

Internal Assessment Resource

Physical Education Level 1

|  |
| --- |
| This resource supports assessment against:  Achievement Standard 90962 version 3  Participate actively in a variety of physical activities and explain factors that influence own participation |
| Resource title: Getting Stuck In |
| 5 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | February 2015 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90962-02-4555 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

|  |
| --- |
| Internal Assessment Resource |

Achievement Standard Physical Education 90962: Participate actively in a variety of physical activities and explain factors that influence own participation

Resource reference: Physical Education 1.1A v3

Resource title: Getting Stuck In

Credits: 5

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Physical Education 90962. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to participate in a variety of physical activities, which could include: games (invasion games, net/wall games), dance, te ao kori, outdoor pursuits, waka ama, martial arts, and aquatic activities. The range of physical activities offered to the students should provide them with new and varied experiences. The students are also required to identify and explain the factors that influenced their participation (see Resource B) in the selected activities.

Conditions

You will assess the students’ levels of effort, engagement, and consistency in the physical activities according to the criteria for active participation (see Resource A).

Evidence should be collected over an extended period of time, contributing to a final judgement on the level of participation. If you chose to involve the students in assessing themselves or their peers, provide guidance to help them do this constructively.

Collect evidence of student explanations over the same period of time via meaningful teacher–student conversations. You do not need to record conversations after every activity. Over three terms of teaching, for example, you might, in consultation with the student, select five different physical activities and record a conversation about each of these on a teacher recording sheet. (Resource C is provided as a suggested model.)

Resource requirements

Equipment and settings appropriate to the selected physical activities.

Additional information

Methods of collecting evidence should reflect your students’ needs, the nature and context of your teaching and learning programme, and the facilities and environment you work in. It may be possible for you to select a more appropriate method of collecting evidence without influencing the intent or validity of this task. Examples of these methods can be found in other Level 1 Physical Education assessment resources. These include self assessment, peer assessment, written tasks, verbal assessment, electronic portfolios, blogs/wikis, visual portfolios, and teacher professional judgements.

Internal Assessment Resource

Achievement Standard Physical Education 90962: Participate actively in a variety of physical activities and explain factors that influence own participation

Resource reference: Physical Education 1.1A v3

Resource title: Getting Stuck In

Credits: 5

|  |  |  |
| --- | --- | --- |
| Achievement | Achievement with Merit | Achievement with Excellence |
| Participate actively in a variety of physical activities and explain factors that influence own participation. | Participate actively in a variety of physical activities with a high level of effort and engagement, and explain factors that influence own participation. | Participate actively in a variety of physical activities with a consistently high level of effort and engagement, and explain factors that influence own participation. |

Student instructions

Introduction

This assessment activity requires you to participate in a variety of physical activities and to explain what factors influenced your participation. You will be assessed on the consistency of your effort and engagement when participating in activities, and your ability to explain the factors that influence your participation.

Task

Participating actively

Participate in physical activities with a consistently high level of effort and engagement.

1. Review the criteria listed in Resource A.
2. Your teacher will keep an ongoing record of your participation levels throughout your physical activity experiences and will make a final judgement on the level you have achieved. Excellence can be achieved only if you have participated with a consistently high level of effort and engagement.

Explaining the factors influencing your participation

During or immediately after some of these physical activities, your teacher will ask you to explain verbally the factors that have influenced your participation. (See Resource B for examples of such factors.)

In these conversations, you need to be able to:

* identify the factors that influenced your participation
* explain how and why those factors influenced your participation by giving specific examples.

Resources

Resource A: Criteria for active participation

|  |  |  |
| --- | --- | --- |
| **Profiles: A Student who actively participates to this level would display the majority of these indicators:** | | |
| Achievement | Merit | Excellence |
| Participate actively in a variety of physical activities | Participate actively in a variety of physical activities with a high level of effort and engagement | Participate actively in a variety of physical activities with a consistently high level of effort and engagement |
| **This could include:**   * Being organised and prepared for the activities * Demonstrating skills related to the activity * Being actively involved in the task * Attempting to improve their level of performance * Seeking to engage in the context of the practical environment * Contributing to the team by taking up a role or functional position * Reflecting on own performance * Contributing to the activity, even if injured * Tries to improve through practice in the physical activity. | * Motivated and reliable in the practical context * Resourceful and enterprising * Works hard towards the goal or objective of the activity * Supports the development of others by assisting with their needs when required * Enhances the experience of other participants by adding their own input to the activity * Shows enjoyment of the intent of the activity * Seeks to improve their performance through development of skills well-being and fitness * Does their best. | * Across a wide range of activities and in a number of settings * With preparedness to accept challenges that are outside of their comfort zone * Whilst fully engaging themselves in the learning environment * With a consistent effort to develop and improve their own success and the experiences of others. |

To gain Merit, the student will display the majority of the indicators for Achieved and Merit. For Excellence, the student will display the majority of the indicators in all three achievement criteria.

