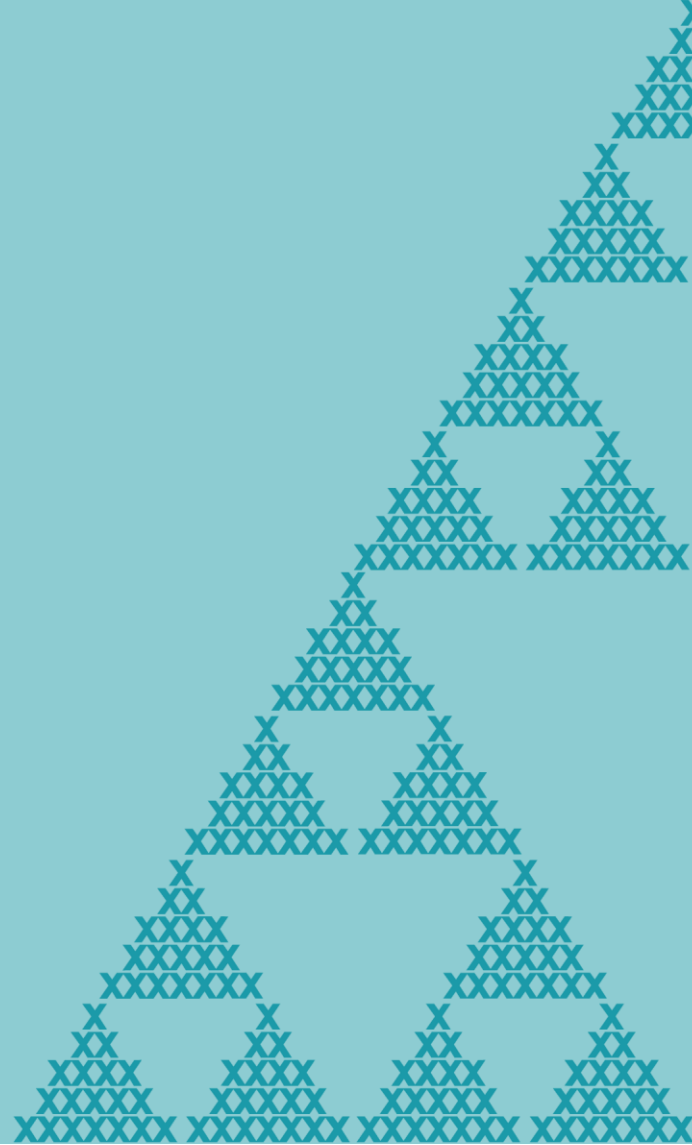


Assessing the performance standards with confidence

Tuia ki tawhiti

Auckland

July 6th and 7th 2026



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority





Learning intentions

- To develop further understanding assessing the performance standards, 92016, 91330 and 91501.
- To develop further understanding of how to look for fishhooks, establish ways to gather evidence to ensure criteria of the standard is met and be more confident in your own rubric.



Unpacking the standard

Time to unpack one of the three standards; 92016, 91330 or 91501.

Use the template to unpack the following (paraphrase, bullet points)

1. What are the key requirements of the standard? AME
2. What are the key aspects to consider? Standard, CoA, Clarification, National Moderator's Report, Guidelines for 91330/91501 if applicable
3. What do students need to know/understand and be able to do to be successful in this standard?
4. What are the key learning experiences that may contribute to evidence for this standard?
5. Thinking about the learners in your class, what are some possible questions that could be used to gather evidence for this standard?
6. What possible modes of assessment could be used to gather evidence for this standard?



Sharing back

- What are the key requirements for the standard?
- What are the fishhooks/challenges of the standard?



