

Prep Year to Year 2 Health and Physical Education

Australian Curriculum in Queensland — assessment and reporting advice and guidelines

July 2015

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1 Assessment

This document includes:

Curriculum requirements	Advice, guidelines and resources
Achievement standards	Standards elaborations on a five-point scale
	Assessment advice and guidelines
	Reporting advice and guidelines
Requirements are taken directly from the Australian Curriculum: Health and Physical Education developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This material is presented in blue text . Links to Australian Curriculum support materials are also provided where appropriate.	Advice, guidelines and resources are based on the Australian Curriculum band level descriptions and organisation sections. They have been developed by the Queensland Curriculum and Assessment Authority (QCAA) to assist teachers in their planning and assessment and include links to Queensland-developed supporting resources and templates.

Assessment is an integral part of teaching and learning. It is the purposeful collection of evidence about children's achievements. An awareness of what learning is assessed and how it is assessed helps both children and parents/carers develop an understanding of what is valued and where to focus attention.

Assessment is used for a variety of purposes, but its most important use is in supporting children's learning.

Sufficient and suitable evidence is collected to enable fair judgments to be made about children's learning. Once the evidence is collected and analysed, it is summarised and presented in ways that are meaningful and useful to:

- help children achieve the highest standards they can
- promote, assist and improve teaching and learning
- build a shared understanding of the qualities of children's work and communicate meaningful information about children's progress and achievements to children, teachers, parents/carers and the system.

Principles of assessment for schools to use as a basis for local decisions about specific approaches to assessment are provided in [Appendix 1: Principles of assessment](#).

[Assessment of the Australian Curriculum: Health and Physical Education \(F–10\) takes place for different purposes, including:](#)

- [ongoing formative assessment to monitor learning and provide feedback to teachers to enhance their teaching, and for students to improve their learning](#)
- [summative assessment to assist schools in reporting the progress and achievement of students to parents and carers.](#)

[Teachers use the achievement standards during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.](#)

1.1 Standards-based assessment

The Australian Curriculum is standards-based.

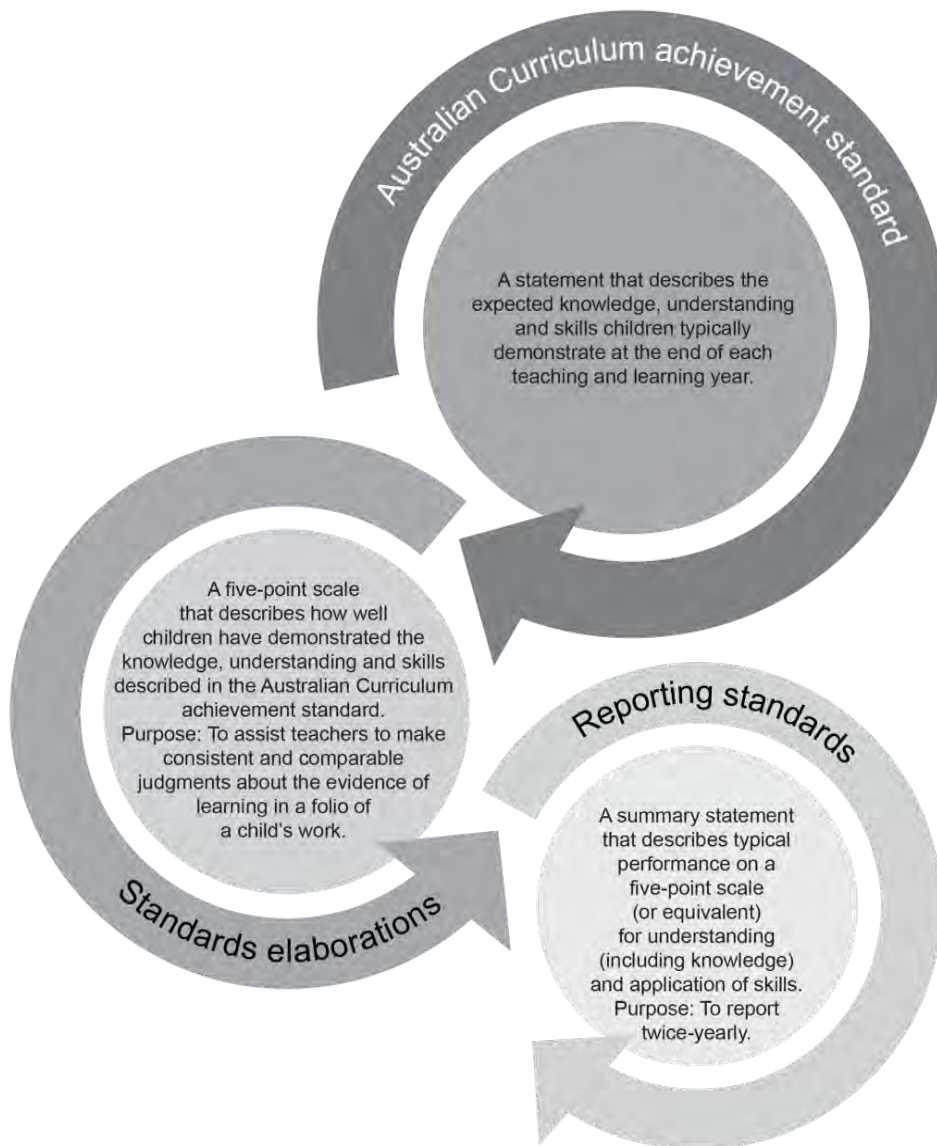
Teacher judgment is guided by achievement standards that are fixed reference points used to describe what is valued as important for young people to know, understand and do. The standards describe the expected qualities of children’s work and give a common frame of reference and a shared language to describe children’s achievement.

Standards-based assessment is an integral part of the teaching and learning process that is planned and ongoing.

The diagram below shows the relationship between the Australian Curriculum achievement standard, standard elaborations and the reporting standards.

1.1.1 Applying the Australian Curriculum achievement standards

Figure 1: The relationship between the Australian Curriculum achievement standard, standard elaborations and the reporting standards



1.1.2 Achievement standard

The Australian Curriculum achievement standards are the **mandatory aspects** of the Australian Curriculum for schools to implement. They are organised under two dimensions **understanding** and **skills** and describe a broad sequence of expected learning across P–10.

The achievement standard should be read in conjunction with the content descriptions which are available from: www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10.

The achievement standards describe expected student learning at each band level. They emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students.

Teachers use the achievement standards during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

Table 1: The Australian Curriculum achievement standard

Dimension	What children are expected to know and do	
	By the end of Prep ¹ Year	By the end of Year 2
Understanding <i>the concepts underpinning and connecting knowledge in a learning area and the ability to appropriately select and apply knowledge to solve problems in that learning area</i>	Students recognise how they are growing and changing. They identify and describe the different emotions people experience. They recognise actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement	Students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities . They recognise how emotional responses impact on others' feelings. They examine messages related to health decisions and describe actions that help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.
Skills <i>the specific techniques, strategies and processes in a learning area</i>	Students use personal and social skills to include others in a range of activities. They demonstrate , with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.	Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges . They perform movement sequences that incorporate the elements of movement.

