



Junior Cycle Physical Education short course

Guidelines for the Classroom-Based Assessment

First Edition

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Introduction

This document, *Junior Cycle Physical Education short course: Guidelines for the Classroom-Based Assessment*, provides:

- General information on Classroom-Based Assessments
- Detail of the nature and scope of the Classroom-Based Assessment described in the specification for the Junior Cycle Physical Education short course.
- The Features of Quality used to describe the level of achievement in the Classroom-Based Assessment
- Guidelines for schools, teachers and students on completing the Classroom-Based Assessment

These guidelines should be used in conjunction with the specification for the Junior Cycle Physical Education short course and the *Assessment Toolkit* for Junior Cycle. A detailed outline of assessment in Junior Cycle can be found in the Framework for Junior Cycle 2015, which can be accessed at <https://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf>.

In Junior Cycle short courses there will be a range of assessment approaches to complement learning. These will include ongoing assessments, including routine teacher-designed tasks and tests; ongoing assessment for students undertaking priority learning units at Level 2; and one classroom-based assessment.

Classroom-Based Assessments: General Information

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific task(s) set out in the NCCA short course specification or in the school developed short course specification. The tasks are described, and the Features of Quality, which support teacher judgement, are set out in these guidelines.

Although the assessment is similar to the ongoing assessment that occurs every day in class, in the case of classroom-based assessment the teacher's judgement is used in the school's reporting to parents and students and may also be recorded for learning and assessment review meetings. Students prepare for the Classroom-Based Assessment over a suggested period of time in second or third year. The results of other projects, homework or tests undertaken by the students in the course of their normal classwork do not add up to the award of a descriptor for the Classroom-Based Assessment.

Deciding on the level of achievement

There are four level descriptors of achievement in each Classroom-Based Assessment: *Exceptional*, *Above expectations*, *In line with expectations*, and *Yet to meet expectations*.

Teachers use the Features of Quality, set out in these guidelines, to decide the level of achievement in each Classroom-Based Assessment. The Features of Quality are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

Exceptional describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of the task. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but on the whole the work is of a high standard.

In line with expectations describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

Yet to meet expectations describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental shortcomings that need to be addressed.

When using the Features of Quality to assess the level of student achievement in a Classroom-Based Assessment, teachers use 'on-balance' judgement. The teacher should read the Features of Quality (starting with *Yet to meet expectation*) until they reach a descriptor that best describes the work being assessed. Where it is not clearly evident which quality descriptor should apply, teachers must come to judgment, based on the evidence from the student's work, to select the descriptor that best matches the student's work overall. This 'best fit' approach allows teachers to select the descriptor that 'on balance' describes the work being assessed.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution pattern, as the students work is being judged only against the Features of Quality rather than other students' performances.

Time for Classroom-Based Assessments

Classroom-Based Assessment is included within the time allocated for short courses, which is approximately 100 hours. This Classroom-Based Assessment is based on the student's choice of one assessment from at least two assessments completed in the PE short course. The assessments are designed to be an integral part of learning in each strand. It is envisaged that some assessments could be completed at different stages throughout the strand, e.g. Strand 1, Physical activity for health and wellbeing whilst others may be completed in the last two classes of a strand e.g. Strand 4: Dance and gymnastics. Whilst the timing of Classroom-Based Assessment in short courses may vary from school to school, Classroom-Based assessments for reporting purposes in the JCPA cannot be conducted in first year.

School autonomy in preparing for the Classroom-Based Assessment

Each strand of the PE short course includes different kinds of psychomotor learning experiences. These guidelines set out an assessment for each strand, one of which can be selected by the student for his/her Classroom-Based Assessment. Because of the very distinct nature of the learning in the different strands, it is important that students complete at least two different assessments to allow them to provide evidence of their best learning in the PE short course. These assessments offer opportunities for ongoing formative feedback to support students' learning. The teacher is best placed to decide how many end-of-strand assessments will be completed during the short course.

Within the parameters set by the guidelines, the focus for the different PE assessments can be determined independently by the school, teachers and students.

