

THOMAS REDDALL HIGH SCHOOL - YEAR 9 PDHPE PRACTICAL ASSESSMENT TASK
Volleyball – Skills, Teamwork & Officiating
Weighting: 10% (Marked out of 15)

Student Information

What am I trying to achieve? (Syllabus Outcomes and Physical Literacy Continuum Markers)

A student:

- 5.4** Adapts, transfers and improvises movement skills and concepts to improve performance
- 5.14** Confidently uses movement to satisfy personal needs and interests
- TM a6.1** Transfers and adapts tactics according to purpose to participate successfully across a range of physical activities
- TM a6.2** Evaluates tactics according to purpose to participate successfully across a range of physical activities
- TM b6.1** Assesses the relationship between rules and tactics to create plans for achieving success in physical activities
- TM b6.2** Reflects on and creates new plans that take account of a number of variables (e.g. own team's and opposition's strengths, the effectiveness of previous plans) to succeed in a range of physical activities
- PSA a6.1** Plans and implements safe physical activity in a variety of environments for the enjoyment of others, e.g. coaching, peer mentoring and officiating
- PSA b6.1** Evaluates actions taken to resolve conflict situations and modifies future strategies to reduce conflict
- PSA b6.2** Applies and evaluates strategies to prevent and resolve the conflicts of others, e.g. using active listening, mediation and negotiation
- PSA c6.1** Encourages and positively influences others to demonstrate respect and inclusive behaviours
- PSA c6.2** Advocates for the inclusion of others
- PSA d6.1** Adopts a leadership role that positively influences physical activity behaviours, e.g. volunteering, coaching and mentoring

What do I have to do? (Description of Task)

Students will be assessed for their ability in the following foundational volleyball skills and concepts:

- Serving
- Digging
- Setting
- Strategy
- Teamwork & Officiating

Students will have the opportunity to practice and refine these skills in a range of teaching and learning activities, including modified games.

This assessment will be conducted by the teacher throughout the unit and will conclude at the end of lesson 4.

What do I need to do the task? (Resources)

- Student information sheet
- Knowledge of the skills of volleyball
- Movement skill competence and confidence

How will I be assessed? (Criteria for assessing performance)

Students will be assessed on their ability to:

- Display knowledge and understanding of the skills required to play volleyball.
- Perform movement skills in a variety of challenging contexts.

How will I know how well I've done? (Feedback)

Students will receive written feedback from the teacher on the marking criteria sheet.

How will this help me in future learning in PDHPE? (Future Directions)

- Students will be better able to perform skills in volleyball and will hopefully transfer such skills positively to other net/court games.

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Volleyball – Skills, Teamwork & Officiating
Weighting: 10% (Marked out of 15)

Marking Guideline

Name: _____

Class: _____

The teacher is to highlight/circle the criteria box which corresponds with the student's ability level. Each criteria box highlighted/circled represents 0/1/2/3 marks towards the assessment total out of 15. To accomplish the skill, it would be expected that students meet the skill process requirement regularly. In some cases the students might meet process requirements across two criteria levels, if this is the case, the teacher is to exercise their professional judgement to determine what criteria level has been adequately satisfied.

Skills	Marking Criteria			
	0	1	2	3
Serving	No Effort	<ul style="list-style-type: none"> • Uses proper body mechanics • Has inconsistent successes • Serves behind the service line 	<ul style="list-style-type: none"> • Consistently puts the ball in play • Performs legal serve • All aspects of Criteria 1 	<ul style="list-style-type: none"> • Has good placement • Has good speed • All aspects of Criteria 1 & 2
Digging	No Effort	<ul style="list-style-type: none"> • Uses proper body mechanics • Can direct upward arc • Makes legal contact with the ball 	<ul style="list-style-type: none"> • Moves under the ball • Directs ball upward after moving to it • All aspects of Criteria 1 	<ul style="list-style-type: none"> • Pass stays on the same side of the net • Can direct the ball to spot or player • All aspects of Criteria 1 & 2
Setting	No Effort	<ul style="list-style-type: none"> • Has proper body mechanics • Performs legal upward tap 	<ul style="list-style-type: none"> • Moves eyes under the ball to tap legally • All aspects of Criteria 1 	<ul style="list-style-type: none"> • Controls direction, height and target • Will send over if third tap • All aspects of Criteria 1 & 2
Strategy	No Effort	<ul style="list-style-type: none"> • Tries to send third tap over the net 	<ul style="list-style-type: none"> • Uses speed and direction for taps going over the net • Makes effort to set or to spike • All aspects of Criteria 1 	<ul style="list-style-type: none"> • Spikes or used third tap offensively • Has depth, speed and direction • All aspects of Criteria 1 & 2
Teamwork & Officiating	No Effort	<ul style="list-style-type: none"> • Tries to improve • Works well with team • Violations are unintentional (both playing and officiating) 	<ul style="list-style-type: none"> • Plays within the rules • Displays leadership • Helps others • Displays competence and remains in control when officiating 	<ul style="list-style-type: none"> • Encourage others to actively participate in physical activity • Displays and encourages sportsmanship • All aspects of Criteria 1 & 2

Total Marks	
1. Serving	_____/3
2. Digging	_____/3
3. Setting	_____/3
4. Strategy	_____/3
5. Teamwork & Officiating	_____/3
Total:	_____/15

