**Sport Education Game Play-Based Season Outcome Assessment**

**Ultimate**

On the next pages scoring guides are presented that can be used to assess students’ game play development in Ultimate. The selection of game play performance indicators should be based on the selected season outcomes to ensure alignment between the two. Thus, select/use only the scoring guide(s), based on the chosen season outcome for that season.

For each possible game play-based season outcome, a 5-level scoring guide is presented with observable descriptors for Levels 5, 3, and 1. The goal is for users to make use of the scoring guide frequently so they can make informed judgments about students’ development as players, from a technical, tactical, rules knowledge, and Fair Play perspective. At the bottom of each page, space is provided for marking down scores for as many as 10 students per lesson.

Within Sport Education the goal is to formally assess students throughout the season. Thus, the goal is to avoid a one-time assessment of students’ game play level on the last couple of days of a season.

The scoring guide should be used inclusive of Grades 5 through 12. Moreover, students should be assessed during game play where game conditions are modified to students’ developmental levels. Modifications (including combinations thereof), could include team size, field size, equipment, differential scoring, player restrictions, etc.)

**Season Outcomes scoring guides included:**

**1. Techniques**

**Passing and receiving**

**2. Tactical moves**

**Decision-making**

**Support**

**Guarding/marking**

**Transition play**

**3. Game Rules Knowledge in Action**

**4. Fair Play behavior (“General class conduct”)**

***From Complete Guide to Sport Education (3rd ed.), Siedentop, Hastie,***

***& van der Mars, 2020, Champaign, IL: Human Kinetics.***

Assessing Passing and Receiving in Modified Game Play in Ultimate

**Select the term that best matches the player(s’) performance for the observed skill/tactic(s).**

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| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| TECHNIQUEPassing&Receiving | Passes to open teammates effectively using a variety of passes.  Executes good technique w. appropriate force when passing.  Regularly selects right type of pass given defensive pressure (e.g., give-and-go, no-look) effectively.  Receives disc w. hands in ready position with clear target for passer.  Scans field regularly to judge situation. | Needs more time to move disc to teammates resulting in being closed down by opponents and reduced passing opportunities to teammates.  Uses techniques such as give-and-go and crossover on a limited basis.  “Hot potato” syndrome less evident. | Passing is inconsistent due to requiring a longer time to move disc on to other players (therefore, passing lanes are easily closed down by opponents).  Frequently exhibits “Hot potato” syndrome.  Favors few techniques (i.e., backhand pass).  Recognizes few passing plays.  Keeps eyes down when in possession.  Exclusive use of dominant hand, thus requiring more time to pass. |

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| ***Observed Student Players’ Names*** | ***Rating***  ***(5-1)*** | ***Observed Student Players’ Names*** | ***Rating***  ***(5-1)*** | ***Observer Name*** |
| 1. |  | 6. |  |  |
| 2. |  | 7. |  |
| 3. |  | 8. |  | ***Date:*** |
| 4. |  | 9 |  |  |
| 5. |  | 10. |  |

***From Complete Guide to Sport Education (3rd ed.), Siedentop, Hastie,***

***& van der Mars, 2020, Champaign, IL: Human Kinetics.***

**Assessing Decision-Making in Modified Game Play in Ultimate**

**Select the term that best matches the player(s’) performance for the observed skill/tactic(s).**

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| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| TACTICDecision-making | Frequently scans court visually to gather information on game situation.  Consistently makes correct choices on who to pass to and/or where to move off-the-disc).  Anticipates opponents’ and teammates’ movement to gain offensive or defensive advantage regularly. | Visually scans court sparingly to gather information on game situation.  At times, makes effective choice on who to pass to.  Sporadically demonstrates how and where to move off-the-disc.  Largely ignores the movements of the opponents and concentrates mostly on teammates’ movement into open passing lanes. | No visual scanning around court.  Stands still much of time.  Seems to avoid active involvement in the game.  When in possession of disc tends to “freeze” or randomly throw the disc without considering offensive or defensive situation. |

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| 1. |  | 6. |  |  |
| 2. |  | 7. |  |
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Assessing Support in Modified Game Play in Ultimate

