Assessment schedule

Internal Assessment Resource

Health Level 1

EXPIRED

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| This resource supports assessment against:  Achievement Standard 90971 version 3  Take action to enhance an aspect of personal well-being |
| Resource title: Enhancing My Well-being |
| 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 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-01-2015-90971-02-4438 |
| 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 Health 90971: Take action to enhance an aspect of personal well-being

Resource reference: Health 1.1B v3

Resource title: Enhancing My Well-being

Credits: 3

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 Health 90971. 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 take action to enhance an aspect of their personal well-being by planning, implementing, and evaluating a SMART action plan to achieve a personal health-related goal.

Conditions

Provide guidance to ensure that a student’s choice of relationship and possible actions are appropriate, and that the goal reflects the features of SMART goal setting.

You could use conferencing, in-class log sessions, or other strategies to assure validity of the students’ evidence.

Modify the student instructions to suit your context and your students’ needs. For example, the timeframe may be lengthened to suit mid-term goals or the instructions for the progress log could be altered if electronic forms of logging are used.

Resource requirements

None.

Additional information

It is recommended that you regularly view and sign off student log entries to monitor progress and enable authentic evidence to be provided.

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| Achievement | Achievement with Merit | Achievement with Excellence |
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| Take action to enhance an aspect of personal well-being. | Take detailed action to enhance an aspect of personal well-being. | Take comprehensive action to enhance an aspect of personal well-being. |

Student instructions

Introduction

This assessment activity requires you to take action to enhance an aspect of your personal well-being by planning, implementing, and evaluating a SMART action plan to achieve a personal health-related goal.

This is an individual assessment activity. You will complete the work required during in-class and out-of-class time. Your teacher will give you details of due dates for completion of each part and the final deadline.

You will be assessed on your ability to take comprehensive action to enhance an aspect of your personal well-being.

To demonstrate comprehensive action, you will need to do the following:

* document a detailed SMART goal
* develop a detailed action plan that includes the essential steps/actions, organised in a logical manner, along with an explanation of relevant barriers and enablers and a realistic timeframe allocated
* implement your action
* document extensive evidence relating to the implementation process
* show critical insight in your evaluation by considering and weighing up the situation beyond the immediate outcomes of your steps/actions.

Task

Choose a personal health-related goal

Choose an aspect of your personal well-being that you would like to improve. For example, health-related areas about which you might develop a goal include:

* managing your time more effectively to reduce stress
* improving your use of effective interpersonal communication
* increasing your use of assertive behaviours
* achieving a balanced daily food intake
* participating in regular exercise.

Write about some of the negative experiences or behaviours that are happening at the present time.

Reflect on how your well-being is currently being affected: consider the impact of these negative experiences or behaviours on the four dimensions of hauora.

Action plan

Identify a SMART goal that could improve your personal well-being.

Develop an action plan that will enable you achieve your goal.

In your action plan, include descriptions of:

* your chosen SMART goal (the timeframe is a minimum of three weeks)
* dimensions of your hauora that will be enhanced by achieving this goal (at least two) and how they will be enhanced
* possible barriers that could hinder the achievement of your goal and how you will overcome these barriers
* possible enablers (resources) that could help you achieve your goal
* three or more important and essential actions to be taken (these will make use of enablers and help to overcome barriers) in order to achieve your SMART goal (The actions should be placed in a logical order.)
* what you will monitor or measure as you implement your action plan to ensure you are on-track to achieve your goal.

Check with your teacher that the goal you have chosen and your action plan will provide you with the opportunity to achieve the standard.

Implement your action plan for at least three weeks.

Progress log

Keep a progress log as you work through your action plan. Make regular entries that outline your progress towards your goal. These entries will help you to write your evaluation.

In your progress log, record the following details:

* date of the action
* description of what happened
* who or what helped (enablers)
* what problems arose (barriers)
* your thoughts and/or feelings about progress towards your goal.

