

# **New Zealand Qualifications Framework Levels 1 – 3, 2011**

## **Physical Education**

### **National Moderator's Report**

## **National Moderator's Report for Physical Education**

### **General Guidance for Assessors**

The purpose of external moderation is to provide reassurance that teacher judgements are at the national standard and are made on the basis of assessment materials that are fair and valid. All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- include an assessment schedule that gives evidence of appropriate student responses and clear judgements at all levels.

To help to ensure best assessment practice teachers need to access the Subject Specific Resources for Physical Education on the NZQA website: [www.nzqa.govt.nz/pe](http://www.nzqa.govt.nz/pe)

The resources on this webpage include:

1. annotated student exemplars
2. clarification of issues with the standards
3. newsletters - current and archived editions
4. previous national moderator reports
5. a link to the TKI resources

The TKI resource materials provide examples of tasks that assess all achievement criteria of each achievement standard and assessment schedules which enable accurate and consistent assessment judgements.

### **General comments**

Assessment resources for new level 1 achievement standards are available on the TKI website. Old assessment resources may still be used, provided they are modified to meet the intent of the new level 1 achievement standards. The resource materials are written so that they can be adapted appropriately for different themes and contexts.

The aligned level one achievement standards must be used for assessment from 2012 while the current achievement standards may continue to be used for level two in 2012 and for level three in 2013. Points of clarification have been made in National Assessment Moderator newsletters during 2011.

### **Collecting Evidence**

Collecting evidence of practical performance and demonstration of skills and strategies are an important part of assessing Physical Education and is inherent in many of the standards.

Examples of ways to collect evidence include, but are not limited to: teacher recording sheets, teacher verification of self /peer evaluations, student logs and teacher observation checklists. In performance standards consistency and effectiveness is expected to be demonstrated. Recording the demonstration of skills and strategies should be ongoing and collected over a period of time. A tick in a box on a cover sheet is not sufficient evidence.

Collecting verbal evidence may be, but not limited to, oral presentation or an interview with the teacher. This may be recorded (audio or video) for in-school moderation purposes, but is not required for external moderation. Evidence should be summarised to include the Physical Education meaning inherent in the oral response or presentation (or the written notes that may be used to prepare the presentation).

**The National Moderator reports will be replaced by newsletters and clarifications documents from 2012.**