual, cultural and religious diversity of school environments.

Many strategies are available to support the teaching of sensitive issues. Some of these will be modelled in the sourcebook modules. For example, the protective behaviour strategies of ‘one step removed’ and ‘protective interrupting’ are used in the ‘Feeling safe’ module, which can be found on the Queensland School Curriculum Council web site (<http://www.qscc.qld.edu.au>). Teachers can contact school authorities, Queensland offices of the Protective Behaviour Consultancy Group, and community organisations, such as Kids Help Line, Salvo Care Line, Family Planning Queensland and Crime Stoppers, to gather information that can make the planning of activities appropriate, effective and efficient.

### Modification of activities

Many activities within modules or in other resources may need to be modified to match the specific needs and abilities of the students in a particular class at a particular time, and to provide greater opportunity for students to demonstrate learning outcomes. Activities may also need modification to suit the local context. Examples of this include instances where:

- schools and tutors in remote settings do not have the necessary access to support personnel, facilities and/or resources that are suggested in modules or other sources of activities;
- students have not had the relevant experience with contexts and activities suggested in the modules;
- students are unable to attend school for medical reasons;
- students are unable to engage with the curriculum without specific support.

Consultation with parents/carers and support staff should help ensure that local needs are met.

*Modification of physical activities:* Learning activities that focus on physical activity based on adult sport characteristics may need modification. Variations may include altering the size of the field, changing the number of participants, or modifying the equipment or the skills required.

This is necessary because:

- young students are less physically and emotionally mature than adults;
- students typically have a shorter attention span than adults;
- there may be excessive physical demands and complex rules that do not support skill acquisition and enjoyment.

Planning for physical activities should also consider:

- the availability of resources;
- students' socioeconomic backgrounds;
- students' cultural backgrounds;
- gender issues;
- the range of students' abilities and prior achievements;
- students' linguistic background;
- the variety of ways in which students can demonstrate outcomes.

*Modification for students with special educational needs:* Students with special educational needs are those who, in order to access and participate in the curriculum, may require an adaptation to and/or modification of the school program, units or activities. The target group of students includes those:

- with disabilities;
- with learning difficulties/disabilities;
- who demonstrate significant behavioural and adjustment difficulties.

To demonstrate the learning outcomes, these students may require support programs or services, and/or other resources which are complementary and/or additional to those which are provided to other students.



Students with a disability may require activities to be modified to optimise both their participation and their ability to demonstrate learning outcomes. To determine whether modification is necessary the teacher should:

- ascertain students' previous experiences with similar activities;
- communicate with students to gauge their level of interest or concern;
- consult with parents/carers and specialist support staff.

Modification to physical activities may take the form of:

- altering the size and/or colour of equipment — for example, lighter, shorter, brighter;
- using equipment with bells;
- allowing for more bounces;
- lowering nets, hoops or baskets;
- allowing for more frequent substitution;
- reducing court size;
- minimising competition;
- allowing others to run or hit;
- varying the time restrictions;
- modifying rules.

Teachers are encouraged to contact local specialist support groups and advisers for further ideas on adapting activities for students with disabilities. (Appendix 3 has further information on students with disabilities.)

*Modification for students in distance education settings:* Students who are geographically isolated, overseas, travelling, unable to attend school for medical reasons or being home-schooled all provide specific challenges to the crafting of activities.

Schools of Distance Education provide support and advice on the modification of activities for students in distance education settings.

*Modification for cultural influences:* Students' diverse social and cultural backgrounds should be acknowledged when planning activities. Consultation with parents may be necessary as part of the acknowledgment and valuing of various perspectives. Communication between the school and its constituent groups will ensure cultural beliefs and needs are respected to promote a sense of whole-school community.

### **Considerations for planning a unit**

A unit provides information on the knowledge, processes, skills and attitudes to be developed in a specific and relatively short period. Planning an appropriate, effective and efficient unit with an outcomes focus involves first identifying the learning outcomes to be covered. This serves as the starting point for planning activities. Planning will also include deciding upon a suitable structure, identifying the requirements of the syllabus and choosing an appropriate learner-centred approach. Units will include activities based on outcomes selected from:

- within or across strands of a key learning area;
- one or more levels within a key learning area;
- across key learning areas.

