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

**Softball**

On the next pages scoring guides are presented that can be used to assess students’ game play development in Softball. 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 selection of game play performance indicators should be based on the selected season outcomes to ensure alignment between the two.

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, field layout (e.g., number of bases, rules modifications (how outs are made), scoring rules, timed vs. 3-out innings, differential scoring, player restrictions, etc.)

**Season Outcomes scoring guides included:**

**1. Techniques**

Throwing and Catching

Batting

Fielding

**2. Tactical moves**

Base Position & Adjust

Offensive Decision-Making

Defensive Decision-Making

Support

**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 Throwing & Catching in Modified Striking and Fielding Game Play***

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| **DEFENSIVE**  **TECHNIQUE**    **Throwing & Catching** | Uses full body to make throw with fluid motion  Tracks ball and adjusts glove position based on ball’s trajectory (e.g., angle, speed, location)  Uses fluid motion when transitioning from catching to throwing  On fly balls, first gets body in position, then the glove, and has non-glove ready to protect ball, once in glove | More fluidity in throwing motion, but may still lack full body use  More consistent (few, if any dropped balls) adjustment of glove position based on ball’s trajectory (e.g., angle, speed, location)  Smooth transitioning from catching to throwing is emerging    On fly balls, approaching ball with outstretched glove hand is less prevalent | Uses mostly arm motion when throwing the ball  Has difficulty tracking ball into glove  Throwing motion lacks fluidity  Needs extra time when transitioning from catching to throwing  Prefers to catch the ball on glove side of body  When catching, arm does not give  Does not adjust glove position when catching (e.g., fails to turn glove up when ball approaches at sternum or higher; or turn glove over when making catch across the body)    On fly balls, when moving to the ball, uses outstretched glove arm |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***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 Batting in Modified Striking and Fielding Game Play**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| **OFFENSIVE**  **TECHNIQUE**  **Batting** | Good balance throughout swing including follow through  Consistent in level swing  Avoids over-swinging (hitting for the fences)  Makes good choices about which pitches to swing at ("knows/sees" strike zone).  Consistent swing mechanics | Better balance throughout swing including follow through  However, can still over-swing at times  Starts to begin to have consistent level swing  Fewer swings at bad pitches (i.e., out of strike zone)  Improved swing mechanics | Swings very early or very late (poor tracking) and/or swings at most pitches  Unbalanced throughout swing including follow through (wobbly)  Inconsistent in swinging the bat level  Over-swing/wild swings (hitting for the fences)  Stiff body, little trunk rotation, and/or weight transfer into pitched ball |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***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 Fielding in Modified Striking and Fielding Game Play**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| **DEFENSIVE**  **TECHNIQUE**  **Fielding** | Smooth and effective footwork moving to meet the ball  Avoids being lazy; gets low and behind the ball  Looks ball into glove  Effectively sets up to make strong throw  Throws strongly and accurately to player at base (into glove)  Uses ‘crow hop’ when transitioning from field to throwing | Good economical and mostly smooth footwork moving to meet the ball  Avoids being lazy; gets low and behind the ball  Looks ball into glove  Sets up to make strong throw  Throws to bases or teammate are mostly accurate  Uses ‘crow hop’ when transitioning from field to throwing  Mature throwing mechanics | Minimal attempts to move toward the ball or "get behind the ball"  When moving to ball, footwork is clumsy/awkward  Bends at waist and legs  Poor/undeveloped throwing mechanics |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***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 Base Position and Adjust in Modified Striking and Fielding Game Play**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| DEFENSIVETACTICBase Position&Adjust | Moves appropriately with the action  As infielder, plays off the base and moves to base easily to make play w. reasonable footwork  Adjusts to correct position relay ball for throws from outfielders  As outfielder, consistently balances outfield coverage evenly and adjusts position based on who is up to hit  Backs up other outfielders, and infielders | Moves with the action  As infielder, at times still uncertain on where to position given the game situation (e.g., going out to serve as relay person for throws from outfielders)  As infielder, plays off the base and moves to base easily to make play w. reasonable footwork  Outfielders