

Year 7, 8, 9 & 10 Physical Education Assessment Information

Please refer to these rubrics to stay informed about the learning progressions your daughter should be moving through during her time in Physical Education from Year 7 to Year 10.

These rubrics help your daughter to monitor her own progress; set her own, unique learning outcomes; as well as understand what she needs to do to make progression.

These rubrics have been developed by the Carmel College PE department and are based on the NZ Health and PE curriculum.

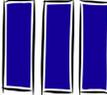
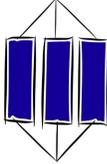
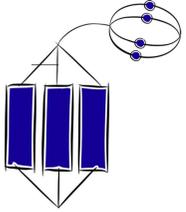
You will receive information each report cycle that indicates where your daughter currently sits on each of the three rubrics.

Please note that not all aspects of each rubric is addressed each report cycle, so the report is still just a 'snapshot' of the full picture and can change depending on the context being learned (e.g. Gymnastics or Volleyball). However, our hope is that this information will help you generate more conversation with your daughter regarding her learning progress in Physical Education.

If you have any questions about any of your daughters learning in this subject, please email her teacher directly

MOVEMENT FOR CHALLENGE RUBRIC

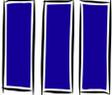
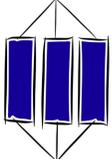
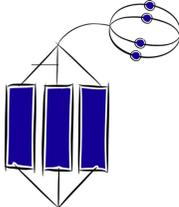
YEAR 7 & 8

				
	Working <u>towards</u> (B) curriculum Level 4 (Not Achieved)	Working <u>at</u> (P) curriculum Level 4 (Achieved)	Working <u>at</u> (P) curriculum Level 4 (Merit)	Working <u>above</u> (A) curriculum Level 4 (Excellence)
	Sometimes (done once or twice in a module of learning)	Regularly (done most lessons in a module of learning)	Always (done every lesson in a module of learning)	Consistently (done every lesson, done well and resulting in a positive impact on others)
Seeking new experiences and opportunities	I sometimes involve myself in learning the skills of the activity without the teacher's direction. <i>eg, I pass the ball in the game, ask a question about the activity.</i>	I regularly take responsibility to learn and apply skills during the activity <i>eg, I organise myself well and contribute to the game or activity.</i>	I always accept learning opportunities and actively seek ways to improve and gain new experiences <i>eg. I push myself to improve my skill level asking questions of the teacher and my peers.</i>	I consistently take every opportunity to learn, and fully participate in all lessons. I show a willingness to take on roles and responsibilities within the class <i>eg. I look at ways in which I could improve my skill and ability as well as take charge of organising myself and others.</i>
Participation & Attitude	I sometimes participate actively in lessons, but I don't always put in my full effort <i>eg, I can be distracted by my friends at times.</i>	I regularly participate actively in lessons and make some effort to improve <i>eg, I participate in most of the lessons but not with consistent effort, I sometimes made an effort to improve.</i>	I always participate in every lesson, show enthusiasm towards each activity and a willingness to improve <i>eg, I enjoy participating in every lesson, I show positivity to new challenges and am willing to improve.</i>	I consistently participate fully in every lesson. I demonstrate an enthusiastic approach to learning and improvement, and give 100% to each activity <i>eg, I always involve myself in the lesson, have a positive attitude and seek opportunities to improve.</i>

