

LESSON 16: ASSESSMENT

Grade-Level Outcomes

Primary Outcome

Lifetime activities: Refines activity-specific movement skills in 1 or more lifetime activities (out-door pursuits, individual-performance activities, net/wall games or target games). (S1.H1.L2)

Embedded Outcome

Movement concepts, principles & knowledge: Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

Lesson Objectives

The learner will:

- analyze her or his own movement patterns in a variety of specified skills and communicate what she or he has mastered and what she or he still needs to improve upon to reach 80 percent efficiency.
- manage her or his own doubles matches during the class period.

Equipment and Materials

- Tennis balls and modified balls
- Regulation and modified tennis rackets
- iPad
- Video analysis app

Introduction

Welcome to your skill assessment. You will warm up on your own today, and then you will move into games. When you play your games, you may team up with whomever you would like to, and play whomever you would like to, for as long as you want. Respect the wishes of your classmates, communicate effectively, and have fun. While that is occurring, I will call you over to conduct your tennis skill assessment. Does anyone have any questions? Let's have a great day!

Instructional Task: Royalty of the Court Warm-Up

■ PRACTICE TASK

Royalty of the court is a simple game played by placing one player on one side of the court as the “royalty” and a line of players on the opposite baseline. The challenger serves the ball in and a point is played using the singles court. If the challenger wins, she goes to the other side and becomes royalty; if royalty wins, he stays and plays the next challenger. Games are played to one. While students are waiting to become the next challenger in royalty of the court, they should be stretching.

Student Choices/Differentiation

- Students choose their equipment.
- Students choose their groups.

What to Look For

- Students are moving well throughout the court.
- Students are using good form for their stretches.
- Students are rotating efficiently and keeping their heart rates up.

Instructional Task: Challenges and Skill Assessment

■ PRACTICE TASK

Students partner up in doubles teams and challenge any other team they wish to play. Students play games, sets, or matches. Call students over one at a time to assess them on a series of skills. While students are executing the skills, use video analysis technology to record each trial. After students have had their attempts recorded, they view the video with you, and you ask two questions: “What do you want to keep?” and “What do you want to change?” When asked what they want to keep, students should explain everything they see themselves doing correctly on the video, as well as why it is correct. When asked what they want to change, students should explain everything they see themselves needing more practice time to master, as well as what it should look like.

The components of the skill that a student should address are the ones focused on during the teaching of the skill. If four teaching cues were introduced during the teaching of a skill, then the student should address all four cues. If the student executes elements of the skill incorrectly but can tell you that she recognizes it as incorrect, and also explains to you what it should look like, that is a full credit assessment.

An example of assessing the serve follows:

Teacher: “What do you want to keep, and what do you want to change?”

Student: “I want to keep the positioning of the racket face; it is open and it should be. I want to keep the length of my stroke. I executed a short stroke, which is appropriate for this shot. And I want to keep my shoulder placement. My non-dominant shoulder went to the net. I want to change the shape of my stroke. My stroke was short but flat; it should have been in the shape of a U.”

Analyze the video for your final assessment.

EMBEDDED OUTCOME: S2.H2.I.1. During the discussion, reinforce the use of concepts, or connect to concepts when students are analyzing a skill.

Student Choices/Differentiation

- Students choose their equipment.
- Students choose partners for doubles.

What to Look For

- Students can organize themselves in a free-flowing atmosphere and stay active for the duration of the assessment.
- Students can execute the skills taught in this unit.
- Students can internalize the skills, analyze the execution of the skills, and explain what is correct and why.
- Students can identify where more practice time is needed.

Instructional Task: Organizational Awards

■ PRACTICE TASK

Coaches give out one award to each member of their organizations. Awards should not be traditional or pre-determined. Coaches should think about each member and create an award specifically for that person, based on personality and contributions to the organization.

What to Look For

- Note how much thought coaches put into their awards.
 - Note how the recipients are reacting, as well as the rest of the organization.
 - Awards are well received and the comments are encouraging.
 - Awards are appropriate to the people getting them.
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Formal and Informal Assessments

Video analysis skill assessment

Closure

- Congratulations on another successful season. You've all made substantial improvements in your doubles skills and game play.
- Before we leave, I have a few awards I would like to give out.
- I have created an award specific to each coach for the great work they did this season.
- You were all pushed in this module, and I am very proud of your efforts.
- Be sure to look at the school's physical education website for your next module choices.

Reflection

What do I want to keep and what do I want to change going into the next sport education module?

Homework

Check the website, and be ready to select your next module in the next class.

Resources

Siedentop, D., Hastie, P., & van der Mars, H. (2011). *Complete guide to sport education*. 2nd ed. Champaign, IL: Human Kinetics.

Teach PE: www.TeachPE.com

Unites States Tennis Association: www.usta.com

Sport Fitness Advisor: www.sport-fitness-advisor.com