

Internal Assessment Resource

Physical Education Level 1

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| This resource supports assessment against:  Achievement Standard 90966 version 2  Demonstrate interpersonal skills in a group and explain how these skills impact on others |
| Resource title: Working as a Team |
| 4 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 | 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-02-2015-90966-02-4563 |
| 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. |

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| Internal Assessment Resource |

Achievement Standard Physical Education 90966: Demonstrate interpersonal skills in a group and explain how these skills impact on others

Resource reference: Physical Education 1.5A v3

Resource title: Working as a Team

Credits: 4

Teacher guidelines

The following guidelines are designed to ensure that teachers 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 90966. 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 activity requires students to demonstrate interpersonal skills in a team by participating in a context that you and/or they have chosen. The students are expected to reflect on how their interpersonal skills affect the other team members and adapt how they apply them as a result.

Conditions

Ensure that the chosen context provides ample opportunity for the students to demonstrate their interpersonal skills and that they select appropriate skills for their allocated role. Depending on the context, you may need to suggest additional interpersonal skills to those listed in Resource A.

Provide students with guidance in setting up their diary entries. (Students may vary the ways in which they reflect on their interpersonal skills.)

Evidence of how the student demonstrates their chosen interpersonal skills will be collected by teacher observation and from the student’s diary entries. Make at least four observational records over the course of the unit(s) of work. An example of a recording sheet is provided as Resource B.

Resource requirements

You can modify Resource A to suit your students and the chosen physical activity. Supply each student with a copy. Alternatively, have the students create their own contracts using the template as an example.

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 interpersonal skills in a group and explain how these skills impact on others. | Consistently demonstrate interpersonal skills in a group and explain how these skills impact on others. | Effectively demonstrate interpersonal skills in a group and explain how these skills impact on others. |

Student instructions

Introduction

This assessment activity requires you to demonstrate interpersonal skills as you work in a team.

You will write a performance contract and keep a diary, which reflects on your application of interpersonal skills and how your use of those skills impacts on others.

You will be assessed on your ability to effectively demonstrate interpersonal skills and the quality of your reflections in your diary.

Task

Write a performance contract

This task is not assessed, but your signed contract must be submitted for task completion.

1. Work with your team to write some team objectives. (The objectives will be the same for each team member.) Record these on your individual performance contract (see Resource A). Consider how you intend to work together to achieve them.
2. Your team will be provided with a list of roles. With your team, decide who will be responsible for each role. Write down the title of your role.
3. Working individually, record the expectations for your role. Choose and write down three interpersonal skills that are important and relevant to your role.
4. Sign your performance contract. Have a member of your team witness your signature and countersign the contract.

Demonstrate your interpersonal skills

Demonstrate your use of the three interpersonal skills that you selected. Consider the expectations of your role and how the application of your skills impacts on the rest of the team. To effectively demonstrate interpersonal skills, you will need to think independently and proactively, and not rely on your teacher for direction. You will be aware of what is going on around you and adapt accordingly.

Your teacher will make observations during activity sessions.

Complete your reflective diary entries

Set up a template for an electronic diary. You could choose to use a blog entry, wiki, or Word document. Complete a reflective entry in your diary twice a week, following your participation in the activity.

In each entry, reflect on how your use of interpersonal skills is impacting on your team. Consider the expectations of your role. Refer to specific situations and examples of how you applied your three chosen skills as you answer the following questions.

* What were the positive impacts on the team of your applying your interpersonal skills?
* Were there any negative or unintended impacts on the team of your applying your skills?
* What could you do to improve your use of interpersonal skills to ensure that these have a positive impact on the team in future?

Resources

Resource A: Performance contract

Note: Not assessed, but must be submitted for task completion.

**MY PERFORMANCE CONTRACT**

**PARTIES**

1. Student name:
2. Classroom director:

**BACKGROUND**

You have a role within your team and are expected to consistently demonstrate your interpersonal skills.

**TEAM OBJECTIVES**



**MY ROLE**

Role Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
The expectations for my role include:



Which threeinterpersonal skills are important to your role?