¹ Prep Year in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June.

1.1.3 Standard elaborations

The Health and Physical Education (H&PE) standard elaborations provide a basis for judging how well children have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard. It is a resource to assist teachers to make consistent and comparable evidence-based AP to BA judgments.

The standard elaborations (SEs) use the two strands common to all Australian Curriculum: Health and Physical Education — Understanding and Skills. Within these, the SEs:

- identify the valued features of each Australian Curriculum learning area drawn from the achievement standard and the content descriptions
- describe the characteristics of children's work to assist teachers to make judgments about the evidence of learning in children's work.

The SEs should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant band.

Teachers can use the SEs to:

- match the evidence of learning in a folio or collection of children's work gathered over the reporting period to determine how well a child has achieved against the achievement standard on a five-point scale (see Section 2: [Reporting](#))
- inform the development of an assessment program and individual assessments (see Section 1.4: [Assessment folio](#))
- inform the development of task-specific standards (see Section 1.4: [Assessment folio](#) and Section 1.5 [Making judgments](#)).

The SEs have been developed using the Australian Curriculum achievement standard. In Queensland, the Australian Curriculum achievement standard represents a **Working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills.

The SEs promote:

- alignment of curriculum, assessment and reporting, connecting curriculum and evidence in assessment, so that what is assessed relates directly to what children have had the opportunity to learn
- continuity of skill development from one band to another.

Using the SEs

The valued features in the content descriptions and the achievement standards determine the structure of the SEs. (See [Figure 2: The structure of the H&PE standard elaborations for Prep Year](#) and [Figure 3: The structure of the H&PE standard elaborations for Years 1 and 2.](#)) The H&PE SEs for Prep Year and Year 1 and Year 2 are available from the QCAA website: www.qcaa.qld.edu.au/33889.html.

The QCAA have produced four short videos (available at www.qcaa.qld.edu.au/31525.html) which outline the purpose and use of the Australian Curriculum standards elaborations:

- Using the standards elaborations to assist in developing an assessment program
- Developing task-specific standards
- Making an on-balance judgment on an individual assessment
- Making an on-balance judgment on a folio of student work.

Figure 2: The structure of the H&PE standard elaborations for Prep Year

The **on-balance judgment** of how well the evidence in a folio of children’s work meets the standard.

Column 1

Two dimensions of the Australian Curriculum achievement standards.

Understanding: the concepts underpinning and connecting knowledge in a learning area related to a children’s ability to appropriately select and apply knowledge to solve problems in a learning area.

Skills: specific techniques, strategies and processes in a learning area.

Column 2

The valued features of Health and Physical Education drawn from the achievement standard and the content descriptions based on the practices of health and physical education organised as:

- Knowledge and understanding
- Performance and practical application.

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of children’s work has the following characteristics:						
Understanding and skills dimensions	Knowledge and understanding	identification and clear description of: • how they are growing and changing • actions that help them be healthy, safe and physically active	identification and description of: • how they are growing and changing • actions that help them be healthy, safe and physically active	identification of: • how they are growing and changing • actions that help them be healthy, safe and physically active	guided identification of: • how they are growing and changing • actions that help them be healthy, safe and physically active	directed identification of: • how they are growing and changing • actions that help them be healthy, safe and physically active
		identification and clear and informed description of the different emotions people experience	identification and informed description of the different emotions people experience	identification and description of the different emotions people experience	guided identification and description of the different emotions people experience	directed statements about the different emotions people experience
		identification and clear description of: • different settings where they can be active • how to move and play safely	identification and description of: • different settings where they can be active • how to move and play safely	identification of: • different settings where they can be active • how to move and play safely	guided identification of: • different settings where they can be active • how to move and play safely	directed identification of: • different settings where they can be active • how to move and play safely
	clear and informed description of how their body responds to movement	informed description of how their body responds to movement	description of how their body responds to movement	guided description of how their body responds to movement	directed statements about how their body responds to movement	
	Performance and practical application	purposeful use of personal and social skills to include others in a range of activities	effective use of personal and social skills to include others in a range of activities	use of personal and social skills to include others in a range of activities	guided use of personal and social skills to include others in a range of activities	directed use of personal and social skills to include others in a range of activities
		purposeful demonstration, with guidance, of practices and protective behaviours to keep themselves safe and healthy in different activities	effective demonstration, with guidance, of practices and protective behaviours to keep themselves safe and healthy in different activities	demonstration, with guidance, of practices and protective behaviours to keep themselves safe and healthy in different activities	demonstration, with guidance, of aspects of practices and protective behaviours to keep themselves safe and healthy in different activities	demonstration, with guidance, of how to keep themselves safe and healthy in different activities
		purposeful performance of fundamental movement skills	effective performance of fundamental movement skills	performance of fundamental movement skills	guided performance of fundamental movement skills	directed performance of fundamental movement skills
		purposeful solutions to movement challenges.	effective solutions to movement challenges.	solutions to movement challenges.	guided solutions to movement challenges.	directed solutions to movement challenges.

Discernible differences or degrees of quality associated with levels of achievement in children’s work on which judgments are made.

Figure 3: The structure of the H&PE standard elaborations for Years 1 and 2

The **on-balance judgment** of how well the evidence in a folio of children's work meets the standard.

Column 1

Two dimensions of the Australian Curriculum achievement standards.

Understanding: the concepts underpinning and connecting knowledge in a learning area related to a children's ability to appropriately select and apply knowledge to solve problems in a learning area.

Skills: specific techniques, strategies and processes in a learning area.

Column 2

The valued features of Health and Physical Education drawn from the achievement standard and the content descriptions based on the practices of health and physical education organised as:

- Knowledge and understanding
- Investigation
- Performance and practical application.

