

*Sample #9*

Physical Competency Tests

BADMINTON GAME PLAY SCORING GUIDE

4	3	2	1
<ul style="list-style-type: none"> <li>- Always in R. position</li> <li>- Returns to center after each shot</li> <li>- Mixes up serves</li> <li>- Serve is very effective</li> <li>- Effectively uses all shots with finesse, power &amp; depth</li> <li>- Dictates the play – offensive</li> <li>- Definite strengths, few weaknesses, good foot speed</li> <li>- Keeps opponent in back court area</li> <li>- Understands rules</li> <li>- Good sport (calls score, honest calls, comments on good shots, shakes hands, doesn't delay game)</li> </ul>	<ul style="list-style-type: none"> <li>- Usually in R. position</li> <li>- Frequently returns to center</li> <li>- Telegraphs serve &amp; other shots</li> <li>- Can maintain a rally</li> <li>- Can move opponent usually in mid court</li> <li>- Serve is usually effective</li> <li>- Understand strategy, but can't always employ it</li> <li>- Inconsistent performance</li> <li>- Adequate shot effectiveness</li> <li>- Sometimes on the defensive</li> </ul>	<ul style="list-style-type: none"> <li>- Sometimes in R. position</li> <li>- Often returns to center</li> <li>- Gets the ball/shuttle back</li> <li>- Doesn't appear to employ strategy</li> <li>- Usually on the defensive</li> <li>- Shots effective occasionally</li> <li>- Unclear on rules at times</li> <li>- Understands basic strategy but not skillful enough to employ it</li> <li>- Serve is somewhat effective</li> </ul>	<ul style="list-style-type: none"> <li>- Seldom in R. position</li> <li>- Doesn't cover court well</li> <li>- Weak strokes</li> <li>- Lacking power, depth, finesse &amp; placement</li> <li>- Always on the defensive</li> <li>- No strengths</li> <li>- Rallies don't last long</li> <li>- Can't or doesn't adjust his/her play to opponent strengths/weaknesses</li> <li>- Little understanding of rules &amp; strategy</li> <li>- Poor foot speed and anticipation</li> <li>- Cannot serve effectively</li> </ul>

Assessment 2

Physical Competency Tests

VOLLEYBALL GAME PLAY SCORING GUIDE

The following rubric will be used to assess the student's ability in volleyball team play. This portion of the skills test is worth 20% of the final grade. A score of proficiency level 3 or above must be met in order to meet minimum competency.

<p>Proficiency Level 4 (20-15 points)</p>	<p>Proficiency Level 3 (14-10 points)</p>	<p>Proficiency Level 2 (9-5 points)</p>	<p>Proficiency Level 1 (4-0 points)</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> High level of individual skill</li> <li><input type="checkbox"/> Games are continuous, rules which slow down the flow of the game are eliminated</li> <li><input type="checkbox"/> Able to use all skills in the proper sequence</li> <li><input type="checkbox"/> Movement to proper positions on the floor</li> <li><input type="checkbox"/> Proper transition from offense to defense (i.e., blockers at the net on defense, spikers on the attack line for approach on offense)</li> <li><input type="checkbox"/> Demonstrated ability to specialize and the movement (switching) associated with that</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic game strategies are demonstrated</li> <li><input type="checkbox"/> Knowledge of purpose of skill is evident but ball does not always get to desired area</li> <li><input type="checkbox"/> Focus is removed from the skill action, attention is not devoted to controlling the ball, can focus on the use of the skill in offensive and defensive relationships</li> <li><input type="checkbox"/> Attempts to use the proper skill in sequential order</li> <li><input type="checkbox"/> Able to apply rules during game play</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Skills are performed legally in the game situation, although not in the proper sequence</li> <li><input type="checkbox"/> Must consciously think about where they should be positioned before and during play</li> <li><input type="checkbox"/> Lack of transitions during rallies</li> <li><input type="checkbox"/> Can move to play ball from any level, direction or speed</li> <li><input type="checkbox"/> Player reacts after the ball crosses the net as opposed to anticipating</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to control ball in an individual skill but not a combination of skills</li> <li><input type="checkbox"/> Difficulty performing effectively in a game situation, does not understand the basic rotation and serve receive patterns.</li> <li><input type="checkbox"/> Unable to use the proper skill for a given situation</li> <li><input type="checkbox"/> Unable to apply rules</li> </ul>

