

UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



الإمارات العربية المتحدة  
وزارة التربية والتعليم

## Physical Health and Education

### Assessment Guide

Grades 1-12

Term 1



2017-2018



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## 1. Overview

Physical health and education is classed as a group B subject and therefore follows the Ministry of Education Policy for all group B subjects. The assessment framework for group B subjects follows the TVET style vocational training assessment framework but adapted within the context of young learners. 70% of the annual grade being extracted from assessment tools which allow students to demonstrate their knowledge and skills through practical tasks, projects or portfolio work.

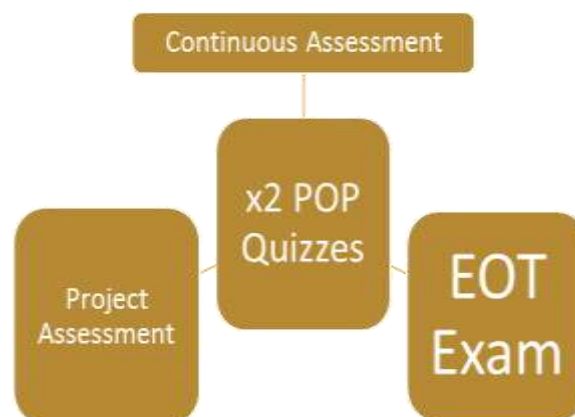
The assessment tools for group B subjects are intended to be embedded throughout curriculum instruction. Pop quizzes are provided for teachers to administer to gauge their students understanding of key terminology or concepts. This tool is designed to support teachers in identifying knowledge gaps where these essential theoretical concepts or vocabulary may need to be re-taught or re-enforced.

The remaining 30% of the students' annual grade is assessed through a summative exam such as a pen and paper end of term exam.

The physical education (P.E.) assessment guide has been created so that teachers have a clear understanding as to how physical education will be assessed and graded in cycles 1-12 during term 1.

Teachers should use this document as a reference guide to ensure accurate assessment of students in physical education. P.E. assessment will consist of a range of assessment methods throughout term 1.

## 2. Types of Assessment in Term 1





## 2.1. Continuous Assessment

The continuous assessment tools in term 1 for grades 1-12 will consist of one project and 2 pop quizzes per grade. The project is expected to run concurrently with teaching and instruction and is an opportunity for students to demonstrate the application of their knowledge. For the project to be a valid assessment tool, the assessment criteria must be transparent and students should receive regular feedback for them to show progression and improvement throughout the term. A key and integral component of the new assessment framework is self, peer and teacher evaluation with the focus being on allowing each student to show progression and improvement across the term.

There is one pen and paper end of term (EOT) exam for each grade from 1-12, which will take place during the exam week 12<sup>th</sup> – 16<sup>th</sup> November.

### 2.1.1. Project Aims

The project aims to enable student's in the acquisition of transferable knowledge and skills from their education to transition into adulthood.

The purpose of the project is to measure student learning through a range of knowledge based and practical activities

According to their grade level and ability, students will work on projects with teacher assistance, in groups or individually to fulfill a variety of assessment criteria.

### 2.1.2. Project Overview: Marks and Breakdown

The pages which follow offer a breakdown of the projects per grade mapped to the standards and student learning objectives for the Physical Health and Education curriculum 2017-2018.

Grade	Scope	Timing	Assessed Student Learning Outcomes	Project Breakdown and Marks	
1	Unit 2 pages () It's Time to Travel	4 Weeks	<p><b>Practical</b> Combines locomotor and non-locomotor skills in a teacher designed creative movement pattern G1.1.1.2 Travels demonstrating levels and directions G1.2.1.2 Travels demonstrating a variety of movement with objects G1.2.1.3</p> <p><b>Presentation</b> Differentiates between fast and slow speeds G1.2.1.7 Recognises the name of basic body parts G1.2.1.3 Discusses basic exercises and physical activities in relation to health G1.3.1.6</p>	<b>Travelling in Sport ( /40)</b>	
				<b>Practical ( /30)</b>	<b>Presentation ( /10)</b>
				The SLOs assessed in practicals can be applied to any movement routine which include travelling skills from the scope.  Teachers should be continuously assessing these throughout the term	The presentation format can be a poster, a wall display or a class presentation to other students about travelling movements.  Students are encouraged to use the format which best suits their ability.
2	Unit 1 pages () Movement Matters	4 Weeks	<p><b>Practical</b> Performs a teacher/or student-designed rhythmic activity with correct response with simple rhythms/commands G2.1.1.4 Demonstrates chasing dodging and fleeing actions G2.1.1.5 Combines locomotor skills in general space to a specific rhythm G2.1.1.5 Combines locomotor skills in general space to a specific rhythm G2.1.1.1 Demonstrates competency in basic transport skills moving in different directions G2.2.1.4</p> <p><b>Presentation</b> Recognises and discusses simple strategies used in chasing fleeing games and activities G2.2.1.7</p>	<b>Faster and Higher: Movements in Sports ( /40)</b>	
				<b>Practical ( /30)</b>	<b>Presentation ( /10)</b>
				The SLOs assessed in practicals can be applied to <b>any rhythmic activity</b> which demonstrates <b>locomotor skills</b> from the curriculum.  Teachers should be continuously assessing these throughout the term	The presentation format can be a <b>poster, a wall display or a class presentation</b> to other students about <b>sports movements</b> .  Students are encouraged to use the format which best suits their ability.
3	Unit 2 pages ()	4 Weeks	<p><b>Practical</b> Balances on different points of support, demonstrating muscular</p>	<b>Top to Toe: Balance in Sport Project</b>	
				<b>Practical ( /30)</b>	<b>Presentation ( /10)</b>

