

My physical activity – plan to improve

Student name:

Date:

Success criteria	Yet to meet expectations	In line with expectations	Above expectations	Exceptional
The student completed the table (My physical activity diary) with what seem like reasonable figures, for physical activity and sedentary time for each day.				
The student analysed and synthesised the information from their table, and identified a relevant goal based on this (My plan to improve).				
The student identified an appropriate activity to add to each day (My plan to improve).				
The student showed good insight in identifying potential challenges (My plan to improve) and identified appropriate solutions for each of these.				
The student implemented their plan, and reflected thoroughly, by synthesising their thoughts on the implementation of their plan (My evaluation).				
The student showed strong evidence of insight into their daily physical activity and sedentary behaviours, critically identifying changes they should make in future (My evaluation).				
The student demonstrated good insight in reflecting on what they learned about themselves from doing this assessment (My evaluation).				

Grade (if applicable): _____

Overall comment: _____

2. My fitness – plan to improve

Using the fitness-assessment procedures described on Student Book p.53 the students work in pairs to carry out this assessment (they carry out the fitness testing on each other). This is targeted more at Third Year students, who may hopefully be able to do this more independently of the teacher. However, students will still need some direction and guidance. This end-of-unit assessment is particularly important for any class groups that may go on to undertake Leaving Certificate PE at Senior Cycle, as it will act as a nice building block towards the practical component of the LCPE syllabus.

Remind students about the principles of FITT and Overload. Give students an example of how exercises can be described in terms of FITT. For example, if a student's chosen goal is to improve muscular endurance, the table below gives an example of some exercises that might be chosen and explained using FITT.

Frequency	Intensity	Time	Type
3 sets	As many as you can do in 1 min	1 minute × 3 sets	Modified press-ups
3 sets	Hold position for as long as you can	As long as you can hold × 3	Plank on elbows
3 sets	Continuous jumps × 15	N/a	Squat jumps

Grading the end-of-unit assessment

The success criteria for this end-of-unit assessment (1–4, presented below) are based on the student's ability to assess components of fitness, and plan and critically reflect for physical fitness improvement. As such, while improving fitness levels of all students is a clear target, we do not actually assess students based on their fitness levels. These success criteria can be considered the features of quality you would expect to see from students who successfully complete the end-of-unit assessment.

Success criteria

1. The student accurately set up, conducted, and recorded scores for their partner for the four components of fitness listed.
2. The student developed an appropriate and clear training programme for their partner, based on the fitness-testing results, and applied the principles of FITT and Overload.
3. The student implemented the programme with their partner, carried out the repeat fitness test, and gathered and documented relevant and useful information using the partner interview (p.56 of the Student Book).
4. The student showed good insight in reflecting (using all the information available to them) on how well the programme worked, identifying appropriate changes that could be made in the future, and communicating what they have learned about themselves from doing the assessment.

Grading tool

On p.18 the success criteria are expanded slightly to allow more detail, and are presented in a 'grading tool' format. To use it as a tool, just tick the box that best describes the student's work for each of the criteria.