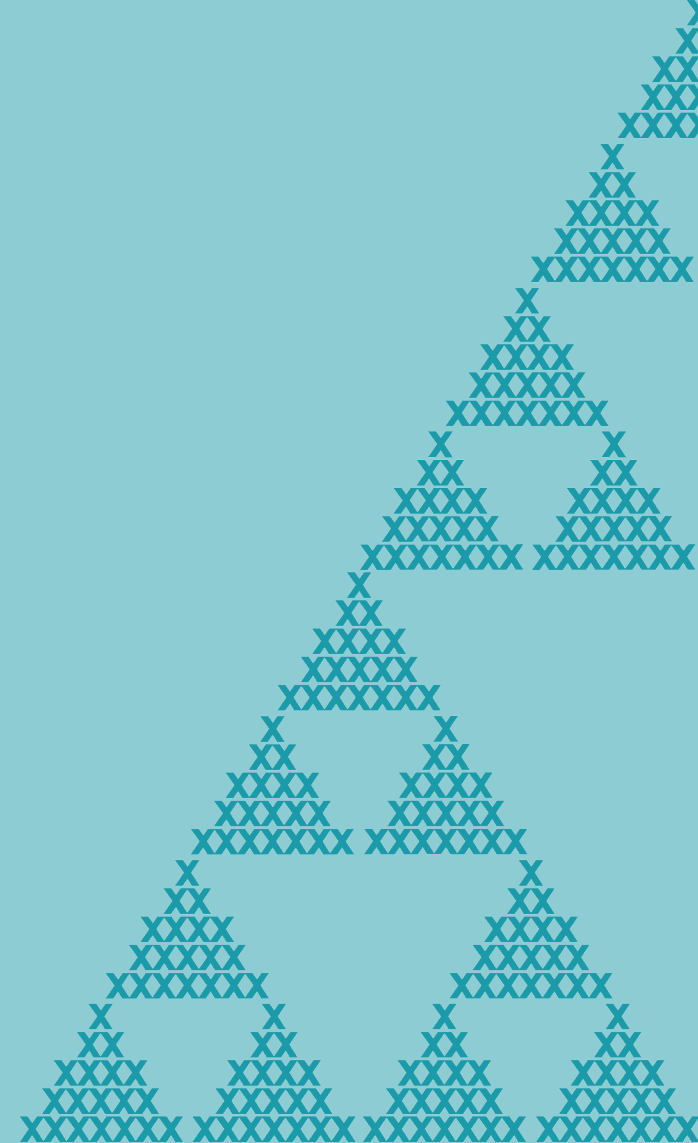


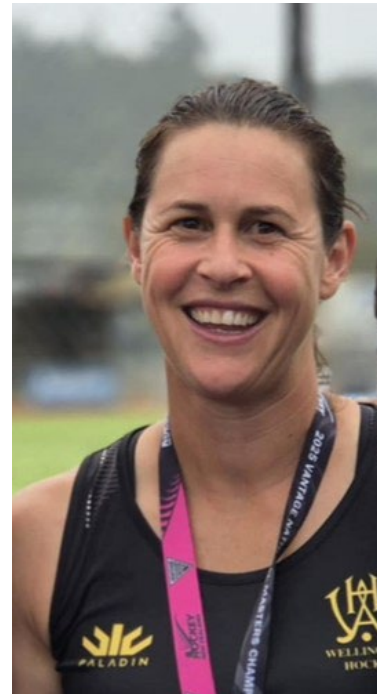
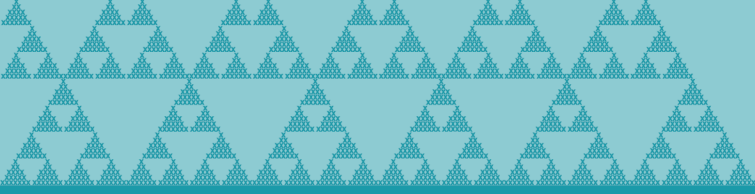
# Unpacking L1 Standards

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Effectively unpack assessment standards  
92016 and 92017 to identify opportunities that  
maximise student outcomes

Rebecca White – National Assessment Advisor  
(Physical Education)