Schools have the flexibility to adapt any NCCA short course to suit their particular needs and school context. If adapting the course, schools may also need to adapt the Classroom-Based Assessment so that it reflects the learning their students undertook. Schools may also develop their own short course(s) and related Classroom-Based Assessment. Guidelines for schools who wish to develop their own short course(s) are available.

How the school supports the completion of the assessments

The school supports the completion of the assessments by:

- Ensuring that the NCCA Specification and Guidelines for the Classroom-Based Assessment are provided to teachers
- Supporting teachers in recording the level Descriptors awarded to each student
- Retaining records and pieces of work, as appropriate, for the purposes of Learning and Assessment Review
- Applying the guidelines for Learning and Assessment Review
- Ensuring accessibility of assessment for all students
- Reporting the outcomes of Classroom-Based Assessments to students and their parents/guardians as part of the school's reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

In gathering evidence for assessment purposes within the Junior Cycle Short Courses, it is important that teachers use approaches which are sustainable and proportionate. As assessment is about empowering teachers to improve outcomes for students, it is important that paperwork and complex processes do not get in the way of learning and teaching. Paperwork needs to support learning rather than become an end in itself.

While assessment judgements should be based on evidence drawn mainly from day-to-day learning and teaching there is no need to collect large folios of evidence to support this. In sharing learning intentions and success criteria or the features of quality for the Classroom-Based Assessment, teachers should highlight the role students can play in identifying quality evidence from their own work to be used for assessment purposes.

An efficient planning process which identifies when and how key aspects of learning will be captured as evidence for assessment is one way to ensure that assessment in short courses remains manageable and sustainable. This approach avoids excessive and inappropriate evidence being collected about student performance and allows for review meeting discussions to be taken forward in a structured way. It also avoids the pressure at the end of the course to search for and identify evidence to support judgements about overall performance.

To facilitate providing feedback to students during their engagement with assessment, the process of completing the Classroom-Based Assessment should be viewed as part of teaching and learning, and

not solely for assessment purposes. It is envisaged that teachers will guide, support and supervise throughout the process.

Support may include:

- Clarifying the requirements of the task
- Using annotated examples of student work to clarify the meaning and interpretation of the Features of Quality to students
- Providing instructions at strategic intervals to facilitate the timely completion of the assessment
- Providing supports for students with special educational needs (SEN).

Classroom-Based Assessment in PE (short course)

The four strands of the PE short course develop the student's knowledge and understanding across a wide range of psychomotor skills. For this reason, these assessment guidelines include different assessments specifically designed to capture evidence of students' learning in each of the strands. **Potentially, the student's Classroom-Based Assessment can come from any one of these assessments.** The assessments are designed to encourage students to strive for overall improvement in the selected physical activity.

Each assessment also requires the student to complete a short reflection. It is important to provide different ways of reflecting to ensure that students do not become weary of the process but are energised and enthused by it and see its value. Students can submit their reflections in a variety of formats including written, audio and video formats. Sample reflection statements are set out in Appendix 1. It is important to note that work completed in year one of Junior Cycle cannot be included for reporting in the JCPA.

For the purpose of the Classroom-Based Assessment students should complete a minimum of two assessments, ideally one assessment in each year of the short course. When students complete an assessment at the end of a strand, they should receive a descriptor for the assessment at that time. However, this descriptor may change following the learning and assessment review meeting. The Classroom-Based Assessment which is reported in the student's Junior Cycle Profile of Achievement is the assessment which merited the highest descriptor.

