Stage 1 Physical Education

Assessment Type 1: Performance Improvement

Individual Constraints Improvement Task (Lawn Bowls)

**Task Background**

Through studying Skill Acquisition, you know that learning is affected by the characteristics of the learner, the environment, and the nature of the task. These aspects known as constraints can be manipulated to improve the performance of the learner.

**Description of Assessment**

*In pairs or a team of three,* you will design a 5-week lawn bowls program that is constraints based to improve your ability to place the bowl as close to the jack as possible. Weekly evidence will be collected to evaluate the success of each session you implement and your improvement. Initially, you will collect evidence to evaluate your current ability to place the bowl as close to the jack as possible. Evidence can include video or photographic images, collection of activity data and feedback/responses from the students participating in the lesson.

**Planning considerations** **(can be completed in pairs or threes)**

* Identify constraints that maximise learning
* How you will utilise feedback throughout your program to maximise learning
* How you will know learning has taken place.

**Evaluation considerations** **(individual response per student)**

Providing evidence/data from your session, your evaluation must consider:

* Constraints led approach to skill learning
* Effective use of feedback (collaboration)
* Reflection/evaluation of the effectiveness of your sessions and program.

**Response requirements**

The response needs to focus on the constraints implemented throughout your program and how these impacted on your learning and your performance ability. Video footage or photographic images should be used to support your response. The response may also include other forms of evidence or data to evaluate the effectiveness of your program.

The response should be up to a maximum of 9 minutes for an oral or multimodal presentation or up to a maximum of 1500 words, for a written response.

The training program and lesson plans are to be submitted with the response as an appendix.

Assessment

The Specific features assessed in this task are:

**A1**  Application of knowledge and understanding to movement concepts and strategies

**A2** Application of collaborative skills

**EAR1** Exploration and analysis of evidence relating to physical activity

**EAR2** Reflection on movement concepts and strategies

**EAR3** Reflection on and application of feedback to improve participation and/or performance.

**Stage 1 Physical Education Performance Standards**

|  |  |  |
| --- | --- | --- |
| - | Application | Exploration, Analysis, and Reflection |
| A | Astute and highly effective application of knowledge and understanding to movement concepts and strategies.  Focused and sustained application of collaborative skills.  Highly effective use of accurate subject-specific terminology. | Focused exploration and in-depth analysis of evidence relating to physical activity.  Insightful reflection on movement concepts and strategies.  Insightful reflection on ways to improve participation and/or performance. |
| B | Effective application of knowledge and understanding to movement concepts and strategies.  Mostly thorough and sustained application of collaborative skills.  Effective use of accurate subject-specific terminology. | Thorough exploration and some depth of analysis of evidence relating to physical activity.  Well-considered reflection on movement concepts and strategies with some insights.  Well-considered reflection on ways to improve participation and/or performance. |
| C | Generally effective application of knowledge and understanding to movement concepts and strategies.  Competent application of collaborative skills.  Generally effective use of subject-specific terminology with some accuracy. | Generally competent exploration and analysis of evidence relating to physical activity.  Considered reflection on movement concepts and strategies.  Considered reflection on ways to improve participation and/or performance. |
| D | Some application of knowledge and understanding to movement concepts and strategies.  Some application of collaborative skills.  Some use of subject-specific terminology. | Some exploration and analysis of evidence relating to physical activity.  Some reflection on movement concepts and strategies.  Some reflection on ways to improve participation and/or performance. |
| E | Attempted application of knowledge and understanding to movement concepts and strategies.  Attempted application of collaborative skills.  Attempted use of subject-specific terminology. | Attempted exploration and analysis of evidence relating to physical activity.  Attempted reflection on movement concepts and strategies.  Attempted reflection on ways to improve participation and/or performance. |

**STUDENT:** ………………………………………………………………………

**Teacher comment:**  **Assessment Grade:**

…………………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………………………