



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Internal Assessment Resource

Physical Education Level 1

This resource supports assessment against:

Achievement Standard 90966

Demonstrate interpersonal skills in a group and explain how these skills impact on others

Resource title: Boccia Teams

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

Internal Assessment Resource

Achievement Standard Physical Education 90966:

Demonstrate interpersonal skills in a group and explain how these skills impact on others

Resource reference: Physical Education 1.5

Resource title: Boccia Teams

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 90966. 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 demonstrate three selected interpersonal skills as they participate in a team as they participate in a series of competitive class Boccia challenges.

Students also design and set up an electronic diary to record their reflections after each session in which they explain how their chosen interpersonal skills impacted on the other participants.

Conditions

This assessment activity will take place over a unit of work, for example, 4–8 weeks of in-class time. Ensure that each Boccia challenge provides opportunities for the students to demonstrate interpersonal skills.

Depending on the planned Boccia challenges, you may need to suggest additional interpersonal skills to those listed in Resource A. You also need to ensure that students choose skills appropriate to the challenges.

The students will work in groups to participate in the Boccia challenges and individually to record their electronic diary entries. They will be assessed individually. (A sample recording sheet is provided as Resource B.) Make at least four such records throughout the unit of work.

Resource requirements

Equipment and settings appropriate to Boccia activities.

The choice of electronic diary format will depend on the resourcing available to your school. Voice-recording methods such as podcasts, digicams, mobile phones, flip videos, and iPods may also suit the nature of the physical education learning area.

Additional information

Details about the sport of Boccia can be found at <http://www.boccia.org.nz>

Methods of collecting evidence should reflect your students' needs, the nature and context of your teaching and learning programme, and the facilities and 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 judgements.

This assessment activity could be linked to assessment of Physical Education Achievement Standard 90969 *Take purposeful action to assist others to participate in physical activity.*

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Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate interpersonal skills in a group and explain how these skills impact on others.	Consistently demonstrate interpersonal skills in a group and explain how these skills impact on others.	Effectively demonstrate interpersonal skills in a group and explain how these skills impact on others.

Student instructions

Introduction

This assessment activity requires students to demonstrate three selected interpersonal skills as they participate in a team as they participate in a series of competitive class Boccia challenges.

You will create and use a video diary to reflect on your use of interpersonal skills and to explain how your behaviour has impacted on the other participants.

You will be assessed on your ability to effectively demonstrate interpersonal skills and the quality of your explanations in your diary.

Task

Demonstrate your chosen interpersonal skills

You will participate as a group member in a series of competitive class Boccia challenges.

Select three interpersonal skills that you would like to develop. Refer to Resource A for examples. Your teacher may suggest additional interpersonal skills.

Your aim is to help your group function well by effectively demonstrating your three chosen interpersonal skills. To effectively demonstrate interpersonal skills, you will think independently and proactively and not rely on your teacher for direction. You will be aware of what is going on around you and adapt accordingly.

Your teacher will make observations during activity sessions.

Explain your chosen interpersonal skills

Set up an electronic diary. Your teacher will help you select the best format for this.

After each Boccia challenge, complete a reflective entry in your diary. Refer to specific examples of how you applied your three interpersonal skills.

- What were the positive impacts on others of your applying your interpersonal skills?
- Were there any negative or unintended impacts?
- What can or will you do to improve your use of interpersonal skills to ensure that these have a positive impact on the group or team in future?

Resources

Resource A: Interpersonal skills

Interpersonal skills include, but are not limited to:	Your use of interpersonal skills may result in:
effective communication	improved group or team performance
cooperation	more cohesiveness
giving and receiving feedback	shared understanding of what the goal is and the plan to reach it
acceptance of diversity	improved success
supporting and encouraging others	increased enjoyment
inclusiveness	better communication
problem solving	quality of teamwork
negotiation	more encouragement and support amongst team/group members
conflict resolution	harmony within the group and between group members

Resource B: Continuum for demonstration of interpersonal skills – sample teacher recording sheet

Student's name: _____

Name	Interpersonal skills for observation	Teacher to make judgement on student's level of performance on a continuum. ND: Not demonstrated; D: Demonstrated; ED: Effectively demonstrated			Overall level
		ND	D	ED	
	1 Communication	—————→			
	2 Cooperation	—————→			
	3 Problem solving	—————→			
	1				
	2				
	3				
	1				
	2				
	3				
	1				
	2				
	3				

Assessment schedule: Physical Education 90966 Boccia Teams

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Over the unit of work, the student demonstrates interpersonal skills that impact on others. These may include:</p> <ul style="list-style-type: none"> • effective communication • cooperation • giving and receiving feedback, and feed-forward • acceptance of diversity • supporting and encouraging others • inclusiveness • problem solving • negotiation • conflict resolution. 	<p>The student consistently demonstrates interpersonal skills that impact on others. Consistency will be assessed across the activities. These may include:</p> <ul style="list-style-type: none"> • effective communication • cooperation • giving and receiving feedback, and feed-forward • acceptance of diversity • supporting and encouraging others • inclusiveness • problem solving • negotiation • conflict resolution. 	<p>The student effectively demonstrates interpersonal skills that impact on others, (i.e. the student uses interpersonal skills in a perceptive manner and does not rely on the teacher for direction). These will be consistently demonstrated (as for Merit). These may include:</p> <ul style="list-style-type: none"> • effective communication • cooperation • giving and receiving feedback, and feed-forward • acceptance of diversity • supporting and encouraging others • inclusiveness • problem solving • negotiation • conflict resolution.
<p>The student has identified at least two interpersonal skills and makes ongoing reflections that explain how these have impacted on others. Evidence of this impact is provided by the student's video diary entries.</p> <p><i>Example: Cooperation</i></p> <p><i>Today I worked on my negotiation and cooperation. I used negotiation when my team was trying to decide the throwing order. I negotiated my way up the throwing order by giving evidence that I was playing well. I explained to the coach why I should play earlier in the game. My use of negotiation meant that the team understood why I</i></p>	<p>The student has identified at least two interpersonal skills and makes ongoing reflections that explain how these have impacted on others (see examples from Achieved that are at the correct level to contribute to Merit).</p>	<p>The student has identified at least two interpersonal skills and makes ongoing reflections that explain how these have impacted on others (see examples from Achieved that are at the correct level to contribute to Excellence).</p>

<p><i>was playing at the time that I was. The impact on our team was that people wanted the coach to see them performing well too.</i></p> <p><i>I used cooperation when our team requested that I throw at a different time during the challenge. I cooperated so that they knew what kind of shot they were going to use and where they would need to throw their balls to. My use of cooperation skills meant that my team mates could focus on driving, knowing that I was in a strong drawing position.</i></p> <p><i>Negotiation and cooperation contributed to my team objective to create a positive team atmosphere. The impact on the team was that there was a more positive feeling in the team. The driver's performance was also stronger which helped our team win the match.</i></p>		
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.