

Physical and health education assessment criteria: Year 1

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

- i. outline physical and health education-related factual, procedural and conceptual knowledge
- ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology 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 some physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues iii. recalls physical and health terminology.
3–4	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.
5–6	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 outline issues and solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ol style="list-style-type: none">i. outlines physical and health education factual, procedural and conceptual knowledgeii. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situationsiii. applies physical and health terminology consistently 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 1, students should be able to:

- i. identify goals to enhance performance
- ii. construct and outline a plan for improving physical activity 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. states a plan for improving physical activity and health.
3–4	The student: <ol style="list-style-type: none"> i. defines a goal to enhance performance ii. outlines a basic plan for improving physical activity and health.
5–6	The student: <ol style="list-style-type: none"> i. lists goals to enhance performance ii. outlines a plan for improving physical activity and health.
7–8	The student: <ol style="list-style-type: none"> i. identifies goals to enhance performance ii. constructs a plan for improving physical activity 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 1, students should be able to:

- i. recall and apply a range of skills and techniques
- ii. recall and apply a range of strategies and movement concepts
- iii. recall 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 limited skills and techniques ii. recalls limited strategies and movement concepts iii. recalls limited information to perform.
3–4	The student: <ol style="list-style-type: none"> i. recalls some skills and techniques ii. recalls some strategies and movement concepts iii. recalls some information to perform.
5–6	The student: <ol style="list-style-type: none"> i. recalls and applies some skills and techniques ii. recalls and applies some strategies and movement concepts iii. recalls and applies some information to perform effectively.
7–8	The student: <ol style="list-style-type: none"> i. recalls and applies a range of skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. recalls and applies information to perform effectively.

Notes for criterion C

- Criterion C must be assessed in **performance/playing situations**.
- A student's ability to recall and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to recall 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 recall 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 1, students should be able to:

- i. identify and demonstrate strategies to enhance interpersonal skills
- ii. describe the effectiveness of a plan based on the outcome
- iii. describe and summarize 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 a strategy to enhance interpersonal skills ii. identifies the effectiveness of a plan iii. outlines performance.
3–4	The student: <ol style="list-style-type: none"> i. identifies strategies to enhance interpersonal skills ii. states the effectiveness of a plan iii. describes performance.
5–6	The student: <ol style="list-style-type: none"> i. identifies and sometimes demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan iii. outlines and summarizes performance.
7–8	The student: <ol style="list-style-type: none"> i. identifies and demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan based on the outcome iii. describes and summarizes 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 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
<ul style="list-style-type: none"> • 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 subject-specific grade descriptors

Subject-specific grade descriptors serve as an important reference in the assessment process. Through careful analysis of subject-group criteria and the general grade descriptors, they have been written to capture and describe in a single descriptor the performance of students at each grade for each MYP subject group.

Subject-specific grade descriptors are also the main reference used to select grade boundaries for each discipline in each assessment session. During this process, the grade award team compares student performance against descriptors of achievement at grades 2 and 3; 3 and 4; and 6 and 7 (other boundaries are set at equal intervals between these key transitions). The grade award process is able to compensate for variations in challenge between ePortfolio tasks and in standards applied to marking (both between subjects and for a particular subject across sessions) by setting boundaries for each discipline and examination session, with reference to real student work.

Subject-specific grade descriptors tie eAssessment to criterion-related assessment and to MYP assessment criteria and level descriptors, which put the programme's criterion-related assessment philosophy into practice.

Grade	Descriptor
7	Produces high-quality, frequently innovative physical and health solutions through the application of physical and health strategies. Communicates comprehensive, nuanced understanding of physical and health concepts and contexts through independent and detailed work. Consistently demonstrates sophisticated analytical thinking and critical evaluation to improve skills and techniques in physical and health education. Frequently transfers knowledge and applies skills, with independence and expertise, to complex real-world situations.
6	Produces high-quality, occasionally innovative physical and health solutions through the application of physical and health strategies. Communicates extensive understanding of physical and health concepts and contexts through independent and detailed work. Demonstrates analytical thinking and critical evaluations, frequently with sophistication, to improve skills and techniques in physical and health education. Transfers knowledge and applies skills, often with independence, to real-world situations.
5	Produces generally high-quality physical and health solutions through the application of physical and health strategies. Communicates good understanding of physical and health concepts and contexts. Demonstrates analytical thinking and critical evaluations, sometimes with sophistication to improve skills and techniques in physical and health education. Usually transfers knowledge and applies skills with some independence to real-world situations.
4	Produces good-quality physical and health solutions through the application of physical and health strategies. Communicates basic understanding of physical and health education factual, procedural and conceptual knowledge with few misunderstandings and minor gaps. Often demonstrates analytical thinking and critical evaluations to improve skills and techniques in physical and health education. Transfers some knowledge and applies some skills in familiar situations, but requires support in unfamiliar situations.

Grade	Descriptor
3	Produces acceptable quality physical and health solutions through the application of physical and health strategies. Communicates basic understanding of physical and health education factual, procedural and conceptual knowledge with occasional significant misunderstandings or gaps. Begins to demonstrate some analytical thinking and critical evaluation of skills and techniques in physical and health education. Begins to transfer knowledge and apply skills, requiring support even in familiar situations.
2	Produces work of limited quality. Communicates limited understanding of some physical and health education factual, procedural and conceptual knowledge. Demonstrates limited evidence of analytical thinking or critical evaluation of skills and techniques in physical and health education. Limited evidence of transfer of knowledge or application of skills.
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most factual, procedural and conceptual knowledge. Very rarely demonstrates critical or analytical thinking. Very inflexible, rarely shows evidence of knowledge or skills.