

Guidelines for assessing against standard 91330

Perform a physical activity in an applied setting

This document contains performance rubrics to assist teachers in making judgments against standard [91330 \(2.4\)](#).

This standard involves performing a physical activity to a high/outstanding level in an applied setting. An applied setting requires that the elements and skills of the physical activity are demonstrated in an authentic setting, such as during a game in an appropriate environment, or in a competitive situation.

1. Select a context/physical activity from the table below to find the appropriate rubric to use for an assessment activity.
2. Develop an assessment activity/resource and schedule by using the [resource template](#) accessed at the end of this document.
3. Games rubrics
 - Columns within rubrics are designed to record ongoing teacher observations
 - The teacher observation sheet could be used for self and peer observations
 - Students should be provided with instructions and training on observing and assessing their peers.
 - Final grades will be based on assessor observations of each student's performance level while self and peer assessments may provide additional supporting evidence.
 - It is suggested that the detail outlined in the rubrics be used to create checklists/observation sheets to allow sufficient evidence to be gathered over time to verify the level of consistency and effectiveness of demonstration of the element/skills.
4. Process for assessing a student with a disability – see information on the next page.
5. Final grades will be decided using professional judgement based on a **holistic** examination of the evidence provided against the criteria in the Achievement Standard.

Factors to consider include:

- A teacher should select an activity where they have appropriate prior knowledge and experience or have suitable experts to guide their judgements. Outside experts can assist with providing evidence that informs the teacher judgement. However, the teacher should make the final judgement.
 - A teacher should reflect holistically on the learner's level of performance, as demonstrated in previous applied setting situations to confirm a judgement.
 - It is important the teacher recognises that achievement with Excellence is a standard that is intended to challenge the best of learners at this level nationally.
 - Reassurance of teacher judgements being made at a national standard may be gained through communication with other professionals, for example, National/regional sports bodies and coaches, PENZ clusters, advisory service.
6. See the [Clarifications Document](#) for 91330 on NZQA.
 7. See the [Teaching and Learning Guide](#) for Physical Education on TKI.

A useful time calculator for Distance Running and other time-based rubrics can be found [here](#).

Process for assessing a student with a disability– developed by the Halberg Foundation

Students with disabilities should have the same opportunities as their non-disabled peers to participate and achieve in performance standards in NCEA. Please follow guiding the process below to assist you with assessing a student with a disability.

Do you have a student with a disability?



Yes

Does the student's disability put them at a significant disadvantage in the chosen sport/physical activity context?



Yes

No worries, here are alternative ways to assess them.



No

Go ahead and assess them in that context.



1. At the time of the assessment identify aspects of the rubric where the students' disability restricts their performance. You can remove or modify aspects of these criteria based on their functional abilities and limitations. (See page 3 for guidance).
2. As an extra assessment opportunity for the student, you could choose from the 'Guidelines', a sport movement context where the student could achieve a higher grade. (Suggestions on page 3).
3. If your student has a provisional or national Para sport classification, they are eligible to be assessed in that sport if you believe they will achieve a higher grade. Note: Some Para sports already have approved rubrics, such as Para athletics and Para swimming which are distance or time based. Please see the guiding process on page 3. If students regularly participate in a sport not in the 'Guidelines' you may request a rubric to be drawn up for this activity by contacting NZQA or Halberg.

Modified assessment criteria guidance

As a teacher you can make a professional judgement on modifications to the assessment criteria of the chosen context for a student that has a disability. Please follow the process below:

- 1. Note down how the students' disability impairs their movement.
- 2. How does this impairment impact them in the chosen movement context?
- 3. On the assessment rubric, highlight where the students' impairment restricts them meeting a particular criteria and only assess them against what they can proficiently do. Alternatively, make small modifications to the activity that doesn't affect the integrity of the game, but allows that individual to participate with greater success.
- 4. Assess the students' performance and make notes on their assessment sheet stating their impairment and how it affects their performance and comment justifying how you determined their final grade. Please also mark any modifications that were made to the game, for that individual. (These notes are essential for moderation and justification purposes). See Badminton example on page 5.

Athletics and Swimming – distance or time calculation

If your student has a national or provisional classification in swimming or athletics you may use the process below.

- 1. Note down students' classification.
Example: T37 or S8
- 2. For Athletics visit this website:
<https://www.paralympic.org/athletics/records>
- 3. For Swimming visit this website:
<https://www.paralympic.org/swimming/records>
- 4. Search event (example highlighted in red) which the student participates in. Find the world record time for their classification, gender and place in calculation below together with students' personal best.
- 5. Use calculation below to find % of World record time/distance.

Record Type

World Record

Specification

☒ Outdoor ☐ Road

Age Group

☒ Open ☐ U20 ☐ U17

Gender

☒ Men & Women ☐ Men ☐ Women

Event Type









100 m

NOTE: For time greater than a minute calculate in seconds rather than minutes
i.e. World record time 2.36.53 = 156.53 seconds.

World record time/Distance ÷ Students PB time/distance	= _____x 100 = Percentage of WR	
÷ _____	= _____x 100 = _____%	
Level 2 Achieved = 40-50%	Merit = 51-65%	Excellence = 66-100%
Level 3 Achieved = 50-60%	Merit = 61-75%	Excellence = 76-100%



What are some recommended activities for students to be assessed in based on their functional ability?

		Recommended activities (Not limited to)
	Powerchair user: Complete loss or restriction of movement and strength of trunk, upper and lower limbs.(e.g. Muscular dystrophy)	Boccia, Powerchair-football, Table tennis
	Manual chair user: Restriction of or complete loss of movement and strength of lower body.(e.g. spinal cord injury)	Boccia, Bowls, PC-Football, Wheelchair basketball, Wheelchair tennis, Para sailing, Table tennis
	Ambulant: Poor movement coordination of one or both sides of the body. (e.g. Cerebral Palsy)	Archery, Athletics, Bowls, Skiing, Swimming, Table tennis
	Ambulant: Loss of or partial loss of limb.(e.g. below knee amputation).	Athletics, Badminton, Basketball, Football, Volleyball, Golf, Swimming, Gymnastics, Table tennis
	Ambulant: Reduced movement or strength of lower limbs. (e.g. Spina bifida)	Archery, Wheelchair basketball, Hand cycling, Field athletics, Table tennis
	Ambulant: Reduced movement or strength in upper limbs.(E.g. Cerebral Palsy)	Track athletics, Distance running, Football, Multisport
	Visual impairment: Either low vision or no functional vision. (blind)	Blind cricket, Goal ball, Rock climbing, Road/Tandem cycling, Athletics, Swimming
	Short stature: Shorter limbs and trunk. Strength, range of movement and balance may be impacted.	Track or Field athletics, Archery, Golf, Karate, Table tennis, Badminton

Thank you to Paralympics New Zealand for their contribution to this document.

Badminton - this activity requires students to demonstrate performance in full-court games of competitive badminton, officiated by a skilled referee

Indicators: Green: Impairment doesn't significantly impact

Orange: Impairment mildly impacts

Red: Impairment significantly impacts.

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates → 3/5 5/5 8/5 9/5				The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates → 3/5 5/5 8/5 9/5				The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates → 3/5 5/5 8/5 9/5			
Offensive Skills	<ul style="list-style-type: none"> ability to place shuttle away from oppositions play and can place the shuttle accurately 	✓	✓	✓		<ul style="list-style-type: none"> high level ability to place shuttle away from oppositions play and can place the shuttle accurately 		✓	✓	✓	<ul style="list-style-type: none"> an outstanding level of ability to place shuttle away from opposition play and can place the shuttle accurately sets up offensive attacks and makes good decision on shot choice using appropriate force 				
Serving	<ul style="list-style-type: none"> ability to serve to land shuttle in appropriate service court 	✓	✓	✓		<ul style="list-style-type: none"> high level ability to serve to land shuttle in appropriate service court serves are varied in placement appropriately 	✓	✓	✓		<ul style="list-style-type: none"> an outstanding level of ability to serve to land shuttle in appropriate service court accomplished level serves are varied, appropriate and accurate in placement a range of serves are used in order to set up attacking play 				
Defensive Skills	<ul style="list-style-type: none"> ability to use appropriate shots in different situations and can move to cover court area 	✓	✓	✓		<ul style="list-style-type: none"> high level ability to use appropriate shots in different situations and can move to cover court area anticipates opponents return and uses a variation of placement to disadvantage opponent 	x	✓	✓	✓	<ul style="list-style-type: none"> an outstanding level of ability to use appropriate shots in different situations and can move to cover court area anticipates opponents return and uses a variation of placement to disadvantage opponent closes down options. Plays to own strengths and away from opponents strengths 				

Example:

Student A has cerebral palsy which affects their left side, specifically their left arm strength and left leg stability. This is their non-dominant side.

The chosen activity is Badminton. This affects their ability to cover the whole court with speed and agility especially if dynamically moving left, right, back and forward. It also restricts their ability to stay balanced through shots such as the overhead slam and getting to drop shots.

They struggle with offensive skills relating high level and outstanding level of ability to place shuttle away from opposition. They also struggle with covering court area to a high and outstanding level.

Student A received a Merit. They met the Merit mark for serving skills, and 2 of the 4 other aspects. But their impairment restricted them in two of the other aspects. We decided to modify the court size for the participant to restrict the amount of court they had to cover. They were assessed on all the other components and a judgement was made that they received Merit.

Contents

Last updated: 28/01/2025

Rubrics have been added for:

- Mountain Biking: Whakarewarewa Forest (2 x Yellow brick road)

Archery	Rock Climbing (Bouldering, Indoor, Outdoor)
Athletics	Rugby
Badminton	Sailing (centreboard)
Basketball	Scuba
Boccia	Sea Kayaking
Bowls	Skiing
Canoe Polo	Skiing – Cross Country
Circus Arts (Juggling, Devil Sticks & Diablo)	Snorkelling
Cricket	Snowboarding
Distance running (4 km – 21 km)	Softball
Football	Squash
Golf	Stand Up Paddle boarding (SUP)- Flat water race
Gymnastics	Surfing
Handball	Swimming (400m freestyle, 200m medley)
Hockey	Table Tennis
Ice Hockey	Tag Football
Kapa Haka	Tennis
Karate	Touch
Kayaking (Moving water and Surf Kayaking)	Tough Guy and Gal
Ki o Rahi	Track Cycling (Endurance, Sprint)
Korfball	Track running (800m, 3000m)
Lacrosse	Trampolining
Mountain Biking	Turbo Touch
Moving to Music	Ultimate Frisbee
Multisport (Triathlon, Duathlon, Aquathlon)	Underwater Hockey
Netball	Volleyball
Oe Vaka/Waka Ama	Water polo
Road Cycling	Windsurfing

Archery - this activity requires students to demonstrate performance in competitive archery rounds.

The teacher will observe and assess your performance in each round.

Level	Barebow (BB)/ Limited Recurve Bow (LR)	Competition Recurve Bow (CR)	Compound Bow
Achieved	70-94	95-109	110-124
Merit	95- 114	110-129	125- 139
Excellence	115+	130+	140+

Conditions

At the culmination of a teaching/learning programme the students will be involved in competitive Archery rounds officiated by competent judges. Students will compete using the rounds and criteria set out for the Archery New Zealand in Schools rounds.

Resource requirements

- Access to a safe archery range. 15M shooting distance and safe overshoot areas.
- Suitable archery equipment matching the Archery New Zealand in Schools criteria (Barebow-BB, Limited Recurve-LR, Competition Recurve CR or Compound). Limited Recurve (tape and pin sight only, no other equipment added to bow) is recommended.
- Target butts with 80cm/60cm or 40 cm (dependent upon bow type), World Archery target faces (10 zone 5 colours).
- Archery New Zealand Archery in Schools scoresheets.
- All students shoot the same distance of 15m but the different bow categories shoot different target sizes. This takes into account how easy the bows are to shoot accurately.

A round is 18 arrows shot at 15m on the following target faces:

- Limited Recurve Bow/ Barebow on a 80 cm target face
- Competition Recurve Bow on a 60cm target face
- Compound Bow on a 40cm target face.

Athletics – this activity requires students to demonstrate performance in a pentathlon.

The pentathlon is an athletics event in which students must perform in at least one throwing, one jumping and one running event.

Students must compete in 5 events and overall performance is judged on the highest points total at the end of the pentathlon events. The 5 star award scheme (Athletics NZ) is used to determine final grades.

<http://www.athletics.org.nz/Get-Involved/As-a-School/Five-Star>

Level	Female Points	Male Points
Achieved	170 – 239	240 – 309
Merit	240 – 309	310 – 379
Excellence	310 +	380 +

Badminton - this activity requires students to demonstrate performance in full-court games of competitive badminton, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed				
		dates	→					dates	→					dates	→			
Offensive Skills	<ul style="list-style-type: none"> ability to place shuttle away from oppositions play and can place the shuttle accurately 						<ul style="list-style-type: none"> high level ability to place shuttle away from oppositions play and can place the shuttle accurately 						<ul style="list-style-type: none"> an outstanding level of ability to place shuttle away from opposition play and can place the shuttle accurately sets up offensive attacks and makes good decision on shot choice using appropriate force 					
Serving	<ul style="list-style-type: none"> ability to serve to land shuttle in appropriate service court 						<ul style="list-style-type: none"> high level ability to serve to land shuttle in appropriate service court serves are varied in placement appropriately 						<ul style="list-style-type: none"> an outstanding level of ability to serve to land shuttle in appropriate service court accomplished level serves are varied, appropriate and accurate in placement a range of serves are used in order to set up attacking play 					
Defensive Skills	<ul style="list-style-type: none"> ability to use appropriate shots in different situations and can move to cover court area 						<ul style="list-style-type: none"> high level ability to use appropriate shots in different situations and can move to cover court area anticipates opponents return and uses a variation of placement to disadvantage opponent 						<ul style="list-style-type: none"> an outstanding level of ability to use appropriate shots in different situations and can move to cover court area anticipates opponents return and uses a variation of placement to disadvantage opponent closes down options. Plays to own strengths and away from opponents strengths 					