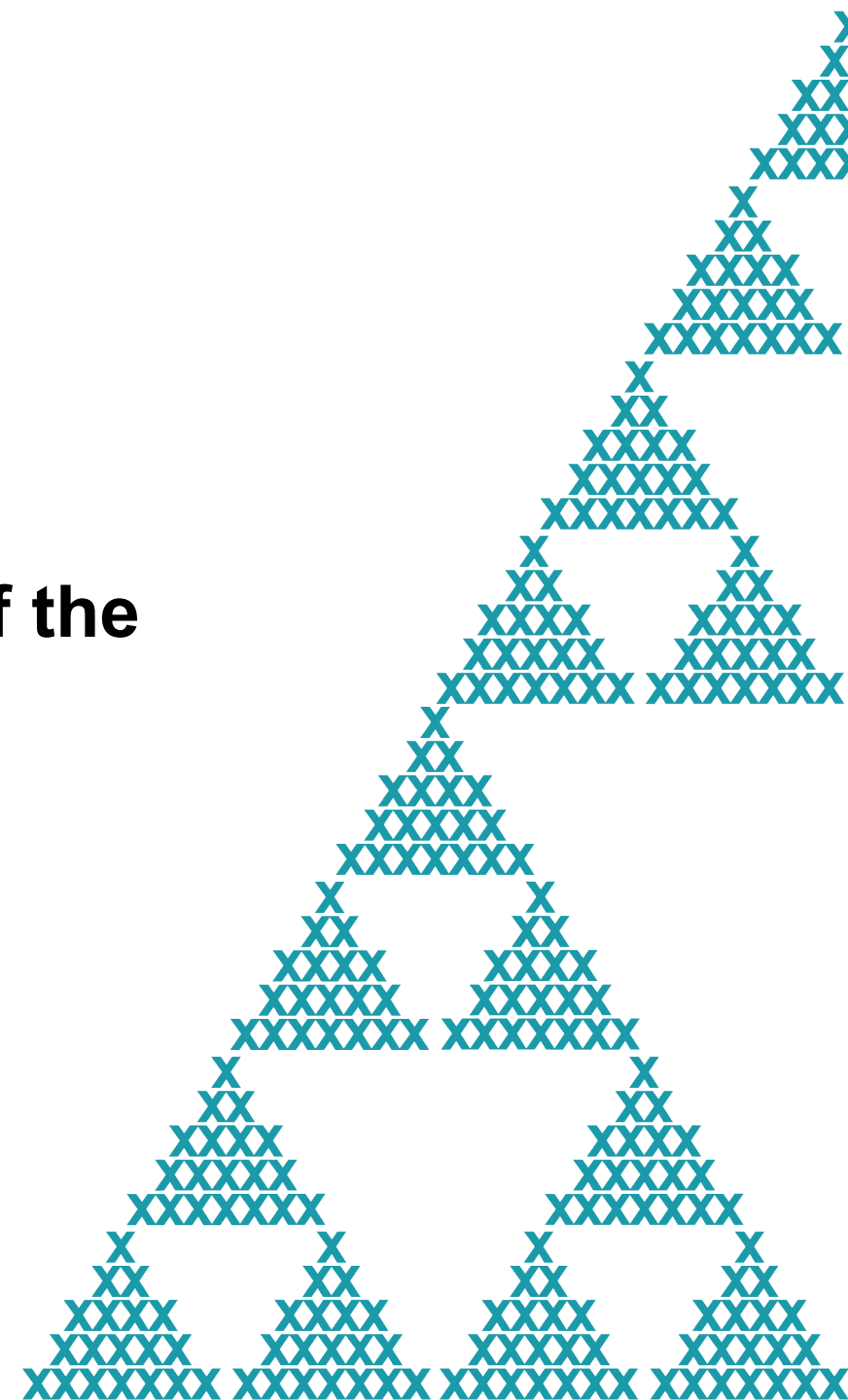


# Learning Intentions

- To develop further understanding of unpacking assessment standards 92016 and 92017 using key information in the Conditions of Assessment, the Unpacking the Standard document, the Subject Learning Outcomes, exemplars, and clarifications document.
- To develop further understanding of assessment criteria for 92017 through identifying appropriate strategies in movement and integrating the concept of kotahitanga into practice.
- To develop further understanding of assessing 92016 through developing movement strategies that include characteristics, designing live observation sheets and creating authentic applied setting.

# 92017 - Demonstrate understanding of the application of strategies in movement

---





# Unpacking the standard

In groups of 6 use the key documents to unpack the standard.

1. **Writer**
2. **Explanatory Notes** - <https://ncea.education.govt.nz/health-and-physical-education/physical-education?view=assessment>
3. **Conditions of Assessment** - <https://ncea.education.govt.nz/health-and-physical-education/physical-education/1/2?view=conditions>
4. **Unpacking Notes** - <https://ncea.education.govt.nz/health-and-physical-education/physical-education/1/2?view=unpacking>
5. **Clarifications** - <https://www2.nzqa.govt.nz/ncea/subjects/select-subject/physical-education/>
6. **National Moderators Report** - <https://www2.nzqa.govt.nz/ncea/subjects/select-subject/physical-education/>



# NCEA website

- **Explanatory Notes**
- **Conditions of Assessment**
- **Unpacking the standard**



# NCEA website

- **Clarifications**
- **National moderators report**





# Sharing back

- What are the key requirements of the standard?
- What are some of the challenges?



# Issues in moderation

- Strategy applied
  - Self-determination, Self-management, teamwork, fair play, social responsibility, tikanga etc
  
- Lack of discussion about kotahitanga throughout the application of the strategies
  
- Group movement context
  - Tent building, lighting campfires, building 'huts/towers' etc
  
- Lack of personal examples
  - Use of we/the team rather than personal examples using 'I'

