Physical Education (2010)
Sample assessment instrument

Research assessment – Magazine article

December 2010
**Purposes of assessment**

The purposes of assessment are to:

- promote, assist and improve student learning
- inform programs of teaching and learning
- provide information for those people — students, parents, teachers — who need to know about the progress and achievements of individual students to help them achieve to the best of their abilities
- provide information for the issuing of certificates of achievement
- provide information to those people who need to know how well groups of students are achieving (school authorities, the State Minister for Education and Training and the Arts, the Federal Minister for Education).

It is common practice to label assessment as being formative, diagnostic or summative, according to the major purpose of the assessment.

The major purpose of formative assessment is to help students attain higher levels of performance. The major purpose of diagnostic assessment is to determine the nature of students’ learning, and then provide the appropriate feedback or intervention. The major purpose of summative assessment is to indicate the achievement status or standards achieved by students at a particular point in their schooling. It is geared towards reporting and certification.

**Syllabus requirements**

Teachers should ensure that assessment instruments are consistent with the requirements, techniques and conditions of the Physical Education syllabus and the implementation year 2010.

**Assessment instruments**

High-quality assessment instruments:

- have construct validity (the instruments actually assess what they were designed to assess)
- have face validity (they appear to assess what you believe they are intended to assess)
- give students clear and definite instructions
- are written in language suited to the reading capabilities of the students for whom the instruments are intended
- are clearly presented through appropriate choice of layout, cues, visual design, format and choice of words
- are used under clear, definite and specified conditions that are appropriate for all the students whose achievements are being assessed
- have clear criteria for making judgments about achievements (these criteria are shared with students before they are assessed)
- are used under conditions that allow optimal participation for all
- are inclusive of students’ diverse backgrounds
- allow students to demonstrate the breadth and depth of their achievements
- only involve the reproduction of gender, socioeconomic, ethnic or other cultural factors if careful consideration has determined that such reproduction is necessary.
Physical Education (2010)

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Compiled by the Queensland Studies Authority

December 2010

The QSA acknowledges the contribution of the Physical Education review panels in the preparation of this document.

About this assessment instrument

This research assessment technique:

- assesses all dimensions of the general objectives: Acquiring, Applying and Evaluating
- is suitable as a formative research task used to introduce the syllabus Focus Area C
- provides opportunities for justified and independent evaluations, solutions and recommendations
- allows for integration and personalisation
- includes items that could be adapted to suit a variety of physical activities
- provides task conditions consistent with the conditions described in the syllabus.

This sample assessment instrument is intended to be a guide to help teachers plan and develop assessment instruments for individual school settings.
**Assessment instrument**

The assessment task presented involves students applying and using relevant knowledge and skills to create a researched response to a problem or issue.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>RESEARCH ASSESSMENT – ANALYTICAL EXPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 3</td>
<td>MAGAZINE ARTICLE</td>
</tr>
<tr>
<td>FORMATIVE</td>
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<tr>
<td>Conditions of task are clearly indicated and consistent with 2010 Syllabus.</td>
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<tr>
<td>Maslow’s Hierarchy of Needs is a theory based on essential human needs, including: physiological, safety, love, affection and belonging, esteem and self-actualisation.</td>
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</tr>
<tr>
<td>Task directed at the general objective of “evaluating” and the specific cognitive processes of justify, recommend and provide solutions.</td>
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<tr>
<td>Figueroa’s framework for examining equity and access in sport and physical activity in Australian society</td>
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</tbody>
</table>

**Physical performance:** Direct interceptive (Futsal)  
**Focus area:** C  
**Length:** 800 – 1000 words  
**Question:** Unseen  
**Drafting:** Maximum 2 drafts  
Teacher consultation allowed on the journal

**Task context**

Throughout the recent Futsal unit, learning experiences were manipulated to act as barriers or enablers to your access and equitable participation in a range of physical environments. Maslow’s Hierarchy of Needs indicates that participation and enjoyment in physical activity are important factors towards self-actualisation of the individual. Figueroa’s framework provides a tool for examining access and equity in sport and physical activity.

**Task**

Develop a feature article for an Australian sports magazine justifying which level of Figueroa’s framework had the most significant impact on your attitudes, behaviours, participation and progress in Futsal over the unit.

Utilising the work of Maslow and Figueroa, as well as locating and using information related to your experiences in Futsal and equity and access, make recommendations and provide solutions for enhancing participation and enjoyment in the Futsal unit. Justify using discerning reflection and decision making.

**Task guidelines**

This independent inquiry requires you to examine the levels of Figueroa’s Framework in order to justify a level that provides the most significant impact on participation and provides solutions. To complete this research task, follow these steps:

1. Select the level of Figueroa’s Framework that has the most impact on your participation and establish questions to guide your research.
2. Generate and collect primary and secondary information:
   a. Primary and secondary evidence should be collected to conduct your analysis and evaluation, as well as justify your recommendations and solutions.
   b. Primary evidence may include:
      i. journal information, related to the manipulated learning experiences, that was gathered throughout recent lessons
      ii. information related to Maslow’s Hierarchy of Needs and Figueroa’s Framework of Equity
      iii. research related to the impact of equity and access on the participation of adolescents in sport and physical activity.
   c. Use of secondary evidence should be based on your need for further data to complete your evaluation.

