

Assessment Guidelines for Net/Wall Sports

Net/Wall Sports are those in which individual players, pairs, or teams alternate hits, striking a ball or other object with hand or racquet, into a defined court, and scoring points when an opponent fails to return the object legally.

Examples of **Net/Wall Sports** are:

Badminton

Pickle-Ball

Racquetball/Paddleball

Table Tennis

Tennis

Volleyball

Content – Net/Wall Sports

In order to participate successfully in the assessment activities in this category, students will need instruction in serving and controlling their hits so they may send the object strategically (in various ways with deception), without violating rules or boundaries, and in some sports like volleyball or pickle-ball, coordinate team offense and defense. Students also need to learn the most important rules, traditions, terminology, and etiquette of the game, clear expectations for appropriate personal, cooperative, and competitive behavior, and ways to help other players in the context of the game.

Assessment Tasks – Net/Wall Sports

For **Net/Wall Sports**, students play a complex game requiring skills, strategies, rules and conventions, and personal and social behavior appropriate for that specific game. The assessment tasks are games modified to allow all students an opportunity to show what they know and can do within the context of an authentic game, and to facilitate teacher observation and reliable scoring. Modifications are most often made to the length of playing time, the size of the team, and the allotted playing space. These changes minimally compromise the authenticity of the sport since adult recreational play often involves similar modifications. The assessment tasks for Net/Wall Sports are designed to allow assessment of one student, pair, or small group while other students remain active in the physical education class. Teachers are encouraged to organize classes in a tournament-type format, closely observing one game at a time, while keeping other student games in view. To keep the entire class active during assessment periods, students must be able to self-manage and self-referee small-sided games without direct intervention from the teacher.

Components – Net/Wall Sports

Assessment tasks for the **Net/Wall Sports** are scored on four components performed within the context of a game. Each component is essential to independent participation in an adult recreational level.

- **Application of Skills:** The standard of performance is a mature form of the sport-specific motor skills necessary to play the game within the standard rules at a level that would make participation in an authentic adult game enjoyable. It is not necessary to perform skills at the technically correct level one would expect of an elite performer or varsity player so long as the skills are legal and effective in the game.

- **Application of Strategies:** The standard of performance is a level of strategic or tactical play that incorporates the fundamental decisions and movements necessary to gain strategic advantage offensively and defensively for successful performance in the game described in each assessment task.
- **Application of Rules and Conventions:** The standard of performance is a level of knowledge enabling students to play by the rules specified for the assessment task, and to demonstrate knowledge of conventions, terminology, protocols, and etiquette specific to the activity that one would expect of a capable participant.
- **Personal/Social Responsibility and Safety:** The standard of performance is comprised of personal behavior (intensity of involvement or energy, fair play, honesty, and self-control); social behavior (respect, cooperation, complimenting/encouraging others, challenging themselves and others to high levels of performance); and safety (participating in a manner that is physically, socially, and emotionally safe for everyone) leading or contributing to an activity environment that is positive for all participants.

Rubric Scoring Levels

Each rubric has four levels.

4 Proficiency

The student applies the skill, knowledge and behavior sufficient to be an advanced performer and leader in an organized adult recreational league.

3 Competency

The student demonstrates the sufficient skill, knowledge and behavior to be comfortable participating in the activity and to be a contributing player in an organized adult recreational league.

2 Advanced Beginner

The student shows some skill and knowledge of the activity, but is not yet able to play an authentic game according to the rules, comfortably and independently (without the assistance of others) in an organized adult recreational league.

1 Beginner

The student attempts to participate, but necessary skills and knowledge of the game are not yet sufficient for effective play within the rules without the direction of others in an organized adult recreational setting.

Modifications to the Task or Rubrics

The assessments must be conducted as described and not changed to suit student or unique school circumstances. The tasks and rubrics included in the New York State Physical Education Profile are standardized to allow for consistent assessments both within school districts and among school districts in the State. In the event that a school

or district policy or logistical limitations make it impossible to conduct an assessment task as it is specifically described, the assessment cannot be used.

Role of the Teacher

Teachers must refrain from teaching during the assessment. Their role is to observe and assess. Once the activity begins, interventions for safety reasons are permissible if students do not immediately correct the situation themselves.

Safety

- Safety is the responsibility of the school district and the teacher.
- Assessments must follow district safety guidelines, policies, and procedures.
- It is possible that a task or rubric is contrary to district safety policies. In such cases, the assessment cannot be used.
- Use of facilities and equipment must follow district operational guidelines.
- Students need to be taught appropriate safety policies and procedures such as checking the equipment prior to using it, using equipment safely, and avoiding equipment-related accidents.
- Sufficient time for warm-up and cool-down needs to be included when planning for the assessment.

Note: The videos or photographs in the New York State Physical Education Profile CD-ROM may show students performing activities in ways that are contrary to district safety guidelines, policies or procedures. In such cases, district policies must be observed, and the assessment may still be used if the task and rubrics remain unchanged.