

# Assessing Games Performance & Understanding

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# Context

- Average of 40 students per class
- 2.5 hrs per week (Primary Schools) and 2 hrs a week (Secondary Schools)
- Each class is about 50min to 1hr
- In secondary school (13-16 year olds), each games unit covers about 16hrs
- National curriculum with learning outcomes

## **Implications:**

- Assessment has to be meaningful and sustainable for students and teachers
- Assessment information are used to motivate, trigger discussions, extend students thinking, check for understanding, identify misconception and gaps in understanding, modify learning tasks etc.
- Use of self, peer and teacher assessment

# Games rubrics developed by PE curriculum unit

## 3.2.4.1 Basketball (3 v 3, half-court)

<u>Territorial-Invasion</u> <b>Basketball</b>		Stages of Progression			
		<i>Beginning</i>	<i>Developing</i>	<i>Achieving</i>	<i>Exceeding</i>
<b>Offence</b>	<b>Off-the-ball Attack (Support)</b>	Move beyond personal space into the line of pass and be ready to receive a pass	Move <u>into open space towards the goal</u> to receive the ball	Dodge the defender to move into open space to create options, receive the ball <u>with proper footwork</u> to a ready position to shoot, pass or dribble [LO1, LO2, LO4]	Dodge away from defender <u>into a position to attack the goal</u> , and receive the ball with control
	<b>On-the-ball Attack (Dribble)</b>	Dribble the ball	Dribble when there is an <u>open lane towards the basket</u> [LO3]	<u>Dribble and shoot in a continuous action</u> when within range and ability, and <u>follow through to rebound</u> the ball [LO6]	Dribble <u>past defender</u> to attack the goal / advance the ball

# Examples of assessment tools

- TSAP/ GPAI
- Heat/ hit map
- Check list
- Video analysis of skills/ game play
- Online assignments/ discussions
- Use of thinking routine to understand students thinking and providing them a structure to analyse
- Exit ticket (checking for understanding, self-assessment)

### 3.2.6.3 Game Performance Assessment Instrument (GPAI)

(Adapted from Mitchell, Oslin & Griffin, 2006<sup>15</sup>)

Player: \_\_\_\_\_ Observer: \_\_\_\_\_

Date: \_\_\_\_\_ Game: \_\_\_\_\_

#### Components and Criteria

1. Decision making
  - a. Student attempts to pass to an open teammate.
  - b. Student attempts to shoot when appropriate.
  
2. Skill execution
  - a. Reception: Student is able to control the pass.
  - b. Pass: Ball reaches the intended target.
  - c. Dribble: Student controls ball, makes adjustments and moves into position.
  
3. Support
  - a. Student attempt to move into position to receive a pass from teammates (i.e., forward toward goal).

#### Instructions to students:

Observe your friend play for 10 minutes. For each component, mark with an 'X' in the appropriate boxes whether your friend displayed the required criteria.

GAPI Score Sheet

Decision-making	Appropriate	Inappropriate
	XX	X
Skill Execution	Efficient	Inefficient
	XXX	XX
Support	Appropriate	Inappropriate
	XX	XXX

### Hit Map for Badminton

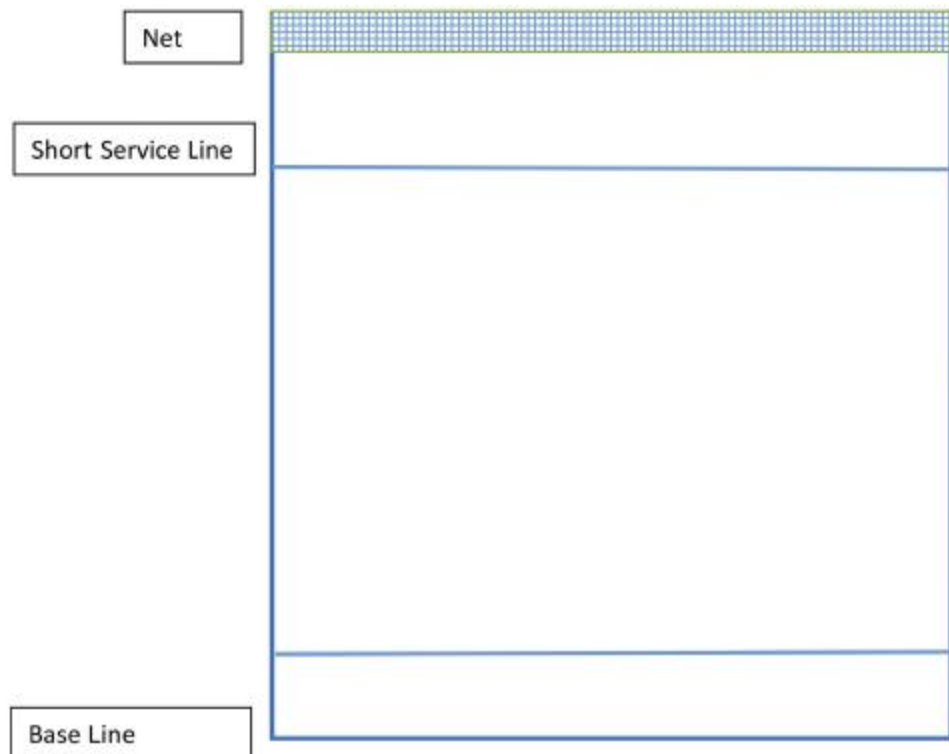
Player: \_\_\_\_\_

Opponent: \_\_\_\_\_

Observer: \_\_\_\_\_

Task:

- Watch your partner play a singles (half court) game for 10 minutes.
- Mark on the court below, a 'O' when your partner successfully returns the shot; and an 'X' when your partner fails to return the shot.



