 Peer assessment

Year 8 net, wall and court game performance assessment – decision making

Student peer assessment

Net, wall and court games

These are games that involve a net, wall or a court. The aim of net/wall/court games is for a player or team to send an object into an opponent’s court so that it cannot be played at or returned within the court boundaries. Tennis and volleyball are examples of net games. Squash and racquetball are wall games. Net, wall and court games also vary according to whether the ball is allowed to bounce prior to its return.

Task – observe or record your peers’ game play in a 2 vs 2 game of newcomb ball, badminton and tennis.

Make a tally of the appropriate and inappropriate decisions made when selecting what to do with the ball during the games:

* Decide shot selection (How? Why?)
* Decide shot placement (Where? When? Why?)

Outcomes

* PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
* PD4-5 transfers and adapts solutions to complex movement challenges
* PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement

All outcomes referred to in this unit come from [PDHPE K-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018

Skill domains

* Self-management skills (S)
	+ Decision-making and problem-solving
* Interpersonal skills (I)
	+ Communication
	+ Collaboration, inclusion and relationship building
* Movement skills (M)
	+ Fundamental and specialised movement skills and concepts
	+ Tactical and creative movement

Critical questions

Movement skill and performance

* How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?
* How can I make decisions to adapt to changing circumstances in different movement contexts?

Physical literacy continuum markers

Cluster 5

* Aspects – movement competencies (combinations)
	+ Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts.

Components

Decision-making – appropriately decides what to do with the ball and or object (or projectile) during play:

* Decide shot selection (How? Why?)
* Decide shot placement (Where? When? Why?)

| I = Inappropriate | A = Appropriate |
| --- | --- |
| Decision or selection of what to do with the ball during the game is not appropriate for the situation e.g. uses a spike or an upward shot to send the ball over the net. Shot selection reflects inappropriate levels of force, low accuracy or inconsistent placement or control. | Appropriately decides/selects what to do with the ball during the game e.g. sends the ball downwards over the net. Shot selection reflects understanding of player movements, rules of the game and how to create space or advantage. Shot selection reflects appropriate levels of force, accurate placement and control. |

Decision-making

| I = Inappropriate | A = Appropriate |
| --- | --- |
|  |  |

Positive feedback (feedback (recognises strengths in decision making and identifies modifications to improve upon)

Things to improve on (recognises errors in decision making and identifies modifications to improve upon)

Signed:

Marking criteria (student peer assessment)

Components

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| Criteria | Excellent3 | Sound2 | Need improving1 |
| --- | --- | --- | --- |
| Shot selection(How? Why?) | Your partner consistently makes the appropriate shot selection during game play. | Your partner mostly makes the appropriate shot selection during game play. | Your partner sometimes makes the appropriate shot selection during game play. |
| Shot placement(Where? When? Why?) | Your partner consistently places the object to the right place on court during game play.  | Your partner mostly places the object the right place on court during game play. | Your partner sometimes places the object to the right place on court during game play. |

Teacher marking criteria (teacher assessment)

| Criteria | Outstanding A | HighB | SoundC | BasicD | Needs improvementE |
| --- | --- | --- | --- | --- | --- |
| Overall | Students demonstrate extensive knowledge and understanding of decision-making in net/wall/court games.  | Students demonstrate thorough knowledge and understanding of decision-making in net/wall/court games.  | Students demonstrate sound knowledge and understanding of decision-making in net/wall/court games.  | Students demonstrate basic knowledge and understanding of decision-making in net/wall/court games.  | Students demonstrate elementary knowledge and understanding of decision-making in net/wall/court games.  |
| Performance analysis | Students show a very high level of ability to analyse their partners performance, identifying appropriate and inappropriate decisions within game play. | Students show a high level of ability to analyse their partners performance, identifying appropriate and inappropriate decisions within game play. | Students are able to analyse their partners performance, identifying appropriate and inappropriate decisions within game play. | Students show a limited ability to analyse their partners performance, identifying appropriate and/or inappropriate decisions within game play. | Students show elementary ability to analyse their partners performance, identifying appropriate and/or inappropriate decisions within game play. |
| Feedback | Students provide extensive partner feedback. Feedback extensively recognises strengths and errors in performance. Student identifies an extensive range of modifications to improve upon (if their partner needs them). | Students provide thorough partner feedback. Feedback thoroughly recognises strengths and errors in performance. Student identifies a thorough range of modifications to improve upon (if their partner needs them). | Students provide sound partner feedback. Feedback soundly recognises strengths and errors in performance. Student identifies a sound range of modifications to improve upon (if their partner needs them). | Students provide limited partner feedback. Feedback basically recognises strengths and errors in performance. Student identifies a basic range of modifications to improve upon (if their partner needs them). | Students provide elementary partner feedback. Feedback elementarily recognises strengths and errors in performance. Student identifies an elementary range of modifications to improve upon (if their partner needs them). |