The assessments for Strands 1,2,3 and 4 are outlined below. In each of these assessments, students are required to reflect on their learning in the strand.

| Strand | Description of assessment |
|---|--|
| Strand 1 Physical activity for health and wellbeing | Personal Physical Activity Programme: Students are assessed on their ability to plan for, implement and evaluate their personal physical activity programme, designed to meet their personal improvement goals over a focused period of time. |
| Strand 2 Games | Performance Assessment in Games: Students are assessed on their ability to select and apply a wide range of movement skills and strategies creatively and effectively in an attacking and defending game scenario in one game. |
| Strand 3 Individual and team challenges | <p>Students are assessed in one of the following physical activity areas: Orienteering and team challenges, Aquatics or Athletics.</p> <p>Team Orienteering Event</p> <p>Students are assessed on their performance in a team orienteering event, which requires a range of map-reading skills, orienteering strategies and team work.</p> <p>Or</p> <p>Performance Assessment in Aquatics</p> <p>Students are assessed on their ability to respond effectively and safely to a water safety scenario including, where appropriate, entry into water and survival swimming.</p> <p>Or</p> <p>Performance Assessment in Athletics</p> <p>Students are assessed on their skill and technique in one athletic event.</p> |
| Strand 4 Dance and gymnastics | Performance Assessment in Dance/Gymnastics: Students are assessed on their final group performance in dance or gymnastics. |

Guidelines for completion of the Classroom-Based Assessment:

Strand 1, *Physical activity for health and wellbeing*, students design a personal physical activity programme

There are three parts to the Personal Physical Activity Programme:

- Health-related or performance-related physical activity profile
- Personal physical activity programme
- Reflection

The learning outcomes in Strand 1 aim to ensure that students are motivated and able to plan to include physical activity as part of a healthy lifestyle. In this strand, students learn about different ways to test fitness, to improve it, to incorporate physical activity into everyday lives and to reflect on what helps and/or hinders them being physically active. This assessment requires students to plan for, implement and evaluate their personal physical activity programme over a 6-week period. During the first two weeks students will undertake a series of appropriate fitness tests in order to generate a physical fitness profile. In the third week, students will reflect on their results and set goals to improve their fitness levels. Over the remaining three weeks, as students implement their programme, they can be encouraged to reflect on the following: if and how they include regular physical activity in their lifestyles, the kinds of physical activities that they enjoy and are likely to engage in as part of their personal programme, what supports they can use to ensure their success in implementing the programme and how to address possible barriers to participation that they encounter. On completing this strand, students should reflect on the successes and challenges encountered in implementing their personal physical activity programme. Questions such as the following could be used to support student reflection:

- What went well and why?
- How would you describe your level of fitness before and after your programme?
- What didn't go well and why?
- How did you deal with setbacks?
- What might you do differently the next time?

For additional questions/statements to support students' reflections, see Appendix 1: Reflection template. This assessment can be completed at different stages of this strand when students are learning about a particular aspect of planning a personal physical activity programme. Students can

be encouraged to include a range of multi-media including photographs, drawings, video to illustrate their programme.

| Features of Quality: Personal Physical Activity Programme |
|---|
| <p>Exceptional</p> <p>The programme includes a full and rich profile of the student's physical fitness addressing the student's personal goals in a realistic way.</p> <p>Well-considered and creative strategies address the challenges in programme participation.</p> <p>The student's reflection is of excellent quality.</p> |
| <p>Above expectations</p> <p>The programme includes a very good profile of the student's physical fitness addressing the student's personal goals in a realistic way.</p> <p>Good, thoughtful strategies address the challenges in programme participation.</p> <p>The student's reflection is of very good quality.</p> |
| <p>In line with expectations</p> <p>The programme includes a reasonable profile of the student's physical fitness addressing the student's personal goals in a realistic way.</p> <p>A range of strategies address the challenges in programme participation.</p> <p>The student's reflection is of reasonable quality.</p> |
| <p>Yet to meet expectations</p> <p>The programme includes an inadequate profile of the student's physical fitness addressing the student's personal goals in a realistic way.</p> <p>The programme includes a few strategies to address the challenges in programme participation.</p> <p>The student's reflection is limited.</p> |

in Strand 2, Games, students complete the performance assessment in one game only.

There are five aspects to the assessment of performance in games:

1. The range of skills and strategies used in responding to the attacking and defending scenario
2. The ability to respond effectively, under pressure as an individual and as part of a team where relevant
3. Evidence of creativity in the responses
4. An understanding of and adherence to the rules of the selected game
5. An ability to reflect on their overall learning in the strand.