Assessment 2

Physical Competency Tests

Scoring Guide for Invasion Game Performance

	Target performance ( 3 points each)	Acceptable performance ( 2 points each)	Unacceptable performance (1 point each)
Application of skills	<ul style="list-style-type: none"> <li>• Skills of reception, passing, shooting/scoring and regaining possession are applied effectively in the game.</li> <li>• Technique is smooth and efficient even in the presence of defensive pressure.</li> <li>• Game involvement is high and positive.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills of reception, passing, shooting/scoring and regaining possession are applied in the game with few observable errors.</li> <li>• Technique is inconsistent and less efficient in the presence of defensive pressure.</li> <li>• Active involvement in game.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills of reception, passing, shooting/scoring are inconsistent and often ineffective in the game, causing loss of possession.</li> <li>• Technique is inconsistent and causes game to break down particularly in the presence of defensive pressure.</li> <li>• Little involvement in the game or even avoidance of possession play.</li> </ul>
Application of strategy	<p>Effective tactical play is shown both on and off the ball/frisbee in all aspects of the game.</p> <ul style="list-style-type: none"> <li>• On offense, tactics are effectively employed to maintain possession, create space, and attack the goal/target.</li> <li>• On defense, tactics are effectively employed to defend an opponent, defend space, and the goal/target.</li> <li>• Team awareness and leadership are shown through communication, support play and respect for all team members.</li> </ul>	<p>Tactical play is shown both on and off the ball/frisbee. There may be some weaknesses in some aspects of tactical application but not enough to affect game play.</p> <ul style="list-style-type: none"> <li>• On offense, tactics are employed to maintain possession, create space, and attack the goal/target.</li> <li>• On defense, tactics are employed to defend an opponent, defend space, and the goal/target.</li> <li>• Team awareness is shown through support play and respect for all team members.</li> </ul>	<p>There are weaknesses in tactical application which affect game play.</p> <ul style="list-style-type: none"> <li>• On offense, tactics used for maintaining possession, creating space, and/or attacking the goal/target are not attempted or are ineffective.</li> <li>• On defense, tactics for defending an opponent, the space, and/or the goal/target are rarely employed or ineffective.</li> <li>• Support play is lacking.</li> </ul>

Assessment 2

Physical Competency Tests

DATA TABLE

2.3 RUBRICS	N	UNACCEPTABLE	%	EMERGING*	%	ACCEPTABLE	%	TARGET	%
<b>Game Play</b>									
Badminton	95	0	0	4	4.2	50	52.6	41	43.2
Volleyball	111	0	0	0	0.0	0	0	111	100.0
Invasion game	100	5	5	n/a		46	46	49	49
	100	5	5	n/a		33	33	62	62
<b>totals for 2.3</b>	<b>406</b>	<b>10</b>	<b>2.5</b>	<b>4</b>	<b>1.0</b>	<b>129</b>	<b>31.8</b>	<b>263</b>	<b>64.8</b>
<b>performance</b>									
<b>concepts</b>									
<b>2.2 Fitnessgram</b>	<b>N</b>	<b>Below Healthy Fitness Zone</b>	<b>%</b>	<b>Healthy Fitness Zone</b>	<b>%</b>				
one-mile run	180	9	5	171	95				
sit and reach	182	20	11.0	162	89.0				
push-up	179	10	5.6	169	94.4				
curl-up	178	3	1.7	175	98.3				
<b>total fitness</b>									
3 out of 4	179	3	1.7	176	98.3				

\*emerging is not considered acceptable and any scores in that column are combined with unacceptable for the purposes of the narrative