

MANILLA CENTRAL SCHOOL - ASSESSMENT TASK NOTIFICATION 2022

Stage 5 PDHPE

Miss Wrightson



Task Number: 3 **Notification Date:** Period 5, Friday 19/8/22, Term 3 Week 5

Weight: 30% **Due Date:** Tuesday 6/9/22 Term 3 Week 8, by 3.20pm to Miss Wrightson

Teacher Observation

OUTCOMES ASSESSED

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes, and behaviours to effectively promote health, safety, wellbeing, and participation in physical activity

PD5- 9 assesses and applies self-management skills to effectively manage complex situations

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

TASK DESCRIPTION

Task: Observe your peers' game play in a 3 vs 3 game of your choice (Basketball, Soccer, Volleyball or Touch Football). Make a tally mark in the appropriate box: Received balls (RB), conquered balls (CB), offensive balls (OB), successful shots/passes (SS), volume of play (PB=RB+CB), lost balls (LB) based on what you observe from your peer's game play.

Analyse their performance using the game performance rubric, circling their performance according to the game performance rubric (attached).

Gaining possession of the ball

- Conquering the ball (CB) - Interception, stealing the ball from an opponent, or recapturing the ball after an unsuccessful shot on goal or near loss to the other team.
- Receiving balls (RB) - Receiving the ball from a teammate and not immediately losing control of it.

Disposing of the ball

- Playing a neutral ball (NB) - Passing the ball to a teammate or any pass that does not put the other team in jeopardy.
- Losing the ball (LB) - Losing the ball to the other team without having scored a goal.
- Playing an offensive ball (OB) - Passing the ball to a partner, thus pressuring the other team, which most often leads to a shot on goal.
- Executing a successful shot (SS) - Scoring or maintaining possession of the ball following the execution of a shot.

Feedback

- Provide your partner constructive feedback on their performance to enhance future game play performance. Use the tally score above to identify areas of game play strengths and areas for improvement.
- Strengths (gaining possession of the ball and or disposing the ball)
- Areas for improvement (gaining possession of the ball and or disposing the ball)

TASK INSTRUCTIONS

Marking criteria (student peer assessment)

Observed Student _____

Date: _____

Observer _____

Sport Played _____

Gaining possession of the ball

Played balls

Conquered ball (CB)	Received ball (RB)

Disposing of the ball

Neutral ball (NB)	Lost ball (LB)	Pass (OB)	Successful shot (SS)

Feedback

Provide your partner constructive feedback on their performance to enhance future game play performance. Use the tally score above to identify areas of game play strengths and areas for improvement.

On the criterial below, circle the areas that you think you partner is performing at.

Strengths (gaining possession of the ball and or disposing the ball)

Areas for improvement (gaining possession of the ball and or disposing the ball)

Signed: _____

Criteria	Excellent 3	Sound 2	Need improving 1
Gaining possession of the ball (Conquering the ball/Received balls)	<ul style="list-style-type: none">Your partner demonstrates a very high ability to gain possession of the ball efficiently and effectively.They consistently intercept, steal the ball from an opponent, or recapture the ball after an unsuccessful shot on goal or near loss to the other team.	<ul style="list-style-type: none">Your partner demonstrates a sound ability to gain possession of the ball efficiently and effectively.They mostly intercept, steal the ball from an opponent, or recapture the ball after an unsuccessful shot on goal or near loss to the other team.	<ul style="list-style-type: none">Your partner demonstrates a basic ability to gain possession of the ball efficiently and effectively.They sometimes intercept, steal the ball from an opponent, or recapture the ball after an unsuccessful shot on goal or near loss to the other team.
Disposing of the ball (Playing a neutral ball, losing the ball, playing an offensive ball, executing a successful shot)	<ul style="list-style-type: none">Your partner demonstrates a very high ability to dispose of the ball effectively, efficiently and accurately.Your partner consistently passes the ball to a teammate or executes a pass that does not put the other team in jeopardy.Your partner rarely loses the ball to the other team without having scored a goal.Your partner often scores or maintains possession of the ball following the execution of a shot.	<ul style="list-style-type: none">Your partner demonstrates a sound ability to dispose of the ball effectively, efficiently and accuratelyYour partner mostly passes the ball to a teammate or executes a pass that does not put the other team in jeopardy.Your partner sometimes loses the ball to the other team without having scored a goal.Your partner sometimes scores or maintains possession of the ball following the execution of a shot.	<ul style="list-style-type: none">Your partner demonstrates a basic ability to dispose of the ball effectively, efficiently and accurately.Your partner rarely passes the ball to a teammate or executes a pass that does not put the other team in jeopardy.Your partner often loses the ball to the other team without having scored a goal.Your partner rarely scores or maintains possession of the ball following the execution of a shot.