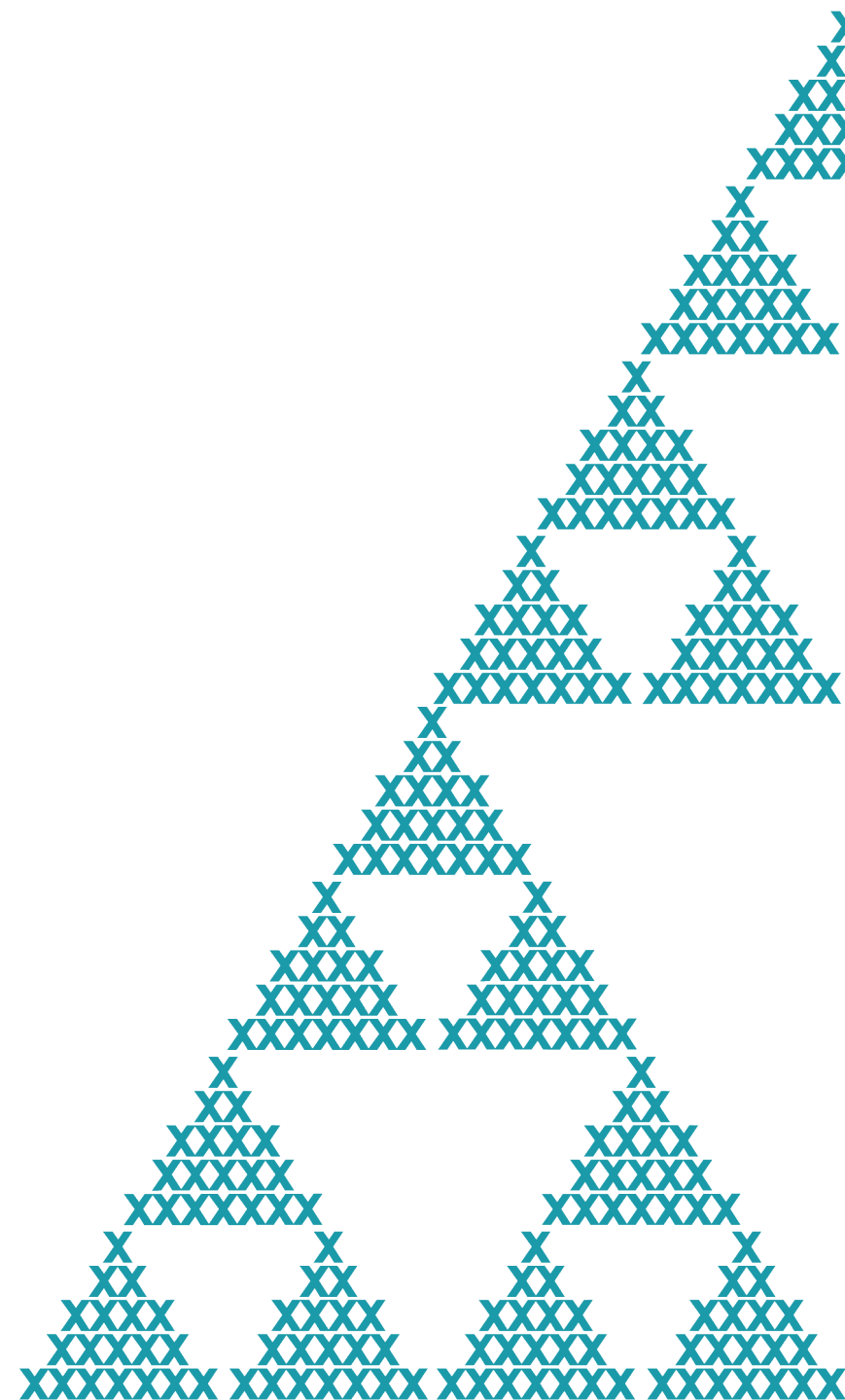


# Issues in moderation continued

- Over assessing
  - Too many strategies, too many context
  
- Drawing conclusions for Excellence
  - Must discuss the 'effectiveness of the application'
  - Not consider what would do differently in the future
  
- Too much guidance in the task

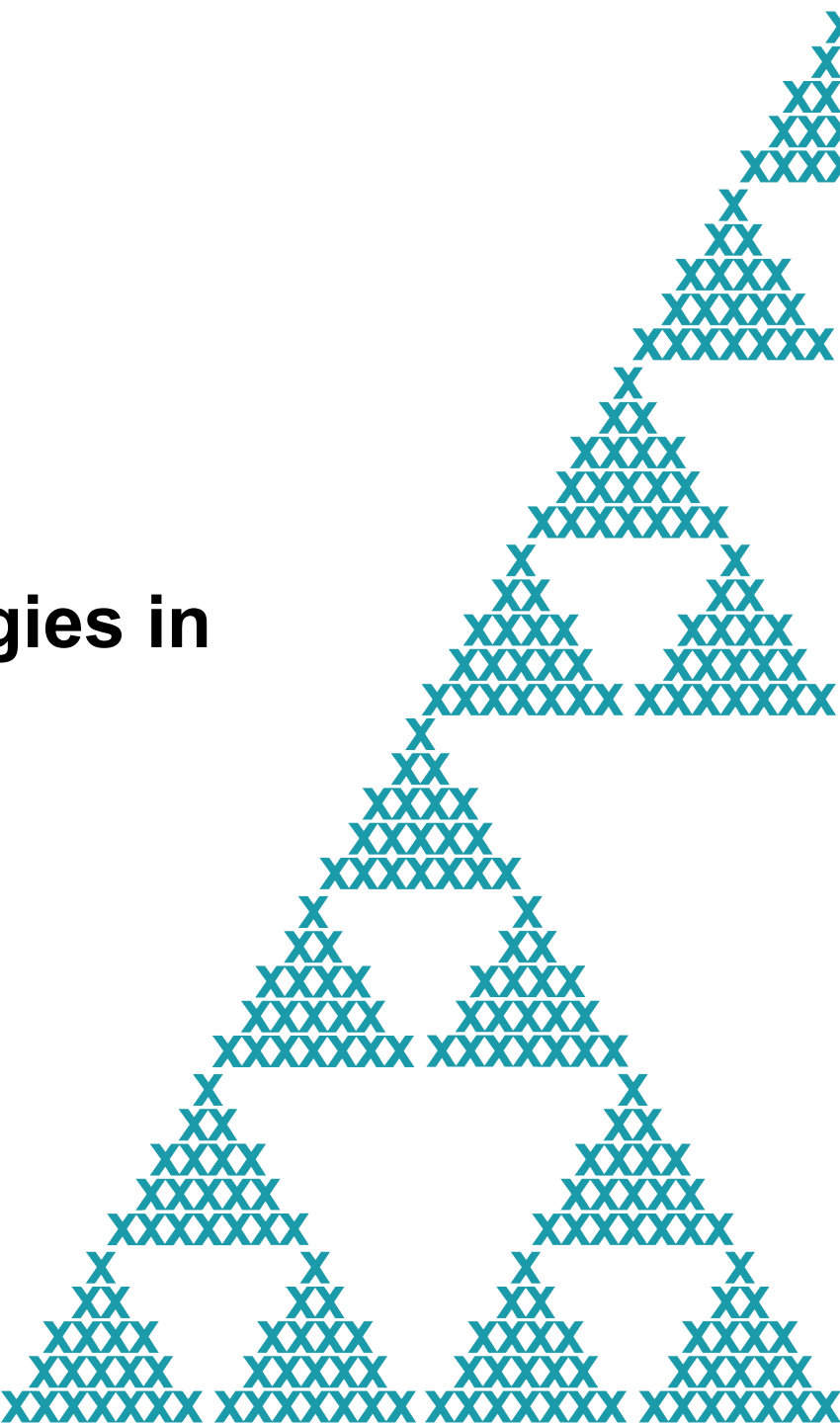
Any pātai for 92017?