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)	
The folio of children's work has the following characteristics:							
Understanding and skills dimensions	Knowledge and understanding	clear and informed description of changes that occur as they grow older	informed description of changes that occur as they grow older	description of changes that occur as they grow older	guided description of changes that occur as they grow older	directed statements about changes that occur as they grow older	
		identification and clear description of diversity and how it contributes to identities	identification and description of diversity and how it contributes to identities	identification of diversity and how it contributes to identities	guided identification of diversity and how it contributes to identities	directed identification of diversity and identities	
		clear and informed description and informed of how emotional responses impact on others' feelings	informed description of how emotional responses impact on others' feelings	description of how emotional responses impact on others' feelings	guided description of how emotional responses impact on others' feelings	directed statements about of emotional responses impact on others' feelings	
		identification and clear description of areas where they can be active and explanation of how the body reacts to different physical activities	identification and description of areas where they can be active and how the body reacts to different physical activities	identification of areas where they can be active and how the body reacts to different physical activities	guided identification of areas where they can be active and how the body reacts to different physical activities	directed identification of areas where they can be active and how the body reacts to different physical activities	
		clear and informed examination of messages related to health decisions	informed examination of messages related to health decisions	examination of messages related to health decisions	guided examination of messages related to health decisions	directed statements about given messages related to health decisions	
		clear and informed description of actions that help keep themselves and others healthy, safe and physically active	informed description of actions that help keep themselves and others healthy, safe and physically active	description of actions that help keep themselves and others healthy, safe and physically active	guided description of actions that help keep themselves and others healthy, safe and physically active	directed statements of actions that help keep themselves and others healthy, safe and physically active	
	Investigation	considered selection and application of strategies to keep themselves healthy and are able to ask for help with tasks or problems	informed selection and application of strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems	selection and application of strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems	guided selection and application of strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems	directed selection and application of strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems	
		Performance and practical application	purposeful demonstration of positive ways to interact with others	effective demonstration of positive ways to interact with others	demonstration of positive ways to interact with others	guided demonstration of positive ways to interact with others	directed use of positive ways to interact with others
			purposeful demonstration of fundamental movement skills in different movement situations	effective demonstration of fundamental movement skills in different movement situations	demonstration of fundamental movement skills in different movement situations	guided demonstration of fundamental movement skills in different movement situations	directed use of fundamental movement skills
			purposeful testing of alternatives to solve movement challenges	effective testing of alternatives to solve movement challenges	testing of alternatives to solve movement challenges	guided testing of alternatives to solve movement challenges	directed use of alternatives to solve movement challenges
			purposeful performance of movement sequences that incorporate the elements of movement.	effective performance of movement sequences that incorporate the elements of movement.	performance of movement sequences that incorporate the elements of movement.	guided performance of movement sequences that incorporate the elements of movement.	directed performance of movement sequences that incorporate the elements of movement.

Discernible differences or degrees of quality associated with levels of achievement in children's work on which judgments are made.

1.2 School-based assessment

School-based assessment involves individual teachers or groups of teachers making informed decisions about what evidence of learning will be collected at suitable intervals as part of the teaching and learning program.

School-based assessment puts teachers' professional knowledge and practice at the centre of aligning what is taught, how it is taught, how children's learning is assessed and how learning is reported.

1.3 Developing an assessment program

An assessment program is planned at the same time as the teaching and learning program and is developed using the achievement standard and the content descriptions.

A planned assessment program will:

- guide and support targeted teaching and learning
- ensure children have opportunities to demonstrate the depth and breadth of their learning in all aspects of the achievement standard
- provide regular feedback to children about how they can improve their learning
- clarify future teaching and learning needs
- ensure teachers have sufficient evidence of learning to make defensible on-balance judgments about the quality of children's work against the standard.

The assessment program includes:

- a range and balance of assessment categories, techniques and conditions appropriate for the learning area, the year level, the school context and the children's cohort
- opportunities for children to become familiar with the assessment techniques and for teachers to monitor children's achievement and provide feedback to children.

Table 2: Relationship between types and purposes of assessment

Types of assessment	Purposes of assessment
<p>Diagnostic assessment</p> <p>Provides opportunities to use assessment to determine the nature of children's learning as a basis for providing feedback or intervention, e.g. literacy and numeracy indicators</p>	<p>Assessment for learning</p> <p>Enables teachers to use information about children's progress to inform their teaching, e.g. using feedback from a previous unit to inform learning in the current unit</p>
<p>Formative assessment</p> <p>Focuses on monitoring to improve children's learning, e.g. practising an assessment technique</p>	<p>Assessment as learning</p> <p>Enables children to reflect on and monitor their own progress to inform their future learning goals, e.g. opportunities to reflect on an inquiry process</p>
<p>Summative assessment</p> <p>Indicates standards achieved at particular points for reporting purposes, e.g. an assessment that contributes to a reported result</p>	<p>Assessment of learning</p> <p>Assists teachers to use evidence of children's learning to assess children's achievement against standards, e.g. the assessments contained in the targeted folio for reporting</p>

1.4 Assessment folio

The planned assessment program specifies the evidence of learning that is summative assessment or assessment of learning and when it will be collected. This collection of children's responses to assessments makes up a targeted assessment folio.

The targeted assessment folio contains sufficient evidence of learning on which to make a defensible on-balance judgment AP to BA (or equivalent five-point scale) about how well the evidence of children's learning matches the standard for the reporting period.

For advice, see Section 2.2 [Making an on-balance judgment on a folio](#) and the video *Using the standards elaborations to assist in developing an assessment program* available at: www.qcaa.qld.edu.au/31525.html.

A Prep² Year to Year 2 H&PE assessment folio includes children's responses that demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understandings and skills in the content and achievement standard.

Table 3: Range and balance

Range		Balance
Range is informed by:	and	balance is achieved by including:
<ul style="list-style-type: none"> • content descriptions 		<ul style="list-style-type: none"> • all aspects of the curriculum content across the two strands — Knowledge and understanding and Processes and production skills
<ul style="list-style-type: none"> • categories of response (Section 1.4.1): <ul style="list-style-type: none"> – written – spoken/signed – multimodal 		<ul style="list-style-type: none"> • all aspects of the Australian Curriculum achievement standard
<ul style="list-style-type: none"> • assessment techniques (Section: 1.4.1): <ul style="list-style-type: none"> – guided research – physical performance – collection of work 		<ul style="list-style-type: none"> • a variety of categories of response, assessment techniques and conditions.
<ul style="list-style-type: none"> • assessment conditions (Section 1.4.2): <ul style="list-style-type: none"> – supervised – open. 		

² Prep Year in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June.

1.4.1 Assessment techniques, assessment tasks/formats and categories of response

The following tables provide information and examples about assessment techniques, tasks/formats and categories of response for developing a range and balance within an assessment program. The techniques, task/formats and categories of response used should consider the age and capacity of the child. [Appendix 4](#): Glossary provides a glossary of terms used throughout the assessment techniques.

Table 4: Assessment techniques, tasks/formats and categories of response

Technique: Physical performance	Technique: Guided research	Technique: Collection of work
To assess children's authentic, physical responses to the demands of physical activity.	To assess children's abilities to collect, analyse and draw conclusions about data/information.	To assess children's responses to a series of focused tasks, within a single or cohesive context.
Description		
<ul style="list-style-type: none"> Physical performances enable children to demonstrate their creative input and the application of technical skill in solving a movement challenge. In a P to 2 context, children use and refine fundamental movement skills and movement concepts and strategies in a range of authentic contexts to solve movement challenges. 	<ul style="list-style-type: none"> Guided research requires children to locate and use information that goes beyond the information they have been given and the knowledge they currently have. In a P to 2 context, research is guided and involves children and teachers collaborating to gather and record information. Providing scaffolding materials, e.g. graphic organisers, assists children in this process. In Years 1 and 2 children are required to explore some inquiry skills, such as examining health messages.³ 	<ul style="list-style-type: none"> A collection of work consists of children's responses to a small number of short tasks, conducted in class over a series of lessons. In a P to 2 context, teachers guide and collaborate with children to make the requirements of each task explicit.

