Internal Assessment Resource

Physical Education Level 1

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| This resource supports assessment against:Achievement Standard 90964 version 3Demonstrate quality movement in the performance of a physical activity |
| Resource title: A Quality Performance  |
| 3 credits |
| This resource:Clarifies the requirements of the standardSupports good assessment practiceShould be subjected to the school’s usual assessment quality assurance processShould 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 | February 2015 Version 3To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number A-A-02-2015-90964-02-4560 |
| 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 1.3B v3

Resource title: A Quality Performance

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 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 in their performance of a selected physical activity.

Conditions

Students can gain an understanding of quality performance from a variety of sources, such as books, videos, the Internet, and their peers.

The teaching and learning programme should last for a sufficient period of time to allow students to consistently demonstrate quality movement.

You should gather evidence to assess student performance on at least four occasions: at the start of a teaching and learning programme, twice during the programme, and twice at the end of the programme.

Note that the Performance Goals you set with your students should ideally illustrate the expectations you would see in a performance rubric. The Performance Goals should be of sufficient depth to allow students to perform to Excellence level.

Resource requirements

Resources will depend on the physical activity selected for assessment.

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.

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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 movement in a physical activity. You will be assessed by your teacher, who will observe you and assess you on your ability to consistently demonstrate high quality movement outlined in your selected performance goals (PGs).

Task

Identify an activity and develop performance goals

Choose a physical activity. With your teacher, identify PGs to be assessed against.

For each PG, your teacher will help you to develop up to four essential questions that unpack what quality performance looks like. See Resource A for a PG template and Resource B for an example of a PG check sheet for badminton.

Improve your skills

Participate in your chosen physical activity. This is an opportunity to find out what your strengths are in the activity and which skills you need to improve. Your teacher will assess you against your PGs to identify how you can improve your performance (observation 1).

Continue to participate in the physical activity aiming to improve on your PGs. At the mid-point of the unit of work, your teacher will assess you against your PGs during two sessions (observations 2 & 3). Think about your PGs before, during, and after your participation. This will help you to see how you have improved and how you can make changes to work towards high quality movement in your performance.

Final display

At the end of the unit of work, participate again in the physical activity on at least two occasions. Your teacher will assess you against your PGs two more times (observations 4 & 5). Your final achievement grade will take into account your level of performance and the consistency of your performance overall.

Resources

Resource A: Performance goal template

**Student name:**  **Physical activity:**

|  |  |
| --- | --- |
| Performance goals (PGs) |  |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| **PG 1:**  | Observation 1 | Observation 2 | Observation 3 | Observation 4 | Observation5 |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| **PG 2:** |  |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| **PG 3:** |  |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| **PG 4:** |  |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| **PG 5:** |  |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| Note: √ = demonstrated the specific skill within the performance goals H = high quality skillNote that a series of √ over the observations would indicate that the specific skill/strategy has been demonstrated consistently. |

Resource B: Performance goal example

**Student name: Physical activity: Badminton**

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| Performance goals (PGs) |
| 1 | Uses a variety of shots |
| 2 | Uses strategies to set up for success |
| 3 | Can serve effectively |
| 4 | Keeps position on the court |
| 5 |  |
| **PG 1: Uses a variety of shots**  | Observation |
| **1** | **2** | **3** | **4** | **5** |
| 1 | Do I change grip from forehand to backhand when required?  | √ | √ | √ | √ | √ |
| 2 | Do I hit the shuttle to attack and defend? | √ | √ | √ |  | √ |
| 3 | Can I keep up a rally? | √ | √ | √ | √ |  |
| 4 | Do I make good decisions about my shot choice? |  |  | √ | √ | √ |
| **PG 2: Uses strategies to set up for success** |  |  |  |  |  |
| 1 | Do I hit the shuttle towards open space? | √ | √ | √ |  | √ |
| 2 | Do I understand the rules and stick to them? | √ | √ | √ | √ | √ |
| 3 | Do I “attack” the opponent? |  | √ | √ | √ |  |
| 4 | Do I vary the force of my shots? | √ | √ | √ | √ |  |
| **PG 3: Can serve effectively** |  |  |  |  |  |
| 1 | Do I use a range of serves? | √ | √ | √ | √ | √ |
| 2 | Do I consistently place the shuttle correctly? | √ | √ |  |  | √ |
| 3 | Do I change the pace of my serves? | √ | √ | √ |  |  |
| 4 | Do I get into position after each serve? | √ | √ |  |  |  |
| **PG 4: Keeps position on the court** |  |  |  |  |  |
| 1 | Do I try to “read the game” for my position? | √ | √ |  |  | √ |
| 2 | Do I follow my shot by adjusting my position on the court? | √ | √ | √ |  |  |
| 3 | Do I look at where my opponent is and move to cover them? | √ | √ | √ |  |  |
| 4 | Do I stay “on my toes” so that I can move quickly? | √ | √ | √ |  | √ |
| **PG 5:** |  |  |  |  |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| Note: √ = demonstrated the specific skill within the performance goals H = high quality skillNote that a series of √ over the observations would indicate that the specific skill/strategy has been demonstrated consistently. |

Assessment Schedule: Physical Education 90964 A Quality Performance

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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 Performance Goal, student has demonstrated a sufficient level of quality movement for most of the established criteria. | The student consistently demonstrates quality movement in the performance of a physical skill.For each Performance Goal, student has consistently demonstrated a sufficient level of quality movement for most of the established criteria. | The student consistently demonstrates high quality movement in the performance of a physical skill.For each Performance Goal, student has consistently demonstrated a high level of quality movement for most of the established criteria. |

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