Cycle 1 Grades 1-3 Continuous Assessment: Project Breakdown and Marks

	Balance		<p>tension and extensions of free body parts (Practical) G3.1.1.9                  Performs stationary balances on low apparatus (Practical) G3.1.1.11                  Demonstrates a movement sequence incorporating directions, levels and pathways (Practical) G3.2.1.5                  Employs the concept of alignment and muscular tension with balance in gymnastics and movement (Practical) G3.2.1.7)                  Applies movement to pull and push an object (Practical) G3.2.1.11</p> <p><b>Presentation</b>                  Identifies healthy and unhealthy foods and can plan meals for different occasions (Presentation) G3.3.1.9</p>	<p>The SLOs assessed in practicals can be applied to <b>any balance activities</b> which include <b>movements</b> from the curriculum.</p> <p>Teachers should be continuously assessing these throughout the term</p>	<p>The presentation format can be a <b>poster, a wall display or a class presentation</b> to other students about a <b>healthy balanced diet</b>.</p> <p>Students are encouraged to use the format which best suits their ability.</p>
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Cycle 1 Grades 4-5 P.E.Continuous Assessment: Project Breakdown and Marks

Grade	Scope	Weeks	Assessed Student Learning Outcomes	Project Breakdown and Marks	
4	Unit 1 pages () Fitness for Fun	4 Weeks	<p><b>Practical</b> Identifies the component of health-related fitness G4.3.1.4 Exhibits etiquette and adherence to rules in a variety of physical activities/sports G4.4.1.7 Works safely with peers and equipment in physical activity settings G4.4.1.6 Ensures to dress appropriately for the activity (correct sportswear and footwear) G4.4.1.3</p> <p><b>Project Worksheet</b> Examines the health benefits of participating in physical activity (total well being) G4.5.1.1</p>	<b>Measuring my own fitness ( /40)</b>	
				<b>Practical ( /20)</b>	<b>Project Worksheet ( /20)</b>
				The practical will consist of <b>participation</b> and <b>completion</b> in all <b>fitness tests</b>  Teachers should be continuously assessing these throughout the term	The format of the project worksheet (refer to G4-5 teacher resource pack) will be to <b>record all</b> their <b>fitness scores</b> and compare to normative data with teacher assistance
5	Unit 1 pages () Fitness for Fun	4 Weeks	<p><b>Practical</b> Participates in basic health and fitness assessment G5.3.1.7 Identifies skill related fitness G5.3.1.3 Differentiates between skill related and health related fitness G5.3.1.5 Identifies health-related fitness (aerobic and anaerobic) G5.3.1.4 Applies safety principles with age appropriate physical activities G5.4.1.3</p> <p><b>Project Worksheet</b> Identifies basic fitness assessments G5.3.1.8</p>	<b>Measuring my own fitness ( /40)</b>	
				<b>Practical ( /20)</b>	<b>Project Worksheet ( /20)</b>
				The practical will consist of <b>participation</b> and <b>completion</b> in all <b>fitness tests</b>  Teachers should be continuously assessing these throughout the term	The format of the project worksheet (refer to G4-5 teacher resource pack) will be to <b>record all</b> their <b>fitness scores</b> and compare to normative data with teacher assistance