Continues over page

³ See [Appendix 3](#): A critical inquiry approach for a critical inquiry approach that may be used with Years 1 and 2.

Technique: Physical performance	Technique: Guided research	Technique: Collection of work
Format		
<p>Examples of physical performance formats may include:</p> <ul style="list-style-type: none"> • following rules during partner, small group and whole class games • demonstrating movement skills during a variety of physical activities • performing movement sequences based in authentic contexts • testing (through trial and error) and applying strategies to solve movement challenges individually or in groups 	<p>Examples of guided research formats may include:</p> <ul style="list-style-type: none"> • roleplays • picture diaries • simple⁴ oral reports • simple written texts <ul style="list-style-type: none"> - descriptions - instructions - explanations - reports • podcasts • multimodal presentations • digital presentations using ICTs, e.g. PowerPoint, iPad applications 	<p>Examples of collection of work formats may include:</p> <ul style="list-style-type: none"> • visual descriptions and/or explanations <ul style="list-style-type: none"> - categorised pictures - annotated drawings - photographs - 3D models • simple records of data from practical activities <ul style="list-style-type: none"> - tallies - tables - graphs • visual representations of a process <ul style="list-style-type: none"> - flowcharts - diagrams • short oral and/or written responses to a stimulus • short oral and/or written texts about practical activities
Categories of response		
Responses can be physical, written, spoken/signed or multimodal (integrate visual, print and/or audio features).		

⁴ Simple: involving few elements, components or steps; obvious data or outcomes

Recording devices to gather evidence

Observation records allow teachers to record evidence of children's learning in a range of contexts. In Prep Year to Year 2, observation records may be particularly useful in enabling teachers to document the understanding and skills children demonstrate through the assessment techniques listed in [Table 4](#). Additionally, observation records may be used to record evidence that children are only capable of demonstrating physically or verbally. Observation records may be digital and/or written. Example formats may include:

- teacher annotation of children's work samples
- anecdotal records/note-taking of observed behaviours
- whole class, small group and individual questioning
- informal and/or guided discussions with children about their work
- understanding and skills checklists.

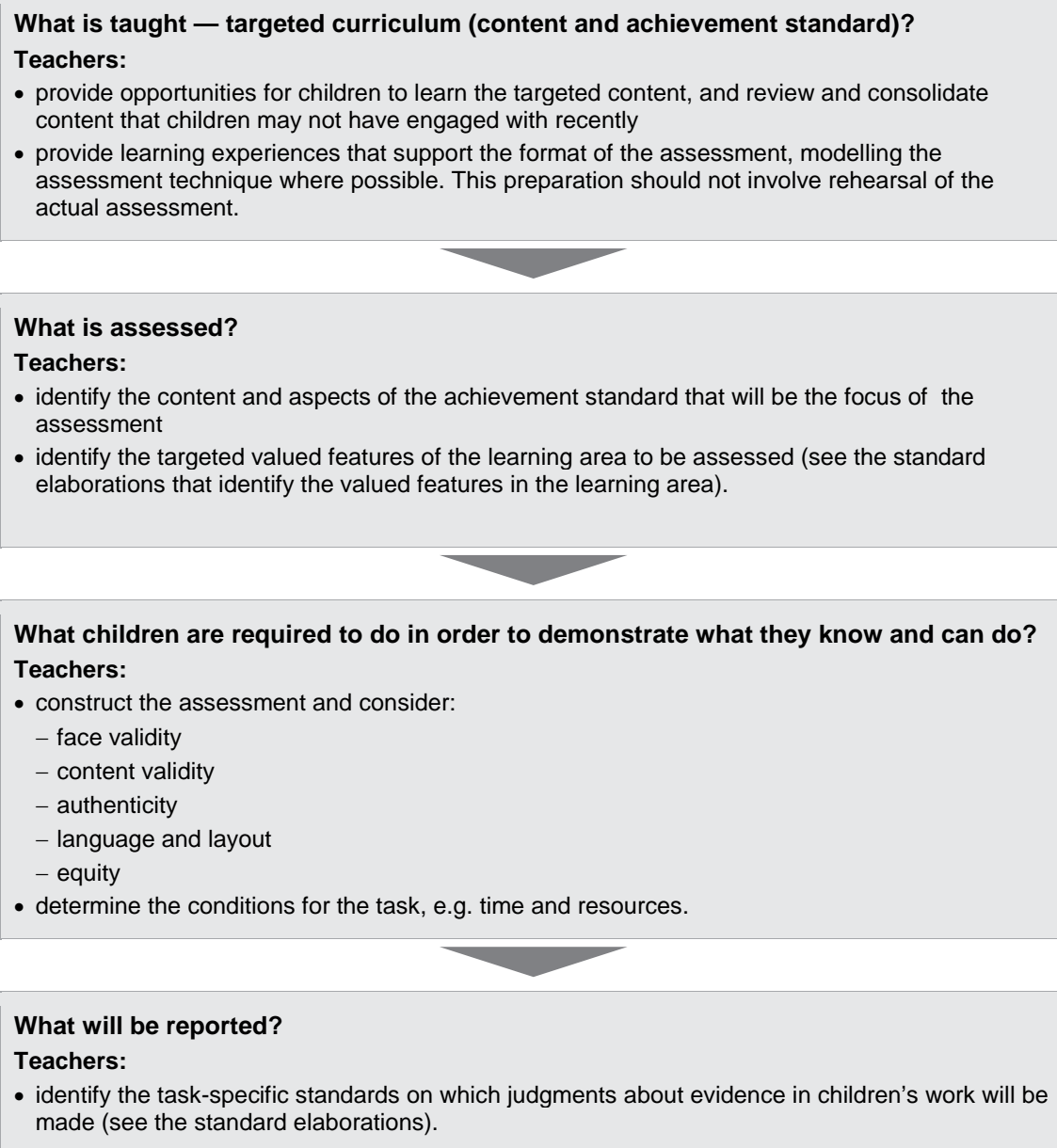
1.4.2 Assessment conditions

In Prep Year to Year 2, teachers consider the context of the task and the year level of the children to make decisions about the length of time and conditions under which assessment tasks are conducted. There are no prescribed times or lengths for tasks in Prep Year to Year 2. The length of responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement. Physical performances are to be observed on a number of occasions throughout a unit of work and judgments relating to the quality of performance made iteratively.

1.4.3 Developing assessments

When developing assessment, teachers construct assessments that show the alignment between what has been taught (curriculum), how it is taught (pedagogy), how children are assessed and how the learning is reported. [Figure 4](#) shows the process of alignment.

Figure 4: Aligning assessment



‘Working the assessment’ to confirm the alignment

The following characteristics of effective assessment can be used to assist and support schools with reviewing and evaluating their assessments.

