

Physical Education Assessment STEPS 1-10

	PHYSICAL		AFFECTIVE		COGNITIVE	
	PHYSICAL COMPETENCE	HEALTH AND FITNESS	PERSONAL	SOCIAL	COGNITIVE	CREATIVE
10	I move with poise, economy and effectiveness in a wide variety of physical activity environments	I demonstrate the knowledge, skills and engagement in physical activity to achieve and maintain a health-enhancing level of fitness.	I am motivated and committed to engage confidently in co-operative, competitive and/or independent physical activities in a range of environments as part of my daily life.	I take responsibility for my own and others engagement in a wide range of physical activity environments and roles.	I recognise, appreciate and value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	I participate actively and regularly with imagination and creativity in a wide variety of physical activities.
9	I apply and adapt movement skills, patterns, principles and concepts related to a range of physical activities.	I can make connections that relate to how choices and behaviours affect both my own and others health and well-being.	I exhibit responsible and safe personal and social behaviour that respects myself and others in physical activity settings.	I am self-aware and self-assured in communication and interaction in physical activities.	I apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance my ability to participate successfully in those activities.	I demonstrate originality, imagination and creativity in a range of physical activity environments.
8	I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.	I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.	I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.	I can involve others and motivate those around me to perform better. I seek advice from a variety of sources to help me improve.	I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different activity situations as they develop.	I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.
7	I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.	I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.	I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.	I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play and I can develop methods to outwit opponents.	I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.

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TARGET GRADE

	PHYSICAL		AFFECTIVE		COGNITIVE	
	PHYSICAL COMPETENCE	HEALTH AND FITNESS	PERSONAL	SOCIAL	COGNITIVE	CREATIVE
6	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.	I can link actions and develop sequences of movements that express my own ideas I can change tactics, rules or tasks to make activities more fun or challenging.
5	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.	I can describe how my body changes before and after exercise. I can explain why we need to warm up and cool down.	I know where I am with my learning and I have begun to challenge myself.	I show patience and support others, listening to them about our work. I am happy to show and tell them about my ideas.	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.
4	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	I try several times if at first I don't succeed and I ask for help when appropriate.	I can help, praise and encourage others in their learning.	I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and I can explain why someone is working or performing well.	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.
3	I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	I am aware of why exercise is important for good health.	I can follow instructions, practise safely and work on simple tasks by myself.	I can work sensibly with others, taking turns and sharing.	I can understand and follow simple rules. I can name some things I am good at.	I can explore and describe different movements.
2	I can move confidently in different ways.	I am aware of the changes to the way I feel when I exercise.	I enjoy working on simple tasks with help.	I can play with others and take turns and share with help.	I can follow simple instructions.	I can observe and copy others.
1	I am starting to move confidently in different ways.	I am becoming aware of the changes to the way I feel when I exercise.	I am starting to work on simple tasks by myself,	I am starting to play with others, take turns and share.	I am starting to follow simple instructions.	I am starting to observe and copy others.