

Department of Sport and Recreation Camps

Observation checklists

Years 8–10 Early Adolescence



Acknowledgements

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Assessing your students on camp

The Department of Sport and Recreation (DSR) Recreation Camps provide students with an opportunity to practise, develop and demonstrate various skills and outcomes related to the Western Australian Curriculum Framework.

The Department of Education (DoE) encourages teachers to assess students through a variety of means. School camps provide an excellent opportunity to monitor student achievement in Health and Physical Education. In particular, DSR camps programs allow students to develop and demonstrate interpersonal skills and self-management skills.

This resource is designed to assist teachers when exercising professional judgement in determining students' standards of achievement.

Observation checklists

Teachers are well placed to influence the development of skills. DSR camp instructors facilitate recreational programs and encourage all teachers to participate in the activities offered to enhance student learning and contribute to teacher/student interactions.

Observation checklists have been developed to facilitate teacher involvement and to assist with assessment of outcomes through observation of student behaviours over the course of the camp. The checklists describe observable behaviours representing achievement of interpersonal skills and self-management skills for students in Years 8–10.

The checklists identify observable behaviours ranging from those below the expected standard of achievement through to those that greatly exceed the expected standard. These checklists align to the descriptions of expected standards (linked to an end of year 'C' grade) developed by the DoE¹.

Simply add students' names in the space provided and then place a 'tick' against the most applicable indicators.

NOTE: While these observation checklists provide a useful tool to assist in the collection of evidence of individual student achievement, they are not intended to be used in isolation. Teachers are encouraged to collect evidence regularly, through a variety of methods including journals, workbooks, portfolios, diaries, digital media, scrapbooks, rubrics and assessment tasks².

¹det.wa.edu.au/curriculumsupport

²DSR has also developed reflection questions and pre-camp activities that can support assessment. Please find these at our website dsr.wa.gov.au/camps

Interpersonal skills

Indicators of achievement for **Year 8** students

	Student names
<p>Expected</p> <ul style="list-style-type: none"> • Demonstrates sensible and responsible behaviour (e.g. playing fairly in team building games) • Speaks clearly so others can understand when communicating messages • Describes simple feelings and emotions to others (e.g. happiness or discomfort) • Uses cooperation and sharing skills to enable interaction • Demonstrates basic listening skills • Listens and follows simple directions and rules in camp activities 	
<p>Exceeding</p> <ul style="list-style-type: none"> • Offers simple ideas to the group • Will approach an adult for assistance and to clarify game rules • Takes turns and allows others to play • Uses cooperation skills to work in groups and teams 	
<p>Greatly exceeding</p> <ul style="list-style-type: none"> • Uses verbal and non-verbal communication skills in camp activities • Communicates with peers to encourage participation • Recounts and explains rules to peers in camp games and camp activities • Works cooperatively and collaboratively to achieve goals • Shares space, equipment and participation time with others 	

Self-management skills

Indicators of achievement for **Year 8** students

	Student names
<p>Expected</p> <ul style="list-style-type: none"> • Adopts personal safety practices autonomously • Recognises reasons for acting in a safe manner and conforms to safety practices and rules • Gives reasons for decisions • Is responsible for personal preparation for activities • Explains basic strategies to cope with stressful situations • Considers alternative options in basic problem solving situations • Accepts and copes with failures in challenges 	
<p>Exceeding</p> <ul style="list-style-type: none"> • Contributes actively to the group decision making process • Recognises environmental dangers and alerts risks to others • Identifies basic strengths and weaknesses in skills • Recognises others in situations where they feel uncomfortable • Considers others' points of view • Applies a simple decision making process and justifies decisions in problem solving activities • Actively manages their time • Uses simple strategies to manage personal emotions • Plans and sets goals for personally challenging situations 	
<p>Greatly exceeding</p> <ul style="list-style-type: none"> • Uses opportunities to challenge personal limitations • Considers a broader range of options in making decisions in camp activities • Implements strategies to improve performance in camp activities • Supports others in coping in situations where they seem uncomfortable • Considers others' points of view in group decision making • Encourages others to maintain a clean campsite and promotes principles of leave no trace • Uses basic strategies to cope with emotions in difficult challenges 	

