

Glenthorne High School Assessment Criteria – Physical Education

Year 8

Students can be graded using the below criteria in the following activities: Football, Cricket, Rounders, Netball, Basketball, Handball, Athletics, Gymnastics, Badminton, Outdoor Adventurous Activities and Fitness.

Emerging – a student whose understanding of the Y8 PE skills is still emerging will be able to:	Developing – a student who is developing their Y8 PE skills will be able to:	Secure – a student who is secure in the skills in the Y8 PE curriculum will be able to:	Mastered – a student who has mastered the skills in the Y8 PE curriculum will be able to:
Skills – I can perform some core skills in isolated practices with some consistency and can attempt some skills in competitive situations with limited consistency.	Skills – I can perform a range of core skills in isolated practices with good consistency and sometimes perform them in competitive situations. I can attempt few advanced skills .	Skills – I can perform an array of core skills and <u>few</u> advanced skills both in isolated practices and in competitive situations with consistency (varied for advanced skills).	Skills – I am able to choose correct core skills and perform them with consistent control, accuracy and fluency. I can complete <u>some</u> advanced skills with consistency.
Tactics/compositional ideas – I understand simple tactics/compositional ideas and begin to use them in activities with limited consistency.	Tactics/compositional ideas – I understand complex tactics / compositional ideas and implement them in activities with some consistency.	Tactics/compositional ideas – I understand complex tactics / compositional ideas and be aware of them and execute them appropriately in activities consistently.	Tactics/compositional ideas – I am able to respond and modify tactics / compositional ideas and techniques and help to improve my performance, with some accuracy.
Evaluation skills – I am able to identify some strengths and weaknesses of performance and provide limited feedback. I am able to respond to teacher & peer feedback.	Evaluation skills – I am able to identify some strengths and weaknesses of performance and provide constructive feedback. I am able to respond to teacher & peer feedback.	Evaluation skills – I am able to identify a range of strengths and weaknesses of performance and provide constructive feedback. I am able to respond to teacher & peer feedback.	Evaluation skills – I am able to explain strength and weaknesses of performance and respond accurately to both peer and teacher feedback in order to improve my own performance.
Healthy active lifestyle – I am able to understand the importance of leading a healthy active lifestyle, exercising safely and show some resilience to exercise.	Healthy active lifestyle – I am able to describe how exercise affects my body physically and emotionally and explain why regular activity is good for me. I demonstrate exercise resilience.	Healthy active lifestyle – I am able to describe how exercise affects my body physically, emotionally and socially and explain why regular activity is good for me. I demonstrate exercise resilience.	Effects of exercise on the body – I am able to explain how exercise affects my body physically, emotionally and socially and explain why regular activity is good for me. I consistently demonstrate excellent exercise resilience.