
A Sports Camp Program B E L O W L E V E L 1

Teacher's Notes

The following is a list of characteristics found in student work that was submitted for this task and assessed at “below level 1”. (Samples of student work are not included.)

Degree of achievement can vary widely in student performance that falls below level 1. Consequently, the following list includes characteristics of achievement at various degrees below level 1. Taken together, some or all of the characteristics outlined below may justify assessment at “below level 1”. Most of the characteristics noted relate to the criteria specified in the task rubric, but some are more broadly defined.

Knowledge/Understanding

The student:

- does not identify specific rules applicable to the chosen sport or activity;
- does not provide guidelines that are specific to the skills and drills being taught;
- provides guidelines that are too simplistic, irrelevant, or inaccurate;
- fails to incorporate rules and guidelines into the lesson plans.

Thinking/Inquiry

The student:

- does not identify, in the welcome letter, the links between lifelong participation in physical activity and the chosen sport or activity at the camp;
- omits mention of any health benefits derived from participation in the selected sport or activity;
- does not address any additional benefits from participation in physical activity (e.g., mental, social, physical, emotional).

Communication

The student:

- fails to provide an appropriate three-day program;
- provides poorly organized lesson plans;
- provides lesson plans that do not offer a progression of skills;
- communicates instructions with little or no clarity;
- omits details needed for the campers to follow instructions;
- fails to provide variety in the day-to-day camp activities;
- suggests activities that are not age-appropriate;
- fails to provide skill cues;
- provides unrealistic timelines for the activities.

Application

The student:

- does not include, in the lesson plans, demonstrations of specific skills being taught;
- does not provide evidence of group and team organization in skills and games;
- does not indicate efforts to encourage camper participation;
- fails to demonstrate safe use of equipment in the three-day program;
- fails to provide a list of safety guidelines for activities and use of equipment;
- implements drills or activities in an unsafe manner;
- omits warm-ups and cool-downs;
- provides inappropriate warm-ups and cool-downs;
- does not provide a variety of warm-up and cool-down activities.

BELOW LEVEL 1

Comments

The student demonstrates little or no understanding of the requirements of the task. He or she does not make the connection between participation in physical activities and lifelong wellness. The student is unable to develop a set of progressive lesson plans.

Next Steps

In order to improve his or her performance, the student needs to:

- provide evidence of sound knowledge of the rules and guidelines that apply to the selected sport or activity;
- appropriately incorporate the rules and guidelines into the lesson plans;
- enhance the rules and guidelines with sufficient and appropriate detail;
- encourage participation in the camp program through an enthusiastic and welcoming tone in the letter to would-be campers;
- use the welcome letter as an opportunity to promote lifelong participation in physical activity;
- highlight the benefits provided by the camp program;
- clearly communicate instructions to the campers;
- provide a progressive series of skills in the camp program;
- provide enjoyable, varied, and age-appropriate activities;
- demonstrate leadership skills by planning a well-organized series of lessons;
- include modelling of all skills to be taught;
- identify and emphasize safety procedures to be followed throughout the camp;
- edit and proofread all written work.