The PE teacher, in consultation with the students, sets up modified game scenarios towards the end of the strand where students can demonstrate movement skills and strategies being used creatively and effectively in an attacking and defending situations. Students are assessed on their individual play and the extent to which they contribute effectively to the team's response where this is relevant.

The attacking and defending scenarios should be designed to allow students to demonstrate their ability to respond effectively to typical scenarios that arise in the particular activity. They could be similar to those used to support learning in physical education class. In team games the scenarios should involve students playing in small sided games to ensure that each student has an opportunity to contribute. In preparation for the assessment, students could be given a small number of scenarios to work on knowing that two of these will be used in the assessment.

This assessment could be completed over approximately two physical education classes. Working in teams of four/five students, each team is viewed over two five minute periods responding to the attacking and then a defending scenario. Each player is assessed individually in this context. Alternatively, students could be required to gather video evidence of their performance in these modified game scenarios. Students could then submit a short clip demonstrating their performance in both attacking and defending. On completing their performance assessment in *Games*, students are required to reflect on their overall learning in this strand. For sample statements to support students' reflections, see Appendix 1.

Features of Quality: Performance Assessment in Games

Exceptional

The performance includes an excellent range of skills and strategies executed competently, consistently and safely.

The student demonstrates an excellent ability to respond creatively under pressure, as an individual and as part of a team.

The student's reflection is of excellent quality.

Above expectations

The performance includes a very good range of skills and strategies executed competently, consistently and safely.

The student demonstrates a very good ability to respond creatively under pressure, as an individual and as part of a team.

The student's reflection is of very good quality.

In line with expectations

The performance includes an acceptable range of skills and strategies executed competently, consistently and safely.

The student demonstrates some ability to respond creatively under pressure, as an individual and as part of a team.

The student's reflection is of reasonable quality.

Yet to meet expectations

The performance demonstrates limited skills and few strategies.

The student seldom responds effectively as an individual or as part of a team.

The student's reflection is limited.

In Strand 3, Option 1, Orienteering, students, in threes, complete a team orienteering event.

There are four aspects to the assessment of the team orienteering event:

- The use of map reading skills and orienteering strategies
- Adherence to event protocols in orienteering
- Effectiveness as a team member
- Ability to reflect on individual performance and their contribution to the team performance

Students working in threes are asked to complete a team orienteering event in the fastest possible time by dividing the controls between them in a manner which maximises the skills and fitness of the group. Ideally the event ought to take place in an area not overly familiar to the students. Groups should be sent out at five minute intervals to allow the teacher to observe the ways in which the group plan their strategy as a team, e.g. dividing the controls between them in a manner which maximises the skills and fitness of the group members. At the end of the event, each student submits their individual score cards as evidence of their performance, i.e. which controls they found, how long it took them between each control and their overall time.

Following the event, student are also assessed on their ability to critique their individual performance and their contribution to the team performance. This critique can be done either written or orally using a reflection template which might include some or all of the following questions:

- What orienteering skills did I use well in completing this event?
- Which skill might I have used better and how?
- What strategies did I use successfully? What might I do differently the next time?
- What strategies did my team use successfully? What might we do differently the next time and why?
- Overall, what was my contribution to the team orienteering event?
- One thing that I/we had to work hard at overcoming was.....I/we overcame it by
- What advice would I give to another team setting out on a similar event?

This assessment can take place in the school grounds or in an area local to school. Alternatively, the PE teacher may choose to carry out the assessment in an area less familiar to the students. This latter approach may require a half/full day and the physical education teacher will need to be released for that duration. It could be useful to combine classes to help defray the costs of travel, e.g. two second

year classes who have completed the orienteering strand. If possible, schools could use an event organised by a local orienteering club as the occasion for the assessment. This would help with the logistics for the day and provide a more authentic experience for students.