Basketball - this activity requires students to demonstrate performance in full-court games of competitive basketball, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive movement off the ball	<ul style="list-style-type: none"> spaces floor seals & creates lead to receive a pass (V-cut or L-cut) cut to basket when denied set on-ball or away screens rolls to basket after screen, or pops to open space attempts to contest rebound 						<ul style="list-style-type: none"> spaces floor correctly seals & creates lead to receive a pass (V-cut or L-cut) cut to basket when denied or defender loses sight set on-ball or away screens rolls to basket after screen, or pops to open space competes for rebounds 						<ul style="list-style-type: none"> spaces floor correctly seals & creates lead to receive a pass (V-cut or L-cut) cut to basket when denied or defender loses sight set on-ball or away screens rolls to basket after screen, or pops to open space attacks the boards or drops to safety (depending on position) 					
Offensive ball skills	<ul style="list-style-type: none"> ability to receive a pass and maintain possession demonstrate triple threat position make a variety of passes under pressure can move with the basketball within rules successfully perform lay-up and set shot 						<ul style="list-style-type: none"> ability to receive a pass and maintain possession under pressure create space using triple threat position uses ball fakes, and a variety of passes can advance the ball using dribble attacks the basket off the dribble finishes lay-ups on either side of the basket shoots the ball from a a range of situations with a reasonable level of success 						<ul style="list-style-type: none"> ability to receive a pass and maintain possession under pressure use jab step or rip through from triple threat position can use either hand to advance to advance the ball attacks basket off the dribble to score or create pass for teammates can use a variety of finishes to lay ball up on either side of the hoop shoots the ball from a a range of situations with a high level of success 					
Defence	<ul style="list-style-type: none"> picks and marks a player in man to man defence sets up in appropriate defensive position can defend players in area in zone defence boxes out and rebounds 						<ul style="list-style-type: none"> picks and marks a player in man to man defence, denies ball sets up in appropriate defensive position, can slide feet to maintain strong defensive position effectively defends players in area in zone defence boxes out and rebounds 						<ul style="list-style-type: none"> picks and marks a player in man to man defence, denies ball, creates turnover sets up in appropriate defensive position, can slide feet to maintain strong defensive position reads offensive movement in man/zone defence boxes out and rebounds 					

Team play	<ul style="list-style-type: none">• reading the game• communicating positively• supporting players by assisting when required• working hard for the benefit of the team						<ul style="list-style-type: none">• reading the game• communicating positively• supporting players by assisting when required• working hard for the benefit of the team						<ul style="list-style-type: none">• reading the game• communicating positively• supporting players by directing play and always assisting when required• actively involved in planning team strategies• working hard for the benefit of the team's success					
-----------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Boccia - this activity requires students to demonstrate performance in full matches of competitive boccia, officiated by a skilled referee

Teacher observation sheet

Element/Skill :	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Orientation techniques	<ul style="list-style-type: none"> getting into appropriate position to align with the jack 						<ul style="list-style-type: none"> assessing the layout of balls on court utilising time to prepare getting into appropriate position to align with the jack with enough space and time to execute appropriate shot 						<ul style="list-style-type: none"> assessing the layout of balls on court utilising time to prepare getting into appropriate position to align with the jack with enough space and time to execute appropriate shot 					
Offensive skills	<ul style="list-style-type: none"> playing the jack successfully drawing to score 						<ul style="list-style-type: none"> playing the jack to gain advantage (eg to own strengths or oppositions' weaknesses) drawing to score displaying control of speed drawing into holes promoting own balls to scoring opportunities driving to score 						<ul style="list-style-type: none"> playing the jack to gain advantage (eg to own strengths or oppositions' weaknesses) drawing to score displaying control of speed and direction using opposition balls to create holes driving opposition balls to create space for team mates using a variety of ways to score 					
Defensive skills	<ul style="list-style-type: none"> driving the opposition balls 						<ul style="list-style-type: none"> driving to move the opposition balls blocking to defend 						<ul style="list-style-type: none"> driving to move the opposition balls in challenging situations blocking to defend with strategic ball placement 					
Team/ tactical play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 					

Bowls – Lawn and Indoor – this activity requires students to demonstrate performance in competitive ends of bowls.

The student will bowl 5 ends and be scored at each end according to the following criteria:

- 1) Deliver 4 bowls down the rink/mat within the legal boundaries. Each legal bowl scores 5 points
Total out of 20
- 2) Deliver 4 bowls as close as possible to the jack on a **long end** with the **forehand**
Total out of 20
- 3) Deliver 4 bowls as close as possible to the jack on a **long end** with the **backhand**
Total out of 20
- 4) Deliver 4 bowls as close as possible to the jack on a **short end** with the **forehand**
Total out of 20
- 5) Deliver 4 bowls as close as possible to the jack on a **short end** with the **backhand**
Total out of 20

Points for delivery of the bowl within the given measurements from the jack

Score	Lawn Bowls	Indoor Bowls
5 points	1 metre of the jack	30 centimetres of the jack
3 points	2 metres of the jack	60 centimetres of the jack
1 point	within the boundaries of the rink	within the boundaries of the mat

Grades

Level	Points
Achieved	60-74
Merit	75-84
Excellence	85+

Canoe Polo - this activity requires students to demonstrate performance in full games of competitive canoe polo

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive/Defensive Movement Skills	<ul style="list-style-type: none"> ability to move into position using forward paddle and back paddle strokes can perform turning and sweep strokes 						<ul style="list-style-type: none"> high level ability to move into position using competent forward paddle and back paddle strokes can perform effective turning and sweep strokes creates space for self and others 						<ul style="list-style-type: none"> outstanding ability to move into position using competent forward paddle and back paddle strokes can perform accomplished turning and sweep strokes under pressure creates space for self and others moves canoe into position to close down options and pressure opposition 					
Rolling	<ul style="list-style-type: none"> performs the roll with a reasonable level of success/ proficiency. 						<ul style="list-style-type: none"> performs the roll with a high level of success/ proficiency 						<ul style="list-style-type: none"> performs the roll with an accomplished level success/ proficiency. 					
Control of the ball	<ul style="list-style-type: none"> demonstrates a reasonable level of ball skills in order to enable full participation in the game 						<ul style="list-style-type: none"> consistently and effectively demonstrates a high level of ball skills and ball control. This includes making good decisions about what move to make: shoot, pass 						<ul style="list-style-type: none"> consistently and effectively demonstrates outstanding ball skills and ball control to an accomplished level. makes strategic decisions about what move to make: shoot, pass 					
Team/tactical Play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 					

Teacher observation sheet

Basic Tricks Include: Half flips, pick up with one stick, pick up with both sticks, kick up, crossed arms catch, anchor throw
Complex Tricks Include: Back flips, idle under leg, idle behind back, hand stick circle, backhand back flips, cross over, helicopter

Diablo

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Control	<ul style="list-style-type: none"> control of the diablo for at least 30 seconds consecutively incorporating the tricks as below 						<ul style="list-style-type: none"> control of the diablo so that the routine could be continued for an extended time (e.g. 50+ seconds) incorporating the tricks as below <p>The routine demonstrates control, fluency, and rhythm showing competency.</p> <p>The Diablo is not dropped.</p>						<ul style="list-style-type: none"> control of the diablo to an outstanding level for an extended time (e.g. greater than 1min 20+ seconds) routine incorporates at least 4 tricks of a complex nature within the routine. <p>Routine is highly competent, shows control, fluency, and rhythm.</p> <p>The Diablo is not dropped.</p>					
Tricks	<ul style="list-style-type: none"> 4 basic diablo tricks with some control, fluency, and rhythm but not consistently 						<ul style="list-style-type: none"> 6 diablo tricks, at least 4 of which are intermediate level, consistently, with control, fluency, and rhythm showing competency within their routine. 						<ul style="list-style-type: none"> 6 diablo tricks, at least 2 of which are intermediate and 4 complex, consistently, with control, fluency, and rhythm showing high competency within their routine. 					

Basic tricks include: Wrap, whip, levelling the diablo, throwing to self, swing diablo to the side and onto the string

Intermediate tricks include: High throw, throw to partner, elevator, around the world and reverse, grind (2 seconds), throw and catch behind, throw/180 turn/catch/throw/180 turn/catch, over leg once

Complex tricks include: High throw and skip, Throw/catch behind/throw/catch in front, throw/360 turn/catch, bounce diablo, cats cradle throw/bounce/catch, around the world with a stop over, 3 consecutive around the worlds, grind (5 seconds) stick throw, 3 consecutive over legs

Cricket - this activity requires students to demonstrate performance in full-field games of competitive cricket, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Batting Skills (only if applicable)	<ul style="list-style-type: none"> correct grip, stance and back lift can perform front foot and back foot defensive shots and on and off drives from a stationary position 						<ul style="list-style-type: none"> front foot drives back foot drives, cut shots and pull shots to a high level 						<ul style="list-style-type: none"> the full range of shots outstanding shot selection solid contact with the ball using outstanding technique 					
Fielding (compulsory)	<ul style="list-style-type: none"> the correct hand shape and body position for fielding along the ground, can catch balls hit in the air throw ball from the inner field to the wicketkeeper 						<ul style="list-style-type: none"> good technique for fielding along the ground, can catch balls hit in the air throw ball from the inner field to the wicketkeeper 						<ul style="list-style-type: none"> technique for fielding along the ground, can catch difficult balls hit in the air throw ball from the inner field to the wicketkeeper under pressure 					
Bowling (only if applicable)	<ul style="list-style-type: none"> correct basic grip, inswing grip and outswing grip, correct action from a stationary position and bowls legal deliveries 						<ul style="list-style-type: none"> a suitable line and length accompanied by pace or spin, correct technique and a variety of deliveries in an over <p>This may include; inswing, outswing, off break, leg break or Yorker. Bowls are legal and accurate.</p>						<ul style="list-style-type: none"> attacking the batter with their bowling, limiting runs and taking wickets and a variety of deliveries with outstanding technique 					
Team Play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the teams' success 					

Distance Running (4km – 21km)

This assessment task may be used for any distance running event (on road & off road) ranging from 4km to 21km.

Due to the large number of courses completed across the country running rates have been devised to work out achievement times at each level.

A difficult course is defined as very hilly and/or including off road conditions.

Teachers should use their professional judgement as well as past results when deciding which formula is appropriate to use.

Calculating the times:

eg for a 6km difficult course run, the Female Excellence time is $297 \times 6 = 1782\text{secs}$, $1782/60 = 29.7\text{mins}$, $0.7\text{min} \times 60 = 42\text{secs}$, so time = 29m 42s

Female Running Times						
	4-7.9km Run	4-7.9km Difficult course	8-10.9km Run	8-10.9km Difficult course	11-21km Run	11-21km Difficult course
Excellence rate	270sec/km	297sec/km	324sec/km	356sec/km	338sec/km	372sec/km
Merit rate	311sec/km	342sec/km	373sec/km	410sec/km	389sec/km	428sec/km
Achieved rate	351sec/km	386sec/km	421sec/km	463sec/km	439sec/km	483sec/km

Male Running Times						
	4-7.9km Run	4-7.9km Difficult course	8-10.9km Run	8-10.9km Difficult course	11-21km Run	1-21km Difficult course
Excellence rate	230sec/km	253sec/km	276sec/km	304sec/km	288sec/km	317sec/km
Merit rate	264sec/km	290sec/km	318sec/km	350sec/km	331sec/km	364sec/km
Achieved rate	298sec/km	328sec/km	358sec/km	394sec/km	373sec/km	410sec/km

Football - this activity requires students to demonstrate performance in full-field games of competitive football, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive/defensive movement of the ball	<ul style="list-style-type: none"> providing passing options running into attacking positions 						<ul style="list-style-type: none"> providing passing options running into attacking positions moving to maintain team formation 						<ul style="list-style-type: none"> providing passing options running into attacking positions moving to maintain team formation 					
Offensive ball skills	<ul style="list-style-type: none"> receiving and controlling a ball turning with the ball moving with the ball using a range of passes accurately including: side foot, instep and laces 						<ul style="list-style-type: none"> receiving and controlling a ball turning with the ball under control moving at speed with the ball using a range of passes accurately including: side foot, instep, laces and header 						<ul style="list-style-type: none"> receiving and controlling a ball turning with the ball under control moving at speed with the ball controlled while under pressure using a range of passes accurately including: side foot, instep, laces and header beating an opponent during a game situation 1 vs 1 					
Defensive ball skills (tackling)	<ul style="list-style-type: none"> picking up and marking an identified player or space applying pressure to an opponent in possession 						<ul style="list-style-type: none"> taking the ball away from an opponent picking up and marking an identified player or space applying pressure to an opponent in possession 						<ul style="list-style-type: none"> taking the ball away from an opponent picking up and marking an identified player or space applying pressure to an opponent in possession in order to generate a turnover 					
Team Play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 					

Golf -this activity requires students to demonstrate performance in relation to the course par over the score for the top 6 holes over a round of golf

Males and females must play off the appropriate tees.

Scorecards will be correctly completed, verified and signed off by an appropriate supervisor.

Note: scores across more than one round are not able to be combined.

Level	Female Score	Male Score
Achieved	20 over par or better	15 over par or better
Merit	16 over par or better	12 over par or better
Excellence	12 over par or better	9 over par or better

Gymnastics – this activity requires students to demonstrate performance in the performances of gymnastics at a gymnastics competition or class display

The skills must be performed with a level of technical accuracy, flow and control.

The range of apparatus to be used is:

1. vault
2. bar
3. beam
4. mini tramp
5. mat

The student effectively demonstrates 4 of the following elements and skills the following elements and skills to enable full participation:	The student consistently and effectively demonstrates 3 the following elements and skills the following elements and skills to enable full participation:	The student consistently, effectively and in an accomplished manner demonstrates 3 of the following elements and skills the following elements and skills to enable full participation:
<ul style="list-style-type: none">• Forward roll on floor and bench or box top• Backward roll to straddle• Headstand or handstand forward roll• Cartwheel on a line• Circle over on bar• Short beam routine (Forward walk on beam to ½ way. Perform ½ turn on toes, walk backwards to end, dismount, back jump to land)	<ul style="list-style-type: none">• Dive roll onto floor mat using spring board• Handstand flat back using 2 layer box• Round off on floor• Forward roll on low beam• Cartwheel or handstand on low beam• Circle over on bar. Perform 3 casts pushing off on last one to dismount	<ul style="list-style-type: none">• Front somersault using mini tramp onto crash mat• Handspring over low vaulting table• Forward roll on medium beam• Cartwheel or handstand on medium beam• Circle over on bar, 3 casts, back hip circle, dismount

Handball - this activity requires students to demonstrate performance in full-court games of competitive handball, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive/defensive movement off the ball	<ul style="list-style-type: none"> providing passing options, dodge, drawing a defender 						<ul style="list-style-type: none"> providing passing options, dodge, drawing a defender, in position as pivot 						<ul style="list-style-type: none"> providing passing options, dodge, creating space for an attack, in position as pivot 					
Offensive ball skills	<ul style="list-style-type: none"> ability to receive a ball & successfully uses one handed passes can move with the ball within rules shoots the ball from outside the circle with reasonable success 						<ul style="list-style-type: none"> receiving the ball and successfully using one handed passes can move with the ball at speed, using either hand to bounce the ball shoots the ball from a range of situations with a reasonable level of success 						<ul style="list-style-type: none"> receiving the ball and successfully using one handed passes can move with the ball at speed using either hand to bounce the ball. can change direction to avoid defense whilst moving can perform shots from outside the circle and jump shots into the goal with high level of success 					
Defence	<ul style="list-style-type: none"> picks up and marks identified player, denies ball, when opponent receives ball sets up appropriate defensive position demonstrates an understanding of zone defence 						<ul style="list-style-type: none"> consistently picks up and marks identified player, denies ball, when opponent receives ball sets up and moves feet to maintain good defensive position consistently adjusts to appropriate positions in zone defence 						<ul style="list-style-type: none"> effectively picks up and marks identified player, denies ball, when opponent receives ball sets up and moves feet to maintain good defensive position effectively demonstrates the skills of zone defence 					
Team/Tactical Play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 					

