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

**Racquetball**

On the next pages scoring guides are presented that can be used to assess students’ game play development in Racquetball. 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 to use the scoring guide frequently so that you 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 equipment type, scoring rules, differential scoring, player restrictions, etc.)

**Season Outcomes scoring guides included:**

**1. Techniques**

Serving

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

**2. Tactical moves**

Shot Selection

Shot Placement

Court Movement/Coverage

Anticipation Skills

**3. Game Rules Knowledge**

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

Assessing Serving in Modified Game Play in Racquetball.

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

|  |  |  |  |
| --- | --- | --- | --- |
| TECHNIQUE*Serving* | Used as an attacking weapon – with variance in placement and speed.  Extensive variation in placement and type of serve. | Consistent and firm, but without significant placement.  Variation of placement is starting to occur. | Serve is put in play only sometimes. AND/OR  Simply aims to get the shuttle in play.  No variation in placement of the serve. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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 Racquetball

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **Mastery / Competence**  **(5)** | **Emerging / Coping**  **(3)** | **Struggling / Surviving**  **(1)** |
| TECHNIQUE*Shot Execution* | 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.  Wrist action contributes the racket head speed.  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.  Uses the wrist more fluidly and effectively.  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.  Employs a mostly stiff arm swing, with little, if any, wrist action.  Little if any backswing.  Frequent whiffs, and/or frame contacts contact. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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 Selection in Modified Game Play Racquetball

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **Mastery / Competence**  **(5)** | **Emerging / Coping**  **(3)** | **Struggling / Surviving**  **(1)** |
| **TACTIC** *Shot Selection* | Takes advantages of game situations and shots reflect consideration of opponent’s and own court position.  Shots reflect consideration of opponent’s and own court position.  Uses a wide variety of strokes at the right time, but precision may still lack at times.  Play is less predictable for opponent. | Selects the right shots but they still lack precision.  **OR**  has precision but employs only a few strokes.  Ball is kept in play, but still offers opponent easy return opportunities.  Tends to favor certain shots, thus more predictable. | Shots are inconsistent.  Reacts to the ball late as s/he does not adjust position.  Shots reflect either wild swings or more like tentative rebounds off the strings.  Shots are sometimes wild, and are very inconsistent. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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 Placement in Modified Game Play Racquetball

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **Mastery / Competence**  **(5)** | **Emerging / Coping**  **(3)** | **Struggling / Surviving**  **(1)** |
| **TACTIC**  ***Sh****o****t Placement*** | Works the opponent either short or long relative to front and back wall by using angles dependent on opponent’s court position with some recognition of opponent’s strengths and weaknesses. | Returns the ball in most cases, but with little placement and/or consideration of opponent’s position. | Makes shots to simply get the ball back to the front wall, but struggles to do so.  Most shot contact front wall above 6’ giving opponent time to respond. |

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

Analyzing Central Court Position & Court Movement in Modified Game Play in Racquetball

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **Mastery / Competence**  **(5)** | **Emerging / Coping**  **(3)** | **Struggling / Surviving**  **(1)** |
| **TACTIC**  *Central Court Position & Court Movement* | In most instances incorporates movement to the shot, execution of the shot and the return to the base position  (i.e., “stroke and move”).  Uses fluid/effective footwork to play the next stroke even when off-balance.  Moves to control central court position with fluid footwork. | Does periodically recovers to base position after each shot.  At other times lacks footwork to recover in time to receive the next shot, and therefore is caught out of position leaving an open court for opponent to play into.  (“i.e., caught ball watching”)  At times, footwork is clumsy/less fluid. | May start in base position but does not return to this during the play.  Court movement is clumsy if used at all.  Player does not respond to placement of the ball, and is rooted to the spot and plays shots from there. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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 Anticipation Skills in Modified Game Play in Racquetball

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Level** | **Mastery / Competence**  **(5)** | **Emerging / Coping**  **(3)** | **Struggling / Surviving**  **(1)** |
| **TACTIC**  *Anticipation Skills* | Consistently anticipates opponent’s next shot by watching racket head and body position and placement of the ball from their own shot.  Most of the time can anticipate opponent’s next shot by watching racquet-head and body position and placement of the ball from their own shot. | Anticipates opponent’s next play, but not early/quick enough to gain an advantage moving to the ball to catch opponent out of position with their next shot.  Sporadic anticipation of opponent’s next play.  Little advantage gained and cannot catch opponent out of position with their next shot.  Shots are taken later and mostly defensive in nature. | Does not anticipate opponent’s play and, thus, mostly on the defensive.  Primarily concerned with how to hit the shot and judging the correct pace with which to hit this shot.  Reacts to all plays by opponent.  Constantly on the defensive and still trying to come to terms with executing shots. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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 Racquetball**

Select the term that best matches the player’s ability at each of the components of Pickle ball.

|  |  |  |  |
| --- | --- | --- | --- |
| Technique/Skill | **EXCEEDS**  ***(Competent)***  ***(5)*** | **MEETS**  ***(Emerging/Recreational)***  ***(3)*** | **DEVELOPING**  ***(Struggling)***  ***(1)*** |
| *Knowledge**of Rules* | Consistently plays within basic rules.  Rule violations are absent from 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 Racquetball**

Select the term that best matches the player’s ability at each of the components of Pickle ball.

|  |  |  |  |
| --- | --- | --- | --- |
| Technique/Skill | **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***  ***(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.***