| Features of Quality: Team Orienteering Event |
|---|
| In this assessment, the descriptor reflects both the student’s individual performance in the orienteering event and their contribution to the team’s attempt to complete the event successfully. |
| <p>Exceptional</p> <p>The student completes a leg of the team orienteering event very successfully using an excellent range of orienteering skills.</p> <p>The student demonstrates an excellent understanding of event protocols and safety considerations.</p> <p>The student demonstrates an exceptional ability to work effectively as a member of a team.</p> <p>The student’s reflection is of excellent quality.</p> |
| <p>Above expectations</p> <p>The student completes their leg of the team orienteering event very successfully using a wide range of orienteering skills.</p> <p>The student demonstrates a very good understanding of event protocols and safety considerations.</p> <p>The student demonstrates a very good ability to work effectively as a member of a team.</p> <p>The student’s reflection is of very good quality.</p> |
| <p>In line with expectations</p> <p>The student completes their leg of the team orienteering event successfully using a variety of orienteering skills.</p> <p>The student demonstrates a good understanding of event protocols and safety considerations.</p> <p>The student demonstrates a good ability to work effectively as a member of a team.</p> <p>The student’s reflection is of reasonable quality.</p> |
| <p>Yet to meet expectations</p> <p>The student partially completes their leg of the team orienteering event.</p> <p>The student demonstrates a very basic understanding of event protocols and safety considerations.</p> <p>The student's contribution to the team's effort is limited.</p> <p>The student’s reflection is limited.</p> |

In Strand 3, Option 2, *Aquatics*: student are assessed on their response to a water safety scenario.

There are three aspects to the assessment of a water safety scenario:

- Appropriate response to a water safety scenario
- Adherence to the rules of water safety
- An ability to reflect on their overall learning in the strand.

In this assessment students are required to demonstrate their ability to respond safely and effectively to a water safety scenario. It is important that every student, irrespective of their competence in swimming, should be able to complete this assessment. In this context, it may be necessary to design more than one water safety scenario requiring a different response depending on the level of swimming competence that the student has. The scenario should be appropriately demanding for the student depending of their competence in swimming.

On completing their performance assessment in *Aquatics*, students are required to reflect on their overall learning in this strand.

For sample statements to support students' reflections, see Appendix I

Sample water safety scenarios

Sample water safety scenario 1

You are have just started swimming lessons in your local pool. You are making progress but cannot yet swim a width or swim out of your depth. On a day out with your family, you see a young child in distress in shallow water at the beach. Demonstrate what action you would take.

Sample water safety scenario 2

You are have just started swimming lessons in your local pool. You are making progress but cannot yet swim a width or swim out of your depth. A young child falls in at a pier. Demonstrate what action you would take.

Sample water safety scenario 3

You have been learning to swim now for some years and can swim a number of lengths and out of your depth. You are at the beach with some friends. One of them swims out after a ball and gets into difficulty. She is swimming back to shore and is nearly within her depth but visibly tired. Demonstrate what action you would take.

Sample water safety scenario 4

You are on the school swim team and have been swimming with your club from an early age. You are out boating with your family and you are all wearing buoyancy aides. Three of you are playing on deck and suddenly find yourselves in the water. Demonstrate what action you would take.

This assessment could be completed over approximately two physical education classes, depending on the number of instructors present at the pool. The assessment should provide students with two opportunities to demonstrate their best performance, if required.

| Features of Quality: Performance Assessment in Aquatics |
|--|
| Exceptional The performance demonstrates an excellent response to a water safety scenario. The performance displays an excellent understanding of the rules of water safety. The student's refecton is of excellent quality. |
| Above expectations The performance demonstrates a very effective response to a water safety scenario. The performance displays a very good understanding of the rules of water safety. The student's refecton is of very good quality. |
| In line with expectations The performance demonstrates an effective response to a water safety scenario. The performance displays a good understanding of the rules of water safety. The student's refecton is of reasonable quality. |
| Yet to meet expectations The performance demonstrates an unsatisfactory response to a water safety scenario. The performance displays a basic understanding of the rules of water safety. The student's refecton is limited. |

In **Strand 3**, Option 3, *Athletics*, students complete their performance assessment in one athletic event.