Hockey - this activity requires students to demonstrate performance in full-field games of competitive hockey, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive/defensive movement off the ball	<ul style="list-style-type: none"> working within team defensive patterns marking opposition player holding own position moving into open space ready for a pass covering attackers running with the ball rebound. 						<ul style="list-style-type: none"> working within team defensive patterns communicating with others being aware of positional requirements moving into open space ready for a pass covering attackers running with, or without, the ball 						<ul style="list-style-type: none"> working within team defensive patterns organising others to rearrange defensive patterns in accordance to the attack making decisions quickly in defence moving into open space ready for a pass clearing the ball from defensive situations with accuracy 					
Offensive ball skills	<ul style="list-style-type: none"> hitting the ball into the goal from the penalty spot (if playing a shooting position) demonstrating closed dribble using a hit and push pass during a game receiving the ball from a pass 						<ul style="list-style-type: none"> shooting the ball accurately into the goal from varying distances (if playing a shooting position) demonstrating closed dribble with control using a variety of passes to set up an attack (eg hit, push, sweep) receiving the ball with control 						<ul style="list-style-type: none"> using a reverse shot or flick to score during a game situation (if playing a shooting position) showing balance and acceleration with the ball while dribbling controlling a game by using passes to beat opposition players and control an attack receiving and controlling the ball effectively under pressure from opposition 					
Defensive ball skills (tackling)	<ul style="list-style-type: none"> tackling using correct technique with some success moving forward to meet the ball carrier 						<ul style="list-style-type: none"> making tackles using correct technique with reasonable success dislodging the ball from the attacker 						<ul style="list-style-type: none"> making tackles using the correct technique gaining possession of the ball using the reverse tackle 					
Team Play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 					

Ice Hockey - this activity requires students to demonstrate performance in full games of competitive ice hockey, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔				
Offensive/ defensive movement off the puck	<ul style="list-style-type: none"> work within team defensive patterns mark opposition player hold own position cover attackers skating with the puck 						<ul style="list-style-type: none"> work within team defensive patterns communicate with others be aware of positional requirements cover attackers skaters with, or without, the puck 						<ul style="list-style-type: none"> work within team defensive patterns organise others to rearrange defensive patterns in accordance to the attack make decisions quickly in defence clear the puck from defensive situations with accuracy 					
Offensive puck skills NB: Shooting should only be applied if student is playing appropriate position	<ul style="list-style-type: none"> hit the puck into the goal from the penalty spot demonstrate closed dribble use a hit and push pass during a game receive the puck from a pass 						<ul style="list-style-type: none"> shoot the puck accurately into the goal from varying distances demonstrate closed dribble with some control use a variety of passes to set up an attack (eg hit and push) receive the puck with some control 						<ul style="list-style-type: none"> use a reverse shot or flick to score during a game situation show balance and acceleration with the puck control a game by using passes to beat opposition players and control an attack receive and control the puck effectively under pressure from opposition 					
Defensive Skills (tackling)	<ul style="list-style-type: none"> make tackles using correct technique with some success move forward to meet the puck carrier low body position correct hand position correct feet position 						<ul style="list-style-type: none"> make tackles using correct technique with a high level of success dislodge the puck from the attacker 						<ul style="list-style-type: none"> make tackles using correct technique with outstanding technique gain possession of the puck time the tackle appropriately 					
Team/Tactical Play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 					

Kapa Haka – this activity requires students to demonstrate performance in performances of Kapa Kaka at a festival or event

Tāonga is included as an aspect of movement in this Ngā Mahi ā Rēhia Kapa Haka rubric because in years 9 and 10 students will have been exposed to a Te Reo Kori programme. The use of equipment, in this case tāonga, is an important part of being able to demonstrate performance at this level.

Accuracy is essential in measuring and recording results.

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Body Movement	<ul style="list-style-type: none"> rhythm can set up correct and appropriate stance that is gender specific can move body to appropriate action of the words 						<ul style="list-style-type: none"> a range of rhythm. a range of correct and appropriate stances that are gender specific can move body with ihi and wehi 						<ul style="list-style-type: none"> complex rhythm in movement can link a variety of stances together, that are gender specific can display multiple body movements in Kapa Haka with ihi and wehi 					
Facial Expression	<ul style="list-style-type: none"> pukana and whetero can display appropriate head and directional movements 						<ul style="list-style-type: none"> use of a range of facial movements to enhance performance 						<ul style="list-style-type: none"> use a range of facial movements to enhance performance 					
Voice	<ul style="list-style-type: none"> appropriate voice responses some confidence in volume 						<ul style="list-style-type: none"> appropriate voice responses volume and clarity when performing the correct tone or quality when performing 						<ul style="list-style-type: none"> an appropriate range of voice for different items eg karanga, haka, moteatea, waiata a ringa is aware of vocal blends within the group eg adjusting volume, tone and breathing to create a sustained performance 					
Use of Tāonga	<ul style="list-style-type: none"> use of poi, patu, taiaha or tititoria accurately a sequence using tāonga 						<ul style="list-style-type: none"> a range of movements using poi, patu, taiaha or tititoria a complex sequence using tāonga 						<ul style="list-style-type: none"> a complex range of movements in a sequence for poi, patu, taiaha or tititoria can use appropriate body movement, with tāonga for a performance. eg poi, haka 					

Karate – this activity requires students to demonstrate performance in competitive matches

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →			
Kumite attack	<ul style="list-style-type: none"> • (chudan gyaku tsuki) reverse punch to abdomen • chudan mae geri (front kick) to abdomen • chudan mawashi geri (roundhouse kick) to abdomen • chudan yoko geri (side kick) to abdomen • shita tsuki (body hook) to abdomen • (Kisami tsuki) front jab to head or body • (3) step sparring combination using any of the above techniques 					<ul style="list-style-type: none"> • (chudan gyaku tsuki) reverse punches to abdomen • chudan mae geri (front kicks) to abdomen • chudan mawashi geri (roundhouse kicks) to abdomen • chudan yoko geri (sidekicks) to abdomen • shita tsuki (body hooks) to abdomen • (Kisami tsuki) front jab to head or body • (3) step sparring combinations using any of the above techniques 					<ul style="list-style-type: none"> • (chudan gyaku tsuki) reverse punches to abdomen • mae geri (front kicks) to abdomen • chudan mawashi geri (roundhouse kicks) to head/neck area • chudan yoko geri (sidekicks) to abdomen • kake geri (hook kicks) to head/neck area • shita tsuki (body hooks) to abdomen • attempted take-downs/sweeps • (3) step sparring combinations using any of the above techniques • ability to force opponent to retreat/move backwards 				
Kumite defence	<ul style="list-style-type: none"> • counter-attack with a hand strike • counter-attack with a kick • chudan soto uke (middle outside block) • jodan uke (upper block) • Gaedan barie (Down ward block for body punch or mae geri) • Soto uke (for body punch or side kick) • Nagashi (head block open hand for head punch) • deflect a strike • absorb a strike • avoid a strike • evade a strike 					<ul style="list-style-type: none"> • counter-attack with a hand strike • counter-attack with a kick • chudan soto uke (middle outside block) • jodan uke (upper block) • Gaedan barie (Down ward block for body punch or mae geri) • Soto uke (for body punch or side kick) • Nagashi (head block open hand for head punch) • deflect a strike • absorb a strike • avoid a strike • evade a strike 					<ul style="list-style-type: none"> • counter-attack with a hand strike • counter-attack with a kick • chudan soto uke (middle outside block) • jodan uke (upper block) deflect a strike absorb a strike • Gaedan barie (Down ward block for body punch or mae geri) • Soto uke (for body punch or side kick) • Nagashi (head block open hand for head punch) • avoid a strike • evade a strike • a take-down 				
Kata	Accuracy in executing most senior kata: <ul style="list-style-type: none"> • during any one kata performance execute kata with correct techniques including kiai 					Accuracy in executing most senior kata: <ul style="list-style-type: none"> • during any one kata performance: <ul style="list-style-type: none"> ○ execute kata with correct techniques including kiai ○ execute kata with measureable degree of 'accuracy of form' ○ execute kata with strength ie power 					Accuracy in executing most senior kata: <ul style="list-style-type: none"> • during any one kata performance: <ul style="list-style-type: none"> ○ execute kata with correct techniques including kiai ○ execute kata with measureable degree of 'accuracy of form' ○ execute kata with strength ie power 				

Kayaking (includes moving water and surf kayaking) - this activity requires students to demonstrate performance in **one** of the following contexts: moving water (grade 2), surf kayaking

The following conditions apply to each context:

- Moving water- Assessment must take place in at least a Grade 2 river. Students should be very familiar with safety technique/rolling/wet exits before attempting the assessment.
- Surf Kayaking – Each student has a 15 minute heat to demonstrate a range of surf kayaking skills. Each heat will consist of 4 students. Should a student not be in a position to demonstrate the roll, the student will self-capsize at the end of the heat. Students will need to be very familiar with safety techniques.

Moving Water Kayaking (Grade 2)

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →			
Paddling Technique	<ul style="list-style-type: none"> Holds the paddle correctly (centred grip, right way up) Forward strokes show: blade fully in the water; blade in at toes out at hips; body position upright or slightly forward Uses sweep strokes to manoeuvre kayak: sweep has intended effect most of the time; blade is just below surface of water and arcs out Shows stability and control in kayak (student can get to where they want to go) 					<ul style="list-style-type: none"> Holds the paddle correctly (centred grip, right way up) Forward strokes show: blade fully in the water; blade in at toes out at hips; body position upright or slightly forward, torso rotation evident Uses sweep strokes to manoeuvre kayak: sweep consistently has intended effect; blade is just below surface of water and arcs out; shows torso rotation. Shows stability and control in kayak (student can get to where they want to go) 					<ul style="list-style-type: none"> Holds the paddle correctly (centred grip, right way up) Forward strokes show: blade fully in the water; blade in at toes out at hips; body position upright or slightly forward, torso rotation evident, power transferred from paddle to boat effectively Uses sweep strokes to manoeuvre kayak: sweep consistently has intended effect and appropriate amount of power; blade is just below surface of water and arcs out; shows torso rotation Shows stability and control in kayak (student can get to where they want to go) 				
Ferry Gliding	Basic technique when ferry gliding: <ul style="list-style-type: none"> sitting upright or slightly forward makes adjustment strokes where needed to maintain angle 					High level technique when ferry gliding: <ul style="list-style-type: none"> sitting upright or slightly forward makes adjustment strokes where needed to maintain angle strokes used have intended effect 					Outstanding technique when ferry gliding: <ul style="list-style-type: none"> sitting upright or slightly forward makes adjustment strokes where needed to maintain angle strokes used have intended effect boat is moved smoothly and with precision 				
Eddy turns	Basic technique when entering and exiting eddies: <ul style="list-style-type: none"> sets an appropriate angle for the speed of the water holds an edge throughout the turn 					High level technique when entering and exiting eddies: <ul style="list-style-type: none"> sets an appropriate angle for the speed of the water holds a consistent and appropriate amount of edge throughout the turn maintains an appropriate amount of speed to ensure the boat carves throughout the turn 					Outstanding technique when entering and exiting eddies: <ul style="list-style-type: none"> sets an appropriate angle for the speed of the water holds a consistent and appropriate amount of edge throughout the turn maintains an appropriate amount of speed to ensure the boat carves throughout the turn Can demonstrate skills in and out of challenging grade 2 eddies (i.e mirco eddies, fast moving water, boily eddy lines). 				

Safety and Rescue	<ul style="list-style-type: none"> • Understands T-rescue, H-rescue and Barrel Roll. Uses preferred method correctly and safely when being rescued.* • Demonstrates safe practices at all times on the river ** 						<ul style="list-style-type: none"> • Understands T-rescue, H-rescue and Barrel Roll. Uses preferred method correctly and safely when being rescued.* • Can safely assist peers to right themselves when they flip upside down using preferred method correctly * • Demonstrates safe practices at all times on the river ** 						<ul style="list-style-type: none"> • Understands T-rescue, H-rescue and Barrel Roll. Uses preferred method correctly and safely when being rescued.* • Is aware of others on the water and positions self appropriately and safely to perform rescues* • Demonstrates safe practices at all times on the river ** 					
-------------------	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Conditions

- Elements will be observed by instructors that are current with teaching whitewater kayaking
- Assessment to take place on Grade 2 water
- A natural river run must take place to allow students to perform in an applied setting and demonstrate skills based on their level of competence.
The instructor must paddle this prior to the students to ensure it is suitable for the assessment tasks.

* There are a range of rescue practices used and taught throughout the country and each instructor has their own preference as to what they teach. It up to you and your team of instructors to determine what you teach your students, as long as it is taught in accordance with current good practice. If unsure about safe and current practices, get in touch with NZOIA. Rescues in this context include T-rescue, H-Rescue and Barrel roll.

T or H rescue (taps to signal help, initiates hip flick first, head up last, elbows in to protect shoulder); Barrel roll (taps to signal help, stays forward until upright).

** Safe Practices include; following instructions; using appropriate communication; using equipment correctly; making safe decisions; not putting others at risk.

