# Health and Physical Education

### Assessable elements and descriptors of quality for A–E

**Assessable elements** and **descriptors** support teacher judgments about the standard a student has achieved.

|  |  |
| --- | --- |
| **Assessable elements:** • identify the valued features of the key learning area to be assessed• draw from the two dimensions of the Essential Learnings: **Ways of working** and **Knowledge and understanding**• can be used together or independently when designing assessment. | **Descriptors:** • indicate the qualities evident in student work• use an A–E scale. |

|  |  |
| --- | --- |
| **Assessable****elements** | **Descriptors** |
| **A** | **B** | **C** | **D** | **E** |
| The student work demonstrates evidence of: |
| **Knowledge and understanding** | Comprehensive knowledge and understanding of concepts, facts and procedures | Thorough knowledge and understanding of concepts, facts and procedures | Satisfactory knowledge and understanding of concepts, facts and procedures | Variable knowledge and understanding of concepts, facts and procedures | Rudimentary knowledge and understanding of concepts, facts and procedures |
| **Investigating** | Insightful identification of questions and issues to plan and conduct investigations | Effective identification of questions and issues to plan and conduct investigations | Competent identification of questions and issues to plan and conduct investigations | Variable identification of questions and issues to plan and conductinvestigations | Minimal identification of questions and issues to plan and conduct investigations |
| Insightful analysis and evaluation of information and evidence to communicate well-reasoned conclusions and decisions | Logical analysis and evaluation of information and evidence to communicate reasoned conclusions and decisions | Relevant analysis and evaluation of information and evidence to communicate credible conclusions and decisions | Variable analysis and evaluation of information and evidence to communicate obvious conclusions and decisions | Cursory analysis and evaluation of information and evidence to communicate conclusions and decisions |
| **Planning** | Significant and well-justified proposals that promote movement capacities, health and wellbeing and personal development | Pertinent and justified proposals that promote movement capacities, health and wellbeing and personal development | Relevant and justified proposals that promote movement capacities, health and wellbeing and personal development | Relevant suggestions that promote movement capacities, health and wellbeing and personal development and decisions | Cursory suggestions that promote movement capacities, health and wellbeing and personal development |
| **Implementing and applying** | Insightful implementation of proposals | Effective implementation of proposals | Appropriate implementation of proposals | Variable implementation of proposals | Minimal implementation of proposals |
| Skilful application of concepts and skills | Proficient application of concepts and skills | Competent application of concepts and skills | Variable application of concepts and skills | Minimal application of concepts and skills |
| **Reflecting** | Perceptive reflection on influencing factors, actions and learning | Informed reflection on influencing factors, actions and learning | Relevant reflection on influencing factors, actions and learning | Superficial reflection on influencing factors, actions and learning | Cursory reflection on influencing factors, actions and learning |