 Peer assessment

Year 8 net, wall and court game skill execution

Student peer assessment

Task – observe your peers game play in a 2 versus 2 net and or wall game such as newcomb ball, badminton and or tennis.

Analyse their performance using the skill execution rubric, circling the score for each shot according to the skill execution rubric.

Skill execution – efficiently executing selected skills including shot to deep court, drop shot close to net in front of service line, lob, power shot, passes off to other player (if rules allow) to set up move or execute a more effective tactic and shot.

Observing (name):

My name is:

Signed:

Outcomes

* PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
* PD4-5 transfers and adapts solutions to complex movement challenges
* PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement

All outcomes referred to in this unit come from [PDHPE K-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018

Skill domains

* Self-management skills (S)
  + Decision-making and problem-solving
* Interpersonal skills (I)
  + Communication
  + Collaboration, inclusion and relationship building
* Movement skills (M)
  + Fundamental and specialised movement skills and concepts
  + Tactical and creative movement

Critical questions

Movement skill and performance

* How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?
* How can I make decisions to adapt to changing circumstances in different movement contexts?
* How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?

Physical literacy continuum markers

Cluster 5

* Aspects – movement competencies (combinations)
  + Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts.

Key – skill execution

| Score | Skill execution |
| --- | --- |
| 4 | Efficiently and or effectively selects and executes (non-returnable) the most appropriate shot: receiver can’t return |
| 3 | Efficiently and or effectively selects and executes (returnable) the most appropriate shot: receiver can return |
| 2 | Inefficiently and or ineffectively selects and executes (non-returnable) the most appropriate shot: receiver can’t return |
| 1 | Inefficiently and or ineffectively selects and executes (returnable) the most appropriate shot: receiver can return |

Components

Skill execution – efficiently executing selected skills including shot to deep court, drop shot close to net in front of service line, lob, power shot, passes off to other player (if rules allow) to set up move or execute a more effective tactic and shot.

Analysis

Game 1

Directions – write the score for each shot according to the skill execution (returnable and non-returnable) rubric.

| Attempt | Score out of 4 |
| --- | --- |
| Shot 1 |  |
| Shot 2 |  |
| Shot 3 |  |
| Shot 4 |  |
| Shot 5 |  |
| Shot 6 |  |
| Total | /24 |

Justification

Directions – justify the total score you have awarded your peer(s), commenting on how Efficiently/Effectively they select and execute the most appropriate shots.

Feedback

Directions – what would you tell the player to help the player improve? (Recognises errors in skill execution and identifies modifications to improve upon)

Game 2

Directions – write the score for each shot according to the skill execution (returnable and non-returnable) rubric.

| Attempt | Score out of 4 |
| --- | --- |
| Shot 1 |  |
| Shot 2 |  |
| Shot 3 |  |
| Shot 4 |  |
| Shot 5 |  |
| Shot 6 |  |
| Total | /24 |

Feedback

Directions – did the player improve their performance? If so, what improvements did you observe?

Teacher marking criteria (teacher assessment)

| Criteria | Outstanding  A | High  B | Sound – C | Basic – D | Needs improvement  E |
| --- | --- | --- | --- | --- | --- |
| Overall | Students demonstrate extensive knowledge and understanding of the skill execution required in net/wall/court games. | Students demonstrate thorough knowledge and understanding of the skill execution required in net/wall/court games. | Students demonstrate sound knowledge and understanding of the skill execution required in net/wall/court games. | Students demonstrate basic knowledge and understanding of the skill execution required in net/wall/court games. | Students demonstrate elementary knowledge and understanding of the skill execution required in net/wall/court games. |
| Performance analysis | Students show a very high level of ability to analyse their partners performance, providing an appropriate grade that reflects their skill execution. | Students show a high level of ability to analyse their partners performance, providing an appropriate grade that reflects their skill execution. | Students are able to analyse their partners performance, providing an appropriate grade that reflects their skill execution. | Students show a limited ability to analyse their partners performance, providing an appropriate grade that reflects their skill execution. | Students show elementary ability to analyse their partners performance, providing an appropriate grade that reflects their skill execution. |
| Justification | Students provide an extensive justification for their grade, commenting on how efficiently/ effectively they select and execute the most appropriate shots. | Students provide a thorough justification for their grade, commenting on how efficiently/ effectively they select and execute the most appropriate shots. | Students provide a sound justification for their grade, commenting on how efficiently/ effectively they select and execute the most appropriate shots. | Students provide a limited justification for their grade, commenting on how efficiently/ effectively they select and execute the most appropriate shots. | Students provide an elementary justification for their grade, commenting on how efficiently/ effectively they select and execute the most appropriate shots. |
| Feedback | Students provide extensive partner feedback. Student identifies an extensive range of improvements from their observation (if partner needs them) | Students provide thorough partner feedback. Student identifies a thorough range of improvements from their observation (if partner needs them). | Students provide sound partner feedback. Student identifies a sound range of improvements from their observation (if partner needs them). | Students provide extensive partner feedback. Student identifies a basic range of improvements from their observation (if partner needs them). | Students provide elementary partner feedback. Student identifies an elementary range of improvements from their observation (if partner needs them). |