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

**Badminton**

On the next pages scoring guides are presented that can be used to assess students’ game play development in Badminton. ***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 court size, net height, modified equipment, differential scoring, player- and/or shot restrictions, etc.)

**Season Outcomes scoring guides included:**

**1. Techniques**

Serves

Shot execution (i.e., forehand, backhand. drop, smash, underhand clear, overhead clear)

**2. Tactical moves**

Court Movement/Coverage

Shuttle Placement

Shot selection

Decision-making

**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 Badminton

**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**  ***Serving*** | Used as an attacking weapon – with variance in placement and speed. | Consistent and firm, but without significant placement or variation thereof (short/deep/to forehand/backhand | Serve is put in play only sometimes. AND/OR  Simply aims to get the shuttle in play. |

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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 Shot Execution in Modified Game Play in Badminton

**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*Technical Execution* ***of Shots*** | Fluid and consistent footwork during shot prep.  Strokes shots with appropriate body rotation and shoulder range of motion depending on the game situation.  More pronounced backswing & follow through.  Effectively use of wrist action and lack of follow-through to hide drop shots. | Footwork is more consistent in shot prep.  Turns non-hitting shoulder toward net in swing prep.  Strokes shots with some trunk rotation and acceptable range of motion in shoulder.  More pronounced backswing & follow through.  Few if any whiffs, and/or frame contacts. | Little, if any footwork in shot prep.  Predominantly wrist and/or arm-only shots.  Chest remains facing the net throughout stroke.  Little if any backswing.  Frequent whiffs, and/or frame contacts contact. |

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| 1. |  | 6. |  |  |
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Assessing Shuttle Placement in modified game play in Badminton

**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*Shuttle**placement* | Hits shuttle to corners and either short or long, depending on opponent’s court position. | Can place the shuttle to spaces but only when it is hit directly to him/her. | Simply aims to get shuttle back over the net, without concern for specific spot on the court. |

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| 1. |  | 6. |  |  |
| 2. |  | 7. |  |
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Assessing Shot Selection in Badminton

**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**  ***Shot*** *Selection* | Uses variety of shots at the right time.  Takes advantage of game situations and shots reflect consideration of opponent’s and own court position and with good precision. | Starts to vary some shots, but still select wrong shot at wrong time.  Shots reflect consideration of opponent’s and own court position, but while using a variety of shots, the precision is still lacks consistency. | Favors mostly one shot (e.g., forehand) regardless of game situation;  Shots are sometimes wild, and very inconsistent;  Still focused mostly on cooperative rallying. |

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Assessing Decision-making in modified game play in Badminton

**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**  ***Decision-making*** | Uses information about opponent’s moves and strokes effectively to select own movement and shot selection.  When opportunity is there, directs shots to open court, based on opponent moves/position.    When out of position (e.g., having to reach far/wide) avoids trying to hit winner (i.e., low-percentage shots). | Starts to use opponent’s moves and strokes effectively to select own movement and shot selection at times.  Make some attempts to hit shuttle to open court.  Still aims to hit a winner when well out of position. | Favors certain shot regardless of game situation.  Consistently hits shuttle right to where opponent is positioned.  No planning of shots evident. |

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Assessing Court Movement/Coverage in Modified Game Play in Badminton

**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**  ***Court movement/coverage*** | Consistently returns to court’s center;  Plans movements a play ahead to be where the opponent will return shuttle. | Moves to the center of the court after most shots, attempting not to be stranded. | Player does not respond to the placement of the shuttle;  Strikes the shuttle from there when possible. |

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Assessing Knowledge of Game Rules in Modified Game Play in Badminton

**Select the term that best matches the players’ 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*(“Knowledge in Action”)* | ***Rule violations*** ***are absent from play, such as:***  Double-hits;  Keeping score;  Diagonal serving;  Positioning during serves;  Let serve;  Reaching over the net w. racquet;  Foot faults;  Hitting a shuttle that clearly is heading out-of-bounds;  Any modifications from teacher’s modifications, etc.  ***Requires no reminders/corrections*** | ***Aware of rules, but still fails to execute***, ***such as:***  Double-hits;  Keeping score;  Diagonal serving;  Positioning during serves;  Let serve;  Reaching over the net w. racquet;  Foot faults;  Hitting a shuttle that clearly is heading out-of-bounds;  Any modifications from teacher’s modifications, etc.  ***Requires few, if any, reminders/corrections*** | ***Lacks awareness of rules- violations occur frequently, such as:***  Double-hits;  Keeping score;  Diagonal serving;  Positioning during serves;  Let serve;  Reaching over the net w. racquet;  Foot faults;  Hitting a shuttle that clearly is heading out-of-bounds;  Any modifications from teacher’s modifications, etc.  ***Frequent reminders needed/corrections*** |

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**Assessing Fair Play Behavior in Badminton**

**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 (including 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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