Internal Assessment Resource

Physical Education Level 2

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| This resource supports assessment against:Achievement Standard 91330 version 2Perform a physical activity in an applied setting |
| Resource title: Ki-o-Rahi |
| 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 | January 2017 Version 4To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number: A-A-03-2016-91330-04-5778 |
| 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 91330: Perform a physical activity in an applied setting

Resource reference: Physical Education 2.4A v4

Resource title: Ki-o-Rahi

Credits: 4

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 91330. 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

Ki-o-Rahi is an umbrella term for ancient forms of ball (ki) games that are played on fields with central targets called “tupu” and boundary posts or “pou” that players need to touch before they can attempt a “try”.

For the purposes of keeping this rubric open for a variety of school settings, this resource refers to ripper tags rather than tackling.

Conditions

This assessment activity should take place over the course of a unit of work.

First and final assessments relate to an authentic, applied setting for Ki-o-Rahi or the chosen physical activity. Accuracy is essential in measuring and recording results.

Provide students with instructions and training on observing and assessing their peers. Assign each student a peer observer or allow students to select their own peer observer. This must be the same peer observer for all assessments of the student’s performance to maintain a degree of consistency. The contribution of self- and peer assessment targets effective learning. It may also provide additional evidence to support your final judgments.

Ensure that you oversee all games and record your own on-going evidence to confirm that the self- and peer assessments are fair and consistent. Final grades will be based on your observation of each student’s performance level. Final assessments by self and peers will be used as additional evidence. It is suggested that teachers use the detail outlined in the rubrics to create checklists/observation sheets to allow sufficient evidence to be gathered over time to verify the level of consistency and effectiveness of demonstration of skills.

Resource requirements

Resource A: Performance Rubric.

Additional information

Factors to consider for assessing modified game situations include:

* maximising opportunities for students to provide evidence
* taking into account the skill level of opposition players and team mates
* structuring teams and varying competition to allow all players to demonstrate their ability.

Discuss with your students the historical and authentic settings of the game in your teaching and learning programme. Include a clear outline of the game rules with this assessment activity.

The following resources provide helpful information on the game of Ki-o-Rahi:

* Ki-o-Rahi Taipa
<http://www.kiorahi.co.nz/>
* Sport Waitakere <http://www.sportwaitakere.co.nz/ourprogrammes/maori/Ki_o_Rahi/>

**Internal Assessment Resource**

Achievement Standard Physical Education 91330: Perform a physical activity in an applied setting

Resource reference: Physical Education 2.4A v4

Resource title: Ki-o-Rahi

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| Perform a physical activity in an applied setting. | Perform a physical activity to a high level in an applied setting. | Perform a physical activity to an outstanding level in an applied setting. |

Student instructions

Introduction

This assessment activity requires you to play two games of Ki-o-Rahi, a traditional Māori ball game.

Your teacher will observe and assess your performance in each game and you will complete a self-assessment. Also, one of your peers will complete a peer assessment using the same criteria. Your teacher will also gather evidence of your performance during the teaching and learning programme.

You will be assessed on the level and consistency of the skills that you demonstrate.

Teacher note: This resource uses the context of Ki-o-Rahi. However, you can modify the context to suit the needs of your students and/or your school’s resources, for example, kayaking, te āo kori, or aquatics. If you choose an alternative context, ensure that you modify the student instructions and assessment schedule accordingly.

Task

Resource A is the assessment rubric (checklist).