---



# 92016 - Demonstrate movement strategies in an applied setting

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# Unpacking the standard

In groups of 6 use the key documents to unpack the standard.

1. **Writer**
2. **Explanatory Notes** - <https://ncea.education.govt.nz/health-and-physical-education/physical-education?view=assessment>
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4. **Unpacking Notes** - <https://ncea.education.govt.nz/health-and-physical-education/physical-education/1/2?view=unpacking>
5. **Clarifications** - <https://www2.nzqa.govt.nz/ncea/subjects/select-subject/physical-education/>
6. **National Moderators Report** - <https://www2.nzqa.govt.nz/ncea/subjects/select-subject/physical-education/>



# NCEA website

- **Explanatory Notes**
- **Conditions of Assessment**
- **Unpacking the standard**



# NCEA website

- **Clarifications**
- **National moderators report**





# Sharing back

- What are the key requirements of the standard?
- What are some of the challenges?



# Movement strategies

## ➤ What is a movement strategy?

- A variety of approaches that will help a player or team to successfully achieve a movement outcome or goal.

## ➤ Key requirements of a movement strategy:

- **Outcome or goal** = What are you trying to achieve?
- **Tactics** = What do you need to do?
- **Skill** = What skills are needed to achieve the outcome/goal?
- **Characteristics** = Indicator(s) of the quality of movement (what needs to be demonstrated to apply the skills and tactics)



# Co-constructing movement strategy

- Co-construct with ākonga
  - Increases understanding
- Consider all aspects of the movement context
  
- Example:
  - Skill: Passing to teammate
  - Outcome: Score a goal/point or get further up the court/field
  - Tactics: Quickly and accurately
  - Characteristics: Pass to a teammate who is free

**Anticipate and respond to the opposition, by passing quickly and accurately to a teammate in space to create an attacking opportunity to score a point.**



# Examples of a movement strategy

- Anticipating and responding to the opposition by quickly moving into space, to receive the ball, to create an attacking opportunity
- Anticipating and responding to the opposition by quickly moving into space, to receive the ball, to create an attacking opportunity
- Anticipating and responding to the opposition with ihi, wehi and wana, to move into space, to receive the ball, to score a try
- Anticipating and responding to the opposition with ihi, wehi and wana, to move into space, to receive the ball, to score a try



# Examples of a movement strategy

- Demonstrate coordination and fluidity to serve the ball, targeting an identified weaker opponent, to force a point
- Demonstrate **coordination and fluidity** to **serve the ball, targeting an identified weaker opponent,** to **force a point**
- Anticipating and responding to the terrain conditions when cornering, by adjusting the pace/speed, to navigate the corner.
- **Anticipating and responding to the terrain conditions** **when cornering,** by **adjusting the pace/speed,** to **navigate the corner.**



# Creating movement strategies

- Increase ākonga understanding = co construct movement strategies
- Groups of 3-4
- 1 person act as the teacher and the others as the ākonga
- Try to create 2-3 movement strategies, including characteristics, for a chosen context
- Anyone willing to share?



# Teacher live observation

- Evidence of how the grade was awarded
  - Live observation sheet
  - Ongoing teacher commentary
    - Dates/games indicating demonstration
  
- Collecting evidence must occur during live performance
  - Notes, symbols, video/voice recorded ongoing commentary, combination



# Teacher live observation continued

- Evidence of Consistent (Merit) and Effective (Excellence) demonstration
  - Observed cross multiple occasions
  - Within one game/outdoor experience OR across a series of games/outdoor experience
  
- The final grade based on assessor's live observations of student identified movement strategies in the applied setting.
  - Assessor commentary and student evidence is beneficial to support the grade awarded.



