

Department of Sport and Recreation Camps

Observation checklists

Years 4–7 Middle Childhood



Government of **Western Australia**
Department of **Sport and Recreation**
Recreation Camps

Sport and recreation builds stronger,
healthier, happier and safer communities



Acknowledgements

Various people have contributed to the development of this resource. The Department of Sport and Recreation (DSR) Recreation Camps gratefully acknowledge their assistance and support.

DSR Recreation Camps would especially like to acknowledge the support and advice given by the Department of Education (DoE), namely Phillip Farmer (Melville Senior High School), Cherrie Fletcher (Mount Hawthorn Primary School) and Graeme Webb (DoE K-12 Curriculum, Assessment and Reporting Branch).

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 4–7.

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 4 students

Student names							
	Expected	Exceeding	Greatly exceeding	Expected	Exceeding	Greatly exceeding	
	<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 • 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 	<ul style="list-style-type: none"> • 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 4 students

Student names	
Indicator	Indicators of achievement for Year 4 students
Expected	<ul style="list-style-type: none"> • Adopts personal safety practices when guided by an instructor/teacher • Makes basic decisions based on positive and negative consequences • Understands that more than one option exists when making a decision • Considers the short term consequences of decisions • Develops a basic rationale to justify a decision • Considers alternative options in basic situations • Seeks advice and support from adults • Makes simple decisions in problem solving activities • Defines simple individual and group goals
Exceeding	<ul style="list-style-type: none"> • Explains basic strategies to cope with stressful situations • Justifies reasons in problem solving situations • Predicts and reflects upon consequences of basic decisions • Identifies basic strengths and weaknesses in skill technique
Greatly exceeding	

Interpersonal skills

Indicators of achievement for **Year 5** students

Student names				
Greatly exceeding	Exceeding	Expected	Exceeding	Greatly exceeding
		<ul style="list-style-type: none">• Uses their cooperation skills to play and work effectively with familiar peers to achieve simple goals• Asks for help when they need support• Takes turns and shares equipment and space with others• Handles emotions when unsuccessful in camp activities• Demonstrates sensible and responsible behaviour• Explains to others the reasons for particular rules in simple camp games and activities• Is considerate of others' feelings and emotions• Regularly contributes ideas to the group• Demonstrates positive behaviour by allowing others to have their turn• Encourages others to participate• Shares space and equipment with others	<ul style="list-style-type: none">• Listens to peers' ideas and acknowledges their views• Attempts to resolve minor conflicts• Helps or aids peers when practising a skill• Encourages responsible behaviour of others• Invites others into general camp activities or conversations• Joins new groups, participates effectively and sustains conversation	

Self-management skills

Student names										
	<ul style="list-style-type: none"> • Adopts personal safety practices when guided by an instructor/teacher • Makes decisions based on positive and negative consequences • Considers options in problem solving situations • Defines simple goals in camp activities • Seeks advice from adults when various options have been explored in problem solving activities • Makes simple decisions in problem solving activities • Develops a basic rationale to justify a decision • Considers options in problem solving situations • Seeks advice and support from adults • Can explain basic strategies to cope with stressful situations • Recognises the need for planning and setting goals (e.g. planning a specific goal prior to camp) • Considers time and time pressures (e.g. is conscious of being on time to programs or activities) • Applies a simple decision making process and justifies reasons in problem solving situations • Predicts and reflects upon consequences of decisions • Accepts and copes with the feelings resulting from failures in challenges • Manages their time actively (e.g. always ready on time for programs and other camp activities) • Recognises others in situations in which they feel uncomfortable 									

Interpersonal skills

Indicators of achievement for Year 6 students

Indicators of achievement for Year 6 students				
Student names	Expected	Exceeding	Greatly exceeding	
	<ul style="list-style-type: none"> • Waits for their turn • Uses their cooperation skills to play and work effectively with familiar peers to achieve simple goals in camp activities • Contributes to group decisions in tasks and activities • Copes positively when unsuccessful in camp activities • Demonstrates sensible and responsible behaviour <ul style="list-style-type: none"> • Regularly contributes ideas to the group • Considers others' feelings and emotions • Helps and/or aids peers when practising a skill • Listens to and acknowledges the ideas of peers in group situations • Encourages others to participate • Uses cooperation skills to play and work effectively with peers to achieve simple goals in camp activities <ul style="list-style-type: none"> • Uses communication skills to contribute to group discussions and the decision making process • Applies assertive, non-confrontational skills to resolve challenging situations • Offers solutions to group problems in camp activities • Accepts and acts on advice from others • Can confidently communicate their views to peers • Identifies the efforts or contributions of others and praises their efforts • Contributes to cohesiveness in social and camp activity situations • Invites others into general camp activities or conversations • Joins new groups, participates effectively and sustains conversation 			

Self-management skills

Indicators of achievement for Year 6 students

Student names	Greatly exceeding expectations	Exceeding expectations	Expected	Moderately meeting expectations	Meeting expectations	Fairly meeting expectations	Partially meeting expectations	Not meeting expectations
			<ul style="list-style-type: none">• Recognises reasons for acting in a safe manner and conforms to safety practices and rules• Justifies basic decisions• Considers options in problem solving situations• Makes simple decisions in problem solving activities• Understand time and time pressure	<ul style="list-style-type: none">• Adopts personal safety practices autonomously• Considers alternative options in basic problem solving situations• Predicts and reflects upon consequences of decisions• Explains basic strategies to cope with stressful situations• Can accept and cope with the feelings resulting from failures in challenges• Recognises others in situations in which they feel uncomfortable	<ul style="list-style-type: none">• Applies a simple decision making process and justifies reasons in problem solving situations• Actively manages their time• Is not distracted by negative comments in games• Consistently implements coping strategies in stressful situations• Considers others' points of view• Actively contributes to the group decision-making process			

Interpersonal skills

Indicators of achievement for Year 7 students

Self-management skills

Indicators of achievement for Year 7 students

Student names			
<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 • Considers alternative options in basic problem solving situations • Makes simple decisions in problem solving activities and provides reasons for the decision • Accepts and copes with the feelings resulting from failures in challenges 	<ul style="list-style-type: none"> • Avoids environmental dangers and alerts others to risks • Predicts and reflects upon consequences of decisions • Recognises others in situations in which they feel uncomfortable • Ignores negative comments in games and promotes positive interaction • Considers others' points of view • Contributes actively to the group decision making process 	<ul style="list-style-type: none"> • Actively manages their time • Uses opportunities to challenge personal limitations • Considers a broader range of options • Implements strategies to optimise performance in camp tasks and activities (e.g. listens to rules in teams games for clues and ideas on being successful) • Uses simple strategies to manage personal emotions • Plans and sets goals in personally challenging situations 	