Surf Kayaking

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Rolling technique	<ul style="list-style-type: none"> roll ie demonstrate the set up position before exiting the kayak (calm is maintained while capsized in the surf) 						<ul style="list-style-type: none"> complete a roll using the pawlatta technique when capsized (calm is maintained while capsized in the surf) 						<ul style="list-style-type: none"> complete a roll using either the C to C or screw roll technique on most occasions when capsized ie 3/5 times (calm is maintained while capsized in the surf) 					
Paddling technique	<ul style="list-style-type: none"> successfully paddle out into unbroken wave formations catch waves that have a broken face demonstrates leaning on the wave with paddle in support position 						<ul style="list-style-type: none"> paddle out into unbroken wave formations catch 2 waves that have an unbroken face leans on the wave with paddle in support position demonstrate a low brace stroke that directs the kayak either left or right along the wave face 						<ul style="list-style-type: none"> successfully paddle out into unbroken wave formations catch 4 waves that have an unbroken face demonstrate leaning on the wave with paddle in support position can demonstrate low brace strokes that allow the kayak to change direction ie straighten and turn low brace from side to side using kayak edges 					

Ki-o-Rahi - this activity requires students to demonstrate performance in full games of competitive ki-o-rahi, officiated by a skilled referee

Teacher observation sheet

Activity:		The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed Dates ➔				The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed Dates ➔				The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed Dates ➔			
Team play		<ul style="list-style-type: none"> a contribution to team play getting into a position to receive a pass on attack or to defend when a player from the opposition team has the ball. shows understanding and knowledge of the rules of the game 					<ul style="list-style-type: none"> a contribution to team play working with others to set up strategic plays. shows understanding and knowledge of the rules of the game can inform other players when they are breaking the rules 					<ul style="list-style-type: none"> a contribution to team play co-ordination of strategic play in their team. shows understanding and knowledge of the rules of the game can inform other players when they are breaking the rules the ability to make appropriate decisions and communicate the decisions to the team 				
Taniwha Team (attacking tupu)	Attack	<ul style="list-style-type: none"> knowledge of the zones that they are allowed in the ability to attack the tupu when in possession of the ki knowledge of what to do with the ki when they obtain possession of it. 					<ul style="list-style-type: none"> knowledge of the zones that they are allowed in the ability to attack the tupu knowledge of what to do with the ki when they obtain possession of it. 					<ul style="list-style-type: none"> knowledge of the zones that they are allowed in the ability to attack the tupu knowledge of what to do with the ki when they obtain possession. 				
	Defence	<ul style="list-style-type: none"> attempts to obtain the ki from players of the opposition team attempts to obtain the ki and halt players of the opposition team by ripping their tag. 					<ul style="list-style-type: none"> attempts to obtain the ki from players of the opposition team the ability to stop players of the opposition team from touching the pou and running in to the pawero zone by ripping their tag. 					<ul style="list-style-type: none"> knowledge of what to do with the ki when they obtain possession the ability to stop players of the opposition team from touching the pou and running in to the pawero zone by ripping their tag. 				
Kioma Team (defending tupu)	Attack	<ul style="list-style-type: none"> the ability to maintain possession of the ki. 					<ul style="list-style-type: none"> the ability to maintain possession of the ki while attempting to attack the pou understanding of when they or their team should run in to the pawero zone to score a try the ability to score a try. 					<ul style="list-style-type: none"> the ability to maintain possession of the ki while attempting to attack the pou understanding of when they should run in to the pawero zone to score a try the ability to score a try. 				

	Defence	<ul style="list-style-type: none">the ability to get into position to defend the tupudefence of a series of attacking plays by players of the opposition team.						<ul style="list-style-type: none">the ability to defend and get back on defencedefence of a series of attacking plays by players of the opposition teamthe ability to communicate with team mates on defenceknowledge of how and when to switch between zones for the benefit of the team.						<ul style="list-style-type: none">the ability to save an attack and get back quickly on defencethe ability to read attacking play from players of the opposition team, defend with skill and cover-defendthe ability to communicate positively with the teamknowledge of how and when to switch between zones for the benefit of the team.				
--	----------------	---	--	--	--	--	--	---	--	--	--	--	--	---	--	--	--	--

Korfball - this activity requires students to demonstrate performance in full-court games of competitive korfball, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Movement off the ball	<ul style="list-style-type: none"> providing passing options V-cuts give & go drive with a running in shot dodge 						<ul style="list-style-type: none"> providing passing options V-cuts give & go drive with a running in shot dodge moving into space rebounding position 						<ul style="list-style-type: none"> providing passing options V-cuts give & go drive with a running in shot dodge moving into space rebounding position 					
Offensive ball skills	<ul style="list-style-type: none"> shoulder pass, chest pass, lob catches the ball successfully in a range of situations shoots the ball from a range of distances with some success 						<ul style="list-style-type: none"> shoulder pass, chest pass, lob catches the ball successfully in a range of situations shoots the ball from a range of distances with some success 						<ul style="list-style-type: none"> shoulder pass, chest pass, lob catches the ball successfully in a range of situations shoots the ball from a range of distances with some success 					
Defensive ball skills	<ul style="list-style-type: none"> picks up and marks identified player most of the time, focusing on personal opponent rather than ball watching when opponent receives ball, moves to set up in an appropriate defensive position 						<ul style="list-style-type: none"> picks up and marks identified player, focusing on personal opponent rather than ball watching when opponent receives ball, moves to set up in an appropriate defensive position ability to contribute to team defensive patterns 						<ul style="list-style-type: none"> picks up and marks identified player all of the time, focusing on personal opponent rather than ball watching when opponent receives ball, moves to set up in an appropriate defensive position ability to contribute to team defensive patterns about what personal opponent is doing denies shooting opportunities awareness of location of the ball as well as position of personal opponent 					
Team Play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies Working hard for the benefit of the team's success 					

Lacrosse -this activity requires students to demonstrate performance in full-court games of competitive lacrosse officiated by a skilled referee

Teacher Observation sheet

Element/ skill	The student consistently demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive/ Defensive Movement off the Ball	<ul style="list-style-type: none"> Mark opposition player in a man on man defence Set up in a balanced 7 man offence Move into open space ready for a pass 						<ul style="list-style-type: none"> Work within team defensive plays (man on man, zone) Mark opposition player Hold own position Cover ball carrier when inside 11m Cradles ball with some success 						<ul style="list-style-type: none"> Work within team defensive plays Communicates with others and listen's to goalie Be aware of positional requirements Cover attackers running with, or without, the ball Demonstrate different types of cradling Creates off ball opportunities, cuts and supports ball carrier in offence 					
Offensive Ball Skills	<ul style="list-style-type: none"> Shoot the ball into the goal from the 11m (free position) – not consistently Beginning to cradle the ball Catch the ball successfully from a pass – Passes ball successfully to player 						<ul style="list-style-type: none"> Shoot the ball into the goal from the 11m (free position) Demonstrate cradling Catch the ball successfully from a pass Passes ball successfully to player Shoot the ball into the goal with varying types of shots 						<ul style="list-style-type: none"> Shoot the ball accurately into the goal from varying distances Shoot the ball into the goal from the 11m (free position), with success Use a variety of plays to set up an attack (eg give and go's, picks) Receive the ball successfully from a poor pass/under pressure Pass ball successfully under pressure from the opposition Can continuously work off ball to create opportunities 					
Defensive Skills (turnovers)	<ul style="list-style-type: none"> Check the ball with some mistakes Low body position Correct stick position 						<ul style="list-style-type: none"> Check using correct technique and body position with some success Move forward to meet the ball carrier Low body position Correct stick position and action Correct feet position 						<ul style="list-style-type: none"> Make checks using the correct technique Cause a turnover of the ball from the attacker Demonstrate effective slide to cover the ball carrier Can effectively carry the ball out under pressure. 					
Team Play	Demonstrates a contribution to team play						Consistently demonstrates a contribution to team play						Consistently and effectively demonstrates a contribution to team play					

Mountain Biking - this activity requires students to demonstrate performance in mountain biking by completing one of the following courses:

5km Coringa Track – McLeans Island Forest, Christchurch

	Achievement	Merit	Excellence
Males	14m 35s ≤ time < 17m 45s	11m 30s ≤ time < 14m 35s	time < 11m 30s
Females	15m 40s ≤ time < 18m 45s	12m 30s ≤ time < 15m 40s	time < 12m 30s

2.4km Hog burn Water Race Trail – Naseby Forest

The times have been temporarily removed due to the course being damaged. New course times are being developed.

4km Creek Track – Whakarewarewa Forest, Rotorua

This is a 2 lap course of part of the Creek track which is Grade 2. The start and finish is located in the clearing closest to the boundary of the Red Stag Timber Company.

	Achievement	Merit	Excellence
Males	15m ≤ time < 17m	13m ≤ time < 15m	time < 13m
Females	17m ≤ time < 19m	15m ≤ time < 17m	time < 15m

Whakarewarewa Forest (2 x Yellow brick road)

[Whakarewarewa Forest PE 2.4 \(Yellow brick road x 2\) | Trailforks](#)

	Achievement	Merit	Excellence
Males	18m ≤ time < 21m 30s	16m 30s ≤ time < 18ms	<16min 30s
Females	20m ≤ time < 23m	18m 30s ≤ time < 20m	time < 18m 30s

3.6km Trail – Cougar Park, Tokoroa

	Achievement	Merit	Excellence
Males	8m 50s ≤ time < 11m 30s	5m 30s ≤ time < 8m 50s	time < 5m 30s
Females	10m 20s ≤ time < 12m 50s	7m ≤ time < 10m 20s	time < 7m

A 10% time allowance maybe added to the achievement times for difficult course conditions Professional judgement should been used in determining the time allowance and relevant factors in making this decision may include challenging weather conditions. For example, wet and slippery conditions, high wind.

Mountain Bike Guidelines

The following is a guide for developing a new timed mountain bike loop for 91330:

- Check with other schools in your region to see if they have done anything similar or if they would like to work with you to create the assessment. It would be good to keep this to one track per mountain bike area to maintain consistency within regions.
- Find a local mountain bike expert you can consult with who knows the area well and has good knowledge of the tracks, this way they can validate your track choice or help you with your track selection. They can also help you with appropriate times for the grade boundaries.
- Choose a mountain bike track, section or loop that is approximately 3-5km, however there is no set distance, so you are free to go out of these parameters using professional judgement. The distance will depend on the terrain and type of ride, i.e. A hilly 5km route could take the same amount of time as riding a 10km flat route. A suggestion is to mix of uphill and downhill and no harder than an intermediate grade. Also, think about access and management of students (is it easy enough for them to follow or do you need people/tags stationed at lots of intervals).
- Create a map of the course with a clear start and finish and distance. Strava or Trail forks are good options for doing this. Make sure it can be understood easily by others. Give a clear description with the map if needed.
- Give your students the opportunity to ride this track and practice it along with time to develop their mountain biking skills.
- Complete time trials of the track using a range of ability students - expert mountain bikers, recreational mountain biker, road cyclist, recreational road cyclist etc. Make sure you have a good range of both male and female (you possibly may need to look outside your school to find a range of riders). You could also use tools, such as Strava to help determine times.
- Collect their times and order from fastest to slowest for male and female separately. Use these times and the following percentages as a starting point only for grade boundaries. Bottom 15% NA; next 40% Achieved; next 30% Merit; last 15% Excellence. Remember percentages are just a starting point, so use holistic judgement, and your local expert to figure out grade boundaries. These times can be a guide for your students. Once they have completed the assessment, you can finalise grade boundaries with the help of your local expert and holistic judgement.
- Use these times as a guide for the assessment the following year and adjust for further consistency, making sure to consult your local expert. Classes will vary year to year in terms of skill level so that is why having a range of ability students complete the track first as a trial is a good place to start (these times can also be used as evidence to support the final times. Excellence should challenge the top percentage of students nationally).
- Consider the conditions when completing the assessment and try to give similar conditions each year (i.e. wet vs dry conditions). If not, then you may need to adjust grade boundaries for the conditions. A 10% time allowance may be added to the times for difficult course conditions. Professional judgement should be used in determining the time allowance and relevant factors in making this decision may include challenging weather conditions. For example, wet and slippery conditions, high wind, extremely dry. Your local expert will be able to assist you with this.

Moving to Music this activity requires students to demonstrate performance in performances of the movement sequence

Students are to develop and learn a movement sequence to music and perform it to an audience.

The movement sequence will be at least 3 minutes long and include a range of movement patterns.

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Artistic Quality Includes: • fullness • sharpness • flow	<ul style="list-style-type: none"> appropriate artistic quality though some fullness, flow, and sharpness of the movements 						<ul style="list-style-type: none"> high level artistic quality though some fullness, flow, and sharpness of the movements 						<ul style="list-style-type: none"> outstanding artistic quality though some fullness, flow, and sharpness of the movements autonomy of movement that allows them to display extra expression 					
Technical Quality Includes: • timing • rhythm • accuracy of moves • smooth transitions	<ul style="list-style-type: none"> competent performance with appropriate timing, rhythm, correct moves, memory of the movements and transitions 						<ul style="list-style-type: none"> high levels of competency of performance through good timing, rhythm, correct moves, memory of the movement and transitions 						<ul style="list-style-type: none"> outstanding, proficient and skillful performance with accomplished level of competence and timing, rhythm, correct moves, memory of the movements and transitions autonomy of movement that allows them to display extra expression 					

Multisport (Includes: Triathlon, Duathlon, Aquathlon)

In order to ensure assessment takes place in an authentic and applied setting, the following conditions should be maintained:

- no separate time allowance for transitions (ie the clock must continue to run)
- where possible the swimming leg should be completed in open water conditions such as the ocean or lake
- each leg should be completed in the correct order
- minimum distances for each leg are swim (200m), cycle (8km), run (2km total)

Triathlon	Dualthlon	Aquathlon
swim – cycle - run	run – cycle - run	swim - run

Difficult course conditions

A 10% time allowance may be added to the achievement times for difficult course conditions. Professional judgement should be used in determining this time allowance and relevant factors in making this decision may include challenging weather conditions eg high winds, choppy water and a partially off road course for the run or bike.

Calculating times:

eg for a 750 swim, 20km cycle and 5 km run, the Female Excellence time is

$$111 \times 7.5 + 152 \times 20 + 315 \times 5 = 5447.5\text{secs}$$

$$11655 \div 60 = 90.79\text{mins}$$

$$0.79 \times 60 = 47.4 \text{ secs}$$

time = 90 mins 47 secs, including transition times

Triathlon Female Rates

	Swim	Cycle	Run
Excellence	111 sec/100m	152 sec/km	315 sec/km
Merit	128 sec/100m	175 sec/km	362 sec/km
Achieved	145 sec/100m	198 sec/km	410 sec/km

Triathlon Male Rates

	Swim	Cycle	Run
Excellence	94 sec/100m	129 sec/km	268 sec/km
Merit	109 sec/100m	149 sec/km	308 sec/km
Achieved	123 sec/100m	168 sec/km	349 sec/km

Duathlon Female Rates

	Run	Cycle	Run
Excellence	315 sec/km	152 sec/km	315 sec/km
Merit	362 sec/km	175 sec/km	362 sec/km
Achieved	410 sec/km	198 sec/km	410 sec/km

Duathlon Male Rates

	Run	Cycle	Run
Excellence	268 sec/km	129 sec/km	268 sec/km
Merit	308 sec/km	149 sec/km	308 sec/km
Achieved	349 sec/km	168 sec/km	349 sec/km

Aquathlon Female Rates

	Swim	Run
Excellence	111 sec/100m	315 sec/km
Merit	128 sec/100m	362 sec/km
Achieved	145 sec/100m	410 sec/km

Aquathlon Male Rates

	Swim	Run
Excellence	94 sec/100m	268 sec/km
Merit	109 sec/100m	308 sec/km
Achieved	123 sec/100m	349 sec/km

Netball - this activity requires students to demonstrate performance in full-court games of competitive netball, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Attacking/defensive movement of the ball	<ul style="list-style-type: none"> player-to-player defence skills can stay with player for 2 secs dodging and moving into space providing passing options positioning for rebounds or shooting (if relevant to position played) 						<ul style="list-style-type: none"> player-to-player defence skills can stay with player for 3 secs and deny them possession zone defence skills can read play, work with team-mates dodging or holding and creating space demonstrating uncontested attack providing passing options positioning for rebounds or shooting (if relevant to position played) 						<ul style="list-style-type: none"> player-to-player defence skills can stay with player to deny them possession and gain an intercept zone defence skills can read play, work with team-mates in unit and get intercept dodging or holding and creating space demonstrating uncontested attack cutting providing unpressured passing options positioning and getting rebounds or shooting (if relevant to position played) 					
Ball skills	<ul style="list-style-type: none"> receiving the ball and not stepping pivoting on both feet using a range of passes including chest, lob, bounce, shoulder and under-arm <p>Additional skills for goal shoot/goal attack positions:</p> <ul style="list-style-type: none"> shooting the ball with a reasonable level of success (if relevant to position played) 70%+ 						<ul style="list-style-type: none"> receiving the ball in open space pivoting on both feet turning fully with the ball selecting and using a range of passes including chest, lob, bounce, shoulder and under-arm, for the appropriate situation Can demonstrate a ball fake <p>Additional skills for goal shoot/goal attack positions:</p> <ul style="list-style-type: none"> shooting the ball from a range of situations & distances with a high level of success (if relevant to position played) 75%+ 						<ul style="list-style-type: none"> receiving the ball in open space and quickly ready for the next pass pivoting turning fully with the ball selecting and using a range of passes including chest, lob, bounce, shoulder and under-arm, for the appropriate situation can pass with both hands Use ball fakes when necessary <p>Additional skills for goal shoot/goal attack positions:</p> <ul style="list-style-type: none"> shooting the ball from a range of situations, 2 feet and 1 foot & distances with an outstanding level of success (if relevant to position played) 85% + 					
Team play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 					

Oe Vaka/Waka Ama – this activity requires students to demonstrate performance in competitive races of **500 sprint or W1** event for Waka Ama

A single person waka **must** be used to complete the assessment.

