

Assessment criteria overview

Assessment for physical and health education courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

| | | |
|--------------------|--------------------------------------|------------------|
| Criterion A | Knowing and understanding | Maximum 8 |
| Criterion B | Planning for performance | Maximum 8 |
| Criterion C | Applying and performing | Maximum 8 |
| Criterion D | Reflecting and improving performance | Maximum 8 |

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP physical and health education. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

Physical and health education assessment criteria: Year 3

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, students should be able to:

- i. describe physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> i. recalls physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success. |
| 3–4 | The student: <ol style="list-style-type: none"> i. states physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding. |
| 5–6 | The student: <ol style="list-style-type: none"> i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to describe issues and to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding. |

| Achievement level | Level descriptor |
|-------------------|--|
| 7–8 | <p>The student:</p> <ul style="list-style-type: none"> i. describes physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently and effectively to communicate understanding. |

Notes for criterion A

- Criterion A must be assessed in non-performance/non-playing situations.
- Criterion A can be assessed only through written or oral tasks.

Criterion B: Planning for performance

Maximum: 8

At the end of year 3, students should be able to:

- i. outline goals to enhance performance
- ii. design and explain a plan for improving physical performance and health.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> i. states a goal to enhance performance ii. outlines a limited plan for improving physical performance and health. |
| 3–4 | The student: <ol style="list-style-type: none"> i. lists goals to enhance performance ii. outlines a plan for improving physical performance and health. |
| 5–6 | The student: <ol style="list-style-type: none"> i. identifies goals to enhance performance ii. designs a plan for improving physical performance and health. |
| 7–8 | The student: <ol style="list-style-type: none"> i. outlines goals to enhance performance ii. designs and explains a plan for improving physical performance and health. |

Notes for criterion B

- Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

Criterion C: Applying and performing

Maximum: 8

At the end of year 3, students should be able to:

- i. demonstrate and apply a range of skills and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline and apply information to perform effectively.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> i. recalls and applies skills and techniques with limited success ii. recalls and applies strategies and movement concepts with limited success iii. recalls and applies information to perform. |
| 3–4 | The student: <ol style="list-style-type: none"> i. demonstrates and applies skills and techniques with limited success ii. demonstrates and applies strategies and movement concepts with limited success iii. identifies and applies information to perform. |
| 5–6 | The student: <ol style="list-style-type: none"> i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform effectively. |
| 7–8 | The student: <ol style="list-style-type: none"> i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. outlines and applies information to perform effectively. |

Notes for criterion C

- Criterion C must be assessed in **performance/playing situations**.
- A student's ability to demonstrate and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to demonstrate and apply **strategies and movement concepts** could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to outline and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
- Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.

Criterion D: Reflecting and improving performance

Maximum: 8

At the end of year 3, students should be able to:

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. explain the effectiveness of a plan based on the outcome
- iii. explain and evaluate performance.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> i. identifies strategies to enhance interpersonal skills ii. states the effectiveness of a plan iii. outlines performance. |
| 3–4 | The student: <ol style="list-style-type: none"> i. identifies and demonstrates strategies to enhance interpersonal skills ii. states the effectiveness of a plan based on the outcome iii. outlines and summarizes performance. |
| 5–6 | The student: <ol style="list-style-type: none"> i. outlines and demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan based on the outcome iii. outlines and evaluates performance. |
| 7–8 | The student: <ol style="list-style-type: none"> i. describes and demonstrates strategies to enhance interpersonal skills ii. explains the effectiveness of a plan based on the outcome iii. explains and evaluates performance. |

Notes for criterion D

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.
- This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.

Physical and health education assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, students should be able to:

- i. explain physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> i. states physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to investigate issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success. |
| 3–4 | The student: <ol style="list-style-type: none"> i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding. |
| 5–6 | The student: <ol style="list-style-type: none"> i. identifies physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding. |

| Achievement level | Level descriptor |
|-------------------|---|
| 7–8 | <p>The student:</p> <ul style="list-style-type: none"> i. explains physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse complex issues and to solve complex problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently and effectively to communicate understanding. |

Notes for criterion A

- Criterion A must be assessed in non-performance/non-playing situations.
- Criterion A can be assessed only through written or oral tasks.

Criterion B: Planning for performance

Maximum: 8

At the end of year 5, students should be able to:

- i. develop goals to enhance performance
- ii. design, explain and justify a plan to improve physical performance and health.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> i. identifies goals to enhance performance ii. constructs a plan to improve physical performance and health. |
| 3–4 | The student: <ol style="list-style-type: none"> i. outlines goals to enhance performance ii. constructs and describes a plan to improve physical performance and health. |
| 5–6 | The student: <ol style="list-style-type: none"> i. explains goals to enhance performance ii. designs and explains a plan to improve physical performance and health. |
| 7–8 | The student: <ol style="list-style-type: none"> i. develops goals to enhance performance ii. designs, explains and justifies a plan to improve physical performance and health. |

Notes for criterion B

- Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

Criterion C: Applying and performing

Maximum: 8

At the end of year 5, students should be able to:

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts effectively
- iii. analyse and apply information to perform effectively.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> i. demonstrates and applies skills and techniques with limited success ii. demonstrates and applies strategies and movement concepts with limited success iii. recalls information to perform. |
| 3–4 | The student: <ol style="list-style-type: none"> i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform. |
| 5–6 | The student: <ol style="list-style-type: none"> i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. analyses and applies information to perform. |
| 7–8 | The student: <ol style="list-style-type: none"> i. demonstrates and applies a range of skills and techniques effectively ii. demonstrates and applies a range of strategies and movement concepts effectively iii. analyses and applies information to perform effectively. |

Notes for criterion C

- Criterion C must be assessed in **performance/playing situations**.
- A student's ability to demonstrate and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to demonstrate and apply **strategies and movement concepts** could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to analyse and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
- Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.
- Criterion C, strand iii (analyse and apply information to perform effectively) is not applicable for eAssessment.

Criterion D: Reflecting and improving performance

Maximum: 8

At the end of year 5, students should be able to:

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. analyse and evaluate the effectiveness of a plan based on the outcome
- iii. analyse and evaluate performance.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> i. identifies and demonstrates strategies to enhance interpersonal skills ii. outlines the effectiveness of a plan based on the outcome iii. outlines and summarizes performance. |
| 3–4 | The student: <ol style="list-style-type: none"> i. outlines and demonstrates strategies to enhance interpersonal skills ii. explains the effectiveness of a plan based on the outcome iii. describes and summarizes performance. |
| 5–6 | The student: <ol style="list-style-type: none"> i. describes and demonstrates strategies to enhance interpersonal skills ii. analyses the effectiveness of a plan based on the outcome iii. explains and evaluates performance. |
| 7–8 | The student: <ol style="list-style-type: none"> i. explains and demonstrates strategies to enhance interpersonal skills ii. analyses and evaluates the effectiveness of a plan based on the outcome iii. analyses and evaluates performance. |

Notes for criterion D

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.
- This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.