### Structuring a unit

Units may be structured in different ways according to the requirements of individual schools or school authorities but may typically include:

- unit title;
- unit length;
- unit purpose;
- the learning outcomes to which the unit will contribute;
- the specific content to be taught;
- activities;
- strategies for assessment;
- tools for recording student performances;
- links to other key learning areas and cross-curricular priorities;
- special considerations for individuals or groups of students;
- social justice principles;
- resources and equipment required;
- unit evaluation.

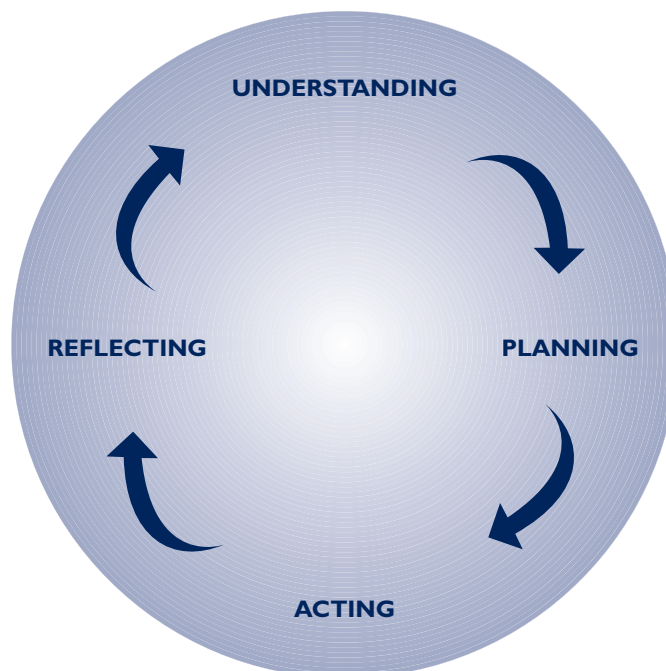
Units will typically be developed and implemented after consideration of the school program in health and physical education. Modules may be used as a guide for planning a unit.

### Syllabus requirements

To plan a unit the following syllabus requirements should be considered:

- *Core learning outcomes*  
Once the levels that students are working towards have been identified, learning outcomes are selected. The activities that make up the unit will be based on these outcomes. Teachers are encouraged to develop units which *integrate* learning outcomes from across strands. This will make more effective use of time, and allow students opportunities to demonstrate learning outcomes in different contexts.  
Teachers may wish to plan activities that focus on outcomes from one level and adapt them for students who are working at a level either before or beyond the identified level. In situations where students from a class are working towards several levels, activities may need to be provided and directed towards groups of students within the class, rather than to the class as a whole.  
Teachers may also wish to plan units that are inclusive of discretionary learning outcomes if there are students who have demonstrated the core learning outcomes consistently and well.
- *Core content*  
The contexts which will allow for demonstrations of learning outcomes will be framed by the core content chosen for the unit. Where appropriate, teachers are encouraged to choose core content from across strands. The elaborations for each learning outcome suggest a variety of content and contexts that teachers may find useful in their planning of units. The core content to be included in each unit should be decided upon when considering program requirements and the needs of students.

- Physical activity*  
Physical activity will be used in the planning of most units based on the strand Developing Concepts and Skills for Physical Activity. Due to its unique role as a medium for learning, however, teachers are encouraged to have students use physical activity to demonstrate learning outcomes from the other strands.
- Assessment*  
The planning of activities based on learning outcomes should parallel the planning of assessment tasks and development of criteria. Many activities will provide opportunities for gathering information about students’ demonstrations of outcomes. Students should participate in this planning and be well aware of the criteria and the variety of assessment techniques to be used to inform and support teacher judgment.
- Social justice principles*  
All units should highlight one or more of the social justice principles — diversity, equity and supportive environments. These principles should be explicit for both the teacher and the student, with students exploring the principles within the activities.
- Cross-curricular priorities*  
Where appropriate, the development and selection of activities should consider the cross-curricular priorities — literacy, numeracy, lifeskills and a futures perspective. This will contribute towards integration with other key learning areas.
- Learner-centred approach*  
Various learner-centred approaches may be used to provide a framework for the activities that make up a unit. The approach chosen should support the purpose of the unit and engage students in the learning process. While there are many learner-centred approaches available for teachers, the inquiry-based approach to learning and teaching, illustrated in the following diagram, has been used to sequence activities in most sourcebook modules.



Each phase of this approach — understanding, planning, acting and reflecting — is integral to the successful completion of the learning–teaching process.

