



Authentic Applied Settings For Practical Assessment



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Overview

- What is an applied setting?
- Why should we try to make our practical assessments authentic.
- What can authentic applied settings look like?
- Sharing examples and practice from our schools.
- How can we go about planning for authenticity in our practical assessments?
- Developing approved rubrics for AS2.4 and 3.4: Outlining the process.
- Take away: What ideas do you have for 2025 and beyond?

What constitutes an applied setting?

Unpacking the standards:

From the explanatory notes of AS92016 (1.1):

An applied setting is the authentic environment, space, or place where the movement context occurs.

Examples include:

A tournament, modified or competition game, a festival, event, or outdoor experience.

Similar for AS2.4 and AS3.4. With some additional clarification.

Why should we try and make our practical assessments as authentic as possible?

- Provides an environment that supports performance.
- A goal to work towards.
- The opportunity to make connections with other assessments, different courses, other schools.
- Make it fun!

What can authentic applied settings look like?

Some case studies to start our thinking:

PE100 Futsal Tournament

PE200 and PE300 Ki O Rahi Tournament

PE200 Aquathon

WEGC Surfing Champs



PE100 Futsal

Key features:

Off timetable

Multiple classes

Drawing on Sports Ed with the opportunity to help run the event

Offsite at Aku Tangi Sports Center (our environment can make a difference)



PE200 and PE300 Ki O Rahi Tournament

Key features:

Two courses coming together (different standards)

Offsite - Newlands Ki O Rahi turf

Off Timetable - Full day event



PE200 Aquathon

Key features:

Using our local environment and resources (Oriental Bay)

Event management and leadership opportunity for OE Class
(Water safety, marshalls)

On timetable (Run through lunch and last session of the day)

No cost to run



WEGC Surf Champs

Key features:

Whole school event (anyone who wanted to participate)

Event sponsorship

Pathway to regional and national competition

Opportunity for other classes to be involved in running a “real” event (OE300 - 3.8 leadership, PE300 event management)



From these examples: Things to consider

What contexts are we using?

- Are there new ideas we could add to this?

What environments do we have access to?

- Think about your facilities at school, local facilities, natural environments

Are there other classes or groups we could invite to lift the event?

- Additional assessment opportunities, leadership and development.

How do we allow for assessment overtime?

- Collection of evidence leading up to an event, opportunities to develop skills.



Sharing examples: What does senior practical assessment look like at your school?



What about when there is no rubric?

Process to develop an approved rubric for AS2.4 and AS3.4

Examples:

L3 Ki O Rahi

L3 Pickleball

