

(NAME OF SCHOOL AND BADGE)

PHYSICAL EDUCATION FORMAL ASSESSMENT
GRADE 6 – TERM 1
WEEK 1 - 5

LEARNER NAME: _____

GRADE 6: _____

Week 1 - PARTICIPATION

Date: _____

- * Introduction to striking and fielding games.
- * Safety measures relating to striking and fielding games.
- * Throw and catch
- * Throwing at a target
- * Move to hit a ball

I participated		I did not participate		I was absent	
----------------	--	-----------------------	--	--------------	--

Teacher: _____

Parent: _____

Week 2 – PARTICIPATION

Date: _____

- * Introduction to rounders
- * Playing of rounders

I participated		I did not participate		I was absent	
----------------	--	-----------------------	--	--------------	--

Teacher: _____

Parent: _____

Week 3 – PARTICIPATION

Date: _____

- * Playing of rounders

I participated		I did not participate		I was absent	
----------------	--	-----------------------	--	--------------	--

Teacher: _____

Parent: _____

Week 4 – MOVEMENT PERFORMANCE 1 (Focus Group 1 & 2)

Date: _____

Week 5 – MOVEMENT PERFORMANCE 1 cont. (Focus Group 3 & 4)

Date: _____

Formal Assessment – striking a ball with a bat / catching an up-and-under ball

Each learner in the group is to strike a ball pitched to them by a peer using a baseball / softball / improvised bat. Then each learner is to catch an up-and-under ball thrown by a peer.

MOVEMENT PERFORMANCE RUBRIC				
Movement Performance – striking the ball / catching an up-and-under ball	(0 – 1 mark) Requires significant attention: movements do not produce the desired outcome at all. Learner cannot strike a ball with a bat / catch an up-and-under ball at all / cannot strike a ball with a bat / catch an up-and-under ball without assistance.	(2 – 3 marks) Requires further attention and refinement: lapses in movements which do not always produce the desired outcome. Learner struggled to strike a ball with a bat / catch an up-and-under ball and needed some assistance.	(4 marks) Efficient, effective and appropriate: movements mostly produce the correct desired outcome. Learner was able to strike a ball with a bat / catch an up-and-under ball.	(5 marks) Exceptional level of skill: movements always produce the desired outcome. Learner struck a ball with a bat and caught an up-and-under ball with ease and exceptional skill.

(NAME OF SCHOOL AND BADGE)

PHYSICAL EDUCATION FORMAL ASSESSMENT
GRADE 6 – TERM 1
WEEK 6 – 10

LEARNER NAME: _____

GRADE 6: _____

Week 6 - PARTICIPATION

Date: _____

- * Bowling at a target
- * Bowling, batting and fielding
- * Running between wickets

I participated		I did not participate		I was absent	
----------------	--	-----------------------	--	--------------	--

Teacher: _____

Parent: _____

Week 7 – PARTICIPATION

Date: _____

- * Introduction to modified cricket
- * Playing of modified cricket

I participated		I did not participate		I was absent	
----------------	--	-----------------------	--	--------------	--

Teacher: _____

Parent: _____

Week 8 – PARTICIPATION

Date: _____

- * Playing of modified cricket

I participated		I did not participate		I was absent	
----------------	--	-----------------------	--	--------------	--

Teacher: _____

Parent: _____

Week 9 – MOVEMENT PERFORMANCE 2 (Focus Group 1 & 2)

Date: _____

Week 10 – MOVEMENT PERFORMANCE 2 cont. (Focus Group 3 & 4)

Date: _____

Formal Assessment – striking a ball with a bat / bowling a ball / fielding a ball

Learners work in groups of 3. Each learner in the group is to get a turn to bowl at a peer, strike a ball bowled to them by a peer using a cricket / improvised bat and fetch a ball that has been batted and throw it back to the bowler.

MOVEMENT PERFORMANCE RUBRIC				
Movement Performance – bowling / striking / fielding	(0 – 1 mark) Requires significant attention: movements do not produce the desired outcome at all. Learner cannot bowl a ball / strike a ball / field a ball at all / cannot bowl a ball / strike a ball / field a ball without assistance.	(2 – 3 marks) Requires further attention and refinement: lapses in movements which do not always produce the desired outcome. Learner struggled to bowl a ball / strike a ball / field a ball and needed some assistance.	(4 marks) Efficient, effective and appropriate: movements mostly produce the correct desired outcome. Learner was able to bowl a ball / strike a ball / field a ball.	(5 marks) Exceptional level of skill: movements always produce the desired outcome. Learner bowled a ball / struck a ball / fielded a ball with ease and exceptional skill.