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

Resource A: Ki-o-Rahi Performance Rubric- this activity requires students to demonstrate performance in full games of competitive Ki-o-Rahi, officiated by a skilled referee

**Teacher/ Peer/ Self Observation sheet**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Activity: |  | The student effectively demonstrates the following elements and skills to enable full participation: | Tick each time observed Dates  | The student consistently and effectively demonstrates the following elements and skills to enable full participation: | Tick each time observedDates | The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation: | Tick each time observedDates |
| Team play |  | * a contribution to team play
* getting into a position to receive a pass on attack or to defend when a player from the opposition team has the ball.
* Shows understanding and knowledge of the rules of the game
 |  |  |  |  |  | * a contribution to team play
* working with others to set up strategic plays.
* Shows understanding and knowledge of the rules of the game
* Can inform other players when they are breaking the rules
 |  |  |  |  |  | * a contribution to team play
* co-ordination of strategic play in their team.
* Shows understanding and knowledge of the rules of the game
* Can inform other players when they are breaking the rules
* The ability to make appropriate decisions and communicate the decisions to the team
 |  |  |  |  |  |
| TaniwhaTeam (attacking tupu) | Attack | * knowledge of the zones that they are allowed in
* the ability to attack the tupu when in possession of the ki
* knowledge of what to do with the ki when they obtain possession of it.
 |  |  |  |  |  | * knowledge of the zones that they are allowed in
* the ability to attack the tupu
* knowledge of what to do with the ki when they obtain possession of it.
 |  |  |  |  |  | * knowledge of the zones that they are allowed in
* the ability to attack the tupu
* knowledge of what to do with the ki when they obtain possession.
 |  |  |  |  |  |
| Defence | * attempts to obtain the ki from players of the opposition team
* attempts to obtain the ki and halt players of the opposition team by ripping their tag.
 |  |  |  |  |  | * attempts to obtain the ki from players of the opposition team
* the ability to stop players of the opposition team from touching the pou and running in to the pawero zone by ripping their tag.
 |  |  |  |  |  | * knowledge of what to do with the ki when they obtain possession
* the ability to stop players of the opposition team from touching the pou and running in to the pawero zone by ripping their tag.
 |  |  |  |  |  |
| KiomaTeam (defending tupu) | Attack | * the ability to maintain possession of the ki.
 |  |  |  |  |  | * the ability to maintain possession of the ki while attempting to attack the pou
* understanding of when they or their team should run in to the pawero zone to score a try
* the ability to score a try.
 |  |  |  |  |  | * the ability to maintain possession of the ki while attempting to attack the pou
* understanding of when they should run in to the pawero zone to score a try
* the ability to score a try.
 |  |  |  |  |  |
| Defence | * the ability to get into position to defend the tupu
* defence of a series of attacking plays by players of the opposition team.
 |  |  |  |  |  | * the ability to defend and get back on defence
* defence of a series of attacking plays by players of the opposition team
* the ability to communicate with team mates on defence
* knowledge of how and when to switch between zones for the benefit of the team.
 |  |  |  |  |  | * the ability to save an attack and get back quickly on defence
* the ability to read attacking play from players of the opposition team, defend with skill and cover-defend
* the ability to communicate positively with the team
* knowledge of how and when to switch between zones for the benefit of the team.
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**Overall grade**

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| --- | --- | --- | --- |
| Not Achieved  | Achievement  | Achievement with Merit  | Achievement with Excellence |
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**Teacher verification**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_ Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Assessment Schedule: Physical Education 91330 Ki-o-Rahi: forerunner to rugby

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| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates a sufficient level of performance in the elements and skills of Ki-o-Rahi to enable full participation. This means that the student demonstrates all of the points shown in the rubric at Achieve level equivalent to those shown in the Resource A rubric.Evidence is provided by the student’s first and final assessments (both self and peer) and the teachers’ own on-going observations and records. | The student performs at Ki-o-Rahi with a high level of success, and consistently and effectively demonstrates the required skills. This means that the student demonstrates all of the points shown in the rubric at Merit level equivalent to those shown in the Resource A rubric.Evidence is provided by the student’s first and final assessments (both self and peer) and the teachers’ own on-going observations and records. | The student performs at Ki-o-Rahi to an outstanding level / specialist level of success, and consistently, effectively, and confidently demonstrates of the required skills. This means that the student demonstrates all of the points shown in the rubric at Excellence level equivalent to those shown in the Resource A rubric.Evidence is provided by the student’s first and final assessments (both self and peer) and the teachers’ own on-going observations and records. |

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