**Trampoline Activities Assessment for Learning Matrix**

|  |  |
| --- | --- |
| **WHAT** is being assessed? | **HOW** will it look at each stage of development? |
| **Bronze** | **Silver**) | **Gold** | **Platinum** |
| **DOING**PrecisionControlFluencyIsolated skillsRoutines | Attempts all basic jumps, twists and seat landing but with limited precision or controlPike and straddle jumps demonstrate insufficient leg liftSeat drops performed with limited accuracy of technique (hands not set behind the hips, legs bent in the air or when landing, toes not pointed)May struggle to link skills without adding straight bounces in between to regain control.Skills example:* Basic jumps
* Half twist
* Seat drop
 | Demonstrates a competent level of technical accuracy, with some precision, control and fluency, when performing landings, basic jumps and twists.Attempts swivel hips and front landing but may lack technique (legs bent, lack of height, inconsistency in landing)Able to link a number of skills together and perform short routines with some control and precision.May still require some straight bounces to regain control at times.Skills example:* Basic jumps
* Half twist
* Seat drop + half twist/ swivel hips progression
* Swivel hips
* Full twist
* Front drop
 | All emerging level skills performed consistently with precision, control and fluency.Performances demonstrate consistent precision, control and fluency and a good level of technical accuracyAble to perform a 6, 8 or 10 bounce routine with very good style and height and very little travelSkills example:* Back drop
* Shaped landings
* 3/4 front somersaults
* Half turntable
* Half twist to back drop
* Half twist to front drop
* Roller progression (1/2 twist)
 | Achieves all criteria from the secure level. Demonstrates an exceptional level of technicalaccuracy, with accurate precision, control and fluencyAble to perform a 10 bounce routine with very good style and height and very little travelSkills example:* Front or back Somersaults
* Full turntable
* Cradle
 |
| **THINKING**What makes a performance effective and how to apply these principles to their own and others’ workRules and safetyDecision making | Identify differences in their own and others’ performanceComment on what makes a successful performance i.e. the skills and physical competency they would expect to see in a routine; control, precision, fluency.Consistently adheres to all rules and safety requirements, including effective spotting when around the trampoline. | Explain strengths and limitations of their own and others’ performance and suggest practices and/ or progressions for skills that aim to improve performance.Comment on what makes a successful performance i.e. the skills and physical competency they would expect to see in a routine; control, precision, fluency.Consistently adheres to all rules and safety requirements, including effective spotting when around the trampoline. | Analyse progress within their own and others’ performances, making suggestions on how to improve certain aspects or add variety.Consistently adheres to all rules and safety requirements, including effective spotting when around the trampoline. | Analyse performance; understand how fitness effects performance; plan ways to improve performance through devising training plans.Consistently adheres to all rules and safety requirements, including effective spotting when around the trampoline. |
| **BEHAVIOUR**Attitude for learningOfficiating and leadershipInter personal skillsHealthy active lifestyles | Attendance and kit are inconsistent; unwilling to be involved in all aspects of the lesson especially when they have not kit; need encouragement throughout the lesson to remain on task.Understand the benefits of warming up and cooling down | Attends with kit or brings a note if injured or unwell (85% attendance); finds aspects of the lesson difficult and challenging but perseveres.Explains how the body responds in trampolining through identification of health and skill related components of fitness (flexibility, body composition, muscular strength, co-ordination and balance) | Attends extra-curricular trampolining club and represents the school for performances or competitions when available. A role model to younger students, leads groups at trampolining club, officiates performances and has committed involvement in inter and intra school gymnastic/ trampolining performances, displays or competitions. | Club performer, competes at regional level.Actively develops personal fitness for trampolining.A role model to younger students, leads groups at trampolining club, officiates performances and has committed involvement in inter and intra school gymnastic/ trampolining performances, displays or competitions |

**Method of Assessment**

- Students need to be involved with the assessment process through AfL

- Therefore the matrix needs to be shared with the class

- Language to be learned must include terminology stated within the matrix and core task including key terms and phrases for assessment

- All students must know what they are being assessed on, ’Doing, Thinking and Behaviour.’

**Baseline Assessment**

- All Y7 students will participate in a baseline assessment based on the core task. The assessment criteria is highlighted in colour.

- Baseline assessment is based entirely on ‘Doing,’ to ensure students are grouped based on practical performance

**Evidence of Assessment**

Evidence does not have to be of one specific format. It can be from a variety of sources, the following list is not exhaustive;

- Video footage

- Students self assess using matrix

- Sample student voice questionnaire

- SIMs data entry

Effective Performance Sample Questions:

**BRONZE**

What would you expect to see in your trampoline routine?

Why would these skills/competencies make an effective performance?

Take one of the skills/competencies you have identified and explain why it would help create an effective performance.

**SILVER**

How might a performer demonstrate fluency in a trampoline routine?

Why can certain performers only perform a seat drop as opposed to a swivel hips?

Why are competencies such as precision, fluency and control important when performing?

**GOLD**

List three aspects of performance that are important when performing a swivel hips skill.

How would you suggest you could make your performance more effective?

How does your performance compare to …………….? Why do you think that is?

**PLATINUM**

Suggest three ways………………………..creates an effective performance.

What do you consider to be your strengths and weaknesses?

After observing the performance how would you suggest………………………improves/how can the performance be made more effective?