THOMAS REDDALL HIGH SCHOOL - YEAR 8 PDHPE PRACTICAL ASSESSMENT TASK
Netball – Skills & Game play
Weighting: 10% (Marked out of 12)

Student Information

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

A student:

4.4 demonstrates and refines movement skills in a range of contexts and environments

4.5 combines the features and elements of movement composition to perform in a range of contexts and environments

4.14 engages successfully in a wide range of movement situations that displays an understanding of how and why people move

MC 5.1 Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)

MC 5.2 Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts

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

Students will be assessed for their ability in the following foundation and specialised netball skills:
- Shooting
- Passing
- Attacking Skills
- Defensive Skills

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 6.

What do I need to do the task? (Resources)
- Student information sheet
- Knowledge of the skills of netball
- Movement skill competence and confidence

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

Students will be assessed on their ability to:
- Successfully shoot the ball into the netball ring.
- Successfully complete chest, bounce and lob passes to a partner, using correct technique (students will not be penalised if their partner drops a perfect pass)

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 netball and will hopefully transfer such skills positively to other invasion/target games.

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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.

		Marking Criteria		
Skills	**0**	**1**	**2**	**3**
Shooting	No Effort	• Uses proper body mechanics • Focuses to aim • Meets ring	• Will shoot when they have an opportunity • Developing a longer range shot • Usually attempts rebounds • All aspects of Criteria 1	• Frequently successful from close range • Always follows shots for rebounds • All aspects of Criteria 1 & 2
Passing	No Effort	• Uses proper body mechanics • Accurate chest/bounce/shoulder pass to 3m • Uses proper follow-through	• Pass arrives accurately • Can pass to someone moving into space • Chooses correct pass variations • Developing longer range passes (shoulder & lob) • All aspects of Criteria 1	• Always passes into space • Follows pass to create extra options for team mate • Pass arrive with speed • All aspects of Criteria 1 & 2
Attacking Skills	No Effort	• Catches most passes • Passes to an open player • Not confused by transition caused by change of possession	• Always works towards open space • Can catch a pass on the move • Developing a speciality in a certain position • Gets into position quickly • All aspects of Criteria 1	• Able to evade opponent • Creates opportunities • Avoids attacking contact • Creates legal changeovers • All aspects of Criteria 1 & 2
Defensive Skills	No Effort	• Finds opponent on change of possession • Uses hands to block the path of the ball • Makes legal contact with the ball	• Always stays on opponent and applies pressure on court and when ball returns to play • Transitions well from defence to attack • All aspects of Criteria 1	• Will attempt rebounds • Creates legal changeovers • Avoids defensive contact and obstruction • All aspects of Criteria 1 & 2

Total Marks	
1. **Shooting**	_____ /3
2. **Passing**	_____ /3
3. **Attacking Skills**	_____ /3
4. **Defensive Skills**	_____ /3
Total:	_____ /12

Grade & Overall Physical Literacy Continuum Clustering											
E		**D**		**C**				**B**		**A**	
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
End of Year 4- Cluster 3				**End of Year 6 – Cluster 4**				**End of Year 8 – Cluster 5**			
Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled environments, e.g. balance (stability) to a roll (locomotor) to a jump (locomotor)				Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) Transitions smoothly from one skill to another in controlled physical activity contexts, e.g. transitions from receiving an object (e.g. catch) to propelling the object (e.g. throw) Applies movement skills to perform sequences in dynamic physical activity contexts				Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts Transfers similar movement skills and sequences appropriately across physical activity contexts			

Achievement of Outcomes in the Task:

4.4	demonstrates and refines movement skills in a range of contexts and environments		
Not Evident	Working Towards	Achieved	Working Beyond
4.5	combines the features and elements of movement composition to perform in a range of contexts and environments		
Not Evident	Working Towards	Achieved	Working Beyond
4.14	engages successfully in a wide range of movement situations that displays an understanding of how and why people move		
Not Evident	Working Towards	Achieved	Working Beyond
MC 5.1 Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)			
Not Evident	Working Towards	Achieved	Working Beyond
MC 5.2 Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts			
Not Evident	Working Towards	Achieved	Working Beyond

Comments:

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Mark: _____ / 12 Grade: _____ Signed: _____ Date: _____

Movement Competencies Physical Literacy Continuum Cluster: _____