Issues we see in moderation

91330 + 91501:

- Lack of teacher evidence
- Evidence collected not over a period of time
- Unpublished rubric
- Expired rubric

92016:

- Assessing skills rather than strategies
- Underdeveloped movement strategies
- Lack of teacher evidence
- No step up across the grades



Examples of assessments

- Record the issues you can identify with the sample rubrics



Rubric A

Achieved Demonstrate quality performance of a physical activity in an applied setting.	Merit Demonstrate a high-quality performance of a physical activity in an applied setting.	Excellence Demonstrate an outstanding quality performance of a physical activity in an applied setting.
<u>Effectively demonstrates a wide range of elements and skills to participate proficiently by:</u> <i>Movement off the ball</i> ☐ Penetration/invasive skills (dodging, veering & change of speed) ☐ Providing passing options ☐ V cuts to receive the ball ☐ Give and go passes, feeding the ball into open space ☐ Attempt rebounds or being in offload position for rebound <i>Offensive ball skills</i> ☐ Maintain possession – passing into space ☐ Attempts variety of passes (shoulder pass, chest pass, lob) ☐ Catches the ball successfully in a range of situations ☐ Shoots the ball using a long-range shot	<u>Consistently and effectively demonstrates a wide range of elements and skills to participate proficiently by:</u> <i>As for working at Achieved and...</i> <i>Movement off the ball</i> ☐ V cuts and front cuts moving into space ☐ Give and go drive with running in shot ☐ Creates space for self and others ☐ Scan play as they receive ball <i>Offensive ball skills</i> ☐ Successfully uses variety of passes (shoulder pass, chest pass & lob) and in a range of situations ☐ Shoots the ball from a range of distances with some success <i>Defensive ball skills</i> ☐ Ability to contribute to team defensive patterns	<u>Consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently by:</u> <i>As for working at Merit and...</i> <i>Movement off the ball</i> ☒ Decision making about passing, shooting and running ☒ Actively getting rebounds or position for offload of rebounds <i>Offensive ball skills</i> ☒ Ability to use range of passes in different situations ☒ Shoot the ball from range of differences with success
<i>Defensive ball skills</i> ☐ 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 <i>Team Play</i> ☐ Reading the game ☐ Communicating positively ☐ Working hard for the benefit of the team	☐ Ability to pressure offensive movement and restrict options ☒ Pressure on players forcing error <i>Team Play</i> ☐ Support players by assisting when required	<i>Defensive ball skills</i> ☒ Successfully restricts offensive and gets intercepts ☒ Denies shooting opportunities ☒ Awareness of location of the ball as well as position of personal opponent <i>Team Play</i> ☒ Actively involved in planning team strategies



Rubric B

Resource A

Surfing -this activity requires students to demonstrate performance in 20 min heats. Teacher observation sheet

Each skill requires 2 or more skill observations over the unit.

Element/Skill:	The student effectively demonstrates the following elements and skills to enable full participation:	Achieve Observation Tick sheet for dates 22/23/24 April 26	The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Merit Observation Tick sheet for dates 22/23/24 April 26	The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Excellence Observation Tick sheet for dates 22/23/24 April 26
Paddling and take-off including:	- 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		- 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		- 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	- 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		- 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		- 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	

Teacher and Nz L2 Surf Instructor Comment and feedback list 2026

All comments and grades are agreed by our Level 2 New Zealand Surf instructor with over 25 years of coaching, judging and surfing experience. Students are tested on their final day of surfing in mixed heats.

Student	Feedback	Grade
Person A	Student has 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, 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.	Achieve



Rubric C

91501 Duathlon event:

Level	Not Achieved	Achieved	Merit	Excellence
Female	64+ min	64 - 55min	55 – 48min	< 48min
Male	54+ min	54 – 50min	50 – 40min	< 40min

Student A	47.34min	Merit
Student B	55.32min	Achieved
Student C	48.00min	Excellence
Student D	40.55min	Excellence