You are advised to record at least four entries per week for at least three weeks. Remember to record any deviations or changes that occurred from your initial plan.

Teacher note: You will need to alter this format and instructions about the progress logs if a different log such as a blog or audio/video diary is used by the students.

Evaluation

Present a summary that includes a detailed and thoughtful evaluation of:

* your SMART goal
* your action plan
* actions that were successful and not so successful
* enablers that arose during the implementation process and how you made use of these, and/or how you made better use of them
* barriers that arose during the implementation process and how they hindered you achieving your goal and/or how you overcame them
* whether you achieved your goal partially, fully, or not at all, and why
* recommendations for future action: what would you do differently or what would you repeat and why
* what you learnt about yourself by taking this action that will help you in the future
* how your well-being has been enhanced by taking this action.

Final submission

Submit all of your completed materials for your final assessment. Include your:

* SMART goal action plan
* progress log
* evaluation.

Assessment schedule: Health 90971 Enhancing My Well-being

Teacher note: You will need to adapt this assessment schedule to include examples of the types of responses that can be expected.

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student takes action to enhance an aspect of personal well-being.  The student:   * develops a SMART goal and a workable plan * implements the plan for a minimum of three weeks * provides supporting evidence of implementation for aspects of the plan (written plan/records/logs, etc) * reflects on the implementation in their evaluation.   For example:  A SMART (Specific, measurable, achievable, realistic and timeframe) goal is developed and documented.  The plan of action includes descriptions of:   * dimensions of hauora that will be enhanced by achieving this goal * possible barriers that could hinder the achievement of the goal * possible enablers that could help to achieve the goal * actions to be taken * resources required to implement the plan (if applicable) * what will be monitored/measured during implementation.   The progress log contains entries across a three-week period that show how aspects of the plan have been implemented. Entries could be a little general in nature and there could be repetition.  The evaluation could include:   * actions that were successful and not so successful * description of enablers encountered * description of barriers encountered * whether the goal was achieved fully, partially, or not at all * recommendations for future action * description of what was learnt by taking this action * description of how well-being has been enhanced by taking this action. | The student takes detailed action to enhance an aspect of personal well-being.  The student:   * develops a plan that is coherent, connected, and contains steps that are clearly related to the health goal * provides supporting evidence of implementation of the plan * evaluates the implementation related to the plan.   For example:  The plan of action includes:   * actions or steps that are logical and relevant, and clearly related to achievement of the goal.   The progress log contains entries across a three-week period that show that most aspects of the plan have been implemented. If deviations from the plan arise during the implementation they will be documented in the log.  The detailed evaluation is related to the plan. This means that the links between the SMART goal, plan and the evaluations are evident. Explanations are provided and the log is used to support responses made. | The student takes comprehensive action to enhance an aspect of personal well-being.  The student:   * develops a plan that is coherent, well-connected, and contains critical steps for achieving the health goal * shows critical insight in their evaluation of the implementation * provides extensive supporting evidence of implementation of all aspects of the plan.   For example:  The plan of action includes:   * critical steps for achieving the health goal (related to the described barriers and enablers, and attending to the actions needed to meet the well-being needs implied by the goal). * key barriers have been included and it has been made clear how the barriers will be overcome, along with how enablers will be effectively used to support the goal being achieved; therefore maximising the chances of success.   The progress log contains entries across a three-week period that show how all aspects of the plan have been implemented.  Evaluation responses are detailed, thoughtful and clearly relate to what actually happened during the implementation process. They focus on and are applied to the process of achieving the SMART goal. The situation is weighed up beyond the immediate outcomes of the actions.  Examples could include:   * thoughtful recommendations for future action * insightful descriptions of what was learnt by taking this action, how overall well-being has been enhanced by taking action and/or how aspects of well-being were enhanced that might not have been anticipated.   Note: *Critical* (in terms of steps in the plan) means steps to attend to the essential actions to meet the well-being needs implied by the goal. |

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