

PE PRACTICAL ASSESSMENT FRAMEWORK

Assessment Grade		Key Knowledge and Skills
9	a	Students perform at an exceptional standard. The quality of technique is maintained for all skills and throughout all practices.
	b	They consistently work with originality, proficiency and flair. Tactical understanding is demonstrated in every aspect of performance.
	c	Decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and they are always adaptive when faced with progressively challenging situations. They almost always produce the intended outcome.
	d	They can work to exhaustion. Excels in almost all fitness components. They can lead a full class for a number of progressive practices.
8	a	Students perform at a very high standard. The quality of technique is maintained for all skills with only minor deterioration in the most challenging practices.
	b	They work with high standards of originality, proficiency and flair. Tactical understanding clearly enhances performance.
	c	Decision making is consistently effective in both predetermined and spontaneous situations. There are few errors and they are almost always adaptive when faced with progressively challenging situation. They mostly produce the intended outcome.
	d	They can work above 75% MHR for an extended time. Excels in most fitness components. They can lead a full class for at least 2 progressive practices
7	a	Students perform at a high standard. The quality of technique is maintained for all skills but may start to deteriorate in the only the most challenging practices.
	b	They can demonstrate originality, proficiency and flair. Tactical understanding can enhance performance of themselves and others.
	c	Decision making is usually effective in both predetermined and spontaneous situations. There may be minor errors and they are usually adaptive when faced with progressively challenging situations. They regularly produce the intended outcome.
	d	They can work close to 75% MHR for an extended period of time. Excels in at least 3 fitness components. They can lead a full class for an isolated practice or warm up activity.
6	a	Students perform at a very good standard. The quality of technique is maintained for almost all skills but may deteriorate in the most challenging practices.
	b	They perform with consistent precision control and fluency. Tactical understanding is clearly demonstrated.
	c	Decision making is usually effective in predetermined situations but less so in spontaneous situations. There are occasional minor errors and they are adaptive until highly challenging situations are faced. They produce the intended outcome more often than not.
	d	They can work at 75% of MHR for a period of time. Excels in one fitness component. They can lead a small group for progressive practices.
5	a	Students perform at a good standard. The quality of technique is maintained for most skills but may deteriorate in the most challenging practices.
	b	They can perform with control and fluency and some precision. Their understanding of tactics can influence outcomes.
	c	Decision making is only occasionally effective in both predetermined and spontaneous situations. There are occasional errors and they are adaptive until challenging progressive practices are faced. They regularly produce the intended and also unintended outcomes.
	d	They can work at 75% short periods of time. Good in at least 3 fitness components. They can lead a small group for at least a 3 stage warm up.

4	a	Students' performances are sometimes good but can be limited. The quality of technique is maintained for some skills but may deteriorates in challenging practices.
	b	They can link some skills together showing some basic control and fluency. They show an understanding of tactics.
	c	Decision making is occasionally effective in predetermined and spontaneous situations. There are frequent errors and they are only occasionally adaptive in simple progressive practices. They regularly produce the intended and also unintended outcomes.
	d	They can work at 60% of MHR for a period of time. Good in at least 3 fitness components. They can lead a small group for 2 stages of the warm up.
3	a	Students' performances are limited. The quality of technique is maintained for simple skills and can deteriorate in moderately challenging practices.
	b	They can explore simple skills and start to link them. They show some understanding of tactics.
	c	Decision making is occasionally effective in predetermined situations and even less so in spontaneous situations. There are frequent errors and they find it hard to adapt to simple progressive practices.
	d	They can work at 60% of MHR for short period of time. Good in at least 2 fitness components. They can lead a partner in at least one stage of a warm up.
2	a	Students' performances are basic. The quality of technique is maintained for simple skills but can often deteriorate with any sort of challenging practice.
	b	They can explore simple skills. They begin to show a basic understanding of tactics.
	c	Decision making is often ineffective in predetermined situations. They find it difficult to adapt to changing situations.
	d	They can work about 50% of MHR for short periods of time. Can demonstrate each component of fitness. They can communicate simple instructions to other students.
1	a	Students' performances are very basic. It is difficult to assess any sort of quality of technique. Skill level is simple making anything other than performance in closed practices difficult.
	b	They can copy, repeat and explore simple skills and tactics with basic control and coordination.
	c	Decision making is slow and affects performance.
	d	They understand how to increase heart rate through different exercises. They can keep score and play in a team.
S	a	Students are only able to demonstrate the basic fundamental motor skills in highly adapted conditioned practices.
	b	
	c	They understand how to increase heart rate.
	d	