Rubric D

Movement Strategy	Ways the strategy may be applied:	Rally					Consistent? ≥4/5	Notes for grade judgement
		1	2	3	4	5		
Positioning	- Feet shoulder width, knees bent, weight on balls of feet, racket up, eyes on opponent. - Stance turned sideways to net, correct for forehand or backhand. - Positioned near centre or strategic location after shot based on opponent.		✓	✓	✗	✓	✓	Achieved: - Positions appropriately at times but inconsistently - Uses a ready stance but does not consistently recover to optimal position. Merit: - Consistently maintains effective court position and recovers after shots. - Uses a balanced ready stance with control and purpose. Excellence: - Positions proactively, anticipating play to gain advantage. - Movement between positions is fluid and creates pressure/opportunity.
Anticipation/Reading Opponent	- Begins movement before the ball arrives. - Footwork is toward actual ball landing spot. - Changes body/foot positioning depending on forehand or backhand.	✓	✗	✗	✗	✓	✗	Achieved: - Reacts to play, often moving late or inconsistently. - Movement direction is sometimes correct but not reliable. Merit: - Anticipates correctly on most occasions and moves early. - Responds to opponent cues with control and correct movement. Excellence: - Consistently anticipates early, gaining time advantage. - Reads opponent effectively to create pressure or control the rally.
Court Coverage/Footwork	- Initial steps deliberate and controlled. - Stays stable, doesn't stumble, overreach, or lose control - Moves back to balanced ready stance after hitting.	✓	✗	✗	✓	✓	✗	Achieved: - Uses basic footwork but inconsistent balance/control. - Recovery to ready position is inconsistent. Merit: - Uses controlled, efficient footwork and maintains balance - Recovers quickly to ready position after most shots. Excellence: - Movement is efficient and fluid with minimal wasted effort. - Quick, seamless recovery enables sustained pressure and quality play.

Additional Notes: Maintains court position well. Needs to improve consistency across majority of the movement strategies. Moves back to the net at the base of the court which is great.

Overall Grade:

A

Teacher Observation sheet

[illegible]

Teacher comment: Student participated in the class tournament. Consistently and effectively demonstrated a range of badminton skills and elements. Some were in an accomplished manner, but not enough overall to justify Excellence overall.



Solid example for 92016

Teacher live observation sheet and schedule

	Achieved						Merit						Excellence					
Achievement Criteria	Apply movement in an applied setting						Sustain movement in an applied setting						Execute movement strategies in an applied setting					
Teacher judgements	The students <u>is</u> able to: -identify a range of movement strategies in an applied setting -demonstrate a range of movement strategies in an applied setting	14/ 8	21/ 8	28/ 8	4/ 9	16/ 10	The student <u>is able to</u> : -consistently demonstrate a range of movement strategies in an applied setting	14/ 8	21/ 8	28/ 8	16/ 10	The student <u>is able to</u> : -effectively demonstrate with intent and proficiency a range of movement strategies in an applied setting	14/ 8	21/ 8	28/ 8	4/ 9	16/ 10	
The set up (bottom turn) 1-2	The surfer demonstrates generating power through balanced and co-ordinated body position to anticipate driving the board up face of the wave in preparation to perform backhand reo/snap	✓	✓	✓	✓	✓	The surfer consistently demonstrates generating power through balanced and co-ordinated body position to anticipate driving the board up face of the wave in preparation to perform backhand reo/snap	✓	✓	✓	✓	The surfer demonstrates anticipates and responds to the breaking lip of the wave by readjusting balanced and co-ordinated body position with intent and proficiency to drive the board up face of the wave in preparation to position the board in the vertical	✓	✓	✓	✓	✓	
Execution (Target, throw and verticality) 3-4	The surfer demonstrates anticipating and responding to the lip of the wave by vertically positioning the board at appropriate angle to execute backhand reo/snap	✓	✓	✓	✓	✓	The surfer consistently demonstrates anticipating and responding to the lip of the wave by vertically positioning the board at appropriate angle to execute backhand reo/snap	✓	✓	✓	✓	The surfer demonstrates anticipating and responding to the lip of the wave with intent and proficiency by positioning the board at appropriate angle to execute backhand reo/snap	✓	✓	✓	✓	✓	
Completion (low stable body) 4-5	The surfer demonstrates anticipating and responding to wave by readjusting their position with balance, coordination and fluidity to travel back down the wave.	✓	✓	✓	✓	✓	The surfer consistently demonstrates anticipating and responding to wave by readjusting their position with balance, coordination and fluidity to travel back down the wave.	✓	✓	✓	✓	The surfer demonstrates anticipating and responding to wave with intent and proficiency by readjusting their position with balance, coordination and fluidity to travel back down the wave.	✓	✓	✓	✓	✓	