**Select the term that best matches the player(s’) performance for the observed skill/tactic(s).**

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| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| **TACTIC**  **Support** | Moves to help teammates at effective angles & distances within offensive plan.  Moves to open passing lanes or space.  Draws opponent’s defense out of position.  Calls for disc at the right time. | At times, moves to help teammates in moving disc up-court/-field, but sometimes misses the right angle or distance.  Still more reactive than anticipatory to other players’ moves.  At times, still lingers between or behind opponents, but does try to correct.  Only sporadic moves are aimed at drawing opponent’s defense out of position.  Calls for disc – but at times may not be a good outlet. | Moves about court/field at random.  Does not/Slowly respond(s) to the game’s action.  Looks lost or avoids disc.  Gets caught “hiding” in between or behind other players. |

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| 1. |  | 6. |  |  |
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**Assessing Guarding/Marking in Modified Game Play in Ultimate**

**Select the term that best matches the player(s’) performance for the observed skill/tactic(s).**

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| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| **TACTIC**  **Guard/**  **Mark** | Keeps disc & opponents in sight most all times.  Chooses effectively between defending opponent or space.  Communicates frequently with teammates for appropriate defensive maneuver. | Still appears uncertain about when to defend opponents or space.  Tries to defend opponent, but still easily “caught in traffic”.  Body position favors either the disc or opponents (slight tunnel vision).  Communicates some w. teammates. | Loses track of opponents’ movement (head swivels) or does not guard at all.  Wanders randomly on field/court.  Tends to stand and watch the action when not in possession of disc.  Watches and/or chases the disc.  Communicates little or not at all w. teammates. |

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| 1. |  | 6. |  |  |
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Assessing Transition Play in Modified Game Play in Ultimate

**Select the term that best matches the player(s’) performance for the observed skill/tactic(s).**

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| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| TACTICTransition Play | Switches quickly from offense to defense / defense to offense.  Quickly adjusts to the position/direction of disc & teammates in both offense & defense.  On turnovers, when obtaining possession, re-starts quickly.  Initiates fast breaks quickly looking to counter attack opponents. | Responds to changes in possession slowly, thus delaying contribution.  Does not recover back behind the disc on defense.  Is reactive to counter attack opportunities, therefore limiting fast break opportunities.  Lingers with disc (as in re-starts), thus, missing possible fast break opportunities. | Only has eyes for the disc.  Waits around for other teammates to regain disc possession  OR  Does not move with team when regaining disc possession. |

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Assessing Knowledge of Rules in Modified Game Play in Ultimate

**Select the term that best matches the player(s’) performance for the observed skill/tactic(s).**

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| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| Knowledge of Game Rules | Few, if any basic rule violations (e.g., moves out-of-bounds).    Re-starts game appropriately (i.e., passes disc in play).  Avoids all physical contact w. opponents (i.e., when going for disc). | Pushing and shoving of opponents occurs very infrequently.    Re-starts game appropriately (i.e., passes disc in play).  Generally maintains appropriate spacing with opponents.  Physical contact w. opponents is sporadic.  Appears aware of common violation(s) as evidenced by committing few violations. | Re-starts game inappropriately (e.g., starts to walk/run with disc. unaware of out-of-bounds rule).  Uncontrolled and perhaps excessive physical contact w. opponents.  Appears unaware or blatantly ignores common violation(s) (e.g., running w. disc. picks up disc and continues play after dropping it to ground). |

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Assessing Fair Play in Modified Game Play in Ultimate

**Select the term that best matches the player(s’) performance for the observed skill/tactic(s).**

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| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| **Fair Play Behavior**  **(i.e., general class conduct)** | Shows respect to classmates, teacher, equipment and facilities.  Participates consistently with teammates.  Works productively and effectively with teammates.  Eagerly fulfills assigned non-playing roles.  Shows perseverance and appropriate assertiveness.  Wins and loses with grace. | Is in control of self, and needs little teacher supervision.  Shows respect to classmates, teacher, equipment and facilities.  Participates in most team and class activities.  Fulfills assigned team role(s). | Minimal control of self and needing frequent teacher supervision.  Not participating fully, and possible also interfering with others.  Not always trying best.  Taunts others (incl. teammates, officials and others).  Blames others, & denies personal responsibility.  Gets frustrated and quits on teammates.  Teases and pouts.  Makes excuses.  Cheats. |

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