

Internal Assessment Resource

Physical Education Level 1

EXPIRED

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| This resource supports assessment against:  Achievement Standard 90962 version 3  Participate actively in a variety of physical activities and explain factors that influence own participation |
| Resource title: My Active Lifestyle |
| 5 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-02-2015-90962-02-4556 |
| 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 90962: Participate actively in a variety of physical activities and explain factors that influence own participation

Resource reference: Physical Education 1.1B v3

Resource title: My Active Lifestyle

Credits: 5

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 90962. 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 participate in a variety of physical activities and develop a portfolio recording their participation.

In relation to the portfolios, give your students guidance on what constitutes evidence. You need to check portfolio entries at the mid-point and the year end and provide feedback to students following the mid-point portfolio check. Each student will make a short presentation to describe their portfolio and any other evidence of their participation before submitting it for assessment.

Conditions

This assessment activity takes place throughout the year. A student’s final achievement grade depends on their levels of effort, engagement, and consistency across the different physical activities. Give clear indicators of how they can develop their participation in the different activities, and take into account all evidence presented by the student (including the portfolio) before determining their final grade.

Resource requirements

Equipment and settings appropriate to the selected physical activities.

The electronic space that students use to record their participation in physical activity will depend on the resources available to your school. Online spaces such as blogs and wikis allow for online discussions with, and feedback to, your students. Access limited to the individual student and the teacher would be the preferred option.

Voice-recording methods such as podcasts, digicams, mobile phones, flip videos, and iPods may also suit the nature of the selected physical education experiences.

You may choose to use Resource C to collect practical evidence over time.

Additional information

Assessment modes should reflect the needs of your students, the nature/context of your teaching and learning programme and the facilities/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 judgments.

For this assessment activity, it is important to consider:

* Internet safety
* the school’s policy regarding use of information technology
* the school’s policy regarding privacy issues.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Participate actively in a variety of physical activities and explain factors that influence own participation. | Participate actively in a variety of physical activities with a high level of effort and engagement, and explain factors that influence own participation. | Participate actively in a variety of physical activities with a consistently high level of effort and engagement, and explain factors that influence own participation. |

Student instructions

Introduction

This assessment activity requires you to:

* participate actively in a variety of physical activities over the course of the year
* develop and maintain an electronic portfolio reflecting on your participation in the different physical activities.

At the end of the year, you will make a short presentation about your portfolio to your teacher when you submit it for assessment.

You will be assessed on the consistency of your effort and engagement when participating in activities, and your ability to explain the factors that influence your participation.

Task

Participation

Participate actively in a variety of physical activities, with a consistently high level of effort and engagement, throughout the year.

During these activities, think about your participation in relation to the criteria described in Resource A.

Develop your portfolio

You need to create an electronic portfolio of your choice. Select a format that you feel will suit your needs, for example, a blog space or a wiki.

Throughout the year, make at least 15 entries in your electronic portfolio. Each entry should reflect on your participation in a particular physical activity. Refer to Resource B for examples of factors that influence participation.

In each entry:

* record the date, the activity, and your level of effort and engagement in the physical activity
* note what factors influenced your participation
* explain how and why these factors influenced your participation
* explain how you could improve your participation in the physical activity.

You may wish to use the template (Resource B) as the model for the entries in your portfolio.

Present your evidence

Present your completed electronic portfolio to your teacher for assessment.

Resources

Resource A: Criteria for active participation

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| **Profiles: A student who actively participates to this level would display the majority of these indicators:** | | |
| Achievement | Merit | Excellence |
| Participate actively in a variety of physical activities | Participate actively in a variety of physical activities with a high level of effort and engagement | Participate actively in a variety of physical activities with a consistently high level of effort and engagement |
| **This could include:**   * Being organised and prepared for the activities * Demonstrating skills related to the activity * Being actively involved in the task * Attempting to improve their level of performance * Seeking to engage in the context of the practical environment * Contributing to the team by taking up a role or functional position * Reflecting on own performance * Contributing to the activity, even if injured * Tries to improve through practice in the physical activity. | * Motivated and reliable in the practical context * Resourceful and enterprising * Works hard towards the goal or objective of the activity * Supports the development of others by assisting with their needs when required * Enhances the experience of other participants by adding their own input to the activity * Shows enjoyment of the intent of the activity * Seeks to improve their performance through development of skills well-being and fitness * Does their best. | * Across a wide range of activities and in a number of settings * With preparedness to accept challenges that are outside of their comfort zone * Whilst fully engaging themselves in the learning environment * With a consistent effort to develop and improve their own success and the experiences of others. |

To gain Merit, the student will display the majority of the indicators for Achieved and Merit. For Excellence, the student will display the majority of the indicators in all three achievement criteria.