Key ✓ demonstrates in an applied setting ✓✓ consistently demonstrates in an applied setting + effectively demonstrates with intent and proficiency in an applied setting																														
Attacking strategies												Defending strategies										Team <u>play</u>								
Throwing into space- demonstrated coordination when throwing the disk into space for a team member to catch, creating an attacking opportunity						V cuts- demonstrated sharpness, fluidity and purposeful change of direction when leading to create space for themselves to receive the disk						Man to man defence – selected and marked an opponent with purpose to minimise them receiving the disk					Communication- talks to teammates about their picks and then picks up player purposefully					Applied strategies in response to external cues from teammates or opposition								
27/3	8/4	10/4	20/4	1/5	Vide o	27/3	8/4	10/4	20/4	1/5	Vide o	27/3	8/4	10/4	20/4	1/5	Vide o	27/3	8/4	10/4	20/4	1/5	vide o	27/3	8/4	10/4	20/4	1/5	vide o	Final grade A
	✓	✓	✓		✓			✓	✓		✓		✓	✓			✓							✓						
Teacher comment: The video shows one demonstration of throwing into space with coordination for a teammate to catch. Shows man on man defence, although only one part identifies who she is. JJ demonstrates a purposeful change of direction to receive the disk- again she has only shown one of these. Holistically, JJ has identified and demonstrated a range of movement strategies in an Ultimate Frisbee applied setting. For Merit, JJ needed to provide further evidence of consistent demonstration of each strategy and teacher observation needed to reflect consistent demonstration within each game or over a series of observations.																														



Example 3 - 92016

Teacher Live Observation Sheet

Dates Observation	Movement strategy	Session 1	Session 2	Session 3
17/9/24	Perform a deep bottom turn	E	E	E
17/9/24	Perform a cutback	E	E	E
17/9/24	Perform a double hand drag to get a deep barrel	E	E	E

Schedule

(The highlighted movement strategies are the student selected strategies they applied.)

Strategy	Achieved	Merit	Excellence
	Apply movement strategies in an applied setting	Sustain movement strategies in an applied setting	Execute movement strategies in an applied setting
1. Perform a deep bottom turn	Demonstrates anticipating and responding to the wave to drive board up face of the wave with coordination and balance, by putting weight into toes and looking at the top of the wave.	Consistently demonstrates anticipating and responding to the wave to drive board up face of the wave with coordination and balance, by putting weight into toes and looking at the top of the wave.	Effectively demonstrates anticipating and responding with intent and proficiency to the wave to drive board up face of the wave with coordination and balance, by putting weight into toes and looking at the top of the wave.
2. Perform a cutback	Demonstrates coordination and fluidity to quickly and smoothly whip head, shoulders and arms to drive back towards the power source of the wave.	Consistently demonstrates coordination and fluidity to quickly and smoothly whip head, shoulders and arms to drive back towards the power source of the wave.	Effectively demonstrates with intent and proficiency coordination and fluidity to quickly and smoothly whip head, shoulders and arms to drive back towards the power source of the wave.
3. Perform a double hand drag to get a deep barrel	Demonstrates anticipating and responding to the wave by placing hands on face of the wave to slow down to allow the lip of the wave to break over you.	Consistently demonstrates anticipating and responding to the wave by placing hands on face of the wave to slow down to allow the lip of the wave to break over you.	Effectively demonstrates anticipating and responding with intent and proficiency to the wave by placing hands on face of the wave to slow down to allow the lip of the wave to break over you.

Teacher Comment

The student has given evidence for three effective strategies for riding a wave (and maximising scoring potential). Strategies are implemented to a high level meaning they can do this consistently.



What happens when there is no published rubric for 91330 and 91501?

When developing new physical activity rubrics, the following should be considered:

- The performance criteria should be at level 7 or 8 of the curriculum
- Evidence of student results should help to support the criteria e.g. a spread of grades
- Consult with a range of professionals such as national/regional sporting bodies to determine appropriate elements and skills and levels of performance

These rubrics and supporting evidence (student results and consultation) are required to be submitted with moderation.



Creating live observation sheet - 92016

- At least three movement strategies
- Ongoing evidence with dates/games
- Step up across A-M-E
- Assessment schedule to support live observation sheet



Creating movement strategy

- What is a movement strategy?
 - A variety of approaches that will help a player or team to successfully achieve a movement outcome or goal.