When planning units:

- the *understanding* phase involves exploring the nature of the topic, issue or task through:
  - identifying the topic, issue or task to make it manageable or meaningful;
  - re-presenting the topic, issue or task;
 (This phase may also include the initial gathering of information depending on the specific intentions of the module.)
- the *planning* phase involves gathering, analysing and reviewing information to determine the action needed to explore the topic or issue, or complete the task. At this phase learners:
  - assemble the information;
  - analyse and evaluate the information;
  - decide on an action plan.
- the *acting* phase involves implementing plans that may result in a performance or the presentation of findings. Learners explore the topic and then act to deal with the issue or complete the task.
- the *reflecting* phase encourages teachers and students to take time to assess their learning.

### Considerations for planning a program

Programs are the means by which teachers plan for demonstrations of learning outcomes over extended periods of time. The planning may involve one strand or more from the key learning area.

A program may cater for:

- all students in a class, year or school level(s) for one key learning area;
- all students in the school, for all key learning areas;
- an individual student or groups of students with specific needs for one or more key learning areas.

### Syllabus requirements

When planning a program in the key learning area, teachers should consider the following syllabus requirements:

- *Core learning outcomes*  
The learning outcomes selected for inclusion in the program should reflect the levels at which the students within the school or year level are working. The learning outcomes included in units will be dependent upon a number of factors, including school requirements, teacher expertise and student needs.
- *Core content*  
During Years 1–10 students should be provided with activities that promote learning and incorporate all of the core content. To ensure a balanced coverage of the core content, programs within a school and between primary and secondary school settings may need to be coordinated. The core content should be contextualised to suit the local school setting.
- *Physical activity*  
Including a significant amount of time for participating in physical activity in health and physical education programs may require coordination between teachers.

- *Assessment*  
The program should highlight appropriate, effective and efficient assessment processes that are in keeping with the principles of assessment. This will include identifying suitable assessment techniques, forms and instruments for use by teachers when developing units to cater for the different student learning styles and backgrounds.
- *Social justice principles*  
A program should ensure that diversity, equity and supportive environments are embedded in units wherever possible. Students should have regular contact with each of these principles in all stages of their schooling.
- *Cross-curricular priorities*  
A program should ensure that literacy, numeracy, lifeskills and a futures perspective are embedded in units wherever possible, and that students get regular contact with each of these priorities in all stages of their schooling.
- *Learner-centred approach*  
A program should encourage the use of learner-centred approaches in all units. Many of these approaches are modelled in the sourcebook modules.
- *Multiple opportunities*  
The program should ensure that students have multiple opportunities to demonstrate the learning outcomes consistently. This may involve developing programs, units or activities based on the same or different combinations of learning outcomes. Where possible, programs should allow students opportunities to demonstrate learning outcomes in different contexts.

### **Educational setting**

Planning a program in the key learning area will initially require consideration of the educational setting, including:

- the location — for example, geographically isolated, urban, coastal, rural;
- staffing allocations, responsibilities and expertise — for example, the number of teachers having responsibility for providing a group of students with opportunities to demonstrate outcomes;
- school organisation — for example, middle-schooling approach, family groupings, vertical timetable, primary, secondary, multi-age;
- school authority policies and requirements — for example, specific content;
- school population;
- availability of resources — for example, physical, human;
- time allocation;
- reporting requirements;
- community expectations and influences.

### **Student needs**

All programs should take into account the school population and the individual and group differences that exist within that population.

For students with disabilities, programs should provide alternative ways for demonstrating outcomes. Some students with disabilities will make similar progress to that of their peers, while others may be working at a different level. Frequently, students with disabilities can participate in the same activities as their peer group. Planning and assessment should be appropriate for the

student’s age and draw on content in the learning area that is accessible to the student.

Some students with special educational needs may not be able to demonstrate all outcomes within a level, and may find some strands more difficult than others.

For students with disabilities, Foundation Level outcomes written using the level statement should:

- be descriptions of what students know and can do;
- be written so that they can be assessed;
- be achievable;
- reflect the intent of the level statement;
- be tailored to the students’ individual needs;
- be linked to a priority goal of an individualised education plan.