Cycle 2 Grades 6-9 P.E. Continuous Assessment: Project Breakdown and Marks

Grade	Scope	Weeks	Assessed Student Learning Outcomes	Project Breakdown and Marks	
6	Unit 1 Fitness First	4 Weeks	<p><b>Practical</b> Participates in and understands the purpose of health and fitness assessments (wider range) G6.3.1.2 Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance G6.4.1.4</p> <p><b>Project Worksheet</b> Identifies major muscles used in selected physical activities G6.3.1.5 Identifies the components of skill-related fitness (co-ordination, reaction time and balance) G6.3.1.6 Differentiates between aerobic and anaerobic capacity, and between muscular strength and muscular endurance G6.3.1.8</p>	<b>Measuring my own fitness ( /40)</b>	
				<b>Practical ( /20)</b>	<b>Project Worksheet ( /20)</b>
				The practical will consist of <b>participation</b> and <b>completion</b> in all <b>fitness tests</b>  Teachers should be continuously assessing these throughout the term	The format of the project worksheet (refer to G6-9 teacher resource pack) will be to <b>record all their fitness scores</b> and compare to normative data with teacher assistance  Student will also be required to <b>identify components of strength</b> and <b>fitness</b> linked to <b>physical activity</b>
7	Unit 1 Fitness for Fun	4 Weeks	<p><b>Practical</b> Participates in and understands the purpose of health and fitness assessments (match assessment to component of fitness) G7.3.1.5 Independently uses physical activity and exercise equipment appropriately and safely G7.4.1.7</p> <p><b>Project Worksheet</b> Distinguishes between health- related and skill related fitness G7.3.1.6 Identifies what the RPE scale (rate of perceived exertion) is G7.3.1.12</p>	<b>Measuring my own fitness ( /40)</b>	
				<b>Practical ( /20)</b>	<b>Project Worksheet ( /20)</b>
				The practical will consist of <b>participation</b> and <b>completion</b> in all <b>fitness tests</b>  Teachers should be continuously assessing these throughout the term	The format of the project worksheet (refer to G6-9 teacher resource pack) will be to <b>record all their fitness scores</b> and compare to normative data with teacher assistance  Students will also be required to <b>identify components of health and fitness</b> and how to <b>monitor intensity</b>



Cycle 2 Grades 6-9 P.E. Continuous Assessment: Project Breakdown and Marks

8	Unit 1 Fitness Testing	4 weeks	<p><b>Practical</b> Participates in and understands the purpose of health and fitness assessments (identifies the components of fitness) G8.3.1.4 Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level G8.3.1.6 Designs and implements a warm up and cool-down plan for a self-selected physical activity G8.3.1.11</p> <p><b>Project Worksheet</b> Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level G8.3.1.6 Designs and implements a warm up and cool-down plan for a self-selected physical activity G8.3.1.11</p>	<b>Assessing participants health and fitness ( /40)</b>	
				<b>Practical ( /20)</b>	<b>Project Worksheet ( /20)</b>
				<p>The practical will consist of <b>participation and completion</b> of all <b>fitness tests</b> in a <b>team</b> to record results</p> <p>Teacher guidance can be used for setting up tests</p>	<p>The format of the project worksheet (refer to G6-9 teacher resource pack) will be for the students to <b>record all their fitness- testing results</b> and compare to normal data under teacher guidance</p> <p>Students will also be required to <b>describe effective warm up and cool down strategies</b></p>
9	Unit 1 Fitness Testing for Sports Performance	4 Weeks	<p><b>Practical</b> Participates in and understands the purpose of health and fitness assessments (describes the relationship between fitness assessments and components of fitness) (Practical) G9.3.1.7</p> <p><b>Project Worksheet</b> Describes the 5 components of health- related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health (Project worksheet) G9.5.1.1</p>	<b>Measuring my own fitness ( /40)</b>	
				<b>Practical ( /20)</b>	<b>Project Worksheet ( /20)</b>
				<p>The practical will consist of <b>participation and completion</b> in all <b>fitness tests</b></p> <p>Teachers should be continuously assessing these throughout the term</p>	<p>The format of the project worksheet (refer to G6-9 teacher resource pack) will be to <b>record all their fitness scores</b> and compare to normative data with teacher assistance</p> <p>Student will also be required to <b>identify components of fitness</b> linked to <b>physical activity and health.</b></p>

