

LESSON 8: ASSESSMENT AND GAME DAY

Grade-Level Outcomes

Primary Outcomes

Serving: Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)

Two-hand volley: Two-hand-volleys with control in a small-sided game. (S1.M17.8)

Embedded Outcome

Working with others: Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)

Lesson Objectives

The learner will:

- practice the forearm pass and underhand serve before taking the skills test.
- demonstrate the forearm pass and underhand serve skills on the skills test.
- demonstrate knowledge of rules and strategies on the cognitive test.
- participate in a modified 3 v 3 volleyball game.

Equipment and Materials

- Volleyballs: mix of foam, trainer, and regulation volleyballs
- Cones or tape for boundaries for serve test
- Net
- Paper and pencils

Introduction

This is the last day of our Volleyball Module. We will work through the assessments in stations. Make sure that you work hard to produce your best work and stay on task.

Instructional Task: Practice Forearm Pass

■ PRACTICE TASK

In grids, students practice the forearm pass in controlled and uncontrolled environments.

Extension

Students may practice controlling the ball by passing the ball to themselves before passing to the partner.

Refinement

Make sure that students are controlling their passes by keeping the passes low.

Student Choices/Differentiation

- Students may pass continuously or from a partner toss.
- Students may vary ball size and distance between pairs.

What to Look For

- Students are using controlled passes.
- Students are using the critical elements of the forearm pass.

Instructional Task: Practice Serving

■ PRACTICE TASK

Students practice the underhand serve across the net, trying for 70 percent of the serves to fall legally in the opponents' court.

Refinement

Make sure that students are serving to different spots on the court.

Student Choices/Differentiation

Students may use different-sized balls and vary distances of the serve according to skill level.

What to Look For

- Students use the critical elements of the underhand serve.
- Students vary locations of the serve.

Instructional Task: Stations

■ PRACTICE TASK

Have students work through the following stations:

- Keep it alive assessment
- Serving assessment
- 3 v 3 game play
- Cognitive test

EMBEDDED OUTCOME: S4.M6.7. Discuss with students the importance of cooperating during the stations in class today.

Guiding questions for students:

- Why is it important to stay on task today?
- In what ways can you work together to stay on task?
- In what ways can you help one another by cooperating during the test today?

Student Choices/Differentiation

- Students may modify assessments according to class skill level or skills taught.
- During the 3 v 3 game, students may choose to work on Standard 2 skills (applying knowledge of concepts, principles, strategies and tactics) by throwing the ball (not hitting; see lesson 4 for practice task).

What to Look For

- Passes and serves are successful.
 - Students know the basic rules and strategies.
 - Students play a 3 v 3 modified game of volleyball successfully (not formally assessed).
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Formal and Informal Assessments

- AAHPERD serve test
- Keep It Alive assessment
- Cognitive test on rules and strategies

Closure

- On a scale from 1 to 10, how well do you think you performed on the skills test today?
- On a scale from 1 to 10, how much do you think you've improved in the game of volleyball?

I hope you will keep improving your volleyball skills. It's a fun game, and I enjoyed watching you improve over the course of the module.

In our next class, we will start our next module. Review the module outline and the critical elements of the first skill by next class.

Reflection

- How did students perform on the skills test?
- Should I have spent more or less time on any of the skills taught in the module?
- Did students improve over the module?

Homework

Review the outline for the next module and the critical elements of the first skill by next class.

Resources

Lacy, A. (2015). *Measurement and evaluation in physical education and exercise science*. 7th ed. San Francisco: Benjamin Cummings.

South Carolina Physical Education Assessment Program. (2010). *Middle School Physical Education Assessment Manual*. South Carolina Alliance for Health, Physical Education, Recreation and Dance. www.scahperd.org/wp-content/uploads/2015/04/MS-Notebook-Final-Sept-23.pdf.

Modified or adopted cognitive test from Internet or volleyball books.