

Qualitative Analytic Rubric for Tennis Play

Shot execution	
4	Executes all shots taught with good form, using them at appropriate times. Footwork is correct. Student knows in advance which shot to use and begins preparation for that shot while moving into position. Can read spin. Shot is unhurried.
3	Executes most shots taught with good form, usually using them at appropriate times. Feet are set when making the shot.
2	Uses several of the shots taught but not always at the appropriate time. Some form breaks are apparent but form is mostly correct. Student arrives in position to play the ball just in time.
1	Relies on one or two shots for the entire game. Incorrect form causes shots to be misplaced or ineffective. Student is not in position when shot is attempted.
Court movement	
4	Moves around, covering all parts of the court, and consistently attempts to return to home position. Feet appear to be in constant motion, and weight is on the balls of the feet to enable quick movement. Student is in position to play all shots. Always anticipates where the opponent will place the next shot and moves into position to play it.
3	Covers court, usually attempting to return to home position. Weight is on the balls of the feet to enable quick movement. Student is usually in position to play shots and can anticipate opponent's shot.
2	Covers court but is occasionally out of position. Must shift weight to the balls of the feet, delaying arrival to the ball to make the shot. Student attempts to return to home position but may not always get there. Makes some attempt to anticipate opponent's return shot.
1	Moves to play the ball after the ball comes over the net and then remains there without moving back to base position. Parts of the court remain uncovered at times. Weight is usually back on the heels, slowing the ability to respond to the shot. Student tends to reach to play the ball rather than being in position.
Service	
4	Always uses correct form while executing the serve. The serve is placed in the corners of the opponent's service area. The first serve is powerful, and occasional aces result. The second serve, when necessary, is always in and is also very strong.
3	Usually uses correct form while executing the serve. The first serve is very strong, usually landing within the service area. The second serve usually lands in.
2	Demonstrates several elements of correct form while executing the serve, although does commit some errors. The second serve is consistent and usually lands in. Student may not use a full swing on the second serve, using more of a punch shot.
1	First serve is usually not in. There is little difference between first and second serve with regard to power. Student may not use a full swing for either serve.

(continued)

Rules	
4	Shows evidence of thoroughly knowing and applying rules. Partners rotate up and back for service. Can play a tiebreaker without instruction. Can answer any question when asked.
3	Shows evidence of usually knowing and applying the rules. Serving order and rotation are correct. Can answer most questions when asked.
2	Shows some evidence of knowing rules. Serving order and rotation are correct. May make a few errors. Struggles with some questions.
1	Is unfamiliar with rules and depends on opponents or partner for guidance. Is unsure of serving order and rotation. Struggles with most questions.
Strategy	
4	Demonstrates much evidence of using strategy against an opponent. Hits shots to open places on the court. Uses lob and volley shots to gain an offensive advantage. Tries to anticipate opponent's shots by moving into position to play them. Communicates well with partner. Consistently works with partner to cover the court. Serving order and rotation benefits own team. Court positions are based on his or her team's strengths. Hits to opponent's weaknesses.
3	Demonstrates evidence of using strategy against an opponent. Usually hits shots to open places on the court. Communicates with partner, cooperating to cover the court. Uses lob and volley shots to gain an advantage.
2	Uses some strategy against the opponent. Attempts to hit the open places on the court. Some communication with partner. Some evidence of working with partner to cover the court.
1	Hits shots directly back to the opponent so that they are easy to return. Does not talk to partner. At times, both players go after the ball.
Fair play	
4	Consistently recognizes good play by others. Congratulates opponents for a good game regardless of the game's outcome. Works well with partner to cover the court at all times. Shows strong evidence of cooperation and teamwork. Does not try to play the entire court alone. Calls all shots honestly and fairly.
3	Usually recognizes good play by others. Works with partner to cover the court most of the time. Shows evidence of cooperation and teamwork. Does not try to play the entire court alone. Calls shots honestly and fairly.
2	Occasionally recognizes good play by others. Shows some evidence of working with partner to cover the court. May dominate court play from time to time. Calls shots honestly and fairly.
1	Rarely talks with others. Does not work as a team with partner. Complains constantly about line calls made by the opponent. Makes incorrect calls to benefit self. Little evidence of teamwork or cooperation.

From J.L. Lund and M.F. Kirk, *Performance-Based Assessment for Middle and High School Physical Education*, 3rd ed. (Champaign, IL: Human Kinetics, 2020).