	Female	Male
Achieved	3min 15sec ≤ time < 3min 40sec	3min 10sec ≤ time < 3min 30sec
Merit	3min ≤ time < 3min 15sec	2min 50sec ≤ time < 3min 10sec
Excellence	time < 3min	time < 2min 50sec

Road Cycling

This rubric is for any road cycling event/race ranging from 16 km to 50 km.

There are two separate rates depending on the course difficulty.

Difficult courses are those defined as being **very** steep or hilly with a number of sharp corners or a course, which is being assessed in challenging weather conditions.

Professional judgement should be used when deciding which course to use.

Calculating times:

eg for a 25km standard course the Male Excellence time

$$110 \times 25 = 2750\text{secs}$$

$$2750/60 = 45.83333\text{mins}$$

$$0.83333 \times 60 = 50\text{secs}$$

Time is 45mins 50secs

Female rates

	Standard course	Difficult course
Excellence	121 sec/km	133 sec/km
Merit	139 sec/km	153 sec/km
Achieved	181 sec/km	199 sec/km

Male rates

	Standard course	Difficult course
Excellence	110 sec/km	121 sec/km
Merit	127 sec/km	140 sec/km
Achieved	165 sec/km	182 sec/km

Rock Climbing (Includes: Bouldering, Indoor and Outdoor) - this activity requires students to demonstrate performance in **one** of the following rock climbing contexts.

Teachers will need to be familiar with the rock climbing grading system in order to use this rubric.

Bouldering

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Technique	A range of climbing skills including some of the following: <ul style="list-style-type: none"> • three points of contact • traverse • crossovers • edging • smearing • underclings • jug and finger holds/pinches 						A wide range of climbing skills to a high level including the following: <ul style="list-style-type: none"> • three points of contact • traverse • crossovers • edging • smearing • underclings • jug and finger holds/pinches 						A wide range of outstanding climbing skills such as those used for Merit and two of the following: <ul style="list-style-type: none"> • jamming • bridging • friction climb • lay backing • overhangs • chimneying/bridging 					
Movement	Basic level of rhythm including: <ul style="list-style-type: none"> • economic use of energy • rests appropriately 						High level of rhythm including: <ul style="list-style-type: none"> • fluid and graceful moves • economic use of energy • rests appropriately 						Accomplished level of rhythm including: <ul style="list-style-type: none"> • fluid and graceful moves • makes movement look effortless • economic use of energy • rests appropriately 					
Safety	Safe spotting techniques with effective and consistent success: <ul style="list-style-type: none"> • clothing holds as appropriate • shifting position to match fall line • remaining focused and responsive to climber 						Safe spotting techniques with effective and consistent success: <ul style="list-style-type: none"> • clothing holds as appropriate • shifting position to match fall line • remaining focused and responsive to climber 						Safe spotting techniques with effective and consistent success: <ul style="list-style-type: none"> • clothing holds as appropriate • shifting position to match fall line • remaining focused and responsive to climber 					

Indoor Climbing (Sports Climbing)
Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Technique	Completion of traverse using prescribed body position: <ul style="list-style-type: none"> • attentive mostly to hand holds • efficiency gained mostly through pace • completes a “simple” climb without external aid or falling (grade 14 or 15) 						Organised movement patterns are evident in traverse and technique is at a high level including: <ul style="list-style-type: none"> • good awareness advantages of key techniques • efficiency gains through coordination of techniques • can correct errors on wall • completes an “average” climb without external aid or falling (grade 16 or 17) 						Traverse is conducted efficiently, and technique is at an outstanding level including: <ul style="list-style-type: none"> • excellent awareness of balance, and can coordinate movements with precision and flair • efficiency gains through coordination techniques • completing a “difficult” climb without external aid or falling (grade 18 or above) 					
Movement	Basic level of rhythm including: <ul style="list-style-type: none"> • economic use of energy • rests appropriately 						High level of rhythm including: <ul style="list-style-type: none"> • fluid and graceful moves • economic use of energy • rests appropriately 						Accomplished level of rhythm including: <ul style="list-style-type: none"> • fluid and graceful moves • makes movement look effortless • economic use of energy • rests appropriately 					
Safety	Can belay partner without compromising safety including: <ul style="list-style-type: none"> • using the prescribed safety calls • performing the appropriate safety checks making necessary corrections • consistently using prescribed hand sequence • using two hands on brake end of rope • holding the climber in a fall or a rest • remaining focused and responsive to climber 						Can belay partner without compromising safety including: <ul style="list-style-type: none"> • using the prescribed safety calls • performing the appropriate safety checks making necessary corrections • consistently using prescribed hand sequence • using two hands on brake end of rope • holding the climber in a fall or a rest • remaining focused and responsive to climber 						Can belay partner without compromising safety including: <ul style="list-style-type: none"> • using the prescribed safety calls • performing the appropriate safety checks making necessary corrections • consistently using prescribed hand sequence • using two hands on brake end of rope • holding the climber in a fall or a rest • remaining focused and responsive to climber 					

Outdoor Rock Climbing (Rock Face)
Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Technique	Completion of traverse using prescribed body position: <ul style="list-style-type: none"> • attentive mostly to hand holds • efficiency gained mostly through pace • Completes a “simple” climb without external aid or falling (grade 12 or 13) 						Organised movement patterns are evident in traverse and technique is at a high level including: <ul style="list-style-type: none"> • Good awareness advantages of key techniques • Efficiency gains through coordination of techniques • Can correct errors on wall • Completes an “average” climb without external aid or falling (grade 14 or 15) 						Traverse is conducted efficiently, and technique is at an outstanding level including: <ul style="list-style-type: none"> • Excellent awareness of balance, and can coordinate movements with precision and flair • Efficiency gains through coordination techniques • Completing a “difficult” climb without external aid or falling (greater than grade 16) 					
Movement	Basic level of rhythm performed including: <ul style="list-style-type: none"> • economic use of energy • rests appropriately 						High level of rhythm performed to an outstanding level including: <ul style="list-style-type: none"> • fluid and graceful moves • economic use of energy • rests appropriately 						Accomplished level of rhythm performed to an outstanding level including: <ul style="list-style-type: none"> • fluid and graceful moves • makes movement look effortless • economic use of energy • rests appropriately 					
Safety	Can belay partner without compromising safety including: <ul style="list-style-type: none"> • using the prescribed safety calls • can tie the re-threaded fig 8 knot successfully • performing the appropriate safety checks making necessary corrections • consistently using prescribed hand sequence • using two hands on brake end of rope • holding the climber in a fall or a rest • remaining focussed and responsive to climber 						Can belay partner without compromising safety including: <ul style="list-style-type: none"> • using the prescribed safety calls • can tie the re-threaded fig 8 knot successfully • performing the appropriate safety checks making necessary corrections • consistently using prescribed hand sequence • using two hands on brake end of rope • holding the climber in a fall or a rest • remaining focussed and responsive to climber 						Can belay partner without compromising safety including: <ul style="list-style-type: none"> • using the prescribed safety calls • can tie the re-threaded fig 8 knot successfully • performing the appropriate safety checks making necessary corrections • consistently using prescribed hand sequence • using two hands on brake end of rope • holding the climber in a fall or a rest • remaining focussed and responsive to climber 					

Rugby - this activity requires students to demonstrate performance in full-field games of competitive rugby, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive/defensive movement of the ball	<ul style="list-style-type: none"> getting into appropriate position to defend an attacker with the ball attacking the ball as a runner getting into position ready for the next attack 						<ul style="list-style-type: none"> getting into appropriate position to defend an attacker with enough speed to cut down attacking options attacking the ball as a runner supporting the ball carrier setting up for attacking moves getting into position ready for the next attack 						<ul style="list-style-type: none"> getting into appropriate position to defend an attacker with enough speed to cut down attacking options attacking the ball as a runner supporting the ball carrier setting up for attacking moves moving to pick up opposition runners/drives/ attacking moves (for example, intercepts) getting into a position ready for the next attack moving quickly to attack when a turnover is achieved. 					
Offensive skills	<ul style="list-style-type: none"> giving and receiving passes in a variety of directions driving forward with the ball on attack. Getting to a supporting position on attack applies offensive skills appropriate to the position being played eg clearing kicks, hit ups etc 						<ul style="list-style-type: none"> giving and receiving a variety of passes in either direction (eg skip, dummy, cuts, flick-ons, spin, push, long and pop passes) receives the ball, draws in defenders supporting the ball carrier getting to a supporting position on attack driving forward with the ball displaying some evasive skill (for example, side-stepping) running at holes applies offensive skills appropriate to the position being played eg clearing kicks, hit ups etc 						<ul style="list-style-type: none"> giving and receiving a variety of passes to create scoring opportunities (eg skip, dummy, cuts, flick-ons, spin, push, long and pop passes) receives the ball, draws in defenders and creates space for an open pass quickly getting to a supporting position on attack driving forward with the ball displaying some evasive skill (for example, side-stepping) putting team mates into space running to draw a defender and creating holes or hitting up working quickly to “open” an active zone applies accomplished offensive skills appropriate to the position being played eg clearing kicks, hit ups etc 					
Defensive skills	<ul style="list-style-type: none"> makes tackles using correct technique applies defensive skills appropriate to the position being played eg charge downs, line out jumps etc 						<ul style="list-style-type: none"> makes tackles using good technique with high level of success drives opponent back in the tackle applies defensive skills appropriate to the position being played eg charge downs, line out jumps etc 						<ul style="list-style-type: none"> makes powerful tackles with outstanding technique, occasionally leading to a turnover drives opponent back in the tackle secures the ball applies defensive skills appropriate to the position being played eg charge downs, line out jumps etc 					

Team play	<ul style="list-style-type: none">• reading the game• communicating positively• supporting players by assisting when required• working hard for the benefit of the team						<ul style="list-style-type: none">• reading the game• communicating positively• supporting players by assisting when required• working hard for the benefit of the team						<ul style="list-style-type: none">• reading the game• communicating positively• supporting players by directing play and always assisting when required• actively involved in planning team strategies• working hard for the benefit of the team's success					
-----------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Sailing (centreboard) - this activity requires students to demonstrate performance in a series of races (regatta)

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔				
The start	<ul style="list-style-type: none"> close proximity to and accelerating towards the line 						<ul style="list-style-type: none"> close proximity to and accelerating towards the line 						<ul style="list-style-type: none"> close proximity to the line speed at the line clear air at the line 					
Upwind	<ul style="list-style-type: none"> ability to tack proficiently to windward ability to sail in clear air 						<ul style="list-style-type: none"> ability to tack proficiently to windward ability to sail in clear air 						<ul style="list-style-type: none"> ability to tack close to wind as can (45 degrees) ability to maintain clear air (around other boats) 					
Downwind	<ul style="list-style-type: none"> ability to maintain a course ability to maintain boat balance and correct sail trim ability to sail in clear air 						<ul style="list-style-type: none"> ability to maintain a course ability to maintain boat balance and correct sail trim ability to sail in clear air 						<ul style="list-style-type: none"> ability to maintain a course ability to gybe using shallow angles ability to lean boat to windward ability to pump the boat when appropriate conditions ability to maintain clear air 					
Reaching (if applicable)	<ul style="list-style-type: none"> ability to maintain a course ability to maintain boat balance and correct the trim ability to sail in clear air 						<ul style="list-style-type: none"> ability to maintain a course ability to maintain boat balance and correct the trim ability to sail in clear air 						<ul style="list-style-type: none"> ability to maintain a course ability to pump sails ability to maintain clear air 					
Mark roundings	<ul style="list-style-type: none"> ability to round mark within 3 boat lengths 						<ul style="list-style-type: none"> ability to round mark within 2 boat lengths 						<ul style="list-style-type: none"> ability to perform mark roundings eg come in loose and come out tight 					
The finish	<ul style="list-style-type: none"> ability to cross the finish line. 						<ul style="list-style-type: none"> ability to cross the finish line. 						<ul style="list-style-type: none"> ability to cross the finish line at favoured end 					

Conditions:

Up to 12 knots of wind and up to 1m swell

Courses: Windward leeward or trapezoid

YNZ Racing Rules of Sailing and Safety Regulations of Sailing will apply

Note: For 2 handed boats the rubric could include the element of crewing and sail handling. This could be checked through other professionals. For example national/regional sports bodies etc. Refer to the guidelines for assessing against standard 91330.

Scuba - this activity requires students to demonstrate performance in **scuba diving** through participation in open water dives.

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Scuba skills	<ul style="list-style-type: none"> • Sweep regulator recovery • Full flood mask clearing underwater • remove and replace scuba unit on surface • Fin pivot • Ascent & Descent 						<ul style="list-style-type: none"> • Sweep regulator recovery • Full flood mask clearing underwater • remove and replace scuba unit on surface • Fin pivot • Ascent & Descent 						<ul style="list-style-type: none"> • Sweep regulator recovery • mask removal, replacement and clear fully underwater • remove and replace scuba unit on surface • hover • Ascent & Descent 					
Scuba safety procedures and rescue techniques	<ul style="list-style-type: none"> • Buddy accent as donor and receiver • Loosen and re-tighten buddies cylinder band underwater 						<ul style="list-style-type: none"> • Buddy accent as donor and receiver • Loosen and re-tighten buddies cylinder band underwater 						<ul style="list-style-type: none"> • Buddy accent as donor and receiver • Loosen and re-tighten buddies cylinder band underwater 					

Note - All skills must be performed first by students in pool like conditions for their safety before being assessed in open water

The following is mandatory to meet New Zealand regulatory requirements.