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill** | **√** | **Skill** | √ |
| Communicating effectively |  | Accepting diversity |  |
| Giving and receiving feedback and feed-forward |  | Including others |  |
| Supporting and encouraging others |  | Negotiating |  |
| Solving problems |  | Other: |  |
| Resolving conflict |  | Other: |  |
| Cooperating with others |  | Other: |  |

**AGREEMENT**

I hereby agree to the terms of the contract. This agreement shall take effect from the date of this agreement and shall continue until the completion date.

Student: Team witness: Classroom director:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:

Note: Not assessed, however must be submitted for task completion

Note: Not assessed, however must be submitted for task completion

Resource B: Continuum for demonstration of interpersonal skills – sample teacher recording sheet

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| --- | --- | --- | --- | --- | --- |
| Name | Interpersonal skills for observation | Teacher to make judgement on student’s level of performance on a continuum.  **ND:** Not demonstrated; **D**: Demonstrated; **ED**: Effectively demonstrated | | | |
| **ND** | **D** | **ED** | Overall level |
|  | 1 Communication |  | | |  |
| 2 Cooperation |  | | |  |
| 3 Problem solving |  | | |  |
|  | 1 |  | | |  |
| 2 |  | | |  |
| 3 |  | | |  |
|  | 1 |  | | |  |
| 2 |  | | |  |
| 3 |  | | |  |
|  | 1 |  | | |  |
| 2 |  | | |  |
| 3 |  | | |  |
|  | 1 |  | | |  |
| 2 |  | | |  |
| 3 |  | | |  |

This continuum should be filled in over time. A one off mark is not appropriate. The final judgement is made after collecting all practical evidence, to show whether interpersonal skills have been demonstrated, consistently demonstrated, or effectively demonstrated.

Assessment schedule: Physical Education 90966 Working as a Team

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Over the unit of work, the student demonstrates interpersonal skills that impact on others.  These may include:   * effective communication * cooperation * giving and receiving feedback, and feed-forward * acceptance of diversity * supporting and encouraging others * inclusiveness * problem solving * negotiation * conflict resolution.   Evidence should be collected over time. | The student consistently demonstrates interpersonal skills that impact on others. Consistency will be assessed across the activities.  These may include:   * effective communication * cooperation * giving and receiving feedback, and feed-forward * acceptance of diversity * supporting and encouraging others * inclusiveness * problem solving * negotiation * conflict resolution.   Evidence should be collected over time. | The student effectively demonstrates interpersonal skills that impact on others, i.e. the student uses interpersonal skills in a perceptive manner and does not rely on the teacher for direction. These will be consistently demonstrated (as for Merit).  These may include:   * effective communication * cooperation * giving and receiving feedback, and feed-forward * acceptance of diversity * supporting and encouraging others * inclusiveness * problem solving * negotiation * conflict resolution.   Evidence should be collected over time. |
| The student makes ongoing reflections that explain how interpersonal skills impacted on others.  Evidence is provided in the student’s diary entries.  Example: Cricket  Today I worked on my negotiation and cooperation. I used negotiation when my team was trying to decide the batting and bowling order. I negotiated my way up the batting order by giving evidence that I was performing well with the bat. I explained to the coach why I should bat higher up the order. My use of negotiation meant that the team understood why I was batting at the number that I was. The impact on our team was that people wanted the coach to see them performing well too.  I used cooperation when our team’s bowler requested that I move to a different position on the field. I cooperated so that they knew what kind of bowl they were going to use and where they would need fielders. My use of cooperation skills meant that the bowler could focus on bowling, knowing that I was in a strong fielding position.  Negotiation and cooperation contributed to my team objective to create a positive team atmosphere. The impact on the team was that there was a more positive feeling in the team. The bowler’s performance was also stronger which helped our team win the match. | The student makes ongoing reflections that explain how interpersonal skills impacted on others (see examples from Achieved that are at the correct level to contribute to Merit). | The student makes ongoing reflections that explain how interpersonal skills impacted on others (see examples from Achieved 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.