Cycle 2 Grades 10-12 P.E.Continuous Assessment: Project Breakdown and Marks

Grade	Scope	Weeks	Assessed Student Learning Outcomes	Project Breakdown and Marks	
10	Unit 1 Fitness Testing	4 Weeks	<p><b>Practical</b> Participates in and understands the purpose of fitness assessments G10.3.1.1 Identifies fitness tests to measure a variety of components of fitness G10.3.1. 2</p> <p><b>Project Worksheet</b> Identifies fitness tests to measure a variety of components of fitness G10. 3.1. 2</p>	<b>Delivering fitness tests for sports performance ( /40)</b>	
				<b>Practical ( /20)</b>	<b>Project Worksheet ( /20)</b>
				The practical will consist of the student's ability to <b>independently set up, deliver and record fitness testing</b> results for participants upon completion  Teachers should be continuously assessing these throughout the term	The format of the project worksheet (see G10-12 teacher resource pack) will be for students to <b>identify fitness tests</b> for chosen <b>sports</b> and <b>independently record</b> their fitness testing <b>results</b> for identified fitness tests.
11	Unit 1 Fitness Testing	4 Weeks	<p><b>Practical</b> Describes the fitness requirements for UAE National Service G11.3.1.9 Identifies fitness tests to measure a variety of components of fitness G11.3.1.12</p> <p><b>Project Worksheet</b> Describes the fitness requirements for UAE National Service G11.3.1.9 Develops a plan of actions and makes appropriate decisions based on that plan G11.3.1.1 Describes how physical activity can prepare for National Service G11.5.1.1</p>	<b>Delivering fitness tests for national service and sports performance ( /40)</b>	
				<b>Practical ( /20)</b>	<b>Project Worksheet ( /20)</b>
				The practical will consist of the student's ability to <b>independently identify, set up and deliver</b> a range of <b>fitness tests</b> suitable for <b>National Service</b> and <b>sports</b> performance  Teachers should be continuously assessing these throughout the term	The format of the project worksheet (see G10-12 teacher resource pack) will be for students to <b>detail and justify</b> their choice of identified <b>fitness tests</b> for <b>National Service</b> and <b>sports performance</b> and <b>record</b> all their fitness testing <b>results</b>
12	Unit 1 Fitness Testing	4 Weeks	<p><b>Practical</b> Participates in and understands the purpose of health and fitness assessments G12.3.1.1 Demonstrates appropriate fitness levels in preparation for national service G12.3.1.5</p> <p><b>Project Worksheet</b> Demonstrates appropriate fitness levels in preparation for national service G12.3.1.5</p>	<b>Delivering fitness tests for national service and sports performance ( /40)</b>	
				<b>Practical ( /20)</b>	<b>Project Worksheet ( /20)</b>
				The practical will consist of the student's ability to <b>independently identify, set up and deliver</b> a range of <b>fitness tests</b> suitable for <b>National Service</b> and <b>sports</b> performance  Teachers should be continuously assessing these throughout the term	The format of the project worksheet (see G11-12 teacher resource pack) will be for students to <b>detail and justify</b> their choice of identified <b>fitness tests</b> for <b>National Service</b> and <b>sports performance</b> and <b>record</b> all their fitness testing <b>results</b>



### 2.1.3. Essential Skills

To successfully complete the project, it is understood that there are supplemental skills not explicitly taught in the P.E. curriculum which the students will need to employ. Depending on the grade level and individual student ability, the degree to which each student can, independently or with support, demonstrate these skills will differ. Teachers are expected to use their professional judgement to gauge the level of support each student needs, with the goal being for a student to show progression from the beginning of the term to the end of the term and to fulfill the assessment criteria to the best of their ability.

- Communication
- Team Work
- Planning
- Evaluation (self and peer)
- ICT
- Knowledge attainment and recognition
- Practical skills
- Problem solving
- Personal health and fitness

The idea of developing essential skills is to improve students learning and performance skills which are integral to their own personal development

### 2.1.4. Assessment Criteria

Students will be assessed on the following assessment criteria over the course of the project:

**Knowledge:** Students can attain and present findings that demonstrate knowledge and understanding of the grade themes and related SLOs.

**Group Work:** Students can show that they can work effectively with teachers and peers, communicate effectively, actively listen, ask questions, share ideas and help others while working towards producing evidence of their knowledge and understanding.

**Problem Solving:** Students can identify and analyse a problem and create effective solutions for the problem. It is expected that during the instructional time while working to complete project requirements students will be challenged to use their knowledge of the subject as well as the guidance of their teachers to fulfill the project brief. Problem solving will be integral to the completion of the project.

**Task Completion and Participation:** Students can participate and complete a variety of individual and group practical and theory based activities.

