

Bats and Balls Assessment

Due Date: Week 9/10 practical lessons

Date Distributed: Week beginning 24/8/20 **Task Weighting: 20%**

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

PD4-10 - applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

This task addresses students' practical application of the Personal Development, Health and Physical Education Course. It involves the development of fundamental catching, throwing and hitting skills that the students have engaged with throughout Term 3.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

This task is important regarding skill development and the importance of engaging in physical activity throughout the life cycle. It provides students with the skills to assess themselves and peers when identifying skills relating to games using bats and / or balls.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task Outline –

PART 1)

Students are required to participate in all lessons of the 'Bats and Balls' unit. Lessons will focus on the skills of an 'overarm throw' and a 'two handed strike'. Students will participate in a number of modified games to enhance these fundamental movement skills. Throughout the unit, students will be given a mark for their participation, sportsmanship and level of skill shown. **(15 marks)**

PART 2)

In Week 10, students will complete the 'Peer Assessment' section of this task. They will use the skills learnt throughout the unit to complete this peer assessment on the scaffold provided. Students will submit this peer assessment sheet to their class teacher for marking at the end of the lesson in Week 10. **(5 marks)**

Details for Submission

In class during PDHPE practical lessons Weeks 9-10. Peer assessment is to be completed on the scaffold provided. This is due to be submitted to class teacher in Week 10 in PDHPE practical lessons.

4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

Marking Criteria – Bats and Balls

PART 1 -Outcome PD4-4

Level	Criteria	Marks
Extensive	Extensive levels of skill shown throughout the Bats and Balls unit when throwing, catching and hitting a ball.	9-10
Thorough	High levels of participation and skill shown throughout the Bats and Balls unit when throwing catching and / or hitting a ball. Student displays appropriate interactions and sportsmanship when participating.	7-8
Sound	Sound levels of participation and skill shown throughout the Bats and Balls unit. Sound interactions shown throughout the unit.	5-6
Basic	Minimal participation and basic skill shown throughout the Bats and Balls unit. Limited appropriate social interactions shown.	3-4
Elementary	Little or no participation in the Bats and Balls unit.	1-2

Outcome PD4-10

Level	Criteria	Marks
Extensive	▪ High levels of participation in all aspects of the bats and balls lessons and displays appropriate social interactions and sportsmanship.	5
Thorough	▪ Participation in most aspects of the bats and balls lessons and displays appropriate social interactions and sportsmanship.	4
Sound	▪ Participation in some aspects of the bats and balls lessons and displays some appropriate social interactions and / or sportsmanship.	3
Basic	▪ Minimal participation in the Bats and Balls unit and social interactions or sportsmanship.	2
Elementary	▪ Little or no participation in the Bats and Balls unit with little sportsmanship	1

PART 2 - Outcome PD4-5

Set, dig

Level	Criteria	Marks
Extensive	<ul style="list-style-type: none"> ▪ Students show a very high level of ability to analyse their peers' performance for the skill of setting when completing the peer assessment scaffold. ▪ Students provide a very high level of understanding through the provision of feedback of how to improve their peers performance. 	5
Thorough	<ul style="list-style-type: none"> ▪ Students show a high level of ability to analyse their peers' performance for the skill of setting and digging when completing the peer assessment scaffold. ▪ Students provide a high level of understanding through the provision of feedback of how to improve their peers performance. 	4
Sound	<ul style="list-style-type: none"> ▪ Students show a sound ability to analyse their peers' performance for the skill of setting when completing the peer assessment scaffold. ▪ Students provide a sound level of understanding through the provision of feedback of how to improve their peers performance. 	3
Basic	<ul style="list-style-type: none"> ▪ Students show a basic ability to analyse their partners performance for the 	2

	skill of setting when completing the peer assessment scaffold. <ul style="list-style-type: none"> ▪ Students provide a basic level of understanding of how to improve their peers performance. 	
Elementary	<ul style="list-style-type: none"> ▪ Students show an elementary ability to analyse their partners performance for the skill of setting when completing the peer assessment scaffold. ▪ Student responses are incomplete. 	1

Overall Marks- Bats and Balls

Level	RO2 (PD4-4 / PD4-5)	RO4 (PD4-10)	Total Mark	%	Weighted Mark /20
Extensive	13-15	5	17-20		
Thorough	10-12	4	13-16		
Sound	7-9	3	9-12		
Basic	4-6	2	5-8		
Elementary	1-3	1	1-4		
Mark Achieved					
Level Achieved					

Peer reflection

Observe your partner performing the skills in volleyball –set. Reflect on your learning and understanding of skill acquisition and the components of these skills by providing feedback on the observation sheet below.

SET:

Criteria used to assess student	Skill component proficiency (Yes/ No)	Overall skill proficiency level:
		Developing proficiency Approaching proficiency Proficient
Feet in the ready position – shoulder width apart.		
Hands are above the head in the shape of a diamond		
Contact is made with the fingers rather than the palm of the hand		
Knees are bent and legs extend during contact of the ball		
Hips then shoulders rotate forward.		
Throwing arm follows through, down and across the body.		

Feedback for your peer on their overall performance and ways they could improve (make reference to one skill).