There are five aspects to the performance assessment in athletics:

- Skill and technique in the selected athletic event performed under pressure

- Ability to compete under pressure
- Adherence to the rules of the event
- Adherence to the safety precautions of the event.
- An ability to reflect of their overall learning in the strand.

In this assessment students are required to demonstrate their skill and technique in one athletic event. In athletics, students learn about running, throwing and jumping athletics events. The number of events that are studied in each of these three categories depends on the interests and abilities of the class.

The teacher in consultation with the students identifies which of the athletic events being studied will be the focus of the assessment. In some cases, the teacher will agree on one event which all students will be assessed on. In others, the teacher may offer students a choice about which event they wish to be assessed in. Such decisions will be contingent on what is manageable for the teacher and the students.

The assessment should be designed to take place in a 'competitive' context in the physical education class. The main focus of the performance element of this assessment is on the student demonstrating skill and technique in the selected event in a 'competitive' context whilst adhering to the rules and safety regulations for the event. The student should be given at least two opportunities to demonstrate their best performance.

On completing their performance assessment in *Athletics*, students are required to reflect on their overall learning in this strand. For sample statements to support students' reflections, see Appendix 1.

This assessment could be completed over approximately two physical education classes.

Features of Quality: Performance Assessment in Athletics

Exceptional

The student demonstrates an excellent level of skill and technique.

The student demonstrates an excellent ability to compete effectively under pressure.

The student displays an excellent understanding of the rules of the event including safety considerations.

The student's reflection is of excellent quality.

Above expectations

The student demonstrates a very good level of skill and technique.

The student demonstrates a very good ability to compete effectively under pressure.

The student displays a very good understanding of the rules of the event including safety considerations.

The student's reflection is of very good quality.

In line with expectations

The student demonstrates a good level of skill and technique.

The student demonstrates a good ability to compete effectively under pressure.

The student displays a good understanding of the rules of the event including safety considerations.

The student's reflection is of reasonable quality.

Yet to meet expectations

The performance demonstrates very limited skill and technique.

The student demonstrates a very limited ability to compete under pressure.

The student displays an inadequate understanding of the rules of the event and safety considerations.

The student's reflection is of limited quality.

Strand 4, *Dance/Gymnastics*: students complete their performance assessment in **either** dance or gymnastics.

In the performance assessment for dance or gymnastics, students are required to perform their own dance/gymnastic creation **in a group** of not more than four students. In dance/gymnastics, the student's performance should demonstrate the following:

- Skill, poise and confidence
- Understanding of style/theme
- Creative use of choreographic and compositional techniques, props and music
- Contribution to overall group performance
- Adherence to safety precautions required by the activity.

In this assessment, students are asked to create and perform in either dance or gymnastics as part of group of not more than four students. Where students have had an opportunity to learn both, it is preferable that they be allowed to choose, as a class, which activity will be used in this performance assessment. The dance/gymnastic performance should be based on their learning in physical education class, i.e. the particular theme(s) studied in gymnastics or the different dance styles, learned in dance class. It is important to discuss with the students exactly what will be expected in the performance, i.e. the theme/style, the use of props and music and possible approaches to performing as a group. Students are assessed individually on their performance and on their contribution to the overall group performance.

Students will develop their confidence and competence in dance/gymnastics in the first part of the strand. Preparation for the performance assessment will take place in the second part of the strand. Students are likely to need at least four double periods to create and refine their performance. Students will draw on their learning in the first part of the strand as they plan for their performance. It is desirable to have a mid-way review using peer assessment and/or video to provide feedback on the performance. Students can dedicate the remaining time to improving their performance based on feedback received from their peers and the teacher. Based on a class of thirty students and not more than eight groups, this assessment could be completed over approximately two physical education classes.

On completing their performance assessment in *Dance/Gymnastics*, students are required to reflect on their overall learning in this strand. For sample statements to support students' reflections, see Appendix 1.

Features of Quality: Performance Assessment in Dance or Gymnastics

In this assessment task, the student's grade is based on their individual performance within the group's dance/gymnastic performance as well as their contribution to that performance.