**Evaluation:** Students evaluate their own and peer performance upon completion of a task. Evaluation and feedback is essential to support growth and improvement.



### 2.1.5. How to Assess the Project

**Knowledge:** Students must complete presentations or project worksheets related to student learning outcomes as evidence of understanding and learning of the subject. Completion of the presentations and project worksheets will enable teachers to assess the breadth of knowledge by each student.

Level of detail in presentations at **grades 1-3** via drawing, words or participation in role plays will indicate the depth of knowledge about the subject. At **grades 4-9** the level of detail and accuracy on the project worksheets linked to recording results and descriptions and explanations of sports fitness testing will indicate breadth of knowledge. At **grades 10-12** the ability to independently explain, analyse and produce accurate and detailed information linked to fitness testing will indicate student's breadth of knowledge and subsequent understanding of the subject.

At all times teachers have the option to ask further questions from the student (Q+A) if they are unsure with regards to students written or practical demonstration of a test or exercise so as to monitor student understanding. All questions and answers will be recorded on an **information recording document within the project worksheets** to support marks awarded.

**Group work:** Students will show their ability to work in groups either in collaboration with their teacher or within their peer group. Teachers will monitor and record within the project worksheets how students effectively communicate, share, actively listen and assist others during their sports and fitness projects for students across grades 1-12.

**Problem Solving:** Each project will involve different levels of problem solving. At **grades 1-3** problem solving will largely relate to as to how to present ideas under teacher guidance related to student outcomes. Teachers will task students in grade 1-3 with various roles and the student's application of the task will highlight their proficiency in any problems that occur. At grades 1-3 teachers will be able to record how well students responded to any problems that occurred.

At **grades 4-9** it will be upon the students to have further responsibility with regards to participating, completing and recording results linked to fitness testing. As such, the level of support required and the application to participate and produce results will indicate levels of proficiency in problem solving.

Project criteria at **grades 10-12** dictates that students can work independently and as such it will be upon students to successfully engage with peers and teachers in helping to resolve any problems that occur.

At grades 4-12 students will be able to self evaluate how they responded and dealt with problems in self evaluation sections contained within the project worksheets.

**Task Participation and Completion:** An integral part of any project is to participate and complete the assigned task. Teachers will award marks according to whether the students completed the task or not regardless of student outcome. Students can be awarded marks for partial task



completion; therefore, if a student misses part of the practical elements of the project due to absenteeism marks should be awarded for what has been completed rather than what has not. If a student has official mitigating circumstances that prevent them from participating in practical activities then the school management should be notified and official documentation must be presented. Officially excused absence reasons are determined by the Ministry of Education. It is the responsibility of the teacher to report consistently absent students to their school leadership to preempt situations occurring where students have not completed the CA portion of their assessment.

**Evaluation:** Part of the assessment framework is self and peer evaluation. Self evaluation allows students to reflect upon completion of tasks and consider any strengths and weaknesses with regards to practical and theoretical elements of the physical education project. Thus, students will receive marks with regards to their level of self-evaluation, analysis and progression. Subsequently this can improve marks for students who recognise mistakes and make note of future possible solutions. At **grades 1-3** this can be with discussion with the teacher and via pictures and symbols that will be embedded into the project worksheets to help grades 1-3 students reflect how they felt about a task. **At grades 4-12** the project worksheets will contain sections for students to record their own self-evaluation about parts of the project. The evaluation and feedback cycle should be continuous aspect of assessment rather than summative and will allow teachers and students to measure their current level and ongoing progression. It will fall to the teachers professional judgement to provide a final mark bases on this ongoing evaluation process. Teachers are encouraged to support this by using their own notes and records to track student progress.

### 2.1.5. Evidence for the Project

To assess the project effectively it is vital that any documents used to create the projects are submitted as evidence towards the overall mark. This may include planning documents; ICT printouts, pictures or links to resources such as websites that have helped students plan and create projects. It is important to note that the projects have been designed to enable students who struggle to effectively communicate in spoken or written English to demonstrate their understanding and knowledge via other mediums such as posters and practical demonstrations. The use of English wherever possible to the utmost of the student's ability is imperative to build these second language skills. Other evidence can be in the form of videos, interviews and pictures where appropriate. Teachers are encouraged to support students into finding new ways to present evidence linked to application of wider learning.