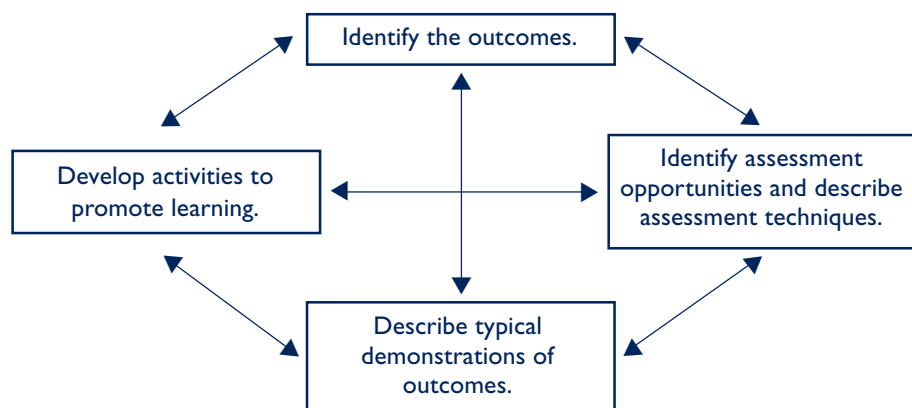
Examples of outcomes at the Foundation Level are included in Appendix 2.

### Planning assessment for demonstrations of learning outcomes

Assessment requires that students are able to show what they have learned — that is, they can demonstrate what they know and can do. There is an integral relationship between the experiences which promote learning and the assessment techniques that facilitate students’ demonstrations of learning outcomes.

Each learning outcome contains a statement of what students should know and be able to do. Learning outcomes inform the assessment process and may indicate which assessment techniques and instruments are more appropriate in their demonstration. The experiences provided for students will determine the specific assessment tasks used. To clarify the expectations of the assessment process, characteristics of ideal responses may be identified by developing criteria. Assessment items may assess more than one learning outcome.

The diagram below illustrates the relationship between learning outcomes and activities. The learning outcomes are used as a starting point for planning experiences and identifying assessment opportunities. This planning process may suggest additional learning outcomes which could also be demonstrated by students as a result of particular experiences.



Relationship between learning outcomes and planning for assessment

## Techniques for gathering information

Students' demonstrations of outcomes should be monitored through the use of a range of assessment techniques. The following techniques provide types of information which can be useful in different situations.

*Observation* is an effective technique for gaining a broad impression of students' demonstration of learning outcomes. It includes communicating with students and monitoring progress as they work. Most observation is incidental and takes place as students participate in planned activities. Some observations are structured to gather particular kinds of information.

*Consultation* involves teachers interacting with students, colleagues, parents, carers or other paraprofessionals. The varying perspectives of these consultations help enrich teachers' understanding of students' demonstrations of learning outcomes. Information gained through consultation may confirm or conflict with teachers' impressions formed as they observe students. Some consultations will reveal a need for more detailed assessment.

*Focused analysis* involves teachers in examining specific details of students' demonstrations of learning outcomes. It allows teachers to identify and examine the strengths and specific needs evident in students' work through a wide variety of oral or written tasks, including tests.

*Self-assessment* allows teachers to take students' perceptions of their own achievements into account when developing teaching, learning and assessment activities. Teachers communicate with students about the students' progress and perceptions. They use student goal setting to plan individual activities and identify where students need additional support or explanation.

*Peer assessment* involves students in applying criteria to assess the work of others in a non-threatening but informed way. They reflect on their own work through focusing on the work of others. Students take on other classroom roles, such as that of tutor. A classroom atmosphere of negotiation, collaboration and fairness supports peer assessment.

## Classroom opportunities for gathering information

How written, oral and practical assessment forms suggested in the syllabus can be used in the classroom requires careful consideration by teachers. A variety of forms should be used to assess an individual student's or group of students' abilities to demonstrate learning outcomes.

To be inclusive of all students, it may be necessary to use different forms of assessment to collect information about students' demonstrations of a learning outcome.

## Assessment instruments

Teachers can record evidence of students' demonstrations of learning outcomes using assessment instruments that are manageable and easily incorporated into classroom activities. These include:

- annotated work samples;
- observation notes and anecdotal records;
- student folios;
- assignments, projects and research reports;



- checklists;
- criteria sheets;
- recordings of performances — audiotapes, videotapes, photographs;
- self- and peer-reflective writings and journals;
- test results over time;
- homework, worksheets and assignments.

### **Making judgments**

Evidence of demonstrations of learning outcomes can be drawn from ongoing observations of performance or from assessment tasks specifically designed to allow students to demonstrate learning outcomes. Teachers can make judgments about students' demonstrations of learning outcomes when they are satisfied that they have sufficient evidence of demonstration.