- Key requirements of a movement strategy:
 - **Outcome or goal** = What is trying to be achieved?
 - **Tactics** = What do you need to do?
 - **Skill** = What skills are needed to achieve the outcome/goal?
 - **Quality of execution** = Indicator(s) of the quality of movement (what needs to be demonstrated to apply the skills and tactics)



Examples of a movement strategy

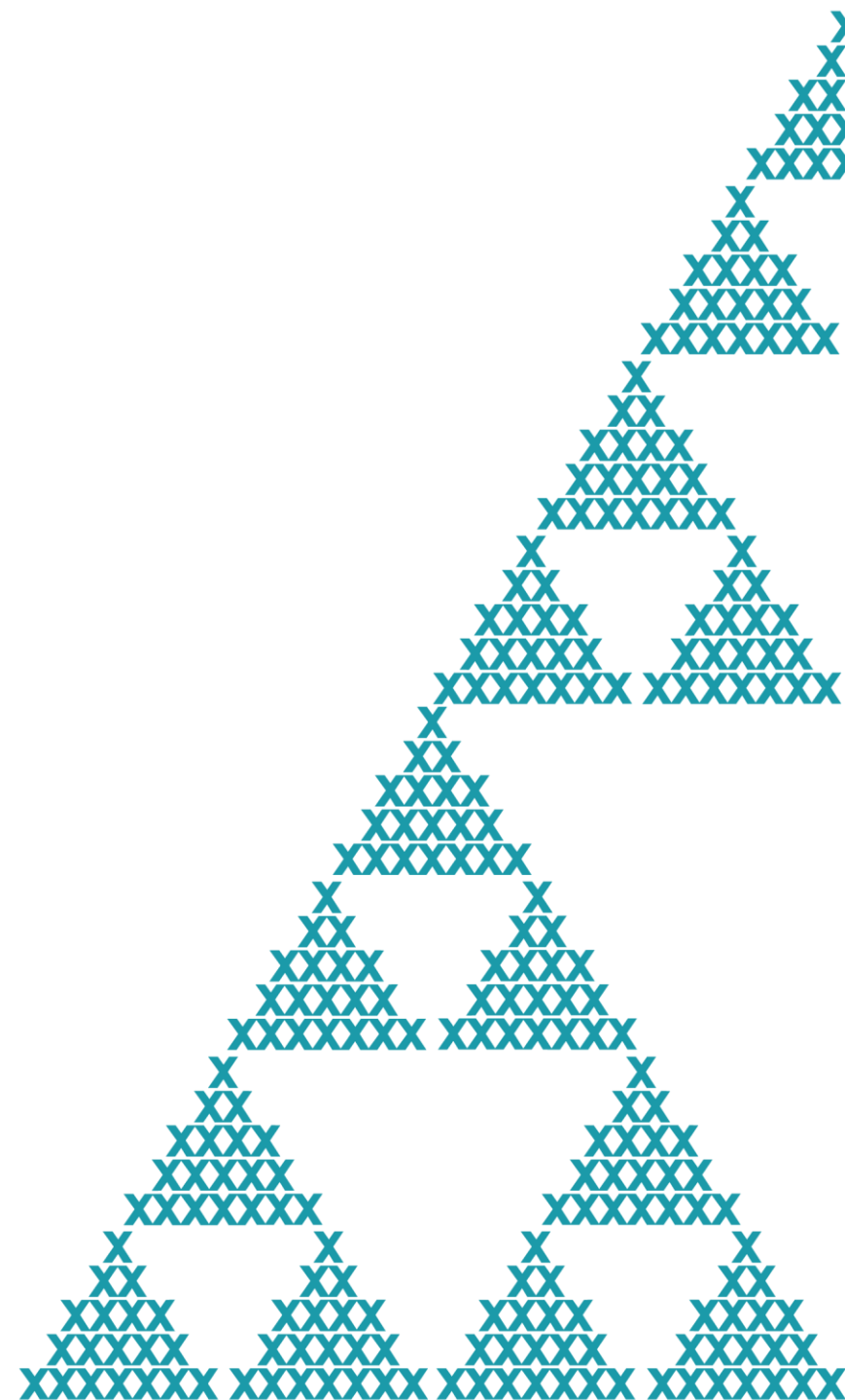
Anticipating and responding to the opposition by quickly moving into space, to receive the ball, to create an attacking opportunity

Anticipating and responding to the opposition with ihi, wehi and wana, to move into space, to receive the ball, to score a try

Demonstrate coordination and fluidity to serve the ball, targeting an identified weaker opponent, to force a point

Anticipating and responding to the terrain conditions when cornering, by adjusting the pace/speed, to navigate the corner.