### 2.1.7. Grading the Project Using the Rubric

A rubric is a document that contains set criteria to measure student performance linked to practical and theoretical components of the physical education curriculum. Below are the physical education rubrics for grades 1-3, 4-9 and 10-12. The grade specific rubric as follows will be contained within each project resource pack:

P.E. Grades 1-3 Project Marking Rubric

Assessment criteria	Level 1	Level 2	Level 3
	1-4 marks	5-7 marks	8-10 marks
<b>Knowledge</b>			
Presents information that shows clear understanding of the topic with teacher assistance	The project displays a <b>basic understanding</b> of the knowledge from the student learning outcomes and objectives	The project evidences the student <b>understands most of the key principles</b> linked to the student learning outcomes and objectives	The project shows <b>strong understanding</b> of the knowledge required based on the student learning outcomes
<b>Groupwork</b>			
Shows clear ability to work with teacher and as part of a team, asking questions, actively listening and helping others	The student has <b>minimal engagement</b> with the teacher and other students when working together	The student <b>works well</b> with the teacher and/or others frequently <b>to achieve a desired outcome</b>	The student <b>consistently works well</b> with the teacher and other students, <b>actively engaged, listening and helping</b> others to achieve the desired outcomes linked to student learning objectives
<b>Problem Solving</b>			
Works well within teacher designated role and actively communicates to help resolve problems	The student displays a <b>basic ability to follow instructions</b> when working <b>to resolve problems</b> under teacher assistance	The student <b>usually attempts to resolve</b> problems with practical solutions under teacher assistance	The <b>student consistently shows</b> good <b>problem-solving skills</b> under teacher assistance
<b>Task Participation and Completion</b>			
Completes teacher set tasks and actively participates in practical and theoretical lessons	The student has a <b>minimal</b> level of task <b>participation and partial completion</b> based upon theoretical and practical student learning outcomes	The student <b>participates</b> and <b>completes</b> tasks <b>most of the time</b> based upon student learning outcomes	The student consistently participates in tasks and always completes to a good standard in theoretical and practical activities based on student learning outcomes
<b>Evaluation</b>			
Evaluates performance with teacher assistance	The student <b>rarely or infrequently</b> succeeds in self-evaluation even with teacher assistance	The student <b>often</b> works well with teacher assistance to evaluate their performance	The student shows strong <b>practice</b> and <b>understanding of evaluation skills</b> with teacher assistance

P.E. Grades 4-9 Project Marking Rubric

Assessment criteria	Level 1	Level 2	Level 3
	1-4 marks	5-7 marks	8-10 marks
<b>Knowledge</b>			
Presents information that shows clear understanding of the topic with teacher assistance	The project identifies <b>some</b> of the <b>correct knowledge</b> based on the student learning outcomes but has <b>missed</b> some <b>key information</b>	The project <b>describes most</b> of the <b>key knowledge</b> linked to the student learning outcomes	The project <b>effectively describes</b> and <b>explains all</b> of the <b>key knowledge</b> linked to the student learning outcomes
<b>Groupwork</b>			
Shows clear ability to work with teacher and as part of a team, asking questions, actively listening and helping others	The student has <b>minimal engagement</b> with the teacher and student peers when working in a group during theory and practical lessons	The student has a reasonable level of participation with the teacher and other student during group work to achieve a desired outcome	The student is consistently an active member of the group working well with the teachers and student peers
<b>Problem Solving</b>			
Works well within teacher designated role and actively communicates to help resolve problems	The student shows a fair ability to work on problems under teacher guidance	The student makes a good attempt to resolve problems with practical solutions under teacher guidance	The student consistently works well to resolve problems under teacher guidance
<b>Task Participation and Completion</b>			
Completes teacher set tasks and actively participates in practical and theoretical lessons	The student has a minimal level of task participation and completion linked to theoretical and practical student learning outcomes	The student regularly participates and completes tasks to a fair standard linked to theoretical and practical lessons	The student consistently participates and completes tasks to a good standard linked to theoretical and practical lessons
<b>Evaluation</b>			
Evaluates performance with teacher assistance	The student has a minimal level of student evaluation under teacher guidance	The students work well under teacher guidance to self-evaluate their performance	The student shows strong understanding of self-evaluation skills with teacher guidance