cover area more evenly and adjust based on who is up to hit  As outfielder regularly backs up other outfielders, and infielders | Stands and watches, or moves with the action-However, moves are more random and/or uncertain  Positions incorrectly (poor field coverage)  As infielder, positions self on or very close to the base  As infielder, positioned near the base w. minimal adjustment in position  As outfielder, covers outfield area unevenly or fails to adjust  As outfielder, does not back up other outfielders or infielders |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***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 Offensive Decision-Making in Modified Striking and Fielding Game Play**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| TACTIC:Offensive Decision-making | Knows the strike zone; Avoids swinging at poor pitches  Uses information on fielders’ position and own team’s base runners to direct ball when hitting  Effectively scans field while or before running the bases to determine how many bases to take  As runner, scans field for fielders’ position in between every pitch | Knows the strike zone; Swings at poor pitches on few occasions  Utilizes fielders’ positioning to direct ball when hitting  As runner, at times scans field for fielders’ position in between pitches | Frequently swings at pitches well out of the strike zone  Simply attempts to make contact with ball when hitting  Does not scan field while or before running the bases to determine whether to advance a base  Limited, if any, concept of game situations (e.g., number of outs; type of hit)  When on base, and the ball is hit, runner runs most of the time, but slows down approaching the base (e.g., *does not slide*; looks around for help) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***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 Defensive Decision-Making in Modified Striking and Fielding Game Play**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| **TACTIC**  **Defensive Decision-making** | Throws ball to correct base/teammate given game situation  Anticipates game situations in order to move into position to handle ball | Regularly throws ball in general direction of appropriate base/teammate given game situation  Assertively moves in position to handle ball (e.g., shortstop going out to receive throw from outfield) | As fielder, hangs on to ball, runs with ball, and/or or throws ball without clear direction  Little, if any, regard for game situation (e.g., covering base or throwing to a base)  Moves in position to handle ball w. hesitation (e.g., shortstop going out to receive throw from outfield)  Little regard for game situation (e.g., covering base or throwing to a base, number of outs, base runner |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***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 Support in Modified Striking and Fielding Game Play**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| **TACTIC**  **Support** | Regularly changes defensive position; without needing prompts  Moves assertively to assist teammates in handling ball | Mostly changes defensive position without needing frequent prompts  Moves more assertively to assist teammates in handling ball | Changes defensive position only when prompted by teammates or coach  Still looks to avoid active participation  May begin to initiate movement toward assisting teammates, but still appears tentative, and easily lets others take initiative  Fails to initiate movement to assist teammate in handling ball  Stands and watches or moves to ball with hesitation |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***Observed Student Players’ Names*** | ***Rating***  ***(1-3)*** | ***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 Striking and Fielding Game Play**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| *Knowledge**of Rules* | Consistently plays within basic rules  Basic rule violations are absent from play, such as:  Knowing balls and strikes,  Running on fouls balls,  How many outs there are,  Leaving a base before the ball leaves  the pitcher’s hand,  Tagging a base runner on a force out. | Commits basic rule violations only infrequently  Violations may include:  Knowing balls and strikes,  Running on fouls balls,  How many outs there are,  Leaving a base before the ball leaves  the pitcher’s hand,  Tagging a base runner on a force out. | Plays with little awareness of basic rules as reflected in the type, frequency, and timing of violations  Violations may include:  Knowing balls and strikes,  Running on fouls balls,  How many outs there are,  Leaving a base before the ball leaves  the pitcher’s hand,  Tagging a base runner on a force out. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***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 in Modified Striking and Fielding Game Play**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(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 (incl. 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***  ***(1-5)*** | ***Observed Student Players’ Names*** | ***Rating***  ***(1-5)*** | ***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.***