



# Henley High School

## Stage 2 Sport Studies

### **ASSESSMENT TYPE 3: Folio and Discussion**

#### **Task 5: Class Presentation**

#### **TASK DESCRIPTION**

Students are required to keep a portfolio of their learning in each of the activities undertaken. Students will then use their folio to discuss their learning during a round table discussion with the assessing teacher and their peers..

#### **PROCESS:**

##### Part A: FOLIO

Students are required to keep a portfolio of their learning in each of the sports undertaken in addition to the major assessment pieces. This can to be completed each week and focus on the skill development that has taken place. A portfolio may consist of material such as notes, diagrams, observations, reflections, photographs, video analysis, feedback from various sources, translations or interpretations. You will need to include evidence of your learning and demonstrate the ability to reflect on different aspects of the course.

##### Part B: DISCUSSION

Students are required to discuss aspects of their skill development with their teacher and class group, and support their views with the evidence in their portfolio. Each student will be asked to respond to questions about his or her learning as demonstrated by the evidence in the portfolio. Students may also contribute to the discussion by offering comments in a general forum.

#### **ASSESSMENT CONDITIONS**

Folio to represent learning from the three practical's undertaken, collaborative activity and negotiated task.

Discussions in groups of 3 or 4 for a maximum of 10 minutes

	<b>Application</b>	<b>Investigation and Analysis</b>	<b>Communication and Collaboration</b>	<b>Evaluation and Reflection</b>	<b>Understanding</b>
<b>A</b>	<p><b>Comprehensive development of knowledge, concepts, and skills.</b></p> <p>Insightful and comprehensive application of a range of knowledge, concepts, and skills for a purpose.</p>	<p>Focused and in-depth investigation into relevant information, concepts, and ideas using a variety of sources.</p> <p>Focused and in-depth analysis of concepts, ideas, and skill development from a variety of perspectives.</p>	<p>Sustained and productive collaboration with others.</p> <p>Clear and comprehensive communication of ideas and informed opinions.</p> <p>Coherent, insightful, and well-informed discussion and justification of ideas and opinions.</p>	<p>Perceptive and critical evaluation of the student's own learning and progress in learning.</p> <p>Perceptive and constructive reflection on learning from peer assessment and self-assessment.</p>	<p>In-depth and clear understanding and explanation of the connections between the program focus and the capability in each chosen key area.</p> <p>Sophisticated development and demonstration of the capability in each chosen key area.</p>
<b>B</b>	<p><b>Focused development of knowledge, concepts, and skills.</b></p> <p>Well-considered application of a range of knowledge, concepts, and skills for a purpose.</p>	<p>Some depth in investigation into relevant information, concepts, and ideas using a variety of sources.</p> <p>Thorough analysis of concepts, ideas, and skill development from different perspectives.</p>	<p>Purposeful collaboration with others.</p> <p>Clear and detailed communication of ideas and informed opinions.</p> <p>Clear and informed discussion and justification of ideas and opinions.</p>	<p>Thoughtful and critical evaluation of the student's own learning and progress in learning.</p> <p>Considered and constructive reflection on learning from peer assessment and self-assessment.</p>	<p>Some depth and clarity in an understanding and explanation of the connections between the program focus and the capability in each chosen key area.</p> <p>Well-considered development and demonstration of the capability in each chosen key area.</p>
<b>C</b>	<p><b>Competent development of knowledge, concepts, and skills.</b></p> <p>Appropriate application of knowledge, concepts, and skills for a purpose.</p>	<p>Competent investigation into relevant information, concepts, and ideas using a variety of sources.</p> <p>Competent analysis of concepts, ideas, and skill development from different perspectives.</p>	<p>Appropriate collaboration with others.</p> <p>Appropriate and generally clear communication of ideas and informed opinions.</p> <p>Competent discussion and justification of ideas and opinions.</p>	<p>Considered evaluation of the student's own learning and progress in learning.</p> <p>Considered reflection on learning from peer assessment and self-assessment.</p>	<p>Understanding and some explanation of the connections between the program focus and the capability in each chosen key area.</p> <p>Competent development and demonstration of the capability in each chosen key area.</p>
<b>D</b>	<p><b>Partial development of knowledge and skills.</b></p> <p>Basic application of some knowledge and skills with some relationship to a purpose.</p>	<p>Incomplete investigation into information, concepts, or ideas, with more emphasis on information than ideas and concepts.</p> <p>Incomplete recount of concepts, ideas, or skills, with identification of more than one perspective.</p>	<p>Some occasional collaboration with others.</p> <p>Partial and unfocused communication of ideas or opinions.</p> <p>Some description, with elements of justification, of ideas or opinions.</p>	<p>Some understanding and description of aspects of the student's own learning and progress in learning.</p> <p>Some description of learning from peer assessment and/or self-assessment.</p>	<p>Basic understanding and awareness of some of the connections between the program focus and the capability in a chosen key area.</p> <p>Some development and demonstration of aspects of the capability in each chosen key area.</p>
<b>E</b>	<p><b>Attempted development of knowledge and skills.</b></p> <p>Limited application of some knowledge or skills, with some attempted link to a purpose.</p>	<p>Attempted identification of a concept, idea, or skill.</p> <p>Attempted investigation of information or ideas, in one or more sources, which may have some relevance.</p>	<p>Limited collaboration with others.</p> <p>Some attempted communication of ideas or opinions.</p> <p>Brief description of an idea or opinion.</p>	<p>Some awareness and recognition of the student's own learning or progress in learning.</p> <p>Limited recount of learning from peer assessment and self-assessment.</p>	<p>Limited understanding of isolated connections between the program focus and the capability in a chosen key area.</p> <p>Emerging understanding, development, or demonstration of the capability in each chosen key area.</p>