P.E. Grades 10-12 Project Marking Rubric

Assessment criteria	Level 1	Level 2	Level 3
	1-4 marks	5-7 marks	8-10 marks
<b>Knowledge</b>			
Independently presents and explains information that shows clear understanding of the topic	Student presents limited ability to work independently to present key knowledge linked to student learning outcomes	Students has independently presented most knowledge correctly linked to student learning outcomes	Students has independently produced an exemplary project based on all of the key knowledge linked to the student learning outcomes
<b>Groupwork</b>			
Shows clear ability to actively engage in group work by listening, cooperation and helping others	Student displays minimal ability to actively work with student peers	Student displays a reasonable level of interaction with members of a group linked to achieving desired student learning outcomes	Student is consistently an active member of the group, listening and supporting others to achieve desired student learning outcomes
<b>Problem Solving</b>			
Independently works well with student peers to form ideas to resolve problems	The student has minimal ability to work independently to resolve problems linked to student learning outcomes	Student independently works to achieve to solve problems with reasonable solutions linked to the student learning outcomes	Student independently solves problems with good solutions linked to the student learning outcomes
<b>Task Participation and Completion</b>			
Independently completes theoretical and practical tasks	The student displays minimal levels of task of participation and task completion in theoretical and practical activities linked to student learning outcomes	The students regularly participate and completes tasks in theoretical and practical activities linked to student learning outcomes with good application	The student consistently participates and completes tasks in theoretical and practical activities linked to student learning outcomes with advanced application
<b>Evaluation</b>			
Independently evaluates own performance and reflects on strengths and weaknesses	The student has a limited ability to independently evaluate their own performance linked to student learning outcomes	The student independently displays the ability to evaluate their own performance with good evaluation of performance	The student independently displays the ability to evaluate their own performance with advanced evaluation of performance and practical solutions





### 2.1.8. Project Marking Guidance

Assessment across all projects for grades 1-12 should be continuous. The teacher should use the rubric to continuously monitor student performance and provide feedback to students with regards to their application and progression during the projects.

The five assessment criteria on which students can be marked on are as follows:

- Knowledge
- Group work
- Problem Solving
- Task Participation and Completion
- Evaluation

There are 3 levels that the project can be graded against. Various levels allow for differentiation in student application (See levels at top of rubric).

- Level 1 (1-4 marks)
- Level 2 (5-7 marks)
- Level 3 (8-10 marks)

The teacher should work down from level 3 (8-10), if the student consistently achieves all the key points under the level descriptor then the student should be awarded the higher mark, however if they are inconsistent in achieving all key points or perhaps infrequently achieve one of the key points then the teacher may choose to lean towards the mid (9) to low mark (8) in that level. If the student fails to meet any of the key points under that level descriptor, then the teacher would move to level 2 (5-7) and repeat this process through to level 1 (1-4) until an accurate reflection of the students earned mark is reached.

#### **The guidance below is to assist with fair and consistent grading.**

All students should be marked fairly and consistently.

- Teachers should mark all students with the same approach
- Aim to give the student the opportunity to earn the highest mark possible, with adequate and timely feedback teachers are encouraged to enable students to progress so they may be awarded at a higher level. Further evidence from the student may be requested to support them in achieving to the utmost of their ability.
- Students must be awarded for what they can achieve rather than lose marks for what they cannot do.
- Teachers should be prepared to award zero marks if the students application or response is not worthy of any marks on the rubric



## 2.2. Pop Quizzes

Teachers are to administer pop quizzes orally at the designated teaching weeks 6 and 8 provided curriculum pacing is maintained. It is the responsibility of the teacher and school management to ensure all students receive the paper based pop quiz. The paper based pop quiz will be available for download through SharePoint under EMI Department-Subjects-(physical education and health)-Assessment contained in the link "Pop Quiz (1/2)".

The purpose of the pop quizzes is to identify common knowledge gaps amongst students of key terminology or critical theoretical information where students may need re-teaching or re-enforcement and support. It is the responsibility of the teacher to keep records of this information to assist with their classroom and student progress tracking. Each student must complete all the pop quizzes to be awarded the full pop quiz marks (5%) in SIS, if a student misses a pop quiz it will result in less marks being awarded for that section. An SIS calculation tool is available under EMI Department-Subjects-(physical education and health)-Assessment contained in the link "(physical education and health)\_T1\_Calculation\_Tool

## 2.3. End of Term Exam (EOT)

The content of the course and expected delivery will determine how many student learning outcomes (SLO) are covered each term. The EOT physical education exam will cover a range SLO's from each term linked to fitness and health and application of theory linked to the practical elements of the physical education curriculum.

This will be the first year that there is a physical education exam and it will take place in week 10. The exam day for physical education will be announced by ministerial decree along with the term test schedule for all other students to school principals through school operations. Thus, all students from the same grade will be assessed on the same day.

There are no scheduled make up exams or re-sits for Group B subjects in 2017-2018 academic year.