<p>Contribution</p>	<p>I sometimes contribute to the class in lessons in at least one way <i>eg, I offer to help, I share an idea, I help pack up.</i></p>	<p>I regularly contribute to the class across most lessons in one or more ways <i>eg, I share ideas in a discussion, I physically contribute to the outcome of the activity.</i></p>	<p>I always contribute to the class across several lessons in a variety of ways <i>eg, I contribute to the outcome of the activity through sharing my ideas, applying them and collaborating with others.</i></p>	<p>I consistently contribute to the class in every lesson in numerous ways. I also demonstrate understanding of the levels/ways of contributing <i>eg, I understood when and how to contribute to the activity to benefit not only myself but others.</i></p>
<p>Use safe practices</p>	<p>I am sometimes physically safe during lessons but mostly through the safe practices of my teacher not through my own direct actions <i>eg, I was not injured.</i></p>	<p>I regularly use physically and emotionally safe practices during lessons by listening to and following instructions <i>eg, I was not injured and I felt included and valued by others.</i></p>	<p>I always use safe practices with equipment and gear to keep myself physically and emotionally safe during lessons. My teacher doesn't have to remind me to be safe <i>eg, I was mindful of how to transport equipment or I always wore my shoes on the turf.</i></p>	<p>I consistently use safe practices and assist others to be more safe (physically and emotionally) during lessons <i>eg, I helped to lift heavy equipment and always asked my teammates if they needed help.</i></p>

MOVEMENT FOR UNDERSTANDING RUBRIC

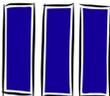
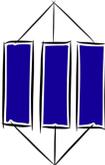
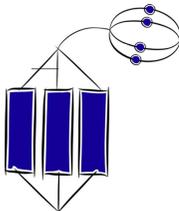
YEAR 7 & 8

				
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	Sometimes (done once or twice in a module of learning)	Regularly (done most lessons in a module of learning)	Always (done every lesson in a module of learning)	Consistently (done every lesson, done well and resulting in a positive impact on others)
Understanding rules	I sometimes listen to the rules but don't really understand them in a game situation <i>eg, I don't always listen when the teacher is telling us the rules and often forget them when playing the game.</i>	I regularly listen to the rules and can usually apply them in a game situation <i>eg, I sometimes get confused and panicked during the speed of a game and don't remember all the rules.</i>	I always listen to the rules and can easily apply them in a game situation <i>eg, I have a good understanding of the rules when I start playing and can easily focus on my skills and performance because of this.</i>	I consistently listen to the rules and easily apply them in a game situation. My knowledge is in-depth enough that I am able to assist others in their understanding during games <i>eg, I can play without thought of the rules and instead focus on tactical play, I am able to effectively ref a game with help in this activity.</i>
Applying correct technique	I sometimes apply the correct technique when completing a task or skill <i>eg, I can complete a skill but I often make major mistakes.</i>	I regularly apply the correct technique when completing a task or skill <i>eg, I am able to complete a skill but I make minor mistakes.</i>	I always apply the correct technique when completing a task or skill <i>eg, I am able to complete a skill without any mistakes, or if I do so, I am able to understand why my movement was incorrect.</i>	I consistently apply the correct technique when completing a task or skill <i>eg, I am able to complete a skill without any mistakes, or if I do so, I am able to understand why my movement was incorrect and what I need to change in order to complete</i>

				<i>the skill.</i>
Use of the skill (application)	I can sometimes perform the right skill at the right time <i>eg, I know what skill I should be using but I do not always have the ability to perform it.</i>	I regularly know what skill to perform and when to perform it <i>eg, I have a good understanding of the necessary skills and I can apply the skills I can perform well at the right time.</i>	I always choose the right skill to perform at the right time <i>eg, My skills allow me to choose the most effective and appropriate skill for the situation.</i>	I consistently perform the right skill in the right situation <i>eg, I have a large skill set in this activity, so I can choose the most effective and appropriate skill to use. I also help others to develop their skills and performance.</i>
Understanding use of space	I sometimes recognise where I need to be in order to receive or pass the ball <i>eg, I don't have the ball so I move into a free space to be an option.</i>	I regularly recognise available space to move into or pass to <i>eg, The person I am wanting to pass the ball to is marked so I pass to someone in space.</i>	I always recognise available space during an activity which I can use to increase the success of the team during the activity <i>eg, I pass then move again so I am an option.</i>	I consistently recognise available space and have the ability to use the space effectively linking well with others players <i>eg, I move away from my marker into a space where I am to receive and link with another player.</i>
Tactical awareness	I am sometimes aware of what I need to do tactically in a game but I don't know how to carry it out <i>eg, I am able to recognise the use of tactics and I am able to understand the need to apply tactics but don't know how to carry it out in game play.</i>	I am regularly aware of what I need to do tactically in a game but I am unable to carry it out <i>eg, I am able to see where there is an opportunity to apply a tactic but I can't select an appropriate tactic and carry it out.</i>	I am always aware of what I need to do tactically in a game and I am able to carry it out <i>eg, I am able to see the opportunity to apply a tactic, carry it out but not always correctly.</i>	I am consistently aware of the tactics I can use and carry out in games. I am able to apply them within a game in order for the team to benefit from <i>eg, I am able to see that there is an opportunity to apply a tactic, carry it out and benefit from using it.</i>