Figure 5: Assessment evaluation using the characteristics of effective assessment

Check the assessment for:	
<p>Face validity The extent to which an assessment appears to assess (on face value) what it intends to assess.</p>	<ul style="list-style-type: none"> Identify the specific content descriptions and aspects of the achievement standard being assessed to determine what is being assessed. Consider whether children's responses to the assessment will provide evidence of learning for the intended curriculum.
<p>Content validity The extent to which the assessment measures what it claims to measure (either the subject-matter content or behaviour).</p>	<ul style="list-style-type: none"> Review the assessment to determine what is valued in the assessment. Check that it is clear what children are expected to know and be able to do to complete this assessment. Ensure children will be able to demonstrate the full range of standards AP to BA in their responses to the assessment. For example, does the assessment require sufficient depth and breadth of the targeted knowledge, understanding and skills? Does it encourage children to demonstrate a range of thinking skills? Use the standard elaborations to confirm that the assessment provides opportunities for children to demonstrate their achievement in particular targeted aspects of the curriculum content and achievement standard.
<p>Authenticity The extent to which children will find the assessment engaging.</p>	<ul style="list-style-type: none"> Use an appropriate and meaningful context to engage children. Ensure the assessment is pitched appropriately for the year level.
<p>Language and layout The extent to which the assessment clearly communicates to children what is needed for producing their best performance.</p>	<ul style="list-style-type: none"> Identify specific terms children are required to know and consider whether children are likely to understand the terms or not. Check the level of language required to interpret the assessment and consider how well children will be able to understand what the assessment requires them to do. Consider the clarity of the instructions, cues, format, diagrams, illustrations and graphics and how well they assist children to understand what they are required to do.
<p>Equity The extent to which the assessment provides opportunities for all children to demonstrate what they know and can do.</p>	<ul style="list-style-type: none"> Check for any cultural, gender or social references and stereotypes. List aspects of the task that might need adjusting for verified children (see Appendix 2: Educational equity). Note that adjustments to the task should not impact on judgments made about children's achievement.

Additional resources:

- Designing good assessment (video): www.qcaa.qld.edu.au/19788.html
- Assessment instrument — multiple-choice responses:
www.qcaa.qld.edu.au/downloads/p_10/as_ai_multiple_choice.docx
- Scaffolding — supporting student performance:
www.qcaa.qld.edu.au/downloads/p_10/as_scaffolding.docx
- Thinking like an assessor vs. activity designer:
www.qcaa.qld.edu.au/downloads/p_10/as_assessor_vs_designer.docx.

1.5 Making judgments

When making judgments about the evidence in children's work, teachers are advised to use task-specific standards. Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the child's response to the standards
- a focal point for discussing children's responses
- a tool to help provide feedback to children.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
- specifies particular targeted aspects of the curriculum content and achievement standard — the alignment between the valued feature, the task-specific descriptor and the assessment must be obvious and strong
- clarifies the curriculum expectations for learning at each of the five grades (AP to BA) and shows the connections between what children are expected to know and do, and how their responses will be judged
- allows teachers to make consistent and comparable on-balance judgments about children's work by matching the qualities of children's responses with the descriptors
- supports evidence-based discussions to help children gain a better understanding of how they can critique their own responses and achievements and identify the qualities needed to improve
- increases the likelihood of children communicating confidently about their achievement with teachers and parents/carers and asking relevant questions about their own progress
- encourages and provides the basis for conversations among teachers, children and parents/carers about the quality of children's work and curriculum expectations and related standards.

The standard elaborations (Section 1.1.3) are a resource that can be used to inform the development of task-specific standards.

See the short videos:

- Developing task-specific standards
- Making an on-balance judgment on an individual assessment.

These videos are available at: www.qcaa.qld.edu.au/31525.html.

Task-specific standards can be prepared as a matrix or continua. Templates are available with features shown for all year levels and teachers select the relevant year:

- Continua:
www.qcaa.qld.edu.au/downloads/p_10/ac_hpe_tss_continua.dotx
- Matrix:
www.qcaa.qld.edu.au/downloads/p_10/ac_hpe_tss_matrix.dotx.

1.6 Using feedback

Feedback is defined as the process of seeking and interpreting evidence for use by children and their teachers to decide where the children are in their learning, where they need to go and how best to get there.

Feedback gathered throughout the teaching and learning cycle informs future teaching learning and assessment. Its purpose is to recognise, encourage and improve children's learning.

Assessment feedback is most helpful if the specific elements of the content (knowledge, understanding and skills) are identified and specific suggestions are provided. The standard elaborations (Section 1.1.3) provide a resource for developing specific feedback to children about the valued features in the content and achievement standards.

Assessment alone will not contribute to improved learning. It is what teachers and children do with assessment and other available information that makes a difference.

2 Reporting

Schools are required to provide parents/carers with plain-language reports twice a year. In most schools, this takes place at the end of each semester. The report must:

- be readily understandable and give an accurate and objective assessment of the child’s progress and achievement
- include a judgment of the child’s achievement reported as AP, MC, WW, EX or BA (or equivalent five-point scale), clearly defined against the Australian Curriculum achievement standards.

2.1 Reporting standards

The reporting standards are summary statements that succinctly describe typical performance at each of the five levels (AP to BA) for the two dimensions of the Australian Curriculum achievement standards — understanding (including knowledge) and application of skills for the purpose of reporting twice-yearly.

Table 5: Reporting standards

Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The child applies the curriculum content and demonstrates a thorough understanding of the required knowledge. The child demonstrates a high level of skill that can be transferred to new situations.	The child makes connections using the curriculum content and demonstrates a clear understanding of the required knowledge. The child applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations.	The child can work with the curriculum content and demonstrates understanding of the required knowledge. The child applies skills in situations familiar to them.	The child is exploring the curriculum content and demonstrates understanding of aspects of the required knowledge. The child uses a varying level of skills in situations familiar to them.	The child is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required knowledge. The child is beginning to use skills in situations familiar to them.

The key purpose of reporting children’s achievement and progress is to improve children’s learning. The following principles underpin reporting school-based, standards-based assessment:

- alignment of teaching, learning, assessment and reporting: what is taught (curriculum) must inform how it is taught (pedagogy), how children are assessed (assessment) and how the learning is reported
- a collection of evidence or folio of children’s work: summative judgments for reporting purposes are based on a planned and targeted selection of evidence of children’s learning collected over the reporting period (see Section 1.4: [Assessment folio](#))
- on-balance judgments: professional decisions made by teachers about the overall quality of a child’s work in a range of assessments that best matches the valued features of a learning area described in the achievement standards at the time of reporting

- moderation: making consistent judgments about children’s achievements within and between schools occurs when teachers develop shared understandings of the curriculum content and achievement standards. Moderation provides children and their parents/carers with confidence that the awarded grades are an accurate judgment of achievement and that the report is meaningful, professional and consistent.

Children’s achievement is reported against the Australian Curriculum achievement standard for the year level they are taught.

Teachers make reasonable adjustments during the cycle of teaching, learning and assessment to support the learning of children with disabilities, e.g. adjustments to presentation, response, timing, scheduling and location. In most instances, the required curriculum content, achievement and reporting standards will be used for these children. (See [Appendix 2: Educational equity](#) for inclusive strategies.)