### 2.3.1. Test Specifications and Structure

The EOT will be a pen and paper exam for students across grades 1-12. Each paper will consist of grade appropriate task types which aim to assess the key theoretical knowledge of students at that grade level. The following is a breakdown of the task types students should expect to see.



Grades 1-5 ( / )			
Task Type	Instructions	Timing Guide	Total Marks
<b>True or False</b>	4 True or False statements with pictures to support	6 minutes	4-8 marks
<b>Match the key word to the picture</b>	4-6 match the word. Students will be required to match key words/phrases to pictures by entering letters in a box provided next to the picture which is a graphic representation for the key word	6-8 minutes	4-8 marks
<b>Circle the answer</b>	4-6 circle the answer. Students will be required to circle a key word or picture that is linked to a question from the SLO from term 1	6-8 minutes	4-8 marks
<b>Sentence completion</b>	Students will complete 4 sentences with key words, or missing terms.	6 -8 minutes	8 marks
<b>Short answer questions.</b>	4 short answer questions assessing SLOs specified by Term 1 assessment schedule.	6-8 minutes	8 marks

Grades 6-12 ( / )			
Task Type	Instructions	Timing Guide	Total Marks
<b>Multiple Choice Questions (MCQ)</b>	4 MCQ for the students to select one answer from A, B, C, D with graphics to support	5-8 minutes	4 marks
<b>Match the key word to subjects</b>	4-6 match the word. Students will be required to match key words to a subject by entering letters in a column or box under the subject heading.	6-8 minutes	4-8 marks
<b>Sentence completion</b>	Students will complete 4 sentences with key words, or missing terms	6-8 minutes	4-8 marks
<b>Short answer questions.</b>	4 short answer questions assessing SLOs specified by Term 1 assessment schedule.	6 -8 minutes	8 marks
<b>Comprehension response</b>	Students will be required to read a short text and answer questions that assess SLOs specified by Term 1	8-12 minutes	4-8 marks



	assessment schedule		
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Detailed test specifications will be made available on SharePoint under the Physical Health and Education assessment section.

### 2.3.2. Test Timings

For scheduling purposes within schools, one 45-minute period should be reserved for the end of term examination. The 30-minute timing is the maximum allowed for each paper. It is recommended that invigilators allow 5 minutes before beginning the examination to ensure all students are ready to start at the same time. Similarly, at the end of the testing period, invigilators should allow 5 minutes for the collection of papers.

### 2.3.3. Sample Paper

A sample paper will be released at least one week before the exam. The sample paper is not a mock exam but merely a guide to show the format and types of questions students will experience in the physical exam EOT. If teachers wish to make a mock exam then they are encouraged to do so to support students. Test specifications, sample papers and all other assessment guidance will all be made available through the physical education assessments section on SharePoint.

## 3. Recording and Reporting Results

Teachers are provided with continuous assessment project recording documents within the teacher's resource packs located on SharePoint – EMI Department – Physical Health and Education – Assessment to support the monitoring and progress tracking of their student body. Teachers may choose to use recording documents of their own design.

## 4. Student Information System (SIS)

The SIS requires both a CA and EOT mark entry. Both the CA and EOT column in SIS are programmed to accept a mark out of 100 to be entered for each student. To ensure the marks per student are calculated correctly, the teacher must use the Calculation Tool located in SharePoint under the Physical Health and Education assessment section. The calculation tool will automatically calculate the student project mark and pop quiz completion as marks out of 100. Likewise, the calculation tool will automatically calculate the student EOT mark out of 100. It is imperative, teachers keep accurate records and use the calculation tool to ensure students receive



the full termly mark they earned. Teachers are encouraged to complete data entry before the last week in November and to ensure they are fully informed by their school leadership of any SIS data entry deadlines received through Ministry School Operations.

## 5. Assessment Weighting

What follows is a breakdown of the assessment weighting for students in G1-12 P.E. as per the Ministry of Education assessment policy for Group B subjects in the 2017-2018 academic year.

Annual Assessment Weighting				
Grade	Term	CA	EOT	Weight
1-12	1	25%	10%	35%
	2	20%	10%	30%
	3	25%	10%	35%
Total =				100%

Term Assessment Weighting				
Term 1				Total Weight
Continuous Assessment (CA)		End of Term (EOT)		
Assessment Tool	CA Weight %	Assessment Tool	EOT Weight %	100
Project	65	Exam	30	
Pop Quiz	5			
<b>Total</b>	<b>70</b>		<b>30</b>	