 Peer assessment – Stage 4

Year 8 striking and fielding games: skills and strategies – overarm throw

Peer and self-assessment

Striking and fielding games

These are games that involve striking and fielding. The aim of striking and fielding games is twofold. One aim is for batters to place an object within boundaries where it cannot be fielded. The second aim is for fielders to return the object within the boundaries. Cricket, rounders and softball are all examples of striking and fielding games.

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
* PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement

All outcomes referred to in this unit come from [PDHPE K-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018

Skill domains

Self-management skills (S)

* Decision-making and problem-solving

Interpersonal skills (I)

* Communication
* Collaboration, inclusion and relationship building

Movement skills (M)

* Fundamental and specialised movement skills and concepts
* Tactical and creative movement

Key inquiry questions

* Movement skill and performance
  + How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?
  + How can I make decisions to adapt to changing circumstances in different movement contexts?

Physical literacy continuum markers (cluster 5)

* Movement competencies
  + Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)
* Tactical movement (thinking in action)
  + Implements tactics which account for the strengths of self and others within a physical activity

Components

Skill execution: Student throws the ball effectively (with efficient skill) using the appropriate level of force, accurate placement and control.

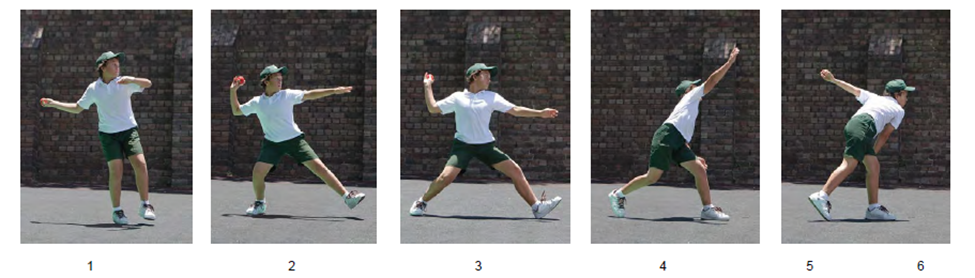
Decision making: Students make the appropriate throw for the situation, reflecting an understanding of player movements, rules of the activity and how to create space or advantage.

Task 1 – skill execution

Observe your partner performing the overarm throw or record yourself performing an overarm throw.

Reflect on your learning and your understanding of skill acquisition and performance by providing feedback on the observation sheet below.

Note – Feedback can be provided for yourself or a partner.



Note – Step 1, 2, 4 and 6 are introductory components.

1. Eyes focused on target area throughout the throw.
2. Stands side-on to target area.
3. Throwing arm moves in a downward and backward arc.
4. Steps towards target area with foot opposite throwing arm.
5. Hips then shoulders rotate forward.
6. Throwing arm follows through, down and across the body.

Number of skill components the student is proficient in for overall skill proficiency level.

| Level of proficiency | Number of skill components |
| --- | --- |
| Developing proficiency | 0-2 |
| Approaching proficiency | 3-5 |
| Proficient | 6 |

Checklist

| Criteria used to assess student | Skill component proficiency  Yes or No | Overall skill proficiency level   * Developing proficiency * Approaching proficiency * Proficient |
| --- | --- | --- |
| 1. Stands side on to target area |  |  |
| 1. Eyes focused on the ball throughout the strike |  |  |
| 1. Hands next to each other, bottom hand matches front foot |  |  |
| 1. Steps towards target areas with front foot |  |  |
| 1. Hips then shoulders rotate forwards |  |  |
| 1. Ball contact made on front foot with straight arms |  |  |
| 1. Follows through with bat around the body |  |  |

Feedback:

Task 2 – skill application

Observe your partner throwing during the 3-item throw activity.

Make a tally of the appropriate and inappropriate skill application made when selecting what to do with the ball during the game.

Components

Student throws the ball effectively (with efficient skill) using the appropriate level of force, accuracy and control:

* Selects the appropriate throw to reach the target e.g. underarm, overarm.
* Ball reaches target - uses the right amount of force, accuracy and control.

| I – Inappropriate | A – Appropriate |
| --- | --- |
| * Selection of what to do with the 3 items during the game is not appropriate for the situation, for example, throws all 3 items at once, throws directly to fielders. * Shot selection reflects limited understanding of player movements, rules of the game and how to create space or advantage. * Shot selection reflects inappropriate levels of force, low accuracy or inconsistent placement or control. | * Appropriately selects what to do with the 3 items during the game, for example, throws the 3 items into different spaces, selects to throw items in different order. * Shot selection reflects understanding of player movements, rules of the game and how to create space or advantage. * Shot selection reflects appropriate levels of force, accurate placement and control. |

Checklist – Skill application

| I – Inappropriate | A – Appropriate |
| --- | --- |
|  |  |

Positive feedback – Recognise your partner’s strengths in skill application and identifies modifications to improve upon.