# Example 1

Teacher live observation sheet and schedule

	Achieved					Merit					Excellence						
Achievement Criteria	Apply movement in an applied setting					Sustain movement in an applied setting					Execute movement strategies in an applied setting						
<b>Teacher judgements</b>	The students is able to: -identify a range of movement strategies in an applied setting -demonstrate a range of movement strategies in an applied setting	14/ 8	21/ 8	28/ 8	4/ 9	16/ 10	The student is able to: -consistently demonstrate a range of movement strategies in an applied setting	14/ 8	21/ 8	28/ 8	16/ 10	The student is able to -effectively demonstrate with intent and proficiency a range of movement strategies in an applied setting	14/ 8	21/ 8	28/ 8	4/ 9	16/ 10
<b>The set up (bottom turn) 1-2</b>	The surfer demonstrates generating power through balanced and co-ordinated body position to anticipate driving the board up face of the wave in preparation to perform backhand reo/snap	✓	✓	✓	✓	✓	The surfer consistently demonstrates generating power through balanced and co-ordinated body position to anticipate driving the board up face of the wave in preparation to perform backhand reo/snap	✓	✓	✓	✓	The surfer demonstrates anticipates and responds to the breaking lip of the wave by readjusting balanced and co-ordinated body position with intent and proficiency to drive the board up face of the wave in preparation to position the board in the vertical	✓	✓	✓	✓	✓
<b>Execution (Target, throw and verticality) 3-4</b>	The surfer demonstrates anticipating and responding to the lip of the wave by vertically positioning the board at appropriate angle to execute backhand reo/snap	✓	✓	✓	✓	✓	The surfer consistently demonstrates anticipating and responding to the lip of the wave by vertically positioning the board at appropriate angle to execute backhand reo/snap	✓	✓	✓	✓	The surfer demonstrates anticipating and responding to the lip of the wave with intent and proficiency by positioning the board at appropriate angle to execute backhand reo/snap	✓	✓	✓	✓	✓
<b>Completion (low stable body) 4-5</b>	The surfer demonstrates anticipating and responding to wave by readjusting their position with balance, coordination and fluidity to travel back down the wave.	✓	✓	✓	✓	✓	The surfer consistently demonstrates anticipating and responding to wave by readjusting their position with balance, coordination and fluidity to travel back down the wave.	✓	✓	✓	✓	The surfer demonstrates anticipating and responding to wave with intent and proficiency by readjusting their position with balance, coordination and fluidity to travel back down the wave.	✓	✓	✓	✓	✓



# Example 2

## Teacher Live Observation sheet and comment

Key ✓ demonstrates in an applied setting ✓✓ consistently demonstrates in an applied setting + effectively demonstrates with intent and proficiency in an applied setting																														
Attacking strategies														Defending strategies										Team <u>play</u>						
Throwing into space- demonstrated coordination when throwing the disk into space for a team member to catch, creating an attacking opportunity						V cuts- demonstrated sharpness, fluidity and purposeful change of direction when leading to create space for themselves to receive the disk						Man to man defence – selected and marked an opponent with purpose to minimise them receiving the disk						Communication- talks to teammates about their picks and then picks up player purposefully				Applied strategies in response to external cues from teammates or opposition								
27/3	8/4	10/4	20/4	1/5	Video	27/3	8/4	10/4	20/4	1/5	Video	27/3	8/4	10/4	20/4	1/5	Video	27/3	8/4	10/4	20/4	1/5	video	27/3	8/4	10/4	20/4	1/5	video	Final grade
	✓	✓	✓		✓			✓	✓		✓		✓	✓			✓							✓						A
Teacher comment: The video shows one demonstration of throwing into space with coordination for a teammate to catch. Shows man on man defence, although only one part identifies who she is. JJ demonstrates a purposeful change of direction to receive the disk- again she has only shown one of these. Holistically, JJ has identified and demonstrated a range of movement strategies in an Ultimate Frisbee applied setting. For Merit, JJ needed to provide further evidence of consistent demonstration of each strategy and teacher observation needed to reflect consistent demonstration within each game or over a series of observations.																														



# Example 3

## Teacher Live Observation Sheet

Dates	Movement strategy	Session 1	Session 2	Session 3
17/9/24	Perform a deep bottom turn	E	E	E
17/9/24	Perform a cutback	E	E	E
17/9/24	Perform a double hand drag to get a deep barrel	E	E	E

## Schedule

*(The highlighted movement strategies are the student selected strategies they applied.)*

Strategy	Achieved	Merit	Excellence
	Apply movement strategies in an applied setting	Sustain movement strategies in an applied setting	Execute movement strategies in an applied setting
<b>1. Perform a deep bottom turn</b>	Demonstrates anticipating and responding to the wave to drive board up face of the wave with coordination and balance, by putting weight into toes and looking at the top of the wave.	Consistently demonstrates anticipating and responding to the wave to drive board up face of the wave with coordination and balance, by putting weight into toes and looking at the top of the wave.	Effectively demonstrates anticipating and responding with intent and proficiency to the wave to drive board up face of the wave with coordination and balance, by putting weight into toes and looking at the top of the wave.
<b>2. Perform a cutback</b>	Demonstrates coordination and fluidity to quickly and smoothly whip head, shoulders and arms to drive back towards the power source of the wave.	Consistently demonstrates coordination and fluidity to quickly and smoothly whip head, shoulders and arms to drive back towards the power source of the wave.	Effectively demonstrates with intent and proficiency coordination and fluidity to quickly and smoothly whip head, shoulders and arms to drive back towards the power source of the wave.
<b>3. Perform a double hand drag to get a deep barrel</b>	Demonstrates anticipating and responding to the wave by placing hands on face of the wave to slow down to allow the lip of the wave to break over you.	Consistently demonstrates anticipating and responding to the wave by placing hands on face of the wave to slow down to allow the lip of the wave to break over you.	Effectively demonstrates anticipating and responding with intent and proficiency to the wave by placing hands on face of the wave to slow down to allow the lip of the wave to break over you.