School sectors and schools make decisions following negotiation with parents/carers about the provision of modified or accelerated learning and assessment programs to meet the learning needs of some children. Reporting achievement for these children should clearly indicate the year level of the curriculum content and the achievement standards against which judgments about children’s achievement have been made.

Achievement in a learning area is only one source of information on children’s achievement and progress. Schools may report on other important aspects of children’s engagement at school separate from achievement in a learning area such as:

- children’s participation and skills in school-based extracurricular activities
- children’s attributes such as effort, punctuality, and social and behavioural skills
- children’s attendance
- other school or system priorities.

2.2 Making an on-balance judgment on a folio

By the end of the year, a planned and targeted assessment program will result in an assessment folio of evidence of children’s learning (summative assessment) on which the overall standard is awarded. (See [Figure 6: Making on-balance judgments](#).)

The range and balance of assessment in the folio ensures there is sufficient evidence of achievement in both dimensions of the Australian Curriculum achievement standard — Understanding and Skills — to make an on-balance judgment for reporting.

An on-balance judgment involves a teacher, or a group of teachers, making a professional decision about how the pattern of evidence in the folio best matches the standards. See the short video *Making an on-balance judgment on a folio of student work*, available at: www.qcaa.qld.edu.au/27974.html.

An on-balance judgment does not involve averaging grades across different assessments or ticking every box. Rather it is a professional judgment that considers all the evidence of achievement in the folio. (See Section [1.1.2: Standard elaborations](#).)

The standard elaborations (SEs) assist in making the on-balance decision. The SEs describe *how well* on a five-point scale children have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard. The SEs assist teachers to make consistent and comparable evidence-based AP to BA judgments about the patterns of evidence in a folio of work. They provide transparency about how decisions about grades are made, and

for conversations among teachers, children and parents/carers about the qualities in children's work matched to the valued features in the curriculum expectations and the standards.

2.2.1 Making an on-balance judgment for mid-year reporting

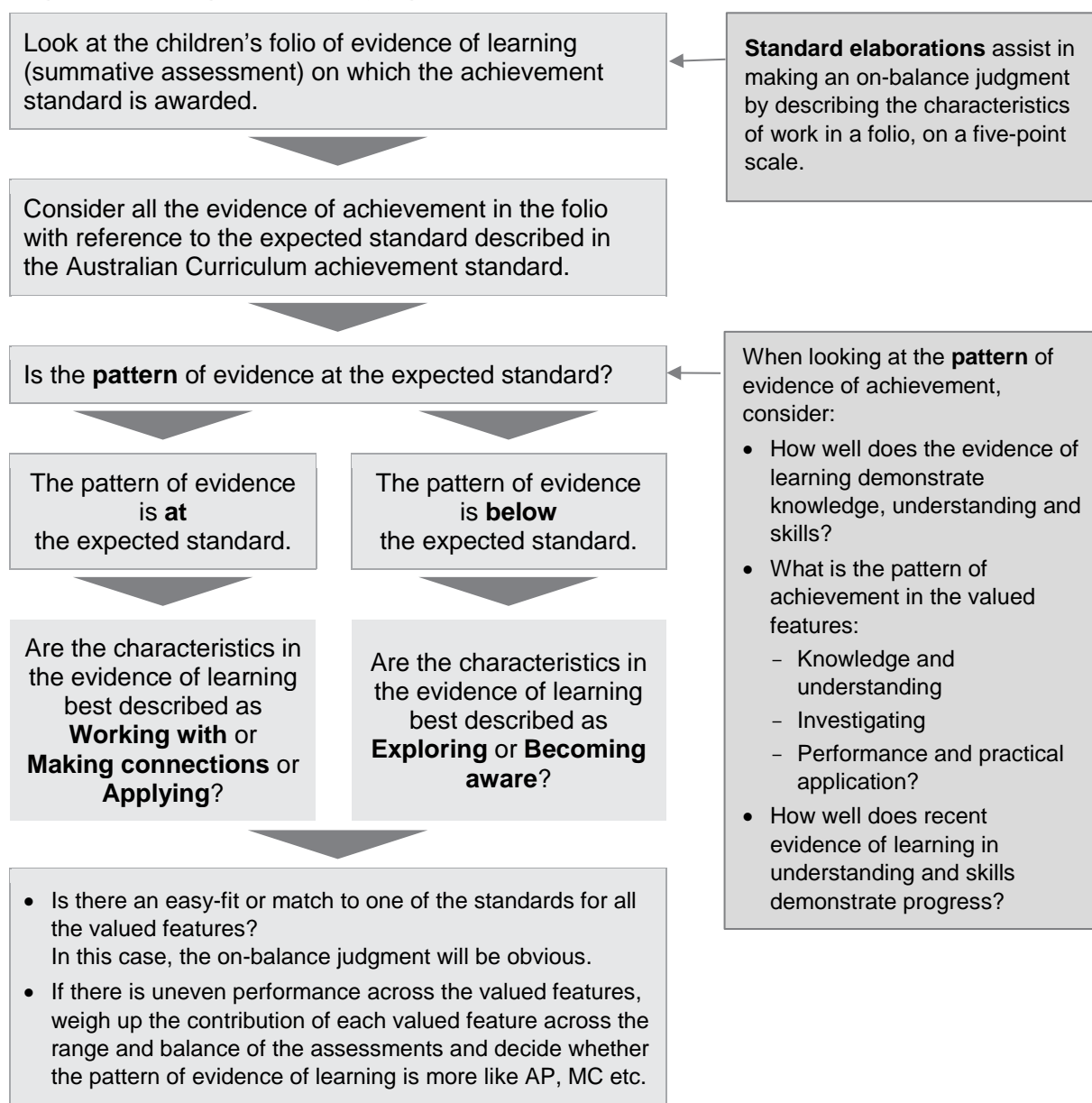
For mid-year reporting, the on-balance judgment is based on the pattern of evidence of children's achievement and progress *at the time of reporting* and in relation to what has been taught and assessed during the reporting period.

The application of the Australian Curriculum achievement standard during the year requires a judgment based on matching qualities in children's work rather than checking coverage.

The standard elaborations (Section 1.1.3) assist in making an on-balance judgment for mid-year reporting.

The process for assessing and making judgments about children's achievement may be assisted by progressively recording children's achievement for each assessment on a child's profile or similar.

Figure 6: Making on-balance judgments



2.2.2 Moderation

The achievement standards guide teacher judgment about how well children have achieved. The most effective way to build consistent and comparable on-balance teacher judgment is through planned activities when teachers — in a partnership or team situation — engage in focused professional dialogue to discuss and analyse the quality of children’s work, compare their judgments about children’s achievement and determine the match between the evidence in children’s work and standards. This process is known as moderation.

Professional dialogue increases teachers’ awareness about the variety of ways in which children may respond to the assessment and the types of evidence that may be available to support teacher judgments. In this way, teachers gain valuable insights about how the standards can be demonstrated in children’s work. They build a shared understanding about the match of evidence to standards, enhancing classroom practice and supporting the alignment of curriculum and assessment.