Teacher's signature: _____

Miss Wrightson

Head Teacher's signature: _____

Ms Eagles

Deputy Principal's Signature: _____

Mrs Lawrence

Teacher Observation Sheet

Sprint Run

Skill components

- 1. Lands on ball of the foot.
- 2. Non-support knee bends at least 90 degrees during the recovery phase.
- 3. High knee lift (thigh almost parallel to the ground).**
- 4. Head and trunk stable, eyes focused forward.**
- 5. Elbows bent at 90 degrees.
- 6. Arms drive forward and back in opposition to the legs.**

(Introductory components marked in bold)

Name	Overall check	Legs	Legs	Legs
	Does it look right?	Lands on ball of the foot	Non support knee bends at 90 degrees during the recovery phase	High kr (thigh ; paralle ground
		<i>Fine tuning</i>	<i>Fine tuning</i>	<i>Introdu</i>



Vertical Jump

Skill components

- 1. Eyes focused forward or upward throughout the jump.**
- 2. Crouches with knees bent and arms behind the body.**
3. Forceful forward and upward swing of the arms.
4. Legs straighten in the air.
5. Lands on balls of the feet and bends knees to absorb landing.
6. Controlled landing with no more than one step in any direction.

(Introductory components marked in bold)

Name	Overall check Does it look right?	Preparation Eyes focused forward or upward throughout the jump <i>Introductory</i>	Preparation Crouches with knees bent and arms behind the body <i>Introductory</i>	Propulsion Forceful forward and upward swing of the arms <i>Fine tuning</i>	Propulsion Legs straighten in the air <i>Fine tuning</i>	Landing Lands on balls of the feet and bends the knees to absorb landing <i>Fine tuning</i>	Landing Controlled landing with no more than one step in any direction <i>Fine tuning</i>	Comments
------	--------------------------------------	---	--	--	---	--	--	----------

Catch

Skill components

- 1. **Eyes focused on the object throughout the catch.**
- 2. Feet move to place the body in line with the object.
- 3. **Hands move to meet the object.**
- 4. Hands and fingers relaxed and slightly cupped to catch the object.
- 5. Catches and controls the object with hands only (well-timed closure).
- 6. Elbows bend to absorb the force of the object.

(Introductory components marked in bold)