## Teacher Comment

The student has given evidence for three effective strategies for riding a wave (and maximising scoring potential). Strategies are implemented to a high level meaning they can do this consistently.



# Movement context

- Does the movement context allow for ākonga-selected movement strategies to be applied?
  
- Appropriate movement context
  - Net/wall games
  - Invasion games
  - Outdoor Education activities
  - Modified games
  
- Need to have at least 3 movement strategies, including characteristics
  
- What contexts are you using?
  - Are there new ideas you could add to your list?



# Authentic applied setting

- Appropriate for the movement context - authentic environment, space, or place
  - Class tournament
  - Interclass tournament
  - Interschool tournament
    - All the above = including officials, scoring, correct court/field markings etc.
  - Outdoor environment
  
- Movement strategy need to be appropriate for applied setting
  
- 'Authentic' setting provides demonstration at highest level



# Authentic applied setting continued

- What environments do we have access to?
  - Think about your facilities at school, local facilities, natural environments
  
- Are there other classes or groups you could invite to lift the event?
  
- Collection of evidence leading up to an event, opportunities to develop skills.



# Examples of authentic applied settings





# Issues in moderation

- Movement strategies lacking characteristics
  - Include in assessment schedule
  
- Not appropriate movement strategies
  - Rules, knowledge, training, safety management, decision making, communication, appropriate clothing, nutrition requirements etc
  
- Identifying movement strategy after demonstration
  
- Step up across grades
  - Step up from A - M = consistency
  - Step up from M – E = intent and proficient
  - Step up in collecting evidence from live observation



# Issues in moderation continued...

- No teacher evidence justifying grade
  - Live observation sheet
  - Teacher commentary
  
- Appropriate movement context
  
- No evidence of applied setting
  - Video evidence
  - Teacher commentary

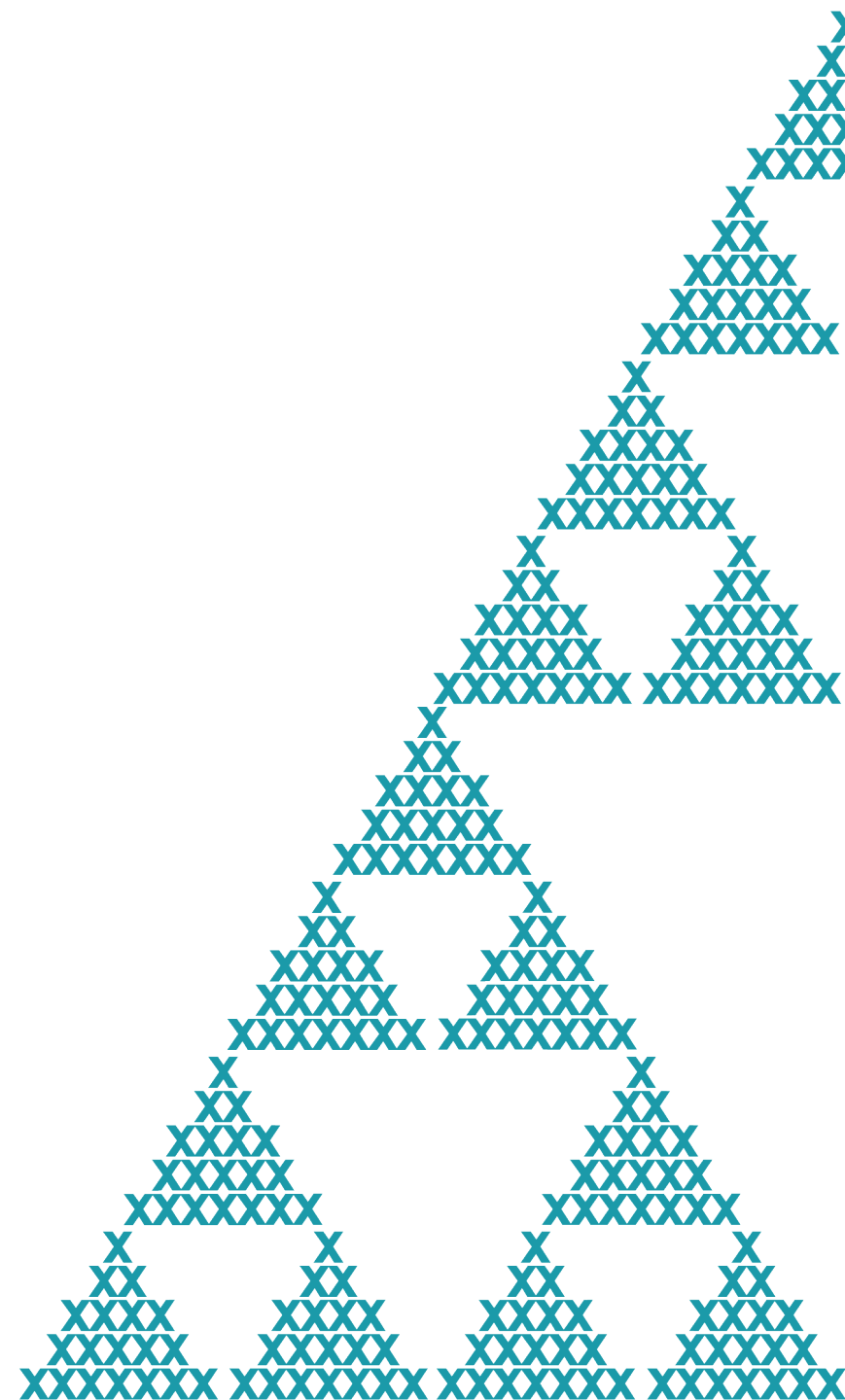


# Issues in moderation continued...

- Too much student evidence
  - 'Identify and demonstrate'
  
- Video evidence
  - Too short
  - Filming/editing quality
  - Students not clearly identified

Any pātai for 92016?

