

Internal Assessment Resource

Physical Education Level 1

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| This resource supports assessment against:  Achievement Standard 90964 version 3  Demonstrate quality movement in the performance of a physical activity |
| Resource title: Play Ball |
| 3 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 |

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| Date version published by Ministry of Education | January 2017 Version 4  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-03-2016-90964-03-4709 |
| 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 90964: Demonstrate quality movement in the performance of a physical activity

Resource reference: Physical Education 1.3A v4

Resource title: Play Ball

Credits: 3

Teacher guidelines

The following guidelines are supplied to enable teachers to 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 90964. 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 demonstrate quality movement when participating in at least four games of football. Football has been chosen for this context, but you could provide a variety of physical activity contexts across the teaching and learning programme that contribute additional evidence for performance.

Conditions

Where possible, structure the teams and competition to allow every player to demonstrate their ability in the context of a game. At prescribed intervals, give feedback to students in terms of the skills they currently possess and identify areas for improvement. The four student self assessments could be organised with one at the start of the teaching and learning programme, two during the programme, and one as the programme ends.

Resource requirements

Football equipment and access to the playing fields.

Additional information

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.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Demonstrate quality movement in the performance of a physical activity. | Consistently demonstrate quality movement in the performance of a physical activity. | Consistently demonstrate high quality movement in the performance of a physical activity. |

Student instructions

Introduction

This assessment activity requires you to demonstrate quality movements when participating in games of football.

Following at least four games, you will use a self assessment sheet to assess your quality of movement (refer to Resource A).

Your teacher will observe you during the teaching and learning programme, and will assess you on your ability to consistently demonstrate high quality movement when playing football (according to the criteria outlined on the self assessment sheet).

Task

Participate in a number of football games.

Following at least four of your games, use the self assessment sheet (Resource A) to self-assess your performance.

The five areas you need to consider are: movement off the ball, ball skills, defensive skills, offensive skills, and team play. For each of these areas, tick the appropriate box that best indicates your performance in the game.

Your teacher will decide your final grade based on their own on-going observations of your performance. Yourself and peer assessments could provide supporting evidence but will not be the final determinants of your grade.

Resource A

Self / peer assessment / teacher observation sheet for football Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For each of the five areas, place a tick in the square that best indicates the performance in the game.

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|  | Evidence | | | | | | | | | | | | | | |
| **Skills/**  **Strategy** | **Achieved** dates |  |  |  |  | **Merit** dates |  |  |  |  | **Excellence** dates |  |  |  |  |
| **Movement off the ball** | * Gets into an open space to receive the ball |  |  |  |  | * Consistently anticipates play and positions self accordingly * Consistently moves into new position following a pass |  |  |  |  | * Always looks to get into space for possession * Moves quickly into position * Consistently creates angles * Consistently shows accurate timing * Consistently creates own space through movement |  |  |  |  |
| **Ball skills** | * Uses effective footwork and dribbling in practice * Can control the ball * Passes accurately in an open situation |  |  |  |  | * Consistently dribbles effectively under pressure and can beat an opponent * Can kick the ball with both feet * Uses a variety of passes in a game |  |  |  |  | * Dribbling shows a change of pace and student can dribble with both feet with control and accuracy * Consistently evades defenders using deception on the ball |  |  |  |  |
| **Defensive skills** | * Looks to slow the attacker and gets between the player and the goal * Attempts to take the ball from the attacker |  |  |  |  | * Consistently tackles effectively and frequently wins the ball * Consistently shows awareness of the position of opposition players and moves to limit their options |  |  |  |  | * Consistently tackles effectively and wins the ball * Is strong on defence and consistently prevents an attacker from passing or shooting |  |  |  |  |
| **Offensive skills** | * Passes with power and accuracy |  |  |  |  | * Can shoot and hit a target * Can beat a player and then pass or shoot |  |  |  |  | * Consistently passes accurately and rarely loses possession * Quick to move the ball into a strong position * Can find a player in a strong position and pass the ball to them * Uses a range of passes |  |  |  |  |
| **Team play** | * Demonstrates a contribution to team play |  |  |  |  | * Consistently demonstrates contribution to team play |  |  |  |  | * Consistently demonstrates a high level of contribution to team play |  |  |  |  |

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| **Student: (sign)**  **Date:** | **Teacher: (sign)**  **Date:** | **Overall Judgement:**  Not achieved  Achieved  Merit  Excellence |

Assessment schedule: Physical Education 90964 Play Ball

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates quality movement in the performance of a physical skill.  For each strategy/skill, the student has demonstrated a sufficient level of quality movement for most of the established criteria.  Evidence is provided by the teachers’ own ongoing observations and records. Self and peer observations could provide supporting evidence. | The student consistently demonstrates quality movement in the performance of a physical skill.  For each strategy/skill, the student has consistently demonstrated a sufficient level of quality movement for most of the established criteria.  Evidence is provided by the teachers’ own ongoing observations and records. Self and peer observations could provide supporting evidence. | The student consistently demonstrates high quality movement in the performance of a physical skill.  For each strategy/skill, the student has consistently demonstrated a high level of quality movement for most of the established criteria.  Evidence is provided by the teachers’ own ongoing observations and records. Self and peer observations could provide supporting evidence. |

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