Things to improve on – Recognise errors in skill application and identifies modifications to improve upon.

Task 3 – decision making

Observe your partner fielding during runners versus batters’ activity.

Make a tally of the appropriate and inappropriate decisions made when selecting what to do with the ball during the games (in fielding):

* Decide on appropriate throw selection (How? Why?)
* Decide throw and fielding position placement (Where? When? Why?)

Components

Decision making: Appropriately decides what to do with the ball/object (or projectile) during play:

* Decide shot selection (How? Why?)
* Decide shot placement (Where? When? Why?)

| I – Inappropriate | A – Appropriate |
| --- | --- |
| * Decision of what to do with the ball when fielding is not appropriate for the situation, for example, doesn’t throw the ball to the infield, doesn’t throw the ball to the closest field. * Throw selection reflects limited understanding of batting and fielding teams movements, rules of the game and how to create space or advantage. * Throw reflects inappropriate levels of force, low accuracy or inconsistent placement or control. | * Appropriately decides what to do with the ball when fielding, for example, quickly retrieves ball and throws it to the infield, throws the ball to the closest field. * Throw selection reflects understanding of batting and fielding teams movements, rules of the game and how to create space or advantage. * Throw reflects appropriate levels of force, accurate placement and control. |

Checklist – Decision making

| I – Inappropriate | A – Appropriate |
| --- | --- |
|  |  |

Positive feedback – Recognise your partner’s strengths in decision making and player movement and identifies modifications to improve upon.

Things to improve on - Recognise errors in decision making and player movement and identifies modifications to improve upon.

Year 8 striking and fielding performance assessment: skill application

Marking criteria (student peer assessment)

Components

Student throws the ball effectively (with efficient skill) using the appropriate level of force, accuracy and control:

* Selects the appropriate throw to reach the target, for example, underarm, overarm.
* Ball reaches target – uses the right amount of force, accuracy and control.

| I – Inappropriate | A – Appropriate |
| --- | --- |
| * Selection of what to do with the 3 items during the game is not appropriate for the situation, for example, throws all 3 items at once, throws directly to fielders. * Shot selection reflects limited understanding of player movements, rules of the game and how to create space or advantage. * Shot selection reflects inappropriate levels of force, low accuracy or inconsistent placement or control. | * Appropriately selects what to do with the 3 items during the game, for example, throws the 3 items into different spaces, selects to throw items in different order. * Shot selection reflects understanding of player movements, rules of the game and how to create space or advantage. * Shot selection reflects appropriate levels of force, accurate placement and control. |

| Criteria | Excellent  3 | Sound  2 | Need improving  1 |
| --- | --- | --- | --- |
| Selects the appropriate throw to reach the target, for example, underarm, overarm. | Your partner consistently selects the appropriate throw to reach the target. | Your partner mostly selects the appropriate throw to reach the target. | Your partner sometimes selects the appropriate throw to reach the target. |
| Ball reaches target - uses the right amount of force, accuracy and control. | The ball consistently reaches the target.  Your partner consistently uses the right amount of force, accuracy and control. | The ball mostly reaches the target.  Your partner mostly uses the right amount of force, accuracy and control. | The ball sometimes reaches the target.  Your partner sometimes uses the right amount of force, accuracy and control. |

Teacher marking criteria (Teacher assessment)