Moderation provides children and their parents/carers with confidence that the standards awarded are defensible judgments of achievement and that the report is meaningful, professional and consistent.

See the following factsheets for more information:

- Consistency of judgments — Calibration model:
www.qcaa.qld.edu.au/downloads/p_10/as_coj_calibration.doc
- Consistency of judgments — Conferencing model:
www.qcaa.qld.edu.au/downloads/p_10/as_coj_conferencing.doc
- Consistency of judgments — Expert model:
www.qcaa.qld.edu.au/downloads/p_10/as_coj_expert.docx.

Appendix 1: Principles of assessment

The following principles were developed to inform the policy context of the national curriculum and provide a basis on which local decisions about specific approaches to assessment can be built.

1. The main purposes of assessment are to inform teaching, improve learning and report on the achievement of standards.
2. Assessment is underpinned by principles of equity and excellence. It takes account of the diverse needs of children and contexts of education, and the goal of promoting equity and excellence in Australian schooling.
3. Assessment is aligned with curriculum, pedagogy and reporting. Quality assessment has curricular and instructional validity — what is taught informs what is assessed, and what is assessed informs what is reported.
4. Assessment aligned with curriculum, pedagogy and reporting includes assessment of deep knowledge of core concepts within and across the disciplines, problem solving, collaboration, analysis, synthesis and critical thinking.
5. Assessment involves collecting evidence about expected learning as the basis for judgments about the achieved quality of that learning. Quality is judged with reference to published standards and is based on evidence.
6. Assessment evidence should come from a range of assessment activities. The assessment activity is selected because of its relevance to the knowledge, skills and understanding to be assessed, and the purpose of the assessment.
7. Information collected through assessment activities is sufficient and suitable to enable defensible judgments to be made. To show the depth and breadth of the children's learning, evidence of children's learning is compiled over time. Standards are reviewed periodically and adjusted according to evidence to facilitate continuous improvement.
8. Approaches to assessment are consistent with and responsive to local and jurisdictional policies, priorities and contexts. It is important that schools have the freedom and support to develop quality assessment practices and programs that suit their particular circumstances and those of the children they are assessing.
9. Assessment practices and reporting are transparent. It is important that there is professional and public confidence in the processes used, the information obtained and the decisions made.

Appendix 2: Educational equity

Equity means fair treatment of all.

In developing teaching, learning and assessment programs, teachers provide opportunities for all children to demonstrate what they know and what they can do.

Catering for diversity

Schools and school sectors determine which children require special provisions, applying principles of participation and equity. Consideration should be given to:

- adjustments and supports for children who have been identified as having specific educational requirements to make participation possible in all or part of the teaching and learning experiences and assessments
- interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to assist children for whom English is not their first language and who are assessed as not achieving a reading level appropriate to complete the assessment.

In exceptional circumstances, the school, in consultation with staff and parents/carers, may make decisions about the level of children's engagement with a particular assessment, according to school sector policy.

Inclusive strategies

Adjustments to teaching, learning and assessment can be grouped into five broad areas: *timing, scheduling, setting, presentation* and *response*.

Teachers consider the inclusive strategies to make adjustments to teaching and learning experiences and assessments to enable all children to demonstrate their knowledge, skills or competencies.

The inclusive strategies should be considered in combination when planning, developing and documenting the adjustment of learning experiences and assessment. For example, when planning an assessment, the teacher may need to consider adjusting the timing, setting, presentation and response to ensure the child is given the opportunities to demonstrate their learning.

Evaluating the use and effectiveness of any adjustment is necessary to ensure meaningful child participation and achievement.

Further information

For further information and supporting resources, see:

- QCAA, Equity in education (includes QCAA's Equity statement):
www.qcaa.qld.edu.au/10188.html
- QCAA, Catering for diversity:
www.qcaa.qld.edu.au/18307.html
- ACARA, Student diversity:
www.acara.edu.au/curriculum/student_diversity/student_diversity.html.

Appendix 3: A critical inquiry approach

The Health and Physical Education curriculum engages students in critical inquiry processes that assist students in researching, analysing, applying and appraising knowledge in health and movement fields. In doing so, students will critically analyse and critically evaluate contextual factors that influence decision making, behaviours and actions, and explore inclusiveness, power inequalities, taken-for-granted assumptions, diversity and social justice.

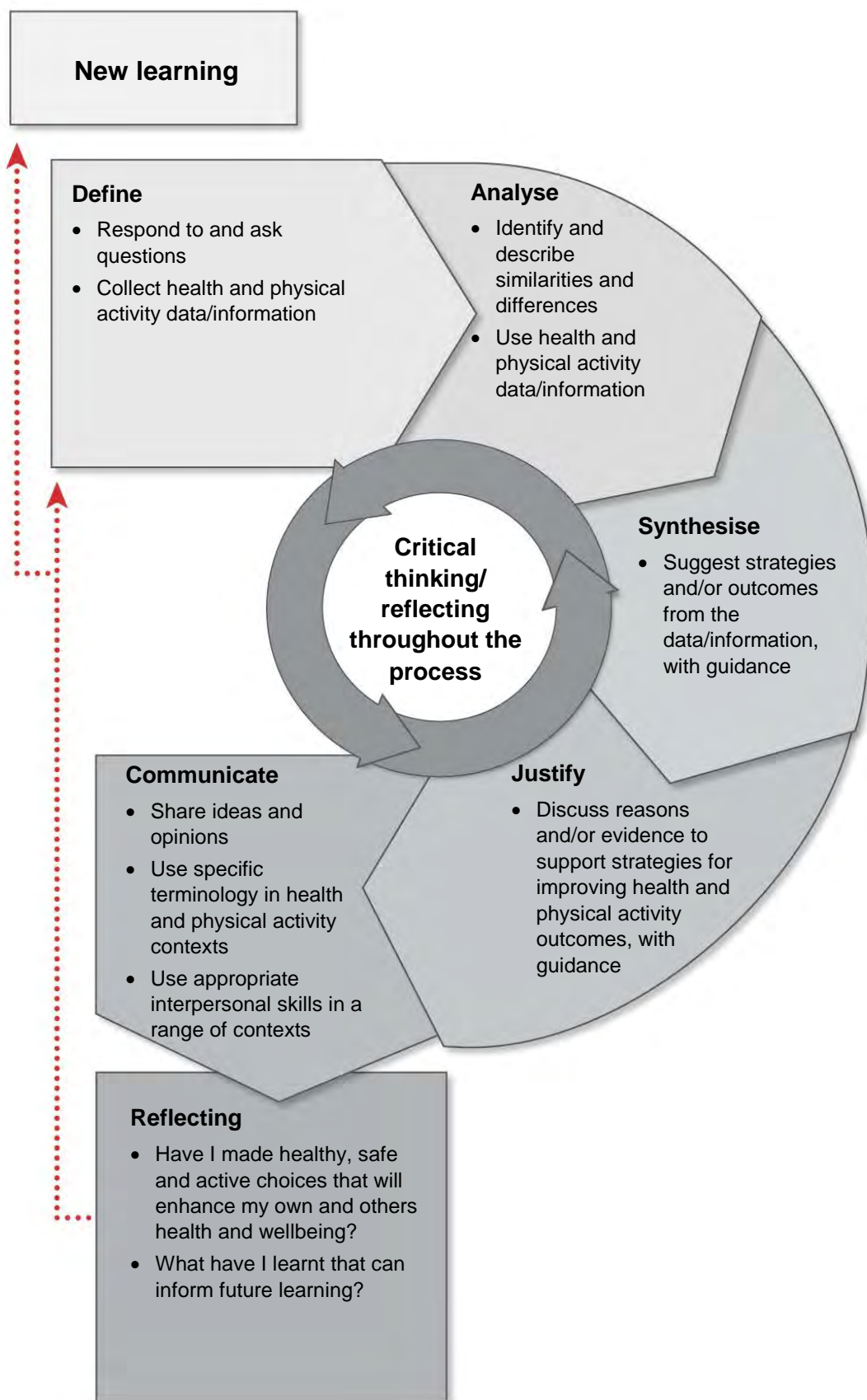
Critical inquiry processes are used to plan teaching and learning activities that guide children through thinking, making decisions and solving problems to complete investigations. [Figure 7](#) shows a critical inquiry process suited to investigations in both content strands. Health and Physical Education investigations may be designed to use all or some of the steps in the critical inquiry process. The process is iterative with children revisiting earlier steps as needed throughout the investigation.

