

# ASSESSMENT RUBRIC: HOW DID I GO?

## HEALTH AND PHYSICAL EDUCATION YEARS 3 AND 4 ACHIEVEMENT STANDARD (AUSTRALIAN CURRICULUM)

By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations.

Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe

the connections they have to their community and identify resources available locally to support their health, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.

They refine fundamental movement skills and movement concepts and strategies in different physical activities and solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.



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Rate yourself for this unit by ticking one of the columns for each statement. Ask your teacher to do the same. Are there differences? Similarities? Talk to your teacher about them.

STATEMENT	EXCELLENT		VERY GOOD		GOOD		DEVELOPING	
	ME	TEACHER	ME	TEACHER	ME	TEACHER	ME	TEACHER
<b>MY CHALLENGES...</b>								
<b>OUR PLAYBOOK PRESENTATION...</b>								
I was well prepared and knew my role.								
I looked at the audience as I was speaking.								
I spoke at a good pace - not too slow or not too fast.								
I used expression and modulated my voice to make my point.								
I used visual aids to enhance my presentation e.g. playbook, PowerPoint/Keynote, images etc.								
<b>KNOWING OUR HEROES...</b>								
I can research those from our community who are regarded as 'heroes'.								
I can discuss and justify my 'hero' choices.								
I can identify and select written and visual text about our 'hero' choices.								
<b>KNOWING ABOUT GOOD NUTRITION AND FOOTBALL...</b>								
I can investigate a range of cultural dishes.								
I can use Australian Guide to Healthy Eating Food Plate to decide which dishes are most nutritious.								
I understand the relationship between food and energy.								
I can compare what I have eaten with the Australian Guide to Healthy Eating Food Plate.								
I can set up and run a football activity.								
I can self-correct, correct others and accept correction by my peers when fulfilling my activity role.								
I have learnt the basic football skills that I need to show others.								
I can apply instructions learnt to show others a football activity.								
<b>WORKING WITH OTHERS...</b>								
I can show respect to others by allowing them to contribute to discussions and listening to their ideas.								
I can participate in and contribute to discussions.								
I can clarify my understanding by asking questions.								
I can plan, rehearse and deliver a presentation with my team.								
I can express an opinion and justify my ideas.								