1. Industry technical and safety criteria refer to dive instruction, supervision and performance being carried out in accordance with the standards, procedures and training materials of the respective dive training agency. The agency must meet or exceed the World Recreational Scuba Training Council training standards.
2. All dive operations must comply with the requirements of the Health and Safety in Employment Act 1992, the Health and Safety in Employment Regulations 1995, Accident Rehabilitation and Compensation Insurance Act 1992, the joint Australian and New Zealand Standard AS/NZS 2299 Part 3 and the WorkSafe Guidelines for Occupational Diving 2004.

Sea Kayaking (3km minimum) distance in open water

Teachers should use their professional judgement when applying the difficult conditions formula. Difficult conditions could include wind, choppy sea, tide etc.
Note- the assessment should not take place in dangerous conditions.

Calculating the times:

For example for a 6km difficult course, then female Excellence time is

$$467 \times 6 = 2802 \text{ secs}$$

$$2802 / 60 = 46.7 \text{ mins}$$

$$0.7 \text{ min} \times 60 = 42 \text{ secs}$$

$$\text{Time} = 46\text{mins } 42\text{secs}$$

Female Sea Kayaking rate

	Kayak	Kayak – difficult course
Excellence	420sec/km	467 sec/km
Merit	488sec/km	541sec/km
Achieved	551sec/km	609sec/km

Male Sea Kayaking rate

	Kayak	Kayak – difficult course
Excellence	357sec/km	399sec/km
Merit	415sec/km	467sec/km
Achieved	467sec/km	520sec/km

Skiing- this activity requires students to demonstrate performance in the appropriate course conditions (green slope/blue slope/black slope)

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Performance of skills	<ul style="list-style-type: none"> controls speed and remains in control through maintaining a rounded turn shape supported by a wedge maintains a wedge for the entire turn attempts for all steering movement to come from legs turns are linked turn size remains the same for the run can stop when needed 						<ul style="list-style-type: none"> controls speed and remains in control through turn shape (the wedge movement is used to support when needed) completes the turns using a wedge christie (starts in a wedge turn and skies are matched to parallel at the end of the turn) steering primarily from the legs turns are linked turn size varies can stop 						<ul style="list-style-type: none"> speed control through a turn shape (changes speed to suit the terrain) completes parallel turns (skis are consistently parallel through the entire turn) steering consistently comes from the legs (the upper body is stable) turns are linked a variety of turn shape 					
Course	<ul style="list-style-type: none"> skiing techniques and movement to reach a consistent level of success on a groomed track (green slope) 						<ul style="list-style-type: none"> skiing techniques and movement to reach a consistent level of success in a short race on a groomed track (blue slope) 						<ul style="list-style-type: none"> skiing techniques and movement to reach a consistent level of success in a short race on a groomed track (blue/black slope) 					

Skiing - Cross Country this activity requires students to demonstrate performance in appropriate course conditions

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔				
Diagonal Stride	<ul style="list-style-type: none"> reasonable glide weight shift ski to ski plus arm swing heel lift & bent at knees/ ankles/ waist abdo crunch with each move 						<ul style="list-style-type: none"> chin down/ shoulders rolled over/ "bear" stance soft C spine position 						<ul style="list-style-type: none"> heel driving through thigh and hips moving onto glide skis 					
Double pole	<ul style="list-style-type: none"> crunching abdo move "bear" stance with arms longer arm movement to back 						<ul style="list-style-type: none"> short high speed arm movement up gentle slopes 						<ul style="list-style-type: none"> moving on to toes with swing through rhythmic 					
Uphill technique	<ul style="list-style-type: none"> diagonal stride herringbone 						<ul style="list-style-type: none"> jogging diagonal stride on steeper sections 						<ul style="list-style-type: none"> diagonal stride with glide on steeper sections 					
Downhill technique	<ul style="list-style-type: none"> fast crouch slower crouch 						<ul style="list-style-type: none"> arm position consistent 						<ul style="list-style-type: none"> ability to choose correct technique for terrain 					
Speed control	<ul style="list-style-type: none"> going around corners at speed weight lean/ ski forward/ arms steering breaking with one ski in track/ one out 						<ul style="list-style-type: none"> wedge stop out of track 						<ul style="list-style-type: none"> ability to control speed on steeper ground 					
Turning	<ul style="list-style-type: none"> wedge turn 						<ul style="list-style-type: none"> varies turn radius 						<ul style="list-style-type: none"> hockey stop turn 					
Transitions/ Gear changes	<ul style="list-style-type: none"> uses appropriate flat terrain uphill and downhill techniques for the snow conditions of the day completes course 						<ul style="list-style-type: none"> double pole kick where appropriate completes course twice 						<ul style="list-style-type: none"> double pole kick with glide where appropriate uses step skate turns to maintain speed on corners where appropriate completes course twice while maintaining techniques and transitions 					

Snorkelling - this activity requires students to demonstrate performance in **snorkelling** through participation in open water dives

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Snorkelling with safety in open water	<ul style="list-style-type: none"> • surface snorkelling including scissor and mermaid kicks • dive underwater to a depth between 1-3m, return to surface and clearing snorkel (blast) • snorkel rescue tow with buddy 15M • 15m underwater swim on one breath with gear • clear partially full mask while breathing through snorkel 						<ul style="list-style-type: none"> • surface snorkelling including scissor and mermaid kicks • dive underwater to a depth between 2-4m, return to surface and clearing snorkel (blast) • snorkel rescue tow with buddy 20M • 20m underwater swim on one breath with gear • clear fully flooded mask while breathing through snorkel 						<ul style="list-style-type: none"> • surface snorkelling including scissor and mermaid kicks • dive underwater to a depth between 3-5m, return to surface and clearing snorkel (blast) • snorkel rescue tow with buddy 25M • 25m underwater swim on one breath with gear • clear fully flooded mask while breathing through snorkel 					

Assessment must take place in the open water and students should complete a full safety course before being assessed.

Snowboarding - this activity requires students to demonstrate performance in the appropriate course conditions (green slope/blue slope/black slope)

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔				
Performance of skills	<ul style="list-style-type: none"> • edge awareness • basic stance • side slipping • toe turns • heel turns • straight gliding • turns must be linked 						<ul style="list-style-type: none"> • edge awareness • basic stance • side slipping • toe turns • heel turns • straight gliding • turns must be linked 						<ul style="list-style-type: none"> • edge awareness • basic stance • side slipping • toe turns • heel turns • straight gliding • turns must be linked 					
Course	<ul style="list-style-type: none"> • snowboarding techniques and movement to reach a consistent level of success on a groomed track (green slope) 						<ul style="list-style-type: none"> • snowboarding techniques and movement to reach a consistent level of success in a short race on a groomed track (blue slope) 						<ul style="list-style-type: none"> • snowboarding techniques and movement to reach a consistent level of success in a short race on a groomed track (blue/black slope) 					

Softball - this activity requires students to demonstrate performance in full-field games of competitive softball, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive Skills Batting	<ul style="list-style-type: none"> shows the ability to hit into fair territory 						<ul style="list-style-type: none"> high level ability to hit the ball – often with accuracy of placement so as to ensure successful outcomes (ie promotes base runners) 						<ul style="list-style-type: none"> consistently and effectively demonstrates a specialist level ability to hit the ball with power and placement to allow successful base running 					
Defensive Skills Fielding	<ul style="list-style-type: none"> shows the ability to perform basic catching using glove on non-throwing hand ie competent and successful when speed of throws are moderate and direction of throw is consistent and directed throwing is moderate and reasonably consistent 						<ul style="list-style-type: none"> high level ability to perform catching skills which involve movement of body to the ball, and a range of glove positions ie off side catches, low, overhead etc throwing is strong and well-directed player makes good selections as to which play to execute when several scenarios are possible moves appropriately -makes few errors in straight-forward play situations 						<ul style="list-style-type: none"> consistently and effectively performs with outstanding skill in catching and fielding player can cope with high intensity throws to a variety of positions, including long, high fly balls to outfield, where lateral and forward & back movement to the flight of ball is required player 'attacks' the ball – applies pressure to base runners – forces errors on opponents throwing is of outstanding quality, both in terms of direction and distance 					
Team Play/Tactical Strategies	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 					

Squash - this activity requires students to demonstrate performance in full games of competitive squash, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Serve	<ul style="list-style-type: none"> ability to serve and land the ball in appropriate service area 						<ul style="list-style-type: none"> high level ability to vary placement of serve in opponent's service area appropriately 						<ul style="list-style-type: none"> outstanding ability to vary placement of serve in opponents service area and to flight appropriately 					
Offensive	<ul style="list-style-type: none"> ability to place ball away from opposition and play safe zone shots 						<ul style="list-style-type: none"> high level ability to set up an offensive attack and to make good decision on shot choice and appropriate force 						<ul style="list-style-type: none"> outstanding range of shots to set up and demonstrate offensive strategy and to make good decision on shot choice and appropriate force 					
Defensive	<ul style="list-style-type: none"> ability to return ball deep into the court, and can move to cover court area 						<ul style="list-style-type: none"> high level ability to anticipate opponent's return, close down options, and make good decisions on shot choice 						<ul style="list-style-type: none"> outstanding ability to anticipate opponent's return, close down options, and make good decisions on shot choice 					
Movement off the ball	<ul style="list-style-type: none"> a range of movements off the ball, including positioning on court including attempts to reach 'T' zone 						<ul style="list-style-type: none"> a range of high level movements off the ball including racket in ready position, moving around court and back towards 'T' zone 						<ul style="list-style-type: none"> a full range of outstanding movements off the ball with confidence and fluidity, controlling the 'T' zone, reading and anticipating play 					

Stand Up Paddle boarding (SUP) Flat Water race - this activity requires students to demonstrate performance in competitive races (1-3km)

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Starting	<ul style="list-style-type: none"> Can hold position in the vicinity of the start line, board aligned ready to start. 						<ul style="list-style-type: none"> Can hold position on the start line, board aligned ready to start. 						<ul style="list-style-type: none"> Can hold and adjust position on the start line, aligned ready to start. 					
Accelerating	<ul style="list-style-type: none"> Can accelerate from stationary to a good speed 						<ul style="list-style-type: none"> Can accelerate rapidly from the start line and turns to a good speed without excessive turning 						<ul style="list-style-type: none"> Can accelerate explosively from the start line and turns up to racing speed using a high cadence stroke 					
Paddling Skills	<ul style="list-style-type: none"> Shows basic paddling technique (1) 						<ul style="list-style-type: none"> Shows intermediate paddling technique (2) 						<ul style="list-style-type: none"> Shows competent paddling technique (3) 					
Turning	<ul style="list-style-type: none"> Can turn around the race marks 						<ul style="list-style-type: none"> Can turn around the race marks using a forward rudder turn 						<ul style="list-style-type: none"> Can turn competitively (ie under pressure) around the race mark using the appropriate turning technique and radius to gain an advantage where possible 					
Racing Skill	<ul style="list-style-type: none"> Can complete the course 						<ul style="list-style-type: none"> Can complete the course maintaining commitment and strong paddling throughout, holding good lines on each leg of the course 						<ul style="list-style-type: none"> Can complete the course maintaining: <ul style="list-style-type: none"> commitment and strong paddling throughout optimum lines between marks good positioning judgement in avoiding traffic excellent approaches to turning marks 					

Conditions:

- Safety regulations for paddleboarding events in accordance to NZSUP regulations will apply
- Races include a standing line start (with countdown) and finish, and at least two mark roundings. The marks could be defined or placed.
- Assessment to take place in a safe, flat water location eg. estuary, lake, inner harbour
- 3 races should be run in the assessment, to allow for a full assessment of paddlers' skills in a range of situations.
- Elements and skills should be observed by a NZSUP accredited Instructor

Paddling Technique Notes:

- Basic paddling technique to include getting to feet in a smooth manner, holding the paddle correctly, correct foot positioning (square stance) and head positioning (looking up and forward), complete immersion of the paddle blade in the water, relatively straight lower arm and not pulling the paddle significantly past the body. Finishes the session by dropping to knees in control, and stepping off to the side carefully, maintaining control of the board.
- Intermediate paddling technique to include all basic paddling technique requirements, plus vertical shaft (viewed from front), catch well forward and a controlled return.
- Competent paddling technique to include all basic and intermediate paddling technique requirements, plus a clean catch well forward with bottom shoulder forward, good downwards pressure during the power phase assisted by upper body driving forward and downwards, clean release and rapid controlled return.

