

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.

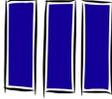
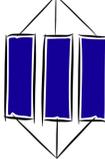
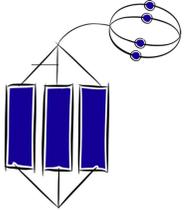
You will receive information each report cycle that indicates where your daughter currently sits on each of the three rubrics.

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

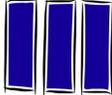
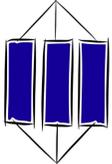
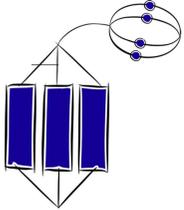
YEAR 9 & 10

				
	Working <u>towards</u> curriculum Level 5 (Not Achieved)	Working <u>at</u> curriculum Level 5 (Achieved)	Working <u>above</u> curriculum Level 5 (Merit)	Working <u>well above</u> curriculum Level 5 (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)
Understanding the feeling of being "outside comfort zone"	I sometimes step outside my comfort zone, but do not enjoy the feeling.	I regularly step outside my comfort zone, but prefer to stick to what I am comfortable with.	I always step outside my comfort zone and seek new challenges.	I consistently recognise the benefit of stepping outside my comfort zone and actively seek new challenges to participate in.
Taking risks and trying new things	I sometimes take risks and learn new things as part of a team, but I do not actively seek new challenges.	I regularly participate to take risks and I involve myself in all new challenges.	I always come prepared to challenge myself in all new activities. I take risks when necessary or appropriate.	I consistently come prepared to challenge myself in all new activities. I take risks when necessary or appropriate and actively seek new challenges.
Participation & Attitude	I sometimes participate actively in lessons, but I don't always put in my full effort.	I regularly participate actively in most lessons and I make some effort to improve.	I always participate in every lesson, show enthusiasm towards each activity and a willingness to improve.	I consistently participate in every lesson, demonstrate an enthusiastic approach to learning and improvement by actively seeking feedback and advice. I always give 100% to each activity.
Contribution	I sometimes participate as part of a team/group but do	I regularly share my ideas but I am happy to be led by others.	I always share my thoughts and ideas and I am keen to	I consistently contribute to the best of my ability by

	not often share my ideas.		make decisions as part of a team/group.	offering thoughts and ideas to help benefit my team/group. I am happy to make decisions but I am also prepared to listen to others.
Safe practices to manage risk taking	I sometimes use safe practices (physical and emotional) during the activity but occasionally have to be reminded by my teacher or classmates.	I regularly use the safe practices we were instructed to use with regards to equipment, clothing, footwear, communication etc to keep myself safe during this activity	I am always aware of the link between risks (physical and emotional) and negative outcomes in this activity. I always use safe practice to reduce risk for myself, but don't always take action to reduce it for others	I can consistently identify possible risks in the activity (physical and emotional) and use strategies or actions to keep myself and others more safe

MOVEMENT FOR TEAMWORK AND LEADERSHIP RUBRIC

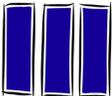
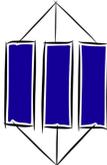
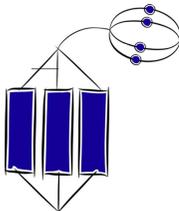
YEAR 9 & 10

				
	Working <u>towards</u> curriculum Level 5 (Not Achieved)	Working <u>at</u> curriculum Level 5 (Achieved)	Working <u>above</u> curriculum Level 5 (Merit)	Working <u>well above</u> curriculum Level 5 (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)
Self-management	I sometimes arrive on time and have my PE gear for lessons <i>e.g. I am sometimes ready in time for the start of the lesson. I have forgotten some or all of my correct PE gear a couple of times.</i>	I regularly arrive on time and are prepared with my PE gear. I start tasks quickly <i>eg, I am ready in time for the start of the lesson with my correct PE gear on. I will get moving as soon as instructions have been given.</i>	I always arrive on time and are prepared with my PE gear. I always start tasks quickly <i>eg, I am always ready in time for the start of the lesson with my correct PE gear on. I will get moving as soon as instructions have been given.</i>	I consistently arrive on time and am prepared with my PE gear. I always start tasks quickly and look to find ways to support the teacher and other students <i>eg, I am always ready in time for the start of the lesson with my correct PE gear on. I will get moving as soon as instructions have been given and will help others to get started</i>
Collaborative group work	I sometimes work effectively with my peers in group work <i>eg, I can work well in a group but often get distracted.</i>	I regularly work effectively with my peers in group work <i>e.g. I listen to other's ideas and contribute my own.</i>	I always work effectively with my peers in group work. <i>e.g. I listen to other's ideas and contribute my own. I work well with everyone in the class.</i>	I consistently work effectively with my peers in group work and encourage others to participate and share their ideas <i>e.g. I work with all class members cooperatively. I listen to everyone's ideas and help others feel comfortable</i>