| Criteria | Outstanding  A | High  B | Sound  C | Basic  D | Needs improvement  E |
| --- | --- | --- | --- | --- | --- |
| Overall | Students demonstrate extensive knowledge and understanding of skill application in striking and fielding games. | Students demonstrate thorough knowledge and understanding of skill application in striking and fielding games | Students demonstrate sound knowledge and understanding of skill application in striking and fielding games. | Students demonstrate basic knowledge and understanding of skill application in striking and fielding games. | Students demonstrate elementary knowledge and understanding of skill application in striking and fielding games. |
| Performance analysis | Students show a very high level of ability to analyse their partners performance, identifying appropriate and inappropriate decisions within game play. | Students show a high level of ability to analyse their partners performance, identifying appropriate and inappropriate decisions within game play. | Students are able to analyse their partners performance, identifying appropriate and inappropriate decisions within game play. | Students show a limited ability to analyse their partners performance, identifying appropriate and/or inappropriate decisions within game play. | Students show elementary ability to analyse their partners performance, identifying appropriate and/or inappropriate decisions within game play. |
| Feedback | Students provide extensive partner feedback.  Feedback extensively recognises strengths and errors in performance.  Student identifies an extensive range of modifications to improve upon (if their partner needs them). | Students provide thorough partner feedback.  Feedback thoroughly recognises strengths and errors in performance.  Student identifies a thorough range of modifications to improve upon (if their partner needs them). | Students provide sound partner feedback.  Feedback soundly recognises strengths and errors in performance.  Student identifies a sound range of modifications to improve upon (if their partner needs them). | Students provide limited partner feedback.  Feedback basically recognises strengths and errors in performance.  Student identifies a basic range of modifications to improve upon (if their partner needs them). | Students provide elementary partner feedback.  Feedback elementarily recognises strengths and errors in performance.  Student identifies an elementary range of modifications to improve upon (if their partner needs them). |

Year 8 striking and fielding performance assessment: decision making

Marking criteria (student peer assessment)

Components

Decision making – appropriately decides what to do with the ball and object (or projectile) during play:

* Decide shot selection (How? Why?)
* Decide shot placement (Where? When? Why?)

| **I – Inappropriate** | **A – Appropriate** |
| --- | --- |
| * Decision of what to do with the ball when fielding is not appropriate for the situation, for example, doesn’t throw the ball to the infield, doesn’t throw the ball to the closest field. * Throw selection reflects limited understanding of batting and fielding teams movements, rules of the game and how to create space or advantage. * Throw reflects inappropriate levels of force, low accuracy or inconsistent placement or control. | * Appropriately decides what to do with the ball when fielding, for example, quickly retrieves ball and throws it to the infield, throws the ball to the closest field. * Throw selection reflects understanding of batting and fielding teams movements, rules of the game and how to create space or advantage. * Throw reflects appropriate levels of force, accurate placement and control. |

| Criteria | Excellent  3 | Sound  2 | Need improving  1 |
| --- | --- | --- | --- |
| Shot selection  (How? Why?) | Your partner consistently makes the appropriate shot selection during game play. | Your partner mostly makes the appropriate shot selection during game play. | Your partner sometimes makes the appropriate shot selection during game play. |
| Shot placement  (Where? When? Why?) | Your partner consistently throws the ball to the right place in field during game play. | Your partner mostly throws the ball to the right place in field during game play. | Your partner sometimes throws the ball to the right place in field during game play. |

Teacher marking criteria (teacher assessment)

| Criteria | Outstanding  A | High  B | Sound  C | Basic  D | Needs improvement  E |
| --- | --- | --- | --- | --- | --- |
| Overall | Students demonstrate extensive knowledge and understanding of decision-making in striking and fielding games. | Students demonstrate thorough knowledge and understanding of decision-making in striking and fielding games. | Students demonstrate sound knowledge and understanding of decision-making in striking and fielding games. | Students demonstrate basic knowledge and understanding of decision-making in striking and fielding games. | Students demonstrate elementary knowledge and understanding of decision-making in striking and fielding games. |
| Performance analysis | Students show a very high level of ability to analyse their partners performance, identifying appropriate and inappropriate skill application within game play. | Students show a high level of ability to analyse their partners performance, identifying appropriate and inappropriate skill application within game play. | Students are able to analyse their partners performance, identifying appropriate and inappropriate skill application within game play. | Students show a limited ability to analyse their partners performance, identifying appropriate and/or inappropriate skill application within game play. | Students show elementary ability to analyse their partners performance, identifying appropriate and/or inappropriate skill application within game play. |
| Feedback | Students provide extensive partner feedback.  Feedback extensively recognises strengths and errors in performance.  Student identifies an extensive range of modifications to improve upon (if their partner needs them). | Students provide thorough partner feedback.  Feedback thoroughly recognises strengths and errors in performance.  Student identifies a thorough range of modifications to improve upon (if their partner needs them). | Students provide sound partner feedback.  Feedback soundly recognises strengths and errors in performance.  Student identifies a sound range of modifications to improve upon (if their partner needs them). | Students provide limited partner feedback.  Feedback basically recognises strengths and errors in performance.  Student identifies a basic range of modifications to improve upon (if their partner needs them). | Students provide elementary partner feedback.  Feedback elementarily recognises strengths and errors in performance.  Student identifies an elementary range of modifications to improve upon (if their partner needs them). |