



CORE P.E Assessment Ladder

Y7 All Sports

NAME:			SPORT:		
Band	Range of skills	Quality of skills	Physical Attributes	Decision Making (Knowledge & Understanding)	Level
<b>Y+ (8-9)</b>	Demonstrates <b>all core skills</b> and <b>nearly all advanced skills</b> for the activity in isolation and under competitive pressure in authentic performance situations.	<b>Core skills</b> are performed <b>consistently</b> with an <b>excellent</b> standard of accuracy, control, and fluency. The <b>advanced skills</b> demonstrated are performed <b>consistently</b> with an <b>excellent</b> standard of accuracy, control and fluency.	Demonstrates <b>appropriate</b> levels of physical fitness and psychological control to <b>perform very effectively</b> .	Successfully selects and uses appropriate skills on <b>nearly all occasions</b> . Applies appropriate team strategies/tactics/compositional ideas demonstrating an <b>excellent understanding</b> of the activity. Demonstrates <b>excellent awareness</b> of the rules/regulations of the activity during performance. Demonstrates <b>excellent regard</b> for the safety of themselves and others. Demonstrates <b>excellent awareness</b> and response to the strengths, weaknesses, and actions of other player(s)/performer(s) (team activities only). Communication with other player(s)/performer(s) is <b>excellent</b> (team activities only).	<b>18-20</b>
<b>Y (6-7)</b>	Demonstrates <b>all core skills</b> and <b>many advanced skills</b> for the activity in isolation and under competitive pressure in authentic performance situations.	<b>Core skills</b> are performed <b>consistently</b> with a <b>very good</b> standard of accuracy, control, and fluency. The <b>advanced skills</b> demonstrated are performed <b>consistently</b> with a <b>very good</b> standard of accuracy, control, and fluency.	Demonstrates <b>appropriate</b> levels of physical fitness and psychological control to <b>perform very effectively</b> .	Successfully selects and uses appropriate skills on <b>many occasions</b> . Applies appropriate team strategies/tactics/compositional ideas demonstrating a <b>very good understanding</b> of the activity. Demonstrates <b>very good awareness</b> of the rules/regulations of the activity during performance. Demonstrates <b>very good regard</b> for the safety of themselves and others. Demonstrates <b>very good awareness</b> and response to the strengths, weaknesses, and actions of other player(s)/performer(s) (team activities only). Communication with other player(s)/performer(s) is <b>very good</b> (team activities only).	<b>13-17</b>
<b>B (4-5)</b>	Demonstrates <b>most core skills</b> and <b>some advanced skills</b> for the activity in isolation and under competitive pressure in authentic performance situations.	<b>Core skills</b> are performed <b>consistently</b> with a good standard of accuracy, control, and fluency. The <b>advanced skills</b> demonstrated are performed with <b>some consistency</b> and a good standard of accuracy, control and fluency.	Demonstrates <b>appropriate</b> levels of physical fitness and psychological control to <b>perform effectively</b> .	Successfully selects and uses appropriate skills on <b>some occasions</b> . Applies appropriate team strategies/tactics/compositional ideas demonstrating a <b>good understanding</b> of the activity. Demonstrates <b>good awareness</b> of the rules/regulations of the activity during performance. Demonstrates <b>good regard</b> for the safety of themselves and others. Demonstrates <b>good awareness</b> and response to the strengths, weaknesses, and actions of other player(s)/performer(s) (team activities only). Communication with other player(s)/performer(s) is <b>good</b> (team activities only).	<b>8-12</b>



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<b>G (2-3)</b>	Demonstrates <b>many core skills</b> and <b>few advanced skills</b> for the activity in isolation and under competitive pressure in authentic performance situations.	<b>Core skills</b> are performed with <b>limited consistency</b> and some accuracy, control, and fluency. The <b>advanced skills</b> demonstrated are performed with <b>limited consistency</b> and often <b>lack</b> accuracy, control, and fluency.	Demonstrates <b>sufficient</b> physical fitness and psychological control to perform with <b>some effectiveness</b> .	Successfully selects and uses appropriate skills on <b>some occasions</b> . Applies appropriate team strategies/tactics/compositional ideas demonstrating <b>some understanding</b> of the activity. Demonstrates <b>limited awareness</b> of the rules/regulations of the activity during performance. Demonstrates <b>limited regard</b> for the safety of themselves and others. Demonstrates <b>limited awareness</b> and response to the strengths, weaknesses, and actions of other player(s)/performer(s) (team activities only). Communication with other player(s)/performer(s) is <b>limited</b> (team activities only).	<b>4-7</b>
<b>W (1)</b>	Demonstrates <b>some core skills</b> for the activity in isolation and under competitive pressure in authentic performance situations. <b>Few if any of the advanced skills</b> for the activity are attempted.	<b>Core skills</b> are performed <b>inconsistently</b> and with limited accuracy, control, and fluency. Any <b>advanced skills</b> attempted are performed with <b>little success</b> .	Demonstrates <b>limited</b> physical fitness and psychological control during performance.	Successfully selects and uses appropriate skills on <b>few occasions</b> . Rarely applies team strategies/tactics/compositional ideas demonstrating <b>some understanding</b> of the activity. Demonstrates <b>little awareness</b> of the rules/regulations of the activity during performance. Demonstrates <b>little regard</b> for the safety of themselves and others. Demonstrates <b>little awareness</b> and response to the strengths, weaknesses, and actions of other player(s)/performer(s) (team activities only). <b>Rarely</b> communicates with other player(s)/performer(s) (team activities only).	<b>1-3</b>
	<b>No evidence worthy of credit</b>	<b>No evidence worthy of credit</b>	<b>No evidence worthy of credit</b>	<b>No evidence worthy of credit</b>	<b>0</b>