Exceptional

The performance demonstrates excellent skill, poise and confidence.

The performance demonstrates excellently the style/theme on which the final performance is based.

There is an excellent level of creativity evident.

The student's performance contributes excellently to the overall group performance.

The student's reflection is of excellent quality.

Above expectations

The performance demonstrates very good skill, poise and confidence.

The performance demonstrates very well the style/theme on which the final performance is based.

There is an excellent level of creativity evident.

The student's performance contributes very well to the overall group performance.

The student's reflection is of very good quality.

In line with expectations

The performance demonstrates good skill, poise and confidence.

The performance demonstrates well the style/theme on which the final performance is based.

There is a reasonable level of creativity evident.

The student's performance contributes well to the overall group performance.

The student's reflection is of reasonable quality.

Yet to meet expectations

The performance demonstrates a very basic level of skill, poise and confidence.

The performance does not clearly to the style/theme on which the final performance is based.

The student's performance makes little contribution to the overall group performance.

The student's reflection is of limited quality.

Classroom-Based Assessment: Advice for students

When you are completing assessments in the PE short course, please keep the following in mind:

- As you learn to develop your skills and understanding in each strand of the PE short course, you will receive feedback from your teacher and students in your class about on how you can improve your performance and understanding. You will also reflect on your own learning to help you plan the next steps. Use this information to improve.
- New activities take time to master. Getting better at any physical activity takes practice. You will improve more if you can practice beyond the PE class. Ask your teacher's and other students' advice on opportunities to practice.
- Make sure you understand what you will be asked to do to show evidence of your learning by the end of each strand. Take every opportunity to practice and receive feedback.

Learning and Assessment Review meetings

Shared understanding of standards within junior cycle short courses will arise through professional discussion in Learning and Assessment Review meetings. Teachers gather examples of student work and compare their judgements with other colleagues. Over time, this process will help develop a greater understanding of standards and ensure consistency of judgement about student performance.

In the initial stages, as physical education teachers build the practice of using video in the classroom, the Learning and Assessment Review meetings may only be possible in relation to the Personal Physical Activity Programme. The other assessments are completed in real time. However, where the assessment has not been videoed, no artefact will be available for discussion. In time, as teachers build their practise of using ICT in physical education, they can bring video examples of Classroom-Based Assessments to the Learning and Assessment Review meetings for review and discussion.

Where there is a single teacher of a short course in a school, where feasible, the teacher will participate in a Learning and Assessment Review meeting with another school. The potential of ICT to support such meetings will be explored.

Further details on managing and participating in Learning and Assessment Review meeting can be accessed at <http://juniorcycle.ie/Assessment> .

Following the Learning and Assessment Review each individual teacher re-considers the judgement they had made of their student's work, based on the outcomes of the meeting, and where necessary makes the appropriate adjustments to the level of achievement awarded to the work. The Descriptors

awarded are used in reporting progress and achievement to parents and students as part of the school's reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

Using feedback

Providing effective feedback is a crucial step to support learning. Students will be informed of the final Descriptor they have been awarded once the review meeting has taken place and its outcomes have been processed. However, effective feedback goes beyond the naming of the Descriptor awarded. Feedback on the strengths of the student's work, and on areas for improvement can be used to support their future learning. Further information on the use of feedback can be found at <http://juniorcycle.ie/Assessment>.

Querying a result

Queries in relation to the Descriptors awarded for the Classroom-Based Assessment, where they arise, will be dealt with by the school.

Appendix 1: Sample reflection statements

Some of the following statements could be considered to support students in their reflections:

- The most important thing I learned in this strand is.....
- The most interesting part was.....
- What I found difficult was.....
- My performances could have been better if.....
- I enjoyed *** strand most because.....
- I learned the following skills in this strand.....
- I would be interested in learning more about
- I would be interested to learning to.....
- One thing that I had to work hard at overcoming was.....
- At the end of this strand, I am more likely to be physically active/less likely to be physical active because
- At the end of this strand, I am more likely/less likely to try new activities because.....