MOVEMENT FOR TEAMWORK AND LEADERSHIP RUBRIC

YEAR 7 & 8

				
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	Sometimes (done once or twice in a module of learning)	Regularly (done most lessons in a module of learning)	Always (done every lesson in a module of learning)	Consistently (done every lesson, done well and resulting in a positive impact on others)
Listening to others	I sometimes listen to other's ideas and contributions e.g. <i>I am sometimes quiet and respectful while others are contributing.</i>	I regularly listen to other's ideas and contributions e.g. <i>I am quiet, attentive and respectful while others are contributing.</i>	I always listen to other's ideas and contributions e.g. <i>I am always quiet, attentive and respectful while others are contributing.</i>	I am consistently prepared to listen to other's ideas and actively encourage others to contribute eg, <i>I am always respectful when others are talking and try to encourage others to speak up.</i>
Self-management	I sometimes organise myself for and during lessons eg, <i>I bring my PE gear, I organise myself into a group</i>	I regularly organise myself for lessons bringing the correct equipment and starting work quickly eg, <i>Getting myself into a group and started on activities.</i>	I always come prepared for lessons and will independently organise myself for all learning activities eg, <i>Taking responsibility for getting my group started on the activity.</i>	I consistently come prepared for lessons and will effectively organise myself and others eg, <i>I get myself and my group together quickly and begin the activity independently.</i>
Following instructions	I sometimes follow the instructions eg, <i>I can listen, but often go off task whilst completing an activity.</i>	I regularly follow the instructions eg, <i>I listen when the teacher is talking and follow instructions.</i>	I always follow the instructions eg, <i>When the teacher is talking, I always listen and carefully follow the instructions.</i>	I consistently and carefully follow instructions eg, <i>After the teacher has given instructions, I carry out what is asked of me in the correct manner.</i>

<p>Positive communication and cooperation</p>	<p>I sometimes share my ideas and communicate positively with my classmates <i>eg, I sometimes contribute my ideas and work well with my peers.</i></p>	<p>I regularly share my ideas with others in a positive way and contribute to the activity <i>eg, I offer suggestions and advice in group work and involve myself in the activities.</i></p>	<p>I always share my ideas with others in a positive way, accept feedback willingly and work cooperatively with others <i>eg, I'm often suggesting things to my group or classmates, I speak nicely to others and I don't get annoyed when others offer suggestions to me.</i></p>	<p>I consistently and openly discuss my ideas with a range of other people in lessons. I willingly work with anyone in the class and cooperate using a range of interpersonal skills <i>eg, I always volunteer to work with people I don't know, I happily share my ideas and listen to others' ideas readily</i></p>
<p>Support and encouragement</p>	<p>I sometimes support and encourage my classmates in the lesson <i>eg, I sometimes help others, only when I see that they need help.</i></p>	<p>I regularly support and encourage my classmates <i>eg, I regularly support and encourage even when it is not asked of me.</i></p>	<p>I always support and encourage my classmates <i>eg, I am always supporting and encouraging my classmates in all activities within the lesson.</i></p>	<p>I consistently and actively seek opportunities to support and encourage everyone in my class <i>eg, I help others in the class, I encourage the opposing team and/or I help the teacher throughout the lesson.</i></p>