Surfing -this activity requires students to demonstrate performance in 20 min heats

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Paddling and take-off including:	<ul style="list-style-type: none"> identifies the safe point of entry into the water displays correct positioning and body posture while lying on the surfboard displays correct paddling technique finding the trim position performs the push up technique to get over whitewater waves performs the eskimo roll technique to go under large waves catches a broken whitewater wave 						<ul style="list-style-type: none"> identifies the safe point of entry into the water displays correct positioning and body posture while lying on the surfboard displays correct paddling technique finding the trim position performs the push up technique to get over whitewater waves performs the eskimo roll technique to go under large waves takes off on the shoulder of an unbroken wave and drops down the wave face 						<ul style="list-style-type: none"> identifies the safe point of entry into the water displays correct positioning and body posture while lying on the surfboard displays correct paddling technique finding the trim position performs the push up technique to get over whitewater waves performs duck dives to go under large waves displays good wave knowledge and positioning on the peak can turn the board out the back in a seated position performs a committed take off on the peak of an unbroken wave and angles down the wave face 					
Standing up and riding the surfboard	<ul style="list-style-type: none"> jumps up on the surfboard using the knee method displays the correct stance while riding whitewater waves ends the ride in control by keeping hold of the surfboard 						<ul style="list-style-type: none"> jumps up on the surfboard without using the knees in one smooth movement displays the correct stance while riding whitewater waves shows good trim position and weight distribution to accelerate/decelerate performs basic forehand and backhand turns in the whitewater ends the ride in control by keeping hold of the surfboard 						<ul style="list-style-type: none"> consistently stands up on unbroken waves jumps up on the surfboard without using the knees in one smooth movement displays the correct stance while riding waves shows good trim position and weight distribution to accelerate/decelerate rides the waves along the open face and completes both top and bottom turns with speed and power completes at least one surfing maneuver eg: cut back, tube ride, floater, re-entry ends the ride in control by performing a controlled kick out 					

Conditions:

- Each student has a 20 min heat to demonstrate a range of surf skills
- Surf conditions must be no less than waist high
- Elements and skills should be observed by a Surfing NZ Accredited Surf Instructor or SNZ Approved Surf School

Swimming (Includes: 400m freestyle and 200m medley)

Students can choose to be assessed in:

- 400m freestyle (includes 16 lengths of a 25m pool)
- 4 stroke 200m medley (includes 2 lengths of each stroke, in the following order: butterfly, backstroke, breaststroke and freestyle)

400m times

	Female	Male
Excellence	time < 6m 08s	time < 5m 36s
Merit	6m 08s ≤ time < 7m 44s	5m 36s ≤ time < 7m 12s
Achieved	7m 44s ≤ time < 9m 20s	7m 12s ≤ time < 8m 48s

4 stroke 200m medley times

	Female	Male
Excellence	time < 3m 10s	time < 3m 01s
Merit	3m 10s ≤ time < 3m 39s	3m 01s ≤ time < 3m 28s
Achieved	3m 39s ≤ time < 4m 06s	3m 28s ≤ time < 3m 53s

Table Tennis- this activity requires students to demonstrate performance in full games of competitive table tennis, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Forehand and Backhand	<ul style="list-style-type: none"> control of body and balance ability to attain correct striking position 						<ul style="list-style-type: none"> control of body and balance ability to attain correct striking position ability to impart spin 						<ul style="list-style-type: none"> control of body and balance ability to attain correct striking position ability to impart 2 different spins 					
Return of Service	<ul style="list-style-type: none"> ability to read spin movement to the ball placement of the ball to minimise attack ability to attach the serve with topspin 						<ul style="list-style-type: none"> ability to read spin movement to the ball high level placement of the ball to minimise attack ability to attach the serve with topspin 						<ul style="list-style-type: none"> ability to read spin movement to the ball outstanding placement of the ball to minimise attack ability to attach the serve with topspin 					
Serve	<ul style="list-style-type: none"> Forehand and backhand: <ul style="list-style-type: none"> topspin serve variation and deception speed of service action ability to gain advantage to win the point 						<ul style="list-style-type: none"> Forehand and backhand: <ul style="list-style-type: none"> combination of spins variation and deception speed of service action ability to gain advantage to win the point 						<ul style="list-style-type: none"> Forehand and backhand: <ul style="list-style-type: none"> placement combination of spins variation and deception speed of service action ability to gain advantage to win the point 					
Game Strategies	<ul style="list-style-type: none"> appropriate situations in which to use a particular stroke 						<ul style="list-style-type: none"> play to own strengths play away from opponents strengths use serve to create winning opportunities 						<ul style="list-style-type: none"> ability to keep the ball in play and effectively attack ability to keep the ball in play with 'pressure-producing' returns ability to exploit angles and 'cramp' the opponent variation of speed and spin placement - long and short 					

Tag Football - this activity requires students to demonstrate performance in full-field games of competitive tag football, officiated by a skilled referee

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive/ defensive movement of the ball	<ul style="list-style-type: none"> getting into appropriate position to tag an attacker with the ball attacking the ball as a runner getting into position ready for the next attack 						<ul style="list-style-type: none"> getting into appropriate position to tag an attacker with enough speed to cut down attacking options attacking the ball as a runner supporting the ball carrier setting up for attacking moves getting into position ready for the next attack 						<ul style="list-style-type: none"> getting into appropriate position to tag an attacker with enough speed to cut down attacking options attacking the ball as a runner supporting the ball carrier setting up for attacking moves moving to pick up opposition runners/drives/attacking moves (for example, intercepts) getting into a position ready for the next attack moving quickly to attack when a turnover is achieved 					
Offensive skills	<ul style="list-style-type: none"> giving and receiving passes in a variety of directions driving forward with the ball on attack getting to dummy half position 						<ul style="list-style-type: none"> giving and receiving a variety of passes in either direction (eg skip, dummy, cuts flick-ons, spin, push, long and pop passes) tapping and playing the ball and quickly get into position to receive a pass quickly getting to dummy half position driving forward with the ball displaying some evasive skill (for example, side-stepping) running at holes kicking to attack 						<ul style="list-style-type: none"> giving and receiving a variety of passes to create scoring opportunities (eg skip, dummy, cuts flick-ons, spin, push, long and pop passes) tapping and playing the ball and quickly get into position to receive a pass quickly getting to dummy half position driving forward with the ball displaying some evasive skill (for example, side-stepping) putting team mates into space running to draw a defender and creating holes working quickly to "open" an active zone using a variety of kicks to attack 					
Defensive skills	<ul style="list-style-type: none"> the ability to remove the opposition tags marking a player and getting back into a defensive position each time 						<ul style="list-style-type: none"> the ability to remove the opposition tags marking a player and getting back into a defensive position each time keeping a defensive line kicking to defend 						<ul style="list-style-type: none"> the ability to remove the opposition tags in challenging situations marking a player and getting back into a defensive position each time with the ability to turn the ball over keeping a defensive line reading attacking play from opposition and defending with skill and cover-defend kicking to defend 					
Team play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 					

Tennis - this activity requires students to demonstrate performance in full-court games of competitive tennis, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Serve	<ul style="list-style-type: none"> the ability to serve with the path of the ball below horizontal level from the time of contact with the racquet, to land in appropriate service court 						<ul style="list-style-type: none"> a high level ability to vary placement of serve in service court and to vary speed and power appropriately 						<ul style="list-style-type: none"> an outstanding level of ability to vary placement of serve in service court and to vary speed and power appropriately 					
Offensive	<ul style="list-style-type: none"> an ability to place ball away from opposition's play, to place the ball accurately, and to move to volley position at the net 						<ul style="list-style-type: none"> a high level ability to set up an offensive attack and to make good decision on shot choice and appropriate force 						<ul style="list-style-type: none"> an outstanding ability to set up an offensive attack and to make good decision on shot choice and appropriate force 					
Defensive	<ul style="list-style-type: none"> an ability to return ball deep into the court, and can move to cover court area 						<ul style="list-style-type: none"> a high level ability to anticipate opponent's return, close down options, and make good decisions on shot choice 						<ul style="list-style-type: none"> an outstanding ability to anticipate opponent's return, close down options, and make good decisions on shot choice (all performed at a specialist level) 					
Movement off the ball	<ul style="list-style-type: none"> a range of movements off the ball, including positioning on court and appropriate body position and footwork 						<ul style="list-style-type: none"> a range of high level movements off the ball, including positioning on court and appropriate body position and footwork 						<ul style="list-style-type: none"> a full range of specialist level movements off the ball, including positioning on court, ability to predict where the next shot might be and appropriate body position and footwork 					

Touch - this activity requires students to demonstrate performance in full-field games of competitive touch, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive/ Defensive Movement off the Ball	<ul style="list-style-type: none"> ability to get into a position to receive a pass on attack or defend when the opposition has the ball holding the defensive line and staying on side 						<ul style="list-style-type: none"> defend an attacker with the ball be dummy-half on attack, ready to pass the ball to attack the ball as a runner defensive skills that successfully contribute to team defensive patterns (should include zone defence skills and man-to-man defence skills) 						<ul style="list-style-type: none"> move to pick up opposition runners / drives/ attacking moves defends and gets back into defensive line ready for the next attack moves to attack when a turnover is achieved 					
Offensive ball skills	<ul style="list-style-type: none"> drive forward with the ball on attack dump and play the ball act as dummy-half and pass give and receive a pass start play with a tap ball 						<ul style="list-style-type: none"> drive forward with the ball displaying some evasive skill (eg sidestep) dump and play the ball and quickly get into position to receive a pass (eg truck and trailer) give and receive a variety of passes in either direction (eg skip pass, dummy pass, cut) 						<ul style="list-style-type: none"> drive forward with the ball displaying a variety of evasive skills dump, play and scoop the ball with ease run lines to position oneself support the ball carrier to attack undefended space (eg cuts and double rounds) give and receive a variety of passes creating line-breaking opportunities 					
Defensive ball skills	<ul style="list-style-type: none"> ability to get into position in the defensive line effect a touch and get back into defensive position 						<ul style="list-style-type: none"> make a touch and get back quickly on defence defend a series of attacking place communicates with team mates on defence 						<ul style="list-style-type: none"> defend, make a touch and get back on defence read attacking play from the opposition, defend with skill and cover-defend consistently communicates positively with team-mates on defence 					
Team/Tactical Play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 					

Tough Guy/Gal-this activity requires students to demonstrate performance in an official Tough Guy/Gal 6km or 12km event

The Tough Guy and Gal Challenge can be used to assess against standard 91330.

The process for developing the criteria has been changed due to the ongoing issues with the courses and course conditions. This will now occur AFTER the Tough Guy and Gal Challenges have been completed.

The criteria times for standards 91330 will be published on the TGTG website 2 weeks AFTER each event has taken place in the regions (Auckland, Hawkes Bay, Wellington, Rotorua and Hamilton) is completed. This will allow time for the TGTG event manager with a lead group of teachers in each region supported by PENZ to analyse the actual specific data from each event. Weather conditions, under foot conditions and the amount of mud is also taken into consideration as the criteria times are released post event.

Times will be valid and fair for all students across all venues due to a formula created by the lead group supported by PENZ.

Track Cycling – this activity requires students to demonstrate performance in a track cycling event at a velodrome cycling facility in a 2000m time trial (endurance) event or a 500m time trial (sprint)

Endurance Track Cycling (2000m) times

	Female	Male
Excellence	time < 3m 05s	time < 2m 52s
Merit	3m 05s ≤ time < 3m 15s	2m 52s ≤ time < 3m 02s
Achieved	3m 15s ≤ time < 3m 30s	3m 02s ≤ time < 3m 25s

Sprint Track Cycling (500m) times

	Female	Male
Excellence	time < 44s	time < 41.5s
Merit	44s ≤ time < 48s	41.5s ≤ time < 45.5s
Achieved	48s ≤ time < 52.5s	45.5s ≤ time < 49.5s

Track Running (Includes: 800m and 3000m events) -this activity requires students to demonstrate performance in a competitive track running event:

Either 800m

- this includes 2 laps of a 400m track
- you must stay in your own lane until the end of the first curve

or 3000m

- this includes 7.5 laps of a 400m track

800m times

	Females	Males
Excellence	time < 2m 40s	time < 2m 16s
Merit	2m 40s ≤ time < 3m 04s	2m 16s ≤ time < 2m 37s
Achieved	3m 04s ≤ time < 3m 28s	2m 37s ≤ time < 2m 57s

3000m times

	Females	Males
Excellence	time < 12m	time < 10m 12s
Merit	12m ≤ time < 13m 13s	10m 12s ≤ time < 11m 14s
Achieved	13m 13s ≤ time < 15m	11m 14s ≤ time < 12m 45s

Trampolining – this activity requires students to demonstrate performance of routines in a competition

All routines must include the following elements:

- Each of the 10 skills must be different, *no repeating skills*
- A full twisting skill eg full twist jump, or full twist to feet
- A skill onto and off the stomach or back eg ½ to stomach, or back drop, half to feet
- Merit routines must include a somersault
- Excellence routines must include at least two somersaults

Difficulty ratings of skills

Tuck, pike and straddle jump	0.0
½ turn	0.1
Full turn	0.2
Seat drop	0.0
½ to seat	0.1
½ to feet from seat	0.1
Stomach drop	0.1
Back drop	0.1
½ to stomach or back	0.2
½ to feet from back or stomach	0.2
Full turn to or from back or stomach	0.3
Front somersault tuck	0.5
Front somersault Pike	0.6
Barani tuck, pike and straight	0.6
Back somersault tuck	0.5
Back somersault pike, straight	0.6
¾ Back	0.3
Crash Dive	0.3
Ballout tuck (somersault from back)	0.6
Barani ballout, tuck, pike and straight	0.7
Cody (somersault from stomach)	0.5
Full twisting back somersault	0.7
1 and ½ twisting front somersault (rudi)	0.8
1 and ¾ front tuck	0.8
1 and ¾ front pike	0.9
Double back and front, tuck	1.0
Double front with half turn, tuck	1.0

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Routine Construction & Performance	<ul style="list-style-type: none"> construction of a routine with 10 different skills (no repeated skills) routine is performed fluently without intermediate jumps or stumbles routine meets a 0.8 difficulty requirement 						<ul style="list-style-type: none"> construction of a routine with 10 different skills (no repeated skills) routine is performed fluently without intermediate jumps or stumbles routine maintains height and control routine meets a 1.3 difficulty requirement 						<ul style="list-style-type: none"> construction of a routine with 10 different skills (no repeated skills) routine is performed fluently without intermediate jumps or stumbles routine maintains height and control routine is constructed with good flow and separation routine meets a 2.1 difficulty requirement 					
Skill Execution & Aerial Awareness	<ul style="list-style-type: none"> skills are executed in recognizable positions eyes follow correct path in skills majority of skills are completed with good form (toes pointed, straight legs etc) 						<ul style="list-style-type: none"> skills are executed in recognizable positions eyes follow correct path in skills majority of skills are completed with good form (toes pointed, straight legs etc) positions are easily recognized and defined arms are set 'up' in most skills can spot landing at the end of somersault 						<ul style="list-style-type: none"> skills are executed in recognizable positions eyes follow correct path in skills majority of skills are completed with good form (toes pointed, straight legs etc) positions are easily recognized and defined arms are set 'up' in most skills can spot landing at the end of somersault excellent awareness of balance and can coordinate movements with precision and flair each skill is performed with good execution and travel is kept to a minimum 					

Turbo Touch - this activity requires students to demonstrate performance in full games of competitive turbo touch, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive/defensive movement off the ball	<ul style="list-style-type: none"> getting into an appropriate position in a game getting into a position to receive a pass on attack or defending when the opposition has the ball. 						<ul style="list-style-type: none"> getting into a position to defend an attacker with the ball attacking the ball as a runner. 						<ul style="list-style-type: none"> moving to pick up opposition runners/drives/ attacking moves (for example, intercepts) defending and getting into a position ready for the next attack moving quickly to attack when a turnover is achieved. 					
Offensive ball skills	<ul style="list-style-type: none"> starting the play with a tap ball giving and receiving passes in a variety of directions driving forward with the ball on attack. 						<ul style="list-style-type: none"> giving and receiving a variety of passes in either direction (for example, skip passes, dummy passes, cuts) tapping and playing the ball and quickly get into position to receive a pass driving forward with the ball displaying some evasive skill (for example, side-stepping). 						<ul style="list-style-type: none"> giving and receiving a variety of passes to create scoring opportunities (flick-ons) running to draw a defender, create a gap, and allow a good pass working quickly to “open” an active zone tapping and playing the ball with ease driving forward with the ball displaying a variety of evasive skills. 					
Defensive skills	<ul style="list-style-type: none"> the ability to initiate touches during a game of turbo touch getting back into a defensive position each time. 						<ul style="list-style-type: none"> the ability to consistently effect touches during a game getting back into a defensive position communicating with team players on defence. 						<ul style="list-style-type: none"> defending and, making a touch getting back on defence quickly and consistently during a game reading attacking play from opposition and defending with skill consistently and confidently communicating positively with team players. 					
Team Play	<ul style="list-style-type: none"> an understanding of the rules of Turbo Touch during competitive games the ability to correctly restart play. 						<ul style="list-style-type: none"> a comprehensive understanding of the rules of Turbo Touch during competitive games the ability to restart play quickly and correctly. 						<ul style="list-style-type: none"> a comprehensive understanding of the rules of Turbo Touch the ability to effectively use their understanding to advance play with confidence and create opportunities to score a touchdown. 					

