

GAME PERFORMANCE

Performance Standard 19A.J

Apply basic skills inherent to offensive and defensive strategy and transition in at least one individual sport and at least one team sport or leisure activity accordingly:

- *Knowledge:* Knows the skills involved while executing offensive and defensive strategies.
- *Performance:* Demonstrates competency in offensive and defensive strategies during game play.
- *Explanation:* Directs other team members in proper offensive and defensive strategies.

Procedures

1. ***In order to demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities (19A)***, students should experience sufficient learning opportunities to develop the following:
 - Apply basic skills inherent to any activity with consistent positive results.

Note: Students should have instruction and practice using offensive and defensive strategies and transition in the sports being evaluated. Students should have demonstrated skill ability in isolated game and non-game situations.

2. Review the scoring rubric with the students. The students should practice using rubric for self evaluation or to evaluate others.
3. Observe each team for an appropriate amount of time. Students will be demonstrating skills and competencies in chosen sports or games.
4. Evaluate at least two different individual and team sports or leisure activities. Try to do one in a team and one in an individual sport.
5. Evaluate each student's performance using the "Game Performance" Rubric as follows:
 - *Knowledge:* Knew and distinguished between offensive, defensive and transition strategies.
 - *Performance:* Performed offensive, defensive and transition strategies in game play.
 - *Explanation:* Provided direction to team members in proper offensive and defensive strategies.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- About three minutes per student per sport
- It would save class time and be appropriate to video students and evaluate them outside of class.

Resources

- Video camera (optional)
- Facilities and equipment for appropriate skills, strategy and rule development
- Numbered pennies or other team identifiers
- Game Performance Rubric

GAME PERFORMANCE ASSESSMENT

NAME _____ DATE _____

- Exceeds = 16 - 18 total points
- Meets = 13 - 15 total points
- Approaches = 9 - 12 total points
- Begins = 1 - 8 total points

	Offensive Skill	Defensive Skill	Transition
6	<ul style="list-style-type: none"> • Is able to participate in all positions and develops strategies for each. • Strategically directs others and self. • Sees the opposition and counteracts to it. • Uses a variety of actions in a strategically, sequentially correct manner. 	<ul style="list-style-type: none"> • Is always in ready position. • Moves accurately to make the action. • Calls for the actions. • Give direction to other participants. • Anticipates the action. 	<ul style="list-style-type: none"> • Moves accurately to different positions. • Anticipates the upcoming action. • Directs other participants. • Utilizes several options.
5	<ul style="list-style-type: none"> • Is able to participate in all positions in the activity. • Calls for the action and gets into position advantageously. • Is aware of the action of all other participants. • Communicates with other participants. 	<ul style="list-style-type: none"> • Is in ready position. • Moves accurately to make the correct action. • Calls for the action. • Understands strategies involving other participants. 	<ul style="list-style-type: none"> • Moves accurately to different positions. • Often is telling others which action to perform. • Initiates the action.
4	<ul style="list-style-type: none"> • Usually is in position for the action. • Calls for the action. • Doesn't have skill for all positions. • Attempts to be involved in all the action. • Is aware of other participants, but uses few options to involve them. 	<ul style="list-style-type: none"> • Is in ready position. • Moves to make the action but often chooses wrong skill. • Calls for the action. • Usually works in conjunction with other participants • 	<ul style="list-style-type: none"> • Moves accurately to different positions, but is a step behind in the action some of the time.
3	<ul style="list-style-type: none"> • Is able to get in position for the action about half the time. • Calls for the action at the wrong times. • Make some attempt to be involved in the action. • Is aware of participants but seldom uses them. 	<ul style="list-style-type: none"> • Is in ready position. • Move to make the action too late. • Calls for the action on occasion. • Follow directions from others to work cooperatively. 	<ul style="list-style-type: none"> • Moves accurately to different positions, but is a step behind in the action most of the time. • Not sure which skills are appropriate for the action.
2	<ul style="list-style-type: none"> • Reacts to the action and tries to get in position. • Usually is in the wrong position. • Intermittently calls for the action, but is incorrect. • Is unsure of action. • Is unaware of other participants' position. 	<ul style="list-style-type: none"> • Is not in ready position, but attempts the action. • Moves too late. • Does not call for the action. • Is not sure of the difference between offense and defense. 	<ul style="list-style-type: none"> • Is aware of what action to use, but the timing is off most of the time. • Does not know what to do next.
1	<ul style="list-style-type: none"> • Makes no attempt to move to position. • Does not call for action. • Appears to avoid the action. • Is not aware of others. 	<ul style="list-style-type: none"> • Not in ready position. • Moves away from action. • Does not call for action. • Is no attempt to work with others. 	<ul style="list-style-type: none"> • Is unaware of what action to use and timing is off all of the time.
Score			