Skills Grade (Parts 1-4) & Physical Literacy Continuum Clustering											
E		D		C			B		A		
1	2	3	4	5	6	7	8	9	10	11	12
End of Year 6 – Cluster 4				End of Year 8 – Cluster 5				End of Year 10 – Cluster 6			
<p>Applies multiple tactics within a physical activity, e.g. shows they have a number of options in a situation to change the way they move</p> <p>Implements tactics which account for the strengths of self and others within a physical activity</p>				<p>Applies multiple tactics appropriately to achieve success within a range of physical activities</p> <p>Transfers tactics across physical activities</p>				<p>Transfers and adapts tactics according to purpose to participate successfully across a range of physical activities</p> <p>Evaluates tactics according to purpose to participate successfully across a range of physical activities</p>			
<p>Recognises similarities and differences between tactics used to achieve specific purposes in physical activities</p> <p>Creates a plan to succeed in physical activity which takes account of individual strengths</p>				<p>Compares tactics and how they can be used across multiple physical activities</p> <p>Creates a plan to succeed in physical activity which takes account of the abilities of self and others</p>				<p>Assesses the relationship between rules and tactics to create plans for achieving success in physical activities</p> <p>Reflects on and creates new plans that take account of a number of variables (e.g. own team's and opposition's strengths, the effectiveness of previous plans) to succeed in a range of physical activities</p>			

Physical Literacy Continuum Clustering (Part 5)		
1	2	3
<p>Consciously participates within the rules and etiquette of different physical activities</p> <p>Applies or modifies rules to ensure their own and others' safety</p> <p>Creates solutions to promote a safe environment</p>	<p>Assesses and adjusts the physical environment to ensure safety in physical activity for self and others</p>	<p>Plans and implements safe physical activity in a variety of environments for the enjoyment of others, e.g. coaching, peer mentoring and officiating</p>
<p>Uses appropriate strategies to negotiate conflict independently for positive outcomes</p> <p>Recognises that reflecting on and learning from conflict situations is an important part of the resolution process</p>	<p>Resolves personal conflict in a sensitive manner using appropriate strategies</p> <p>Reflects on conflict situations to devise plans to reduce conflict in the future</p>	<p>Evaluates actions taken to resolve conflict situations and modifies future strategies to reduce conflict</p> <p>Applies and evaluates strategies to prevent and resolve the conflicts of others, e.g. using active listening, mediation and negotiation</p>
<p>Takes initiative to encourage respect for others in physical activity</p>	<p>Selects and role models strategies that promote inclusion in physical activity</p> <p>Demonstrates actions that support the rights and feelings of others</p>	<p>Encourages and positively influences others to demonstrate respect and inclusive behaviours</p> <p>Advocates for the inclusion of others</p>
<p>Actively involves others in physical activity</p> <p>Participates and takes responsibility for own actions in a group</p> <p>Adopts roles where appropriate in physical activity, e.g. leader</p>	<p>Interacts confidently with others in physical activities</p> <p>Makes individual compromises based on the strengths of self and others to work effectively as a group</p> <p>Supports and encourages the enjoyable involvement of others</p> <p>Responds positively to the needs of others</p>	<p>Adopts a leadership role that positively influences physical activity behaviours, e.g. volunteering, coaching and mentoring</p>

Achievement of Outcomes in the Task:

5.4 Adapts, transfers and improvises movement skills and concepts to improve performance			
Not Evident	Working Towards	Achieved	Working Beyond
5.14 Confidently uses movement to satisfy personal needs and interests			
Not Evident	Working Towards	Achieved	Working Beyond
TM a6.1	Transfers and adapts tactics according to purpose to participate successfully across a range of physical activities		
Not Evident	Working Towards	Achieved	Working Beyond
TM a6.2	Evaluates tactics according to purpose to participate successfully across a range of physical activities		
Not Evident	Working Towards	Achieved	Working Beyond
TM b6.1	Assesses the relationship between rules and tactics to create plans for achieving success in physical activities		
Not Evident	Working Towards	Achieved	Working Beyond

TM b6.2	Reflects on and creates new plans that take account of a number of variables (e.g. own team's and opposition's strengths, the effectiveness of previous plans) to succeed in a range of physical activities		
Not Evident	Working Towards	Achieved	Working Beyond
PSA a6.1	Plans and implements safe physical activity in a variety of environments for the enjoyment of others, e.g. coaching, peer mentoring and officiating		
Not Evident	Working Towards	Achieved	Working Beyond
PSA b6.1	Evaluates actions taken to resolve conflict situations and modifies future strategies to reduce conflict		
Not Evident	Working Towards	Achieved	Working Beyond
PSA b6.2	Applies and evaluates strategies to prevent and resolve the conflicts of others, e.g. using active listening, mediation and negotiation		
Not Evident	Working Towards	Achieved	Working Beyond
PSA c6.1	Encourages and positively influences others to demonstrate respect and inclusive behaviours		
Not Evident	Working Towards	Achieved	Working Beyond
PSA c6.2	Advocates for the inclusion of others		
Not Evident	Working Towards	Achieved	Working Beyond
PSA d6.1	Adopts a leadership role that positively influences physical activity behaviours, e.g. volunteering, coaching and mentoring		
Not Evident	Working Towards	Achieved	Working Beyond

Comments:

Mark: ____ / 15 **Grade:** ____ **Signed:** _____ **Date:** _____

Tactical Movement Physical Literacy Continuum Cluster: _____

Personal & Social Attributes Physical Literacy Continuum Cluster: _____