When using a critical inquiry approach to plan teaching and learning, teachers should consider children's developmental stage and the depth and scope of inquiry to be undertaken. [As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.](#)

Teachers promote a critical inquiry approach by:

- modelling the approach through teaching and learning in both strands of the curriculum
- using the terminology to assist children to understand this approach to learning and reflect on its value
- providing assessment techniques that require children to demonstrate decision-making and problem-solving skills when promoting health and wellbeing and solving movement challenges or movement situations.

Figure 7: A critical inquiry approach for Health and Physical Education in Years 1 and 2



Appendix 4: Glossary

Key assessment terms

Term	Description
assessment	the purposeful and systematic collection of evidence about children's achievements
assessment task	a tool or instrument to gather evidence of children's achievement
skills	the specific techniques, strategies and processes in a learning area
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a children's ability to appropriately select and apply knowledge to solve problems in that learning area

Terms used in assessment techniques

The following terms are used in the Prep Year to Year 2 H&PE assessment techniques and help to clarify the techniques. These terms should be read in conjunction with ACARA's Health and Physical Education glossary: www.australiancurriculum.edu.au/health-and-physical-education/Glossary.

Term	Description
authentic	situated in meaningful contexts
application; apply	use or employ in a particular situation; carry out or use a procedure in a given context
contextual factors	a range of factors that can influence health, safety, wellbeing and physical activity participation; these factors include, but are not limited to, personal, social, cultural, economic and political factors that exist in differing ways and have varying impacts across population groups
critical inquiry approach	focuses on how contextual factors influence the health, safety, wellbeing and physical activity participation of individuals, groups and communities; it provides opportunities for children to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing; this involves critical analysis and critical evaluation of health and physical activity knowledge in order to make informed judgments and take appropriate action.

Term	Description
critically analyse	<p>to analyse an issue or information in order to form a critical judgment; it can involve asking questions, identifying problems and solutions, applying knowledge, stating an argument and supporting it with evidence, or making comparisons and evaluating;</p> <p>in health and physical education it could include:</p> <ul style="list-style-type: none"> • exploring and experimenting with different offensive and defensive strategies in games and sports to determine an agreed game plan • investigating different forms of skill practice to determine the most effective for a given skill • identifying a key issue linked to the ethical use of mobile technologies in school, at home and in social situations, and developing critical questions to actively seek and propose solutions • investigating the physical, social and psychological impact of drugs such as energy drinks on young people's health and wellbeing • investigating, challenging stereotypes about and advocating for young people's involvement in community actions
critically evaluate	<p>to evaluate an issue or information in order to form a critical judgment; it involves making informed judgments or decisions about the worth, validity and reliability of opinions, ideas and knowledge;</p> <p>in health and physical education it could involve:</p> <ul style="list-style-type: none"> • using established guidelines and procedures, such as the Australian dietary guidelines or guidelines to address sedentary behaviour, to suggest healthy eating options for inclusion on the school canteen menu or ways to increase and promote physical activity at school • using survey data gathered from children and making suggestions on how to address an identified issue within the school, such as safety in the playground or protocols for dealing with bullying and harassment
demonstration; demonstrate	to give a practical exhibition or explanation
description; describe	to give a practical exhibition or explanation
direction; directed	to give an account of characteristics or features; to recognise
elements of movement	the variables that are combined in composing and performing movement; the elements of movement are effort, time, space and relationships
fundamental movement skills	<p>provide the foundation for competent and confident participation in a range of physical activities;</p> <p><i>fundamental movement skills</i> developed through H&PE include:</p> <ul style="list-style-type: none"> • locomotor and non-locomotor skills (e.g. rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating, moving the body through water to safety) • object control skills (bouncing, throwing, catching, kicking, striking)
guided; guidance	visual and/or verbal prompts to facilitate or support independent action
identification; identify	to establish or indicate who or what someone or something is; to recognise
interpret	to explain the meaning of information or actions

Term	Description
investigate	to plan, collect, interpret and draw conclusions about data/information
movement challenges	movement tasks that require individual children or groups of children to solve a problem in order to successfully complete the task
movement concepts and strategies	<p>these provide a framework for enhancing movement performance; movement concepts (or elements of movement) explored in the curriculum include body awareness; spatial awareness; effort awareness; and relationship to/with objects, people and space</p> <p>movement strategies refer to a variety of approaches that will help a player or team to successfully achieve a movement outcome or goal</p> <p>movement strategies include moving into space to receive a pass from a teammate or hitting the ball away from opponents in order to make it difficult to retrieve or return the ball</p> <p>different games and sports may require similar activities or goals and will therefore use similar movement strategies in order to achieve success</p>
movement situations	any situation where children are moving with the intent of achieving an outcome (e.g. to score a goal, to perform a sequence, to retain possession, to cross a creek)
movement sequences	the combination of fundamental movement skills and movement elements to enable the body and/or objects to move in response to a stimulus
physical activity	the process of moving the body that results in energy expenditure; <i>physical activity</i> is a broad term that includes playing sport, exercise and fitness activities (e.g. dance, yoga, tai chi), everyday activities (e.g. walking to work, household chores, gardening) and many other forms of active recreation
recognise	to be aware of, or acknowledge; to identify or describe
respond	to react to a person or text
refine	make minor changes so as to improve or clarify
solve	to work out a correct solution to a problem
use of	to operate or put into effect
wellbeing	relates to a sense of satisfaction, happiness, effective social functioning and spiritual health, and the dispositions of optimism, openness, curiosity and resilience