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

**Tennis**

On the next pages scoring guides are presented that can be used to assess students’ game play development in Tennis. 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, court size, ball type, basket height, differential scoring, player restrictions, etc.)

**Season Outcomes scoring guides included:**

**1. Techniques**

Serving

Ground strokes

Volleying

**2. Tactical moves**

Ball placement

Shot selection

Court Coverage/Movement

**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 Serving in Modified Game Play in Tennis**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **Mastery / Competence**  **(5)** | **Emerging / Coping**  **(3)** | **Struggling / Surviving**  **(1)** |
| *Serving* | Uses serve as attacking weapon.  Uses variance in placement, speed and/or spin. | Consistent and firm, but without out significant changes in placement, speed and/or spin. | Serve is put in play only sometimes;.  AND/OR  Simply aims to get the ball in play.  Inconsistent technique. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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 Ground Strokes in Modified Game Play in Tennis**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **Mastery / Competence**  **(5)** | **Emerging / Coping**  **(3)** | **Struggling / Surviving**  **(1)** |
| *Ground strokes* | Hits flat over the net, uses change of pace, and uses lobs at right time. | Hits more over the net, but with low threat (few changes of pace).  Still favors certain strokes. | Strokes are put in play only sometimes;’  AND/OR  Shuttle mostly lobbed the opponent with little deliberate change of pace.  Inconsistent technique. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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 Ball Placement in Modified Game Play in Tennis**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **Mastery / Competence**  **(5)** | **Emerging / Coping**  **(3)** | **Struggling / Surviving**  **(1)** |
| *Ball**placement* | Hits ball to corners and either short or long dependent upon opponent’s court position. | Is able to place the shuttle to spaces but only when it is hit directly to him/her. | Ball placement is not considered.  Simply aims to get ball over the net. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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 Volleying in Modified Game Play in Tennis**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **Mastery / Competence**  **(5)** | **Emerging / Coping**  **(3)** | **Struggling / Surviving**  **(1)** |
| ***Volleying*** | Moves to the net to volley when opponent is under pressure.  Uses volley as an offensive tool. | Approaches net sparingly an/or at wrong time.  Uses volley sparingly, and, at times, returns ball to opponent. | Does not use volley during game; OR uses it accidentally. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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 Court Coverage/-Movement in Modified Game Play in Tennis**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **Mastery / Competence**  **(5)** | **Emerging / Coping**  **(3)** | **Struggling / Surviving**  **(1)** |
| ***Court Coverage / - Movement*** | Plans moves a play ahead to be where the opponent will return the ball.  Anticipates opponent moves. | Moves to the center of the court after most shots, but still mostly determined by opponent’s shot making, rather than a planned one. | Player does not respond to the placement of the ball.  Remains in one place on the court and strikes the ball from there when possible. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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 Knowledge of Rules in Modified Game Play in Tennis**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **Mastery / Competence**  **(5)** | **Emerging / Coping**  **(3)** | **Struggling / Surviving**  **(1)** |
| *Knowledge**of Rules* | Consistently plays within basic rules.  Rule violations are absent form play  such as:  Double-hits,  Keeping score,  Diagonal serving,  Foot faults;  Hitting a ball that clearly is heading out-of-bounds, etc. | Plays within basic rules most of the time.  Rule violations occur infrequently, such as:  Double-hits,  Keeping score,  Diagonal serving,  Foot faults;  Hitting a ball that clearly is heading out-of-bounds, etc. | Plays with little awareness of basic rules.  Rule violations occur frequently, such as:  Double-hits,  Keeping score,  Diagonal serving,  Foot faults;  Hitting a ball that clearly is heading out-of-bounds, etc. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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 Fair Play Behavior in Modified Game Play in Tennis**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **Mastery / Competence**  **(5)** | **Emerging / Coping**  **(3)** | **Struggling / Surviving**  **(1)** |
| **Fair Play Behavior** | 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.  Tries to hide out from the activities.  Taunts others (including teammates, officials and others).  Blames others, & denies personal responsibility.  Gets frustrated and quits on teammates.  Teases and pouts.  Makes excuses.  Cheats. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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.***