Any pātai?





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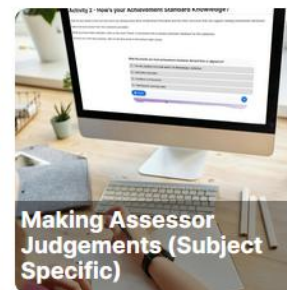
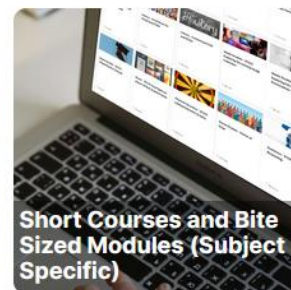
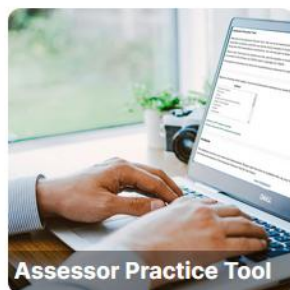


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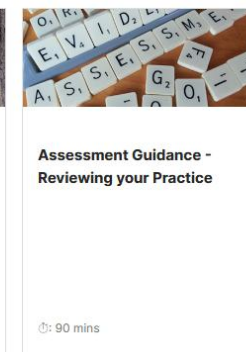
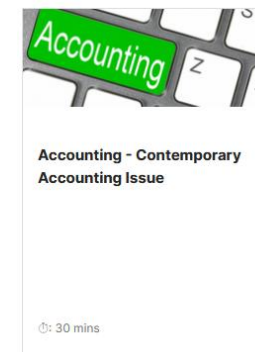
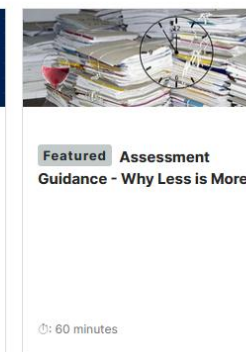
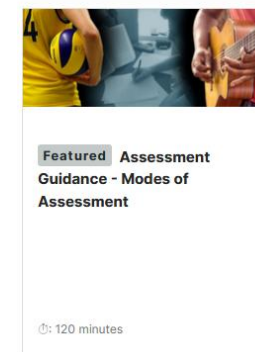
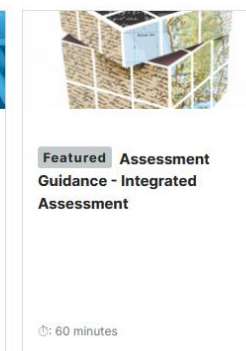
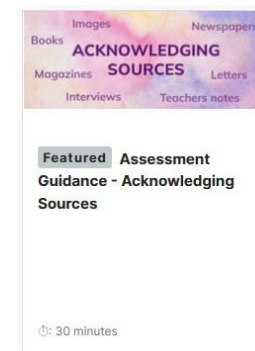
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Support for internal assessment



Other Support





Supporting documents

NZQA

- Standards
- Clarification documents
- Exemplars
- National Moderator's Newsletter
- Assessment Practice Tool (APT)
- External exams- specifications, exemplars, assessment reports, past exams, scholarship resources
- Guidelines for assessing against standard 91330 and 91501
- Assessor support
- Links to Level 2 and 3 TKI resources and Conditions of Assessment
- Remote assessment matrix

NCEA Education

- What is PE?
- PE Matrix
- Subject Learning Outcomes (SLOs)
- Standards
- Specifications (external standards-92018 and 92019)
- Unpacking the standard documents
- Conditions of Assessment (internal standards 92016 and 92017)
- Internal assessment activities (92016 and 92017)



Recent Changes

Level
NCEA level 1

Assessment type
Internal

Status
Registered

Planned review date
N/A

Date published
12 Dec 2023

Version
3

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Feedback



Kia ora Thank you

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