1



3



5

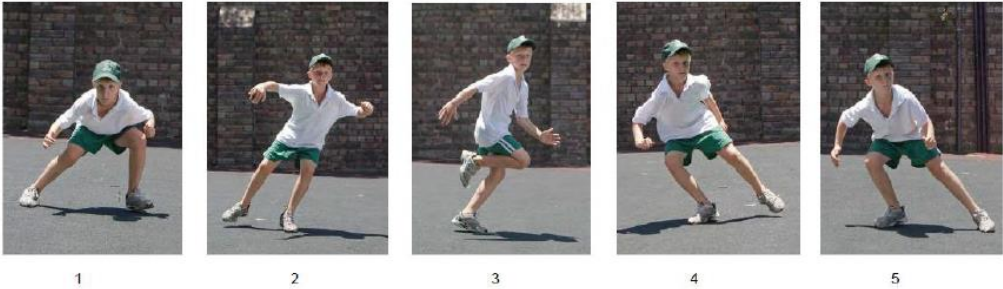
Name	Overall check	Preparation	Preparation	Preparation	Reception	Reception	Reception	Comments
	Does it look right?	Eyes focused on the object throughout the catch <i>Introductory</i>	Feet move to place the body in line with the object <i>Fine tuning</i>	Hands move to meet the object <i>Introductory</i>	Hands and fingers relaxed and slightly cupped to catch the object <i>Fine tuning</i>	Catches and controls the object with hands only (well timed closure) <i>Fine tuning</i>	Elbows bend to absorb the force of the object <i>Fine tuning</i>	

Dodge

Skill components

- 1. Changes direction by bending knee and pushing off the outside
- 2. Change of direction occurs in one step.
- 3. Body lowered during change of direction or in the direction of travel.**
- 4. Eyes focused forward.**
- 5. Dodge repeated equally well on both sides.

(Introductory components marked in bold)



foot.

Name	Overall check	Legs	Legs	Head and trunk	Head and trunk	Whole body	Comments
	Does it look right?	Changes direction by bending knee and pushing off the outside foot	Change of direction occurs in one step.	Body lowered during change of direction or in the direction of travel.	Eyes focused forward.	Dodge repeated equally well on both sides.	
		<i>Fine tuning</i>	<i>Fine tuning</i>	<i>Introductory</i>	<i>Introductory</i>	<i>Fine tuning</i>	

MARKING GUIDELINES	MARK
<ul style="list-style-type: none"> Students demonstrate extensive knowledge and understanding of game performance in invasion games. Students show a very high level of ability to analyse their partners performance, identifying players ability to efficiently/effectively/accurately gain possession and dispose of the ball within game play. Students provide extensive partner feedback. Feedback extensively recognises strengths and errors in performance. Student identifies an extensive range of modifications to improve upon (if their partner needs them). 	17-20
<ul style="list-style-type: none"> Students demonstrate thorough knowledge and understanding of game performance in invasion games. Students show a high level of ability to analyse their partners performance, identifying players ability to efficiently/effectively/accurately gain possession and dispose of the ball within game play Students provide thorough partner feedback. Feedback thoroughly recognises strengths and errors in performance. Student identifies a thorough range of modifications to improve upon (if their partner needs them). 	13-16
<ul style="list-style-type: none"> Students demonstrate sound knowledge and understanding of game performance in invasion games. Students are able to analyse their partners performance, identifying players ability to efficiently/effectively/accurately gain possession and dispose of the ball within game play Students provide sound partner feedback. Feedback soundly recognises strengths and errors in performance. Student identifies a sound range of modifications to improve upon (if their partner needs them). 	9-12
<ul style="list-style-type: none"> Students demonstrate basic knowledge and understanding of game performance in invasion games. Students show a limited ability to analyse their partners performance, identifying players ability to efficiently/effectively/accurately gain possession and dispose of the ball within game play Students provide limited partner feedback. Feedback basically recognises strengths and errors in performance. Student identifies a basic range of modifications to improve upon (if their partner needs them). 	5-8
<ul style="list-style-type: none"> Students demonstrate elementary knowledge and understanding of game performance in invasion games. Students show elementary ability to analyse their partners performance, identifying players ability to efficiently/effectively/accurately gain possession and dispose of the ball within game play Students provide elementary partner feedback. Feedback elementarily recognises strengths and errors in performance. Student identifies an elementary range of modifications to improve upon (if their partner needs them). 	1-4
<ul style="list-style-type: none"> Non serious attempt or not submitted. 	0

Feedback:

Signature: _____

Date: _____

Task Mark:	Task Rank:	Accumulative Rank: