

Mountain bike guidelines for performance 91330 and 91501 (2.4 and 3.4)

Here are some steps to use as a guide for developing a timed mountain bike loop for Achievement Standards 91330 and 91501 (performance 2.4 and 3.4). This is just a guide and is not a set list of rules to follow.

- 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 approx 3-5km for Level 2 (2.4) and 6-10km for Level 3 (3.4), 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. I would suggest a mix of uphill and downhill and no harder than an intermediate grade. 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 chance 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 (we're not trying to do a bell curve thing here)**, 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.
- Take into account 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.