Resource B: Suggested model for portfolio

**Date: Activity:**

**My level of effort and engagement today (circle one grade below)**

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| Not Achieved | Achieved | | Merit | | Excellence |
| Why have you placed yourself at this level? Give supporting evidence. (Refer to the criteria from Resource A.) | | | | | |
| Highlight any factors that influenced your participation today and add any others that were important to you for this activity. | | | | | |
| Well-being  Challenge  Fun/enjoyment  Sense of achievement  Pushes body to physical or mental limit  Can go at own pace | | Social factors (able to do with friends; choose own group)  Aesthetic appeal  Environmental appreciation  Accessibility  Cost  Equipment needed  Technology | | Other | |
| Explain how and why these factors influenced your participation. | | | | | |
| Bearing in mind the criteria in Resource A, how could you improve your participation? | | | | | |

Resource C: Teacher recording sheet

Term/Unit (circle) 1 2 3 4

Teacher to record the level of participation (Not achieved, Achieved, or Merit). Excellence can be gained only if Merit level is gained consistently over a period of time.

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|  | Date:  12/3 | | Date:  22/3 | | Date:  27/3 | | Date:  2/4 | | Date:  12/5 | | Date:  22/5 | | Date:  27/6 | | Date:  2/8 | | Date:  9/8 | |
| **Student name** | Task 1 |  | Task 1 |  | Task 1 |  | Task 1 |  | Task 1 |  | Task 1 |  | Task 1 |  | Task 1 |  | Task 1 |  |
| Joe Bloggs | M |  | M |  | M |  | M |  | M |  | A |  |  |  | M |  | A |  |
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Assessment Schedule: Physical Education 90962 My Active Lifestyle

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| Evidence/Judgements for Achievement | Evidence/Judgements for  Achievement with Merit | Evidence/Judgements for  Achievement with Excellence |
| The student participates actively in a variety of physical activities and explains factors that influenced their participation in the various activities.  Evidence may include aspects such as:   * practises to improve * participates for enjoyment, fun, and challenge * contributes to team activities * relates to others in activities requiring interaction * reflects on involvement and performance * participates in some way (or contributes despite injury).   The student also explains factors that influenced their participation in a variety of activities and gives relevant examples  For example:  Kayaking  I really enjoyed kayaking. The factor that influenced my participation was cost. Normally I would not be able to afford to participate in this activity because I don’t have access to the equipment and it costs money to hire kayaks. Trying an activity that I would not normally be able to do motivated me to participate to a high level.  Touch rugby  I did not like touch rugby. The factor that influenced my participation was challenge, because I didn’t find this activity challenging. I have played touch rugby for many years, so playing in class with people who did not have the same skill level as me was frustrating. I felt unable to challenge myself to perform at a high level because others kept dropping the ball or making mistakes, and this affected my motivation to participate.  Rock climbing  I didn’t think I’d like rock climbing, but I did. The factors that influenced my participation were challenge and success. I have tried rock climbing in the past at school camp and didn’t like it because I couldn’t even get 2 foot up the wall! This time, we went to an inside climbing wall. It had different levels to climb. I managed to climb up two different walls. I felt good about this because I had succeeded in something I’d found really hard in the past. I’m glad that I gave it a go and challenged myself to participate. | The student participates actively in a variety of physical activities with a high level of effort and engagement and explains factors that influenced their participation in the various activities.  Evidence may include aspects such as:   * practises to improve * participates for enjoyment, fun, and challenge * contributes to team activities * relates to others in activities requiring interaction * reflects on involvement and performance * participates in some way (or contributes despite injury). * is involved in the activity * works to meet the goal of the activity * is involved in the intent of the activity for self or to encourage and support others * participates in the strategies, skills, and aim of the activity * participates to develop the strategies and skills of the activity * participates to develop, maintain, and improve fitness * participates to maintain or improve well-being * supports, encourages, and organises others with the aim of getting them to participate.   The student also explains factors that influenced their participation in a variety of activities and gives relevant examples (see Achieved examples that are at the correct level to contribute towards Merit). | The student participates actively in a variety of physical activities with a consistently high level of effort and engagement and explains factors that influenced their participation in the various activities.  Evidence may include aspects such as:   * practises to improve * participates for enjoyment, fun, and challenge * contributes to team activities * relates to others in activities requiring interaction * reflects on involvement and performance * participates in some way (or contributes despite injury). * is involved in the activity * works to meet the goal of the activity * is involved in the intent of the activity for self or to encourage and support others * participates in the strategies, skills, and aim of the activity * participates to develop the strategies and skills of the activity * participates to develop, maintain, and improve fitness * participates to maintain or improve well-being * supports, encourages, and organises others with the aim of getting them to participate.   If a student has been assessed with a **consistently** **high level** of effort and engagement (at least Achievement with Merit) across all activities, then the student meets the criteria for overall Achievement with Excellence.  The student also explains factors that influenced their participation in a variety of activities and gives relevant examples (see Achieved examples 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.