Ultimate Frisbee - this activity requires students to demonstrate performance in full games of competitive Ultimate Frisbee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive Skills	<ul style="list-style-type: none"> presenting target for throwers performs cutting movement to position self for pass receive frisbee on full establishes pivot foot can perform and pass with some success. 						<ul style="list-style-type: none"> presenting target for throwers performs cutting movement to open space receive frisbee on full establishes pivot foot can perform and pass various throws (e.g. forehand, backhand) with reasonable success 						<ul style="list-style-type: none"> presenting target for throwers cutting movement to open space using a range of tactics e.g. fakes, change in speed receive frisbee on full establishes pivot foot can perform and pass various throws (e.g. forehand, backhand) with success demonstrates an ability to play within an offensive structure (e.g. vertical stack, horizontal stack, or zone offence) <ul style="list-style-type: none"> establishes position after pull within structure 					
Defensive Movement Skills	<ul style="list-style-type: none"> marking: <ul style="list-style-type: none"> puts pressure on thrower and maintains at least a disc-width between downfield: <ul style="list-style-type: none"> marking up on opposition player 						<ul style="list-style-type: none"> marking: <ul style="list-style-type: none"> maintains at least a disc-width between thrower and can maintain count Stays active on feet downfield: <ul style="list-style-type: none"> be in an athletic stance to react to players movement marking up on opposition player 						<ul style="list-style-type: none"> marking: <ul style="list-style-type: none"> can apply a force stays active on fee downfield: <ul style="list-style-type: none"> be in an athletic stance to react to players movement reduce opponents space by staying in open lane, as determined by marker attempts to apply both man defense and zone defense 					
Transition Play	<ul style="list-style-type: none"> after gaining possession: <ul style="list-style-type: none"> look to pass forward after losing possession: <ul style="list-style-type: none"> react quickly mark up on opposition player 						<ul style="list-style-type: none"> after gaining possession: <ul style="list-style-type: none"> look to pass forward move to open space after losing possession: <ul style="list-style-type: none"> react quickly mark up on opposition players quickly 						<ul style="list-style-type: none"> after gaining possession: <ul style="list-style-type: none"> look to pass forward look to establish an offensive structure after losing possession: <ul style="list-style-type: none"> react quickly mark up on opposition player quickly pick up the deepest person first 					

Spirit of the Game, and Team play	<ul style="list-style-type: none"> • plays in the spirit of the game <ul style="list-style-type: none"> - adhering to the rules - playing fairly - complimenting an opponent for good play or spirit • reading the game • communicating positively • supporting players by assisting when required • working hard for the benefit of the team 						<ul style="list-style-type: none"> • plays in the spirit of the game <ul style="list-style-type: none"> - adhering to the rules - playing fairly - complimenting an opponent for good play or spirit - retracting a call if you no longer believe it is necessary - informing a team mate if you think they made an unfair or unnecessary call - remaining calm • reading the game • communicating positively • supporting players by assisting when required • working hard for the benefit of the team 						<ul style="list-style-type: none"> • plays in the spirit of the game at all times <ul style="list-style-type: none"> - adhering to the rules - playing fairly - complimenting an opponent for good play or spirit - retracting a call if you no longer believe it is necessary - informing a team mate if you think they made an unfair or unnecessary call - remaining calm • reading the game • communicating positively • supporting players by directing play and always assisting when required • working hard for the benefit of the team's success • actively involved in planning team strategies 					
-----------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Underwater Hockey - this activity requires students to demonstrate performance in full games of competitive underwater hockey, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive/defensive movement off the puck	<ul style="list-style-type: none"> work within team defensive patterns mark opposition player hold own position cover attackers swimming with the puck 						<ul style="list-style-type: none"> work within team defensive patterns communicate with others be aware of positional requirements cover attackers swimming with, or without, the puck 						<ul style="list-style-type: none"> work within team defensive patterns organise others to rearrange defensive patterns in accordance to the attack make decisions quickly in defence clear the puck from defensive situations with accuracy 					
Offensive puck skills	<ul style="list-style-type: none"> swim with puck turns pass the puck dummy tackle maintain possession of puck 						<ul style="list-style-type: none"> swim with puck directional change and turns including: Anti clockwise, clockwise, spiral passes including: wind up wrist flick dummy to create space tackle maintain possession of puck 						<ul style="list-style-type: none"> swim with puck appropriate directional change and turns including: Anti clockwise, clockwise, spiral passes including: <ul style="list-style-type: none"> wind up, wrist flick, punch pass dummy to create constructive space tackle make intelligent decisions while in direct possession of puck 					
Team/Tactical Play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 					

Volleyball - this activity requires students to demonstrate performance in full-court games of competitive volleyball, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Offensive/ defensive movement off the ball	<ul style="list-style-type: none"> covering the spiker being in position to pass the serve using a 3 man service reception system 						<ul style="list-style-type: none"> getting into correct defensive position using a 6 up or 6 back defensive system getting into position to hit a high level middle attack 						<ul style="list-style-type: none"> execution of an outstanding 3 step spike run up for line and angle attack adjustment of position to defend an opposition spike around or through a block 					
Offensive Ball skills	<ul style="list-style-type: none"> front set to the post for an attack hit jumping to spike and makes contact with the ball a float serve into the opposition's court. 						<ul style="list-style-type: none"> performance of high level front set and back set so a successful spike could be executed attacking a quick ball through the middle identifying and attacking a weak receiver when serving 						<ul style="list-style-type: none"> setting to a spiker in all 3 front court positions spike angle shots around a block serve of an outstanding short ball 					
Defensive ball skills	<ul style="list-style-type: none"> passing the served ball to the setter position with a "flat bed" platform ability to seal the block making defensive contact with a spiked ball 						<ul style="list-style-type: none"> passing the ball with suitable height for an attack to occur setting the outside block and execute at a high level playing the unpredictable shot, but without control 						<ul style="list-style-type: none"> passing a short serve to a setter displaying correct footwork as a middle blocker and can perform a 2 man block defending a spiked ball and direct toward a front court position 					
Team/Tactical Play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 					

Water polo -this activity requires students to demonstrate performance in full games of competitive water polo, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates →				
Attacking Phase (player in possession/close supporting player, players away from the ball or collective attacking)	<ul style="list-style-type: none"> Penetration to get behind opponents by passing, dribbling, shooting Create space behind a defender by committing the defender to challenge for the ball Keep possession of the ball Provide passing options for the ball Unbalance the defense by making swims that create space 						<ul style="list-style-type: none"> Penetration to get behind opponents by passing, dribbling, shooting Create space behind a defender by committing the defender to challenge for the ball Clear ability to catch ball cross-face and strong side Provide passing options for the player on the ball to achieve penetration or to maintain possession Move defending player out of position i.e. – feints, dummy runs 						<ul style="list-style-type: none"> Penetration to get behind opponents by passing, dribbling, shooting Create space behind a defender by committing the defender to challenge for the ball Clear ability to catch ball cross-face and strong side Provide passing options for the player on the ball to achieve penetration or to maintain possession Provide depth, width and penetration 					
Transition from attack to defence (individual players around the ball or group and team awareness /teamwork)	<ul style="list-style-type: none"> After losing possession, react quickly As a defender, close down the ball by slowing down play, tracking forward moves and by tackling Ability to swim with head up 						<ul style="list-style-type: none"> Ability to backstroke with breaststroke kick to identify attack Prevent opposition from switching play Ability to swim with head up 						<ul style="list-style-type: none"> As a defender, be able to remain in a position to support other defense players Force opposition wide or back Ability to swim with head up 					
Defensive Phase (pressure/cover, balance or collective defending)	<ul style="list-style-type: none"> Reduce opponent's space by applying pressure quickly – closing down using appropriate speed and angle of recovery swims Stop the opponent playing the ball Applies a tackle to the opponent when there are supporting defenders Stays in a balanced and ready state, focusing on the ball 						<ul style="list-style-type: none"> Clear ability to press with hand on shoulder of opponent Stop the opponent playing the ball and generate a turnover Ability to push off player and regain defensive position Defensive body position is high above the water to limit passing options 						<ul style="list-style-type: none"> Defensive position is clear with hips up and ability to move freely towards player Ability to steal the ball through hitting the elbow of opponent and scooping the ball Ability to push off player and regain defensive position Defensive body position is high above the water to limit passing options 					

Transition from defence to attack (individual players around the ball or group and team awareness/teamwork)	<ul style="list-style-type: none">• After gaining the ball, look to penetrate or get the ball wide• With possession of the ball, look to pass forward						<ul style="list-style-type: none">• Clear ability to roll from free/back to receive pass• With possession of the ball, look to pass forward• Get in behind defence instantly						<ul style="list-style-type: none">• Ability to gain clear space between players• Without possession of the ball, make forward swims to split the defence• Ability to cut/move into player to generate exclusion					

Windsurfing - this activity requires students to demonstrate performance in a series of races (regatta)

Teacher observation sheet

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔					The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔					The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed dates ➔				
The start	<ul style="list-style-type: none"> close proximity to and accelerating towards the line 						<ul style="list-style-type: none"> close proximity to and accelerating towards the line 						<ul style="list-style-type: none"> close proximity to the line speed at the line clear air at the line 					
Upwind	<ul style="list-style-type: none"> ability to tack proficiently to windward ability to maintain board balance and correct sail trim ability to sail with harness lines when appropriate ability to sail in clear air 						<ul style="list-style-type: none"> ability to tack proficiently to windward ability to maintain board balance and correct sail trim ability to sail with harness lines when appropriate ability to sail in clear air 						<ul style="list-style-type: none"> ability to sail with velocity made good (vmg) ability to maintain board balance and correct sail trim ability to sail with harness lines when appropriate ability to pump ability to maintain clear air (around other boards) 					
Downwind	<ul style="list-style-type: none"> ability to maintain a course ability to maintain board balance and correct sail trim ability to sail with harness lines when appropriate ability to sail in clear air 						<ul style="list-style-type: none"> ability to maintain a course ability to maintain board balance and correct sail trim ability to sail with harness lines when appropriate ability to sail in clear air 						<ul style="list-style-type: none"> ability to maintain a course ability to maintain board balance and correct sail trim ability to sail with harness lines when appropriate ability to pump ability to surf waves in appropriate conditions ability to demonstrate apparent wind ability to maintain clear air 					
Reaching (if applicable)	<ul style="list-style-type: none"> ability to maintain a course ability to maintain board balance and correct sail trim ability to sail with harness lines when appropriate ability to sail in clear air 						<ul style="list-style-type: none"> ability to maintain a course ability to maintain board balance and correct the trim ability to sail with harness lines when appropriate ability to sail in clear air 						<ul style="list-style-type: none"> ability to maintain a course ability to maintain board balance and correct sail trim ability to sail with harness lines when appropriate ability to pump ability to maintain clear air 					
Mark roundings	<ul style="list-style-type: none"> ability to round mark within 3 board lengths 						<ul style="list-style-type: none"> ability to round mark within 2 board lengths 						<ul style="list-style-type: none"> ability to perform mark roundings eg come in loose and come out tight 					
The finish	<ul style="list-style-type: none"> ability to cross the finish line. 						<ul style="list-style-type: none"> ability to cross the finish line. 						<ul style="list-style-type: none"> ability to cross the finish line at favoured end 					

Conditions:

- Up to 12 knots of wind and up to 1m swell
- Courses: Windward leeward or trapezoid
- YNZ Racing Rules of Sailing and Safety Regulations of Sailing will apply

Internal Assessment Resource

Physical Education Level 2

This resource supports assessment against:

Achievement Standard 91330

Perform a physical activity in an applied setting

Resource title: *<insert title>*

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

Internal Assessment Resource

Achievement Standard Physical Education 91330: Perform a physical activity in an applied setting

Resource reference: Physical Education 2.4

Resource title: *<insert title>*

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 91330. 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

<briefly describe the activity/context see <http://ncea.tki.org.nz/Resources-for-aligned-standards/Health-and-physical-education/Physical-education/Level-2-Physical-education> to give you guidance on this>

Conditions

This assessment activity should take place over the course of a unit of work.

<describe any conditions of assessment>

Resource requirements

Resource A: Performance Rubric.

Resource B: Verification Sheet.

Additional information

<insert any additional information>

Internal Assessment Resource

Achievement Standard Physical Education 91330: Perform a physical activity in an applied setting

Resource reference: Physical Education 2.4

Resource title: *<insert title>*

Credits: 4

Achievement	Achievement with Merit	Achievement with Excellence
Perform a physical activity in an applied setting.	Perform a physical activity to a high level in an applied setting.	Perform a physical activity to an outstanding level in an applied setting.

Student instructions

Introduction

This assessment activity requires you to

Your teacher will observe and assess your performance over a period of time and you will complete a self-assessment. Also, one of your peers will complete a peer assessment using the same criteria.

You will be assessed on the level and consistency of the elements and skills that you demonstrate.

Task

<Insert detailed and clear instructions on what the students have to do. The instructions need to allow the opportunity for students to gain excellence.>

NB

Resource A is the assessment rubric (checklist).

<You may want to use a verification sheet if appropriate>

Resource A: **Insert the Rubric on this page(s)**

Assessment Schedule: Physical Education 91330 <insert title>

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student demonstrates a sufficient level of performance in the elements and skills of <insert activity> to enable full participation.</p> <p>This means that the student demonstrates all of the points shown in the rubric at Achieve level equivalent to those shown in the Resource A rubric.</p> <p>Evidence is provided by the teachers' own ongoing observations and records. Self and peer observations could provide supporting evidence.</p>	<p>The student performs at <insert activity> with a high level of success, and consistently and effectively demonstrates the required skills.</p> <p>This means that the student demonstrates all of the points shown in the rubric at Merit level equivalent to those shown in the Resource A rubric.</p> <p>Evidence is provided by the teachers' own ongoing observations and records. Self and peer observations could provide supporting evidence.</p>	<p>The student performs <insert activity> to an outstanding level / specialist level of success, and consistently, effectively, and confidently demonstrates of the required skills.</p> <p>This means that the student demonstrates all of the points shown in the rubric at Excellence level equivalent to those shown in the Resource A rubric.</p> <p>Evidence is provided by the teachers' own ongoing observations and records. Self and peer observations could provide supporting evidence.</p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.