 Year 10 invasion game

Performance assessment

Student peer assessment

Task: Observe your peers’ game play in a 3 vs 3 game. Make a tally mark in the appropriate box: Received balls, (RB), conquered balls (CB), offensive balls (OB), successful shots (SS), volume of play (PB=RB+CB), lost balls (LB) based on what you observe from your peer’s game play.

Analyse their performance using the game performance rubric, circling their performance according to the game performance rubric.

Observing (name):

My name is:

Outcomes

* PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
* PD5-5 appraises and justifies choices of actions when solving complex movement challenges
* PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

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

Skills domains

* Self-management skills (S)
  + Decision-making and problem-solving
* Interpersonal skills (I)
  + Communication
* Movement skills (M)
  + Fundamental and specialised movement skills and concepts
  + Tactical and creative movement
  + Health and fitness enhancing movement

Critical questions

Movement skill and performance

* How can I use feedback to create adaptations to movement skills to make them more effective in different contexts?
* How can I create new rules, strategies and tactics to improve movement and evaluate the effect these have on performance?
* How can I include, assist and lead others during physical activity?

Components

Gaining possession of the ball

* Conquering the ball (CB)
  + Interception, stealing the ball from an opponent, or recapturing the ball after an unsuccessful shot on goal or near loss to the other team.
* Receiving balls (RB)
  + Receiving the ball from a teammate and not immediately losing control of it.

Disposing of the ball

* Playing a neutral ball (NB)
  + Passing the ball to a teammate or any pass that does not put the other team in jeopardy.
* Losing the ball (LB)
  + Losing the ball to the other team without having scored a goal.
* Playing an offensive ball (OB)
  + Passing the ball to a partner, thus pressuring the other team, which most often leads to a shot on goal.
* Executing a successful shot (SS)
  + Scoring or maintaining possession of the ball following the execution of a shot.

Gaining possession of the ball

Played balls

| Conquered ball (CB) | Received ball (RB) |
| --- | --- |
|  |  |

Disposing of the ball

| Neutral ball (NB) | Lost ball (LB) | Pass (OB) | Successful shot (SS) |
| --- | --- | --- | --- |
|  |  |  |  |

Feedback

Provide your partner constructive feedback on their performance to enhance future game play performance. Use the tally score above to identify areas of game play strengths and areas for improvement.

Strengths (gaining possession of the ball and or disposing the ball)

Areas for improvement (gaining possession of the ball and or disposing the ball)

Signed:

Year 10 invasion game performance assessment – game play

Marking criteria (student peer assessment)

Components

* Gaining possession of the ball
  + Conquering the ball (CB)
  + Received balls (RB)
* Disposing of the ball
  + Playing a neutral ball (NB)
  + Losing the ball (LB)
  + Playing an offensive ball (OB)
  + Executing a successful shot (SS)

| Criteria | Excellent  3 | Sound  2 | Need improving  1 |
| --- | --- | --- | --- |
| Gaining possession of the ball (Conquering the ball/Received balls) | * Your partner demonstrates a very high ability to gain possession of the ball efficiently and effectively. * They consistently intercept, steal the ball from an opponent, or recapture the ball after an unsuccessful shot on goal or near loss to the other team. | * Your partner demonstrates a sound ability to gain possession of the ball efficiently and effectively. * They mostly intercept, steal the ball from an opponent, or recapture the ball after an unsuccessful shot on goal or near loss to the other team. | * Your partner demonstrates a basic ability to gain possession of the ball efficiently and effectively. * They sometimes intercept, steal the ball from an opponent, or recapture the ball after an unsuccessful shot on goal or near loss to the other team. |
| Disposing of the ball (Playing a neutral ball, losing the ball, playing an offensive ball, executing a successful shot) | * Your partner demonstrates a very high ability to dispose of the ball effectively, efficiently and accurately. * Your partner consistently passes the ball to a teammate or executes a pass that does not put the other team in jeopardy. * Your partner rarely loses the ball to the other team without having scored a goal. * Your partner often scores or maintains possession of the ball following the execution of a shot. | * Your partner demonstrates a sound ability to dispose of the ball effectively, efficiently and accurately * Your partner mostly passes the ball to a teammate or executes a pass that does not put the other team in jeopardy. * Your partner sometimes loses the ball to the other team without having scored a goal. * Your partner sometimes scores or maintains possession of the ball following the execution of a shot. | * Your partner demonstrates a basic ability to dispose of the ball effectively, efficiently and accurately. * Your partner rarely passes the ball to a teammate or executes a pass that does not put the other team in jeopardy. * Your partner often loses the ball to the other team without having scored a goal. * Your partner rarely scores or maintains possession of the ball following the execution of a shot. |

Game play analysis – teacher marking criteria (teacher assessment)

| Criteria | Outstanding  A | High  B | Sound  C | Basic  D | Needs improvement  E |
| --- | --- | --- | --- | --- | --- |
| Overall | Students demonstrate extensive knowledge and understanding of game performance in invasion games. | Students demonstrate thorough knowledge and understanding of game performance in invasion games. | Students demonstrate sound knowledge and understanding of game performance in invasion games. | Students demonstrate basic knowledge and understanding of game performance in invasion games. | Students demonstrate elementary knowledge and understanding of game performance in invasion games. |
| Performance analysis | Students show a very high level of ability to analyse their partners performance, identifying players ability to efficiently/effectively/accurately gain possession and dispose of the ball within game play. | Students show a high level of ability to analyse their partners performance, identifying players ability to efficiently/effectively/accurately gain possession and dispose of the ball within game play | Students are able to analyse their partners performance, identifying players ability to efficiently/effectively/accurately gain possession and dispose of the ball within game play | Students show a limited ability to analyse their partners performance, identifying players ability to efficiently/effectively/accurately gain possession and dispose of the ball within game play | Students show elementary ability to analyse their partners performance, identifying players ability to efficiently/effectively/accurately gain possession and dispose of the ball 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). |