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# Assessor Practice Tool (APT)

The Assessor Practice Tool (APT) will be used to support assessors with the new NCEA standards from 2024 onwards.

- Allows assessors to practice making assessment judgements and immediately receive feedback on their judgements from a moderation panel.
- 92016 - Apply movement strategies in an applied setting
  - 20 new samples - 2025
- 92017 - Demonstrate understanding of the application of strategies in movement
  - 20 new samples - 2025



# Assessor Support

## NZQA learning management software – Pūtake <https://lms.nzqa.govt.nz>

### Assessor Support

See how our online resources and targeted support can improve your assessment practice



### About Assessor Support

Assessor Support is a range of free, interactive resources for assessors who assess internal standards.

You can take advantage of:

- online learning modules
- collaborative workshops
- generic and subject-specific support
- the Assessor Practice Tool

All of these resources are available in NZQA's learning management system Pūtake. You can access it using your Education Sector Logon (ESL):

[Log in to Pūtake](https://lms.nzqa.govt.nz) 

 Pūtake

**Kia ora and welcome to Pūtake,  
NZQA's learning management system.**

#### Secondary teachers / Tertiary providers

Use your Education Sector Logon (ESL) to access Pūtake.

Login via ESL

#### NZQA Kaimahi and other users

Use your username and password to access Pūtake.

Log in

If you have forgotten your login credentials, or have any issues logging in, please contact the Learning Management System (LMS) Support Team at [lms.help@nzqa.govt.nz](mailto:lms.help@nzqa.govt.nz). Check out our troubleshooting tips [here](#).

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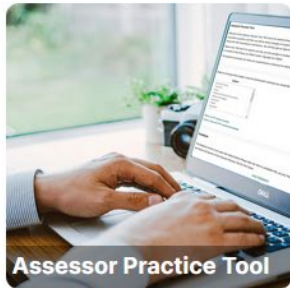


# Assessor Support

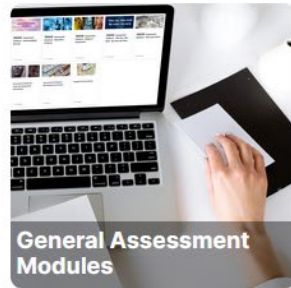
## Kia ora, welcome to Pūtake.

Here you can find Assessor Support courses, modules and workshops provided by NZQA. The courses available for you to enrol in can be found using the tiles below, where they have been grouped into the different types of e-learning. The courses that you are currently enrolled in are displayed in the **Current Learning** panel on the right-hand side of this page. You can also use the **Catalogue** to view all the content available.

### Support for internal assessment



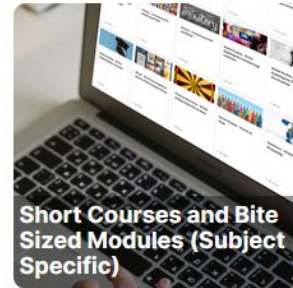
Assessor Practice Tool



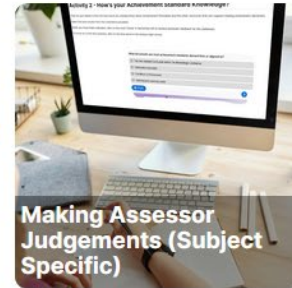
General Assessment Modules



Transforming Assessment Praxis & Assessment Approaches



Short Courses and Bite Sized Modules (Subject Specific)



Making Assessor Judgements (Subject Specific)

### Other Support



Digital External Assessment



NCEA Assessment Practice Support



Credible Assessments for NCEA (Coming Soon)

**Featured** Assessment Guidance - Acknowledging Sources

⌚: 30 minutes

**Featured** Assessment Guidance - Alternative Evidence

⌚: 20 minutes

**Featured** Assessment Guidance - Integrated Assessment

⌚: 60 minutes

**Featured** Assessment Guidance - Modes of Assessment

⌚: 120 minutes

**Featured** Assessment Guidance - Tāku Reo, Tāku Mahi - My Voice, My Work

⌚: 90 minutes

**Featured** Assessment Guidance - Why Less is More

⌚: 60 minutes

Accounting - Contemporary Accounting Issue

⌚: 30 mins

Assessment Guidance - Culturally Responsive Assessment

⌚: 120 minutes

Assessment Guidance - Reviewing your Practice

⌚: 90 mins



# Assessor Support

## Assessor Practice Tool

Welcome to the Assessor Practice Tool. This is an opportunity for teachers/kaiako to practice making assessment judgements for Achievement Standards. You will choose which subject and achievement standard you would like to practice, and then you will be shown samples of student work and asked to determine which grade should be awarded. After you submit your grade, you will see the grade awarded by a moderation panel, along with their reasoning as commentary. You will then get an opportunity to change your grade and see further samples.

Please note that this tool is for teacher use only, and the samples of student work are not to be downloaded, shown to students/ākonga, or used for other purposes.

Participation is recorded, but there are no performance measures for individual teachers/kaiako.

Begin by choosing which subject, level and achievement standard you would like to practice.

### Subject

Business Studies  
 Chemistry  
 Design and Visual Communication  
 English  
 Home Economics  
 Media Studies  
 Physical Education  
 Statistics

[Delete my APT assessor grades](#)

Start

## Feedback

The feedback section is an online form, linked below. Please take the time to complete this, as feedback on your experience with the Assessor Practice Tool is very important to us and will help us in the next phase of development of this tool.