Preferably, decisions about a student's demonstration of learning outcomes should be made without reference to the performance of other students. It is important that each outcome be demonstrated consistently, to a high standard and in a range of contexts.

Teachers' professional judgment is fundamental to assessment and reporting processes. Decisions should be based on explicit criteria, using evidence to determine demonstration of learning outcomes. The criteria should be made known to students so that the basis for judgment is clear.

Materials and processes to support the consistency of teachers' judgments within and among schools can be developed through:

- shared understandings;
- descriptions of ideal responses;
- criteria sheets;
- common planning and assessment tasks;
- examination of student folios;
- progress maps;
- moderation processes (formal and informal).

### **Shared understandings**

Where possible, teachers should collaborate with others to develop a shared understanding of tasks and consistency in making judgments about demonstrations of learning outcomes. This can be either a formal or an informal process in which teachers discuss and compare their evidence and decisions in relation to students' demonstrations of outcomes. Comparison of evidence and justification of teachers' judgments are central to accountability.

### **Descriptions of ideal responses**

Descriptions of ideal responses provide concrete references for teachers to use in determining whether an outcome has been demonstrated. They are not standards in themselves, but are indicative of them.

### **Criteria sheets**

Criteria sheets contain the essential components, attributes or specifications, rules or principles used to judge student performance, responses or products.



### **Common planning and assessment tasks**

Where two or more teachers plan activities together, they can reach a common understanding of expected outcomes. Where different groups of students undertake the same activities, consistent decisions regarding their demonstration of outcomes can then be made.

### **Examination of students' folios**

A student folio is a collection of a student's work assembled over a period of time. It may include day-to-day tasks, work produced for assessment items or selections of a student's best work showing effort, progress and achievement. A folio containing a complete collection of a student's work is often used to demonstrate progress. A folio containing selected items only is more commonly used for summative assessment and reporting.

### **Progress maps**

Progress maps provide frameworks for monitoring student progress against described developmental continua. The concept of a progress map underlies the sequencing of the core learning outcomes in each of the strands of the syllabus. A student's progress in relation to the development of knowledge, processes, skills and attitudes of the key learning area is plotted against the six levels used to describe the core learning outcomes.

### **Moderation processes (formal and informal)**

Formal moderation processes occur when schools or school authorities require teachers from within or across schools to compare student work and to discuss the consistency of judgments about demonstrations of learning outcomes. Informal moderation occurs any time teachers share their understandings of judgments of student demonstrations of learning outcomes.

### **Reporting**

In an outcomes approach, reporting occurs in terms of outcomes; however, a range of approaches for reporting is possible. While the final decision rests with schooling authorities or individual schools, teachers could report to parents or carers on students' demonstrations of all or some of the core learning outcomes or could use the level statements to guide reporting to parents or carers on student performance in strands. Students could be achieving at different levels in different strands. Teachers may also opt to report in different ways for different key learning areas.

Results of assessment need to be clearly communicated through reporting to others — students, parents, carers, other teachers and paraprofessionals who support students' learning progress.

### **Assessment tasks in modules**

The assessment tasks provided in modules do not always specify **how** a student is to demonstrate the outcome (for example, 'Students write a report . . .') as this would restrict the opportunities for each student to demonstrate the outcome in a manner most appropriate to his or her needs and the local context. For example, if the task stated 'Students present a report . . .', the report could be presented as an oral or written report, dramatisation, or through a video or overhead transparency presentation. How the outcome is demonstrated through the task is therefore up to the teacher and the students, and may vary considerably depending on the students' ages, interests and skills; the teacher's views; the local context; and available resources. As with all aspects of modules, teachers may wish to use or modify the tasks and questions.

### **Assessment across key learning areas**

Assessment tasks relating to health and physical education learning outcomes may provide information which can be used to inform decisions about students' demonstrations of outcomes in other key learning areas. For example, a written task using a specific genre may also be used as an assessment piece in English.

Assessment tasks developed for integrated units which combine learning outcomes from more than one key learning area may provide information about student demonstration of outcomes from each of the key learning areas represented. Activities that feature the cross-curricular priorities of literacy, numeracy, lifeskills and a futures perspective will often provide the opportunity for this to occur.

### **Reference**

Sports Medicine Australia, Queensland Branch 1997, *Warm-up and Stretching*, Brochure, St Lucia, Queensland.