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

**Soccer**

On the next pages scoring guides are presented that can be used to assess students’ game play development in Soccer. 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/field size, ball size, goal size, scoring rules, player restrictions, etc.)

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

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

Assessing Passing & Ball Control in modified game play in Soccer

**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)*** |
| TECHNIQUE Passing&Ball Control | Moves ball w. consistency & accuracy to opponents’ goal w. variety of most passes;  Effective in one- or two-touch play, using give-and-go, overlap & crossover techniques. | Moves ball w. some to move ball up-field to opponents’ goal w. limited variety of passes;  Requires multiple touches (>2) to manage ball, and uses limited plays (e.g., give-and-go, overlap & crossover techniques). | Kicks ball without aiming for teammate;  Eyes down to ball most all times;  Only uses dominant foot, thus requiring more time to ”wind-up.” |

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| ***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 Shooting in modified game play in Soccer

**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)*** |
| TECHNIQUEShooting | Takes shot opportunity;  Able to shoot when in 1 on 1 situations;  Uses some variety of scoring techniques (feet, head, volley);  Anticipates rebounds;  Regularly scans opponents’ and goalkeeper’s position and actions | Takes some shot opportunities, but still shows reticence at times;  Still uncomfortable shooting when in 1 on 1 situations;  Still favors certain scoring techniques (feet, head, volley);  Sparingly eyes rebound opportunity and opponents’ and goalkeeper’s position. | Brings ball to stop first before shot attempt;  Backs up to wind up;  Uses only dominant foot & uses toe.  No awareness of opponents’ and goalkeeper’s position. |

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| ***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 Dribbling and Turning in modified game play in Soccer

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)*** |
| **TECHNIQUE**  **Dribbling/**  **Turning** | Beats / shakes opponents in 1 on 1 situations with ease;  Comfortable on the ball while changing speed and direction;  Shields ball from opponents;  Unpredictable to opponents;  Uses both feet and moves such as step over, body fakes etc. | More comfortable when in possession;  Still exposes ball to opponent;  Limited use of turning moves and still predictable;  Still favors one foot and one or two moves (e.g., step-over, body fakes etc.) | Avoids 1 on 1 situations;  Uncomfortable when on-the-ball and eyes are down;  Gives up ball to opponent easily;  No turns away from opponent;  Predictable to opponents;  Uses dominant foot and one move (e.g., step-over, body fakes etc.). |

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| ***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 Decision-making in modified game play in Soccer

**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 | Regularly makes quick choices on whether to dribble, shoot or pass & how and where to move when off-the-ball;  Frequently scans field to gather info on game situation | At times makes correct choices time knowing when to dribble, shoot or pass;  Sporadically demonstrates how and where to move when off-the-ball;  Limited off-the-ball movement;  Scans field sparingly to gather info on game situation. | When passed to, merely kicks ball wildly;  When in possession of ball tends to “freeze”;  Avoids situations requiring decisions about when to dribble, shoot or pass;  Mostly stationary;  Only/Mostly watches where ball is. |

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| ***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. |  |

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

Assessing Support in modified game play in Soccer

**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 support teammates on the correct angles & distance regularly;  Anticipates other players’ moves more consistently. | Moves to support teammates on the correct angles & distance at times;    Still more reactive than anticipatory to other players’ moves. | Moves little to help teammates;  Moves at random;  Slow (or no) response to game’s action;  Gets caught “hiding” in between players. |

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| ***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. |  |

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Assessing Guarding/Marking in modified game play in Soccer

**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** | Defends players or space at right time;  Opens body to see ball & opponents;  Interacts w. teammates when on defense. | Tends to defend mostly opponent even when defending space is more appropriate;  Body position favors either the ball or opponents  Still has tunnel-vision at tines;  Interacts w. teammates sparingly when on defense. | Defends only an opponent or does not defend at all;  Wanders the field, watching only the ball. |

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| ***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. |  |

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Assessing Cover in modified game play in Soccer

**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**  **Cover** | Attempts to delays opponents regularly;  Shadows teammate & opponent;  Adjusts & anticipates the position/direction of ball & teammates. | At times attempts to delay opponents;  Shadows teammate & opponent moves sparingly;  Mostly reactive in adjusting to &  anticipating position/direction of ball & teammates. | Does not delay opponents or shadow teammate & opponent moves;  Remains inactive or only seeks out and moves to opponent w. ball when teammates are already attacking ball (i.e., no shadowing);  Does not see action around and away from ball. |

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| 1. |  | 6. |  |  |
| 2. |  | 7. |  |
| 3. |  | 8. |  | ***Date:*** |
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Assessing Knowledge of Game Rules in modified game play in Soccer

**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 ball in play)  Acceptable physical contact w. opponents (e.g., going for ball); | Pushing and shoving of opponents occurs very infrequently;    Re-starts game appropriately (i.e., passes ball in play)  Sporadic and mostly appropriate physical contact w. opponents;  Appears aware of common violation(s) | Re-starts game inappropriately (e.g., starts to dribble off an out-of-bounds);  Uncontrolled and perhaps excessive physical contact w. opponents;  Appears unaware or blatantly ignores common violation(s) |

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| 1. |  | 6. |  |  |
| 2. |  | 7. |  |
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| 5. |  | 10. |  |

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Assessing in Fair Play modified game play in Soccer

**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;  Works productively and effectively with teammates;  Eagerly fulfills assigned non-playing roles;  Shows perseverance and appropriate assertiveness;  When needed, resolves conflict quickly and effectively;  Wins and loses with grace;  Consistently attends class, is on time, and prepared. | Is in control of self, and needs little teacher supervision;  Shows respect to classmates, teacher, equipment, and facilities;  When needed, resolves conflict quickly and effectively;  Participates in most team and class activities;  Fulfills assigned team role(s);  Rarely misses class;  Few, if any, tardies and attends most classes. | No control of self and needing constant teacher supervision;  No appreciable participation;  Interrupting others;  Makes few, if any, attempts at participation;  Hides out from activities;  Taunts others (incl. teammates, officials, and others);  Easily overreacts & creates conflicts;    Blames others, & denies personal responsibility;  Gets frustrated and quits on teammates;  Teases and pouts;  Makes excuses;  Misses class regularly; and/or is frequently tardy. |

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