[GIVE FEEDBACK](#)

## My Record

Subject	Samples Completed
Design and Visual Communication	2
Media Studies	0
Statistics	0
Chemistry	0
English	0
Home Economics	0
Physical Education	0
Technology	2
Visual Arts	1
Business Studies	3



# Supporting documents

## NZQA

- Standards
- Clarification documents
- Exemplars
- National Moderator's Newsletter
- Assessment Practice Tool (APT)
- External exams- specifications, exemplars, assessment reports, past exams, scholarship resources
- Guidelines for assessing against standard 91330 and 91501
- Assessor support
- Links to Level 2 and 3 TKI resources and Conditions of Assessment
- Remote assessment matrix

## NCEA Education

- What is PE?
- PE Matrix
- Subject Learning Outcomes (SLOs)
- Standards
- Specifications (external standards-92018 and 92019)
- Unpacking the standard documents
- Conditions of Assessment (internal standards 92016 and 92017)
- Internal assessment activities (92016 and 92017)



Recent Changes

**Level**  
NCEA level 1

**Assessment type**  
Internal

**Status**  
Registered

**Planned review date**  
N/A

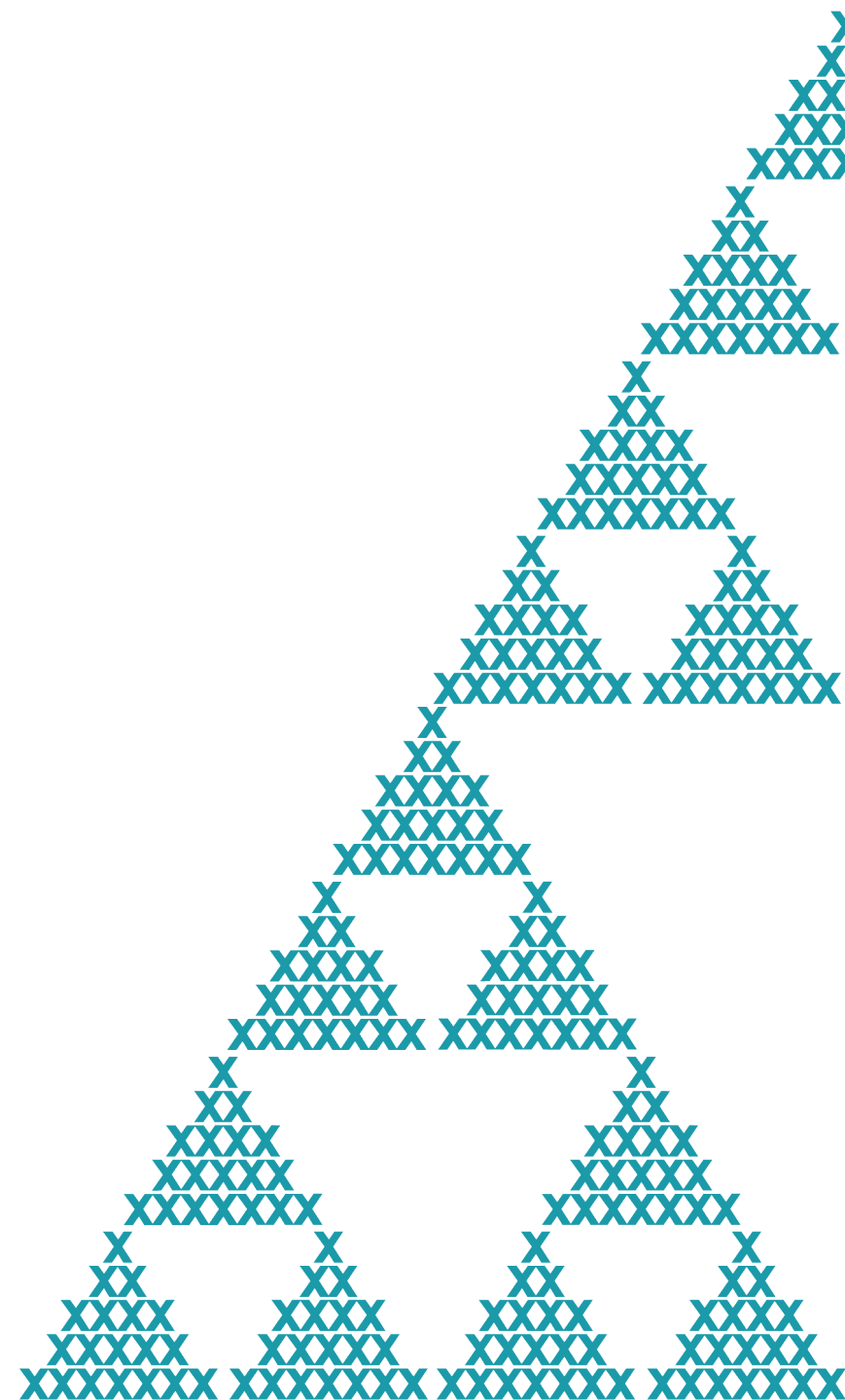
**Date published**  
12 Dec 2023

**Version**  
3

[View Previous Versions](#)

Any further pātai?

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# Feedback

NZQA Speaker Request Annual  
Conference Form - PhysEd



# Kia ora Thank you

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[www.nzqa.govt.nz](http://www.nzqa.govt.nz)



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New Zealand Qualifications Authority

