Physical Education (2010)
Sample assessment instrument

Supervised written assessment

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.

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2. Assessment instruments are the actual tools used by schools and the QSA to gather information about student achievement, for example, recorded observation of a game of volleyball, write-up of a field trip to the local water catchment and storage area, a test of number facts, the Senior External Examination in Chinese, the 2006 QCS Test, the 2008 Year 4 English comparable assessment task.
Physical Education (2010)

Sample assessment instrument

*Supervised written assessment*

Compiled by the Queensland Studies Authority

December 2010

*About this assessment instrument*

This sample demonstrates:

- the provision of opportunity for coverage of the dimensions:
  - acquiring
  - applying
  - evaluating
- the scaffolding of the same assessment task for Year 11 and Year 12
- how to assess what students know and can do relative to key junctures in the senior phase.

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

#### Year 11
**SUPERVISED WRITTEN ASSESSMENT**  
**Term 2**  
**FORMATIVE**

<table>
<thead>
<tr>
<th>Conditions of task clearly indicated:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context could be adapted to change physical activity and selected fitness component</td>
</tr>
<tr>
<td>Context highlights level of personalisation required in the student response</td>
</tr>
<tr>
<td>Context shows integration of Focus Area B and Touch.</td>
</tr>
</tbody>
</table>

Focus area: B : Process and effects of training and exercise  
Physical activity: Touch  
Genre: Unseen essay under exam conditions  
Word limit: 600-800 words  
Time required: 10 minutes perusal + 90 minutes writing  
Additional Information allowed in exam: Training program; Training journal (session evaluations)

### Task context
Training programs are used to develop various components of fitness for selected physical activities. During this unit of work, you developed and participated in a four week training program using two different training methods which can develop speed for the physical activity of touch football. Modifications were made to your programs to make them more specific to the requirements of the game of touch. Specific fitness tests were selected and completed to collect some data about the possible success for each training method.

### Task
Evaluate which training method was the most effective in developing the fitness component of speed. Justify your decision based on the (i) training principles used (ii) selected drills and (iii) fitness test results.

### Task guidelines
Your evaluation of the two training methods should be based on these criteria:

1. A selection of the following training principles:
   - specificity
   - intensity
   - progressive overload
   - frequency
   - duration
2. A selection of training drills used which are specific to the physical activity touch
3. Fitness test results
4. Pre- and post-tests.
<table>
<thead>
<tr>
<th>required in the response.</th>
<th>Your response should show that you can:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• comprehend the exercise physiological concepts used (acquiring)</td>
</tr>
<tr>
<td></td>
<td>• apply these concepts to the training methods (applying)</td>
</tr>
<tr>
<td></td>
<td>• select significant information to support your position (evaluating)</td>
</tr>
<tr>
<td></td>
<td>• use specific language.</td>
</tr>
</tbody>
</table>
Scaffolding provided directs students to use perusal time to begin a draft response.

Scaffolding provides Yr 11 students with sufficient guidance to “unpack” the question.

Significant factors for analysis are provided to ensure depth not breadth is given in the unseen essay response.

Task guidelines show students what they need to do to complete analysis and evaluation.

**Suggested drafting guidelines for Year 11 students**

You are advised to spend 5-10 minutes developing a draft response to provide direction for your essay.

**Introduction**

Outline which two training methods were chosen to develop speed

**Intent of essay:**

**Body: Analysis of selected training methods**

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Training method 1</th>
<th>Training method 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant training principles used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drills specific to Touch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness test results</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use this table to generate paragraphs for each method (use dot points)

**Evaluation**

Based on the analysis above, which training method is the most relevant to develop speed in Touch?

**Key factors to justify (support) this:**

**Conclusion**

Summary of reasons used to justify which training method was more relevant at developing Speed for Touch
Scaffolding provided still directs students to use perusal time to begin a draft response.

Scaffolding allows Year 12 students sufficient guidance to “unpack” the question without providing leading questions for genre requirements.

Focus area specific language and physical activity are used to communicate integration of task.

Space provided for students to identify significant factors for analysis. This ensures the principle of independence is provided.

Suggested drafting guidelines for Year 12 students
You are advised to spend 5-10 minutes developing a draft response to provide direction for your essay.

Introduction

Body: Analysis of selected training methods

<table>
<thead>
<tr>
<th>Training method 1</th>
<th>Training method 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation

Conclusion
### Task-specific Language

#### Acquire

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student work has the following characteristics:</strong></td>
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<td><strong>The student work has the following characteristics:</strong></td>
</tr>
<tr>
<td>- in-depth comprehension of a wide range of terminologies, principles and concepts relevant to both exercise physiology and touch</td>
<td>- comprehension of a range of terminologies, principles and concepts relevant to both exercise physiology and touch</td>
<td>- recollection and recognition of fundamental terminologies, principles and facts relevant to exercise physiology and touch</td>
<td>- recognition of some information associated with exercise physiology and touch</td>
<td>- recognition of some information associated with exercise physiology and touch</td>
</tr>
<tr>
<td>- sustained and accurate use of appropriate textual features</td>
<td>- accurate use of appropriate textual features</td>
<td>- use of appropriate textual features</td>
<td>- use of appropriate textual features</td>
<td>- use of texts</td>
</tr>
</tbody>
</table>

#### Evaluate

<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>
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</tr>
<tr>
<td>- insightful, independent and appropriate analysis and application of training methods and training principles for touch</td>
<td>- independent and appropriate analysis and application of training methods and training principles for touch</td>
<td>- appropriate analysis and application of training methods and training principles for touch</td>
<td>- comparison and categorisation of training methods and training principles for touch</td>
<td>- comparison or categorisation of information with assistance</td>
</tr>
<tr>
<td>- purposeful and effective selection, sequencing and organisation of relevant and substantial exercise physiology and touch information</td>
<td>- purposeful selection, sequencing and organisation of relevant and substantial exercise physiology and touch information</td>
<td>- selection and sequencing of exercise physiology and touch information</td>
<td>- selection and sequencing of exercise physiology and touch information</td>
<td>- selection of base exercise physiology and touch information</td>
</tr>
<tr>
<td>- discerning, convincingly justified and independent evaluations, solutions and recommendations concerning the exercise physiology concepts used to develop speed for touch</td>
<td>- justified and independent evaluations, solutions and recommendations concerning the exercise physiology concepts used to develop speed for touch</td>
<td>- defensible evaluations and solutions concerning the exercise physiology concepts used to develop speed for touch</td>
<td>- superficial evaluations or solutions concerning the exercise physiology concepts used to develop speed for touch</td>
<td>- directed responses to problems concerning the exercise physiology concepts used to develop speed for touch</td>
</tr>
<tr>
<td>- discerning and effective choice of communication strategies to enhance meaning and impact of the unseen essay</td>
<td>- effective choice of communication strategies that enhance meaning and impact of the unseen essay</td>
<td>- effective choice of communication strategies that convey meaning through the unseen essay</td>
<td>- effective choice of communication strategies that convey meaning through the unseen essay</td>
<td>- communication of some meaning</td>
</tr>
</tbody>
</table>