Resource B

The factors that influenced my participation may include but are not limited to:

* my well-being
* fun and enjoyment
* the challenge
* a sense of achievement
* social factors, for example, being able to do this physical activity with friends or choose my own group
* aesthetic appeal
* that the activity pushes me to my physical and/or mental limits
* that I can go at my own pace
* cost
* accessibility
* environmental appreciation
* use of technology
* access to necessary equipment.

Resource C: Teacher recording sheet

Term/Unit (circle) 1 2 3 4

Task 1: Teacher to record the level of participation (**Not achieved,** **Achieved**, or **Merit**). Excellence can be gained only if Merit level is gained consistently over a period of time.

Task 2: Teacher to record student’s explanation of factors influencing participation **(exp)**.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Date:  12/3 | | Date:  22/3 | | Date:  27/3 | | Date:  2/4 | | Date: | | Student/teacher conversations  (annotated transcript) | Final judgement | | |
| A | M | E |
| **Student name** | Task 1 | Task 2 | Task 1 | Task 2 | Task 1 | Task 2 | Task 1 | Task 2 | Task 1 | Task 2 |  |  | | |
| Joe Bloggs | M | exp | M | exp | M | exp | A | exp |  |  | Lawn bowls – boring, had to wait for turn. I need to be active to have fun. The green was also really bumpy – better if we went to a club. Wouldn’t do this in my own time. (22/3) |  | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  | | |

Assessment schedule: Physical Education 90962 Getting Stuck In

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has been actively involved in the majority of physical activities during the year and meets a variety of the following criteria across the activities:   * practises to improve * participates for enjoyment, fun, and challenge * contributes to team activities * relates to others in activities requiring interaction * reflects on involvement and performance * participates in some way (or contributes despite injury).   During meaningful student–teacher conversations, the student explains factors that influenced their participation in the selected activity and gives relevant examples.  For example:  Lawn bowls  I did not like lawn bowls. The factor that influenced my participation was fun and enjoyment – I found the activity boring because I had to wait ages for my turn. To me, physical activity is about being active and getting a sweat up. Because I did not feel this way, I got bored.  Tennis  I really liked tennis. A factor that influenced my participation was my previous experience. Because I knew the rules of the game, I was able to keep the score. My partner appreciated this.  Rollerblading  I didn’t think I would like rollerblading and it surprised me that I did. The factors that influenced me here were challenge and accessibility. Rollerblading was a challenge as I had to focus on my balance and coordination so that I didn’t fall over. I now appreciate how much fun rollerblading can be. I live close to a flat area and it would be easy for me to rollerblade in the future. | The student has been actively involved with a high level of effort and engagement in the majority of physical activities during the year and meets most of the following criteria across the activities:   * practises to improve * participates for enjoyment, fun, and challenge * contributes to team activities * relates to others in activities requiring interaction * reflects on involvement and performance * participates in some way (or contributes despite injury). * is involved in the activity * works to meet the goal of the activity * is involved in the intent of the activity for self or to encourage and support others * participates in the strategies, skills, and aim of the activity * participates to develop the strategies and skills of the activity * participates to develop, maintain, and improve fitness * participates to maintain or improve well-being * supports, encourages, and organises others with the aim of getting them to participate.   During meaningful student–teacher conversations, the student explains factors that influenced their participation in the selected activity and gives relevant examples (see Achieved examples that are at the correct level to contribute to Merit). | The student has been actively involved with a consistently high level of effort and engagement in most of the physical activities during the year and consistently meets most of the following criteria across the activities:   * practises to improve * participates for enjoyment, fun, and challenge * contributes to team activities * relates to others in activities requiring interaction * reflects on involvement and performance * participates in some way (or contributes despite injury). * is involved in the activity * works to meet the goal of the activity * is involved in the intent of the activity for self or to encourage and support others * participates in the strategies, skills, and aim of the activity * participates to develop the strategies and skills of the activity * participates to develop, maintain, and improve fitness * participates to maintain or improve well-being * supports, encourages, and organises others with the aim of getting them to participate.   If a student has been assessed with a **consistently** **high level** of effort and engagement (at least Achievement with Merit) across all activities, then the student meets the criteria for overall Achievement with Excellence.  During meaningful student–teacher conversations, the student explains factors that influenced their participation in the selected activity and gives relevant examples (see Achieved examples that are at the correct level to contribute to Excellence). |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.