3. Sort and analyse the information:
   a. When using research, remember to analyse (breakdown each level of Figueroa’s framework and the study interrelationships) and evaluate (check for reliability and accuracy of) your researched evidence.
   b. Search for and locate a range of primary and secondary sources to critically use in your inquiry.
   c. Record your researched material in a clear and logical fashion, keeping an accurate record of all sources referred to, primary and secondary, print and digital. A separate set of pages should be used for this purpose and constantly updated.

4. Develop research outcomes – recommendations with justification.

### Preparing and presenting your feature article

Feature articles are read for information, especially details or background information, for analysis and for entertainment. These articles aim to explore ideas and issues at length, and therefore contain more detail, analysis of issues or events, and quotes from experts and other sources. Unlike news reports, feature articles may include the writer’s opinion.

Common characteristics of a feature article include:
- descriptive language
- quotes in the form of direct and indirect speech
- use of first or third person (I/we or he/she/they)
- headlines and sub-headlines
- illustrations, photographs, or diagrams may be used
- column style layout.
<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
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<tbody>
<tr>
<td><strong>Acquire</strong></td>
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<tr>
<td>• <em>in-depth</em> comprehension of a <em>wide range</em> of terminologies, principles and concepts <em>relevant</em> to Figueroa’s framework and Futsal</td>
<td>• comprehension of a <em>range</em> of terminologies, principles and concepts <em>relevant</em> to Figueroa’s framework and Futsal</td>
<td>• comprehension of <em>fundamental</em> terminologies, principles and facts <em>relevant</em> to Figueroa’s framework and Futsal</td>
<td>• recollection and recognition of <em>simple</em> terminologies, principles or facts <em>relevant</em> to Figueroa’s framework and Futsal</td>
<td>• recognition of <em>some</em> information associated with access or equity or participation in Futsal</td>
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<tr>
<td>• <em>sustained and accurate</em> use of <em>appropriate</em> textual features in feature article.</td>
<td>• <em>accurate</em> use of <em>appropriate</em> textual features in feature article.</td>
<td>• <em>use of appropriate</em> textual features in feature article.</td>
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<tr>
<td>• <em>insightful</em>, <em>independent</em> and <em>appropriate</em> analysis and application of the levels of Figueroa’s framework and the impact on access, equity and participation in Futsal</td>
<td>• <em>independent</em> and <em>appropriate</em> analysis and application of each of the levels of Figueroa’s framework and the impact on access, equity and participation in Futsal</td>
<td>• <em>appropriate</em> analysis and application of the levels of Figueroa’s framework and the impact on access, equity and participation in Futsal</td>
<td>• comparison and categorisation of factors related to access or equity or participation in Futsal</td>
<td>• comparison or categorisation of <em>access or equity</em> information with <em>assistance</em></td>
</tr>
<tr>
<td>• <em>purposeful</em> and <em>effective</em> selection, sequencing and organisation of <em>relevant</em> and <em>substantial</em> aspects of Figueroa’s framework and how they may impact on access, equity and participation.</td>
<td>• <em>purposeful</em> selection, sequencing and organisation of <em>relevant</em> and <em>substantial</em> aspects of Figueroa’s framework and how they may impact on access and equity and participation.</td>
<td>• <em>suitable</em> selection, sequencing and organisation of some aspects of Figueroa’s framework and how they may impact on access and equity.</td>
<td>• <em>selection and sequencing of information related to access, equity or participation in Futsal.</em></td>
<td>• <em>selection of basic factors related to access or equity or participation in Futsal.</em></td>
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<tr>
<td>Evaluate</td>
<td>The student work has the following characteristics:</td>
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<td></td>
<td>• discerning, convincingly justified and independent evaluations, solutions and recommendations concerning the access, equity and participation in Futsal, based on the different levels of Figueroa’s framework</td>
<td>• justified and independent evaluations, solutions and recommendations concerning the access, equity and participation in Futsal, based on the different levels of Figueroa’s framework</td>
<td>• defended evaluations and solutions concerning the access, equity and participation in Futsal, based on the different levels of Figueroa’s framework</td>
<td>• superficial evaluations or solutions concerning the access, equity and participation in Futsal, based on the different levels of Figueroa’s framework</td>
</tr>
<tr>
<td></td>
<td>• discerning and effective choice of communication strategies to enhance meaning and impact of the feature article.</td>
<td>• effective choice of communication strategies that enhance meaning and impact of the feature article.</td>
<td>• effective choice of communication strategies that convey meaning through the feature article.</td>
<td>• directed responses to problems concerning access, equity and participation in Futsal.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• communication of some meaning.</td>
</tr>
</tbody>
</table>

Note: Colour highlights have been used in the table to emphasise the qualities that discriminate between the standards.

Key

<table>
<thead>
<tr>
<th>Quality words used to make judgments about standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information related to the focus area and physical activity</td>
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</table>