GAME PERFORMANCE

SUMMARY OF SCORING RUBRIC

Offensive Skill

1. Makes no attempt to move to position to play, does not call for the action to move in his/her direction, appears to avoid the action, not aware of other participants. Avoids skill execution.
2. Reacts to the action and tries to get in position, usually in the wrong position, intermittently calls for the action to move in his/her direction, but is incorrect, is not sure where the action is going, unaware of other participant's position. Rarely are skills executed correctly and usually skills attempted are inappropriate for the situation.
3. Is able to get in position for the action about half the time, calls for the action, but at inappropriate times, attempts to be involved in the action, is aware of other participants, but often used opposition instead of participants. Most skills attempted are not executed successfully and often skills are inappropriate for the situation.
4. Usually in position for the action, calls for the action, doesn't have skill for all positions, attempts to be involved in the action, even when the best strategy is to move away from the others, is aware of other participants, uses few options to involve other participants, often a ball hog. Is successful in at least half the skills attempted, but all skills are not appropriate to the situation.
5. Is able to participate in all positions in the activity, calls for the actions and positions him/ herself advantageously for the action, is aware of the actions of other participants and opposition and talks to other participants to move them to strategically advantageous positions. Is successful in the majority of skills executed, but all skills are not appropriate to the situation.
6. Is able to participate in all positions and develops strategies for each (decision making), directs other participants and self strategically well (communication, leadership, cooperation), sees the opposition and counteracts it, has the skill to use a variety of actions in a strategically, sequentially correct manner. Selects the appropriate skill to execute, depending on the situation, and is successful in the execution.

Transition

1. Is unaware that there is a difference between actions and their appropriate timing, just as likely to act in opposition to the appropriate action.
2. Is aware there is a difference between actions and their appropriate timing, but is not sure which he/she is participating in at any point in time, is not able to say what to do next, seems to wander on the field of activity.
3. Is aware there is a difference between actions and their appropriate timing, moves to position after other participants tell them to, not sure which skills are appropriate for the action.
4. Moves accurately to different positions, but is a "step behind" the action.
5. Moves accurately to different positions, often telling others which action to perform and initiates the activity/action.
6. Moves accurately to different positions/beats, anticipates the upcoming action, directs other participants, has several options of skills to select.

Defensive Skill

1. Not in ready position, moves away from the action, does not call for the action, makes no attempt to work with others.
2. Not in ready position, but attempts it after the action, moves toward the activity after the action has passed, does not call for the action, is not sure who is on offense/defense.
3. Is in ready position, but moves to make the action after the activity has passed, calls for the action on occasion, follows direction from others to work cooperatively.
4. Is in ready position, moves to make the action, but is often incorrect in selection of the correct skill, calls for the action, usually works in conjunction with other participants.
5. Is in ready position, moves accurately to make the correct action, calls for the action, understands and executes strategies involving other participants.
6. Is in ready position, moves accurately to make the action, calls for the action and gives direction to other participants for the activity, anticipates the action.