

Internal Assessment Resource

Physical Education Level 2

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| This resource supports assessment against:  Achievement Standard 91330 version 2  Perform a physical activity in an applied setting |
| Resource title: Turbo Touch |
| 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 4  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-03-2016-91330-04-5779 |
| 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 2.4B v4

Resource title: Turbo Touch

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

Turbo Touch is a fast-paced indoor game that combines elements of Touch, Netball, Basketball, and Ultimate Frisbee.

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

Conditions

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.

Specified dates and times in which the students’ cumulative assessments will take place against opponents of similar level. If opponents of a similar level are not available, you or the coach will need to provide suitable opposition.

Resource requirements

Turbo Touch ball, court markings (tape can be used to mark the active zone)

Resource A: Performance rubric

Additional information

Further information about the game of Turbo Touch can be found at Turbo Touch New Zealand <http://www.turbotouch.co.nz>.

Teaching activities and learning to referee the game are skills that Turbo Touch New Zealand can help with. Video footage of the game can be found on YouTube.

It is expected that this assessment activity will follow a programme of teaching that will include passing, defence, team tactics, and a clear outline of the game rules.

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

Resource reference: Physical Education 2.4B v4

Resource title: Turbo Touch

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 Turbo Touch. Turbo Touch is a fast-paced indoor game that combines elements of Touch, Netball, Basketball, and Ultimate Frisbee.

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 Turbo Touch. 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. Yourself and peer assessments will provide supporting evidence but will not be the final determinants of your grade.

Resource A: Turbo Touch Performance Rubric this activity requires students to demonstrate performance in full games of competitive turbo touch, officiated by a skilled referee

**Teacher/Peer/Self Observation sheet**

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| 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 observed  Dates | | | | | The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation: | Tick each time observed  Dates | | | | |
| Offensive/ defensive movement off the ball | * getting into an appropriate position in a game * getting into a position to receive a pass on attack or defending when the opposition has the ball. |  |  |  |  |  | * getting into a position to defend an attacker with the ball * attacking the ball as a runner. |  |  |  |  |  | * moving to pick up opposition runners/drives/ attacking moves (for example, intercepts) * defending and getting into a position ready for the next attack * moving quickly to attack when a turnover is achieved. |  |  |  |  |  |
| Offensive ball skills | * starting the play with a tap ball * giving and receiving passes in a variety of directions * driving forward with the ball on attack. |  |  |  |  |  | * giving and receiving a variety of passes in either direction (for example, skip passes, dummy passes, cuts) * tapping and playing the ball and quickly get into position to receive a pass * driving forward with the ball displaying some evasive skill (for example, side-stepping). |  |  |  |  |  | * giving and receiving a variety of passes to create scoring opportunities (flick-ons) * running to draw a defender, create a gap, and allow a good pass * working quickly to “open” an active zone * tapping and playing the ball with ease * driving forward with the ball displaying a variety of evasive skills. |  |  |  |  |  |
| Defensive skills | * the ability to initiate touches during a game of turbo touch * getting back into a defensive position each time. |  |  |  |  |  | * the ability to consistently effect touches during a game * getting back into a defensive position * communicating with team players on defence. |  |  |  |  |  | * defending and, making a touch * getting back on defence quickly and consistently during a game * reading attacking play from opposition and defending with skill * consistently and confidently communicating positively with team players. |  |  |  |  |  |
| Team Play | * an understanding of the rules of Turbo Touch during competitive games * the ability to correctly restart play. |  |  |  |  |  | * a comprehensive understanding of the rules of Turbo Touch during competitive games * the ability to restart play quickly and correctly. |  |  |  |  |  | * a comprehensive understanding of the rules of Turbo Touch * the ability to effectively use their understanding to advance play with confidence and create opportunities to score a touchdown. |  |  |  |  |  |

**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 Turbo Touch

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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 Turbo Touch to enable full participation.  This means that the student demonstrates all of the points shown in the rubric at Achieve level, or points equivalent to those shown in the Resource A rubric.  Evidence is provided by the students’ first and final assessments (both self and peer) and the teachers’ own on-going observations and records. | The student performs Turbo Touch 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, or points 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 Turbo Touch at an outstanding/specialist level of success, and consistently, effectively, and confidently demonstrates the required skills.  This means that the student demonstrates all of the points shown in the rubric at Excellence level, or points 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.