				<i>to contribute.</i>
Taking on roles and responsibilities	I sometimes volunteer to take on roles or responsibilities within the lesson <i>eg, Captaining a team, setting up the equipment and/or umpiring a game</i>	I regularly volunteer to take on roles and responsibilities within the lesson <i>eg, Captaining a team, setting up the equipment and/or umpiring a game</i>	I always volunteer to take on roles and responsibilities within the lesson <i>eg, Captaining a team, setting up the equipment and/or umpiring a game</i>	I consistently volunteer to take on roles and responsibilities within the lesson to help support my classmates and teacher <i>eg, Captaining a team, setting up the equipment and/or umpiring a game</i>
Communicating thoughts and ideas (confidently & appropriately)	I sometimes share ideas and communicate with others	I regularly discuss my thoughts and ideas confidently with my peers	I always communicate my thoughts and ideas confidently and appropriately contributing strongly to group discussions. I receive feedback well.	I consistently communicate my thoughts and ideas contributing effectively to group discussions. I am able to accept feedback from others and adapt to situations.
Showing initiative	I sometimes do the basic things without being asked in lessons <i>eg, Once or twice I picked up gear at the end of an activity</i>	I regularly do things without being asked in lessons <i>eg, I often picked up cones or collected bands when the teacher blew the whistle at the end of the lesson</i>	I always do things without being asked in lessons <i>eg, I was always looking to see what jobs needed to be done, I would offer to move teams when numbers were uneven and the teacher asked for a volunteer</i>	I consistently and effectively do things without being asked in lessons <i>eg, I would arrive early to lessons and help set up gear and take it in at the end, I would offer help other students who looked like they were having difficulty,</i>

MOVEMENT FOR UNDERSTANDING RUBRIC

YEAR 9 & 10

				
	Working <u>towards</u> curriculum Level 5 (Not Achieved)	Working <u>at</u> curriculum Level 5 (Achieved)	Working <u>above</u> curriculum Level 5 (Merit)	Working <u>well above</u> curriculum Level 5 (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)
Developing strategies	I can sometimes contribute ideas to develop a game strategy	I regularly contribute ideas to help develop a game strategy.	I always contribute valid ideas to develop an effective strategy.	I consistently contribute valid ideas to develop an effective strategy. If the strategy is not working I am aware and able to help make adjustments.
Understanding and applying of strategies	I sometimes know what strategies I should be using but I can't carry them out in an activity	I regularly know what strategies to use and apply in an activity but I often make mistakes when carrying them out.	I always know what strategies to use and apply in an activity and I am able to effectively carry them out.	I consistently know what strategies to use and apply in an activity and I am able to carry them out to benefit the team and overall result of the game.
Control and consistency in skill performance	I sometimes demonstrate control over my body and equipment during skill performance.	I regularly demonstrate control over my body and equipment during skill performance.	I always demonstrate control over my body and equipment during skill performance.	I consistently and effectively demonstrate control over my body and equipment during skill performance.
Transfer between contexts	I can sometimes transfer my knowledge and understanding between activities.	I can regularly transfer my knowledge and understanding between activities.	I can always transfer my knowledge and understanding between activities.	I can consistently transfer my knowledge and understanding between activities.

Application of complex motor skills	I can sometimes use complex motor skills.	I can regularly use complex motor skills.	I can always use complex motor skills in a performance situation.	I consistently and effectively apply complex motor skills and have the ability to improve others skills due to my application.
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