### Self-reflection (personal)

1. Write on the court the word 'BASE' on your Hit Map to show where you should be standing after returning every shot.
2. Look at the areas on your own side of the court where you managed to return the shuttles successfully. Is it a wide area? Are you satisfied with you results? Why and Why not?
3. Look at the areas you **did not** manage to return the shuttle. What can you do to improve?
4. Look at your opponent's Hit Map. State if you have hit the shuttle to:
 

a. Front of the court near the net	Yes / No
b. Left side of the court	Yes / No
c. Right side of the court	Yes / No
d. Back of the court	Yes / No
5. Look at your opponent's Hit Map. State if you have served the shuttle to:
 

a. Front of the court near the net	Yes / No
b. Left side of the court	Yes / No
c. Right side of the court	Yes / No
d. Back of the court	Yes / No
6. After looking at your opponent's Hit Map, what can you do to improve?
7. On a scale of 1 – 5 (1 being not confident, 5 being very confident), rate how well you can execute the following shots:

Type of Shots	Rating
Overhead Clears / Drive	
Underhand lifts	
Tumbling net shots	
Short Serves	
Long Serves	

### Basketball Peer Assessment – Dribbling Using Heat Map


Player: \_\_\_\_\_ Observer: \_\_\_\_\_

Date: \_\_\_\_\_

#### Instructions:

Observe your player play a game of Basketball for 10 minutes.

Mark 'o' when your player receives the ball on the court.

Mark  the travel path of the ball when your player dribbles on the court.

Mark 'x' when your player passes / shoot / loses the ball on the court.



At the end of the game, share your observation with your player.

Self-reflect on the following:

- Did you dribble towards the basket?
- Did you dribble past defenders?

Write an improvement goal for yourself on dribbling.

### Unit: Basketball

#### Peer-Assessment Form – Game Statistics Form

Name of Player: \_\_\_\_\_

Name of Observer: \_\_\_\_\_

Observe your assigned player for 5 minutes of game play. Place a tally (/// //) every time the player played the ball in the appropriate columns.

#### Received:

RB: Player received a ball that was deliberately passed to him

IB: Player intercepted a ball during play and gains possession of the ball

#### Played Ball:

PB: Passed the ball successfully

LB: Player lost possession of the ball, e.g., ball was intercepted

GA: Goal attempt (need not be successful)

	Tally	Total
Received Ball (RB)		
Intercepted Ball (IB)		
Played Ball (PB)		
Lost Ball (LB)		
Goal Attempt (GA)		
Volume of Play (add all the numbers up)		

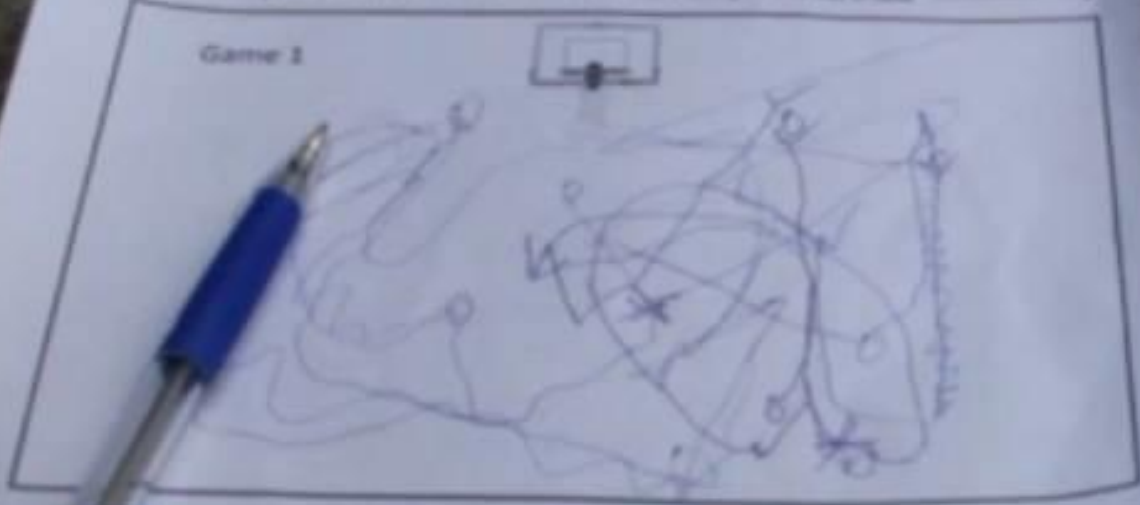
Show the person you observed this data. Together, write an improvement goal for the player.







Task 2: Mark a 1-5 when he/she has managed to pass the ball successfully to the teammate.  
Players moving with ball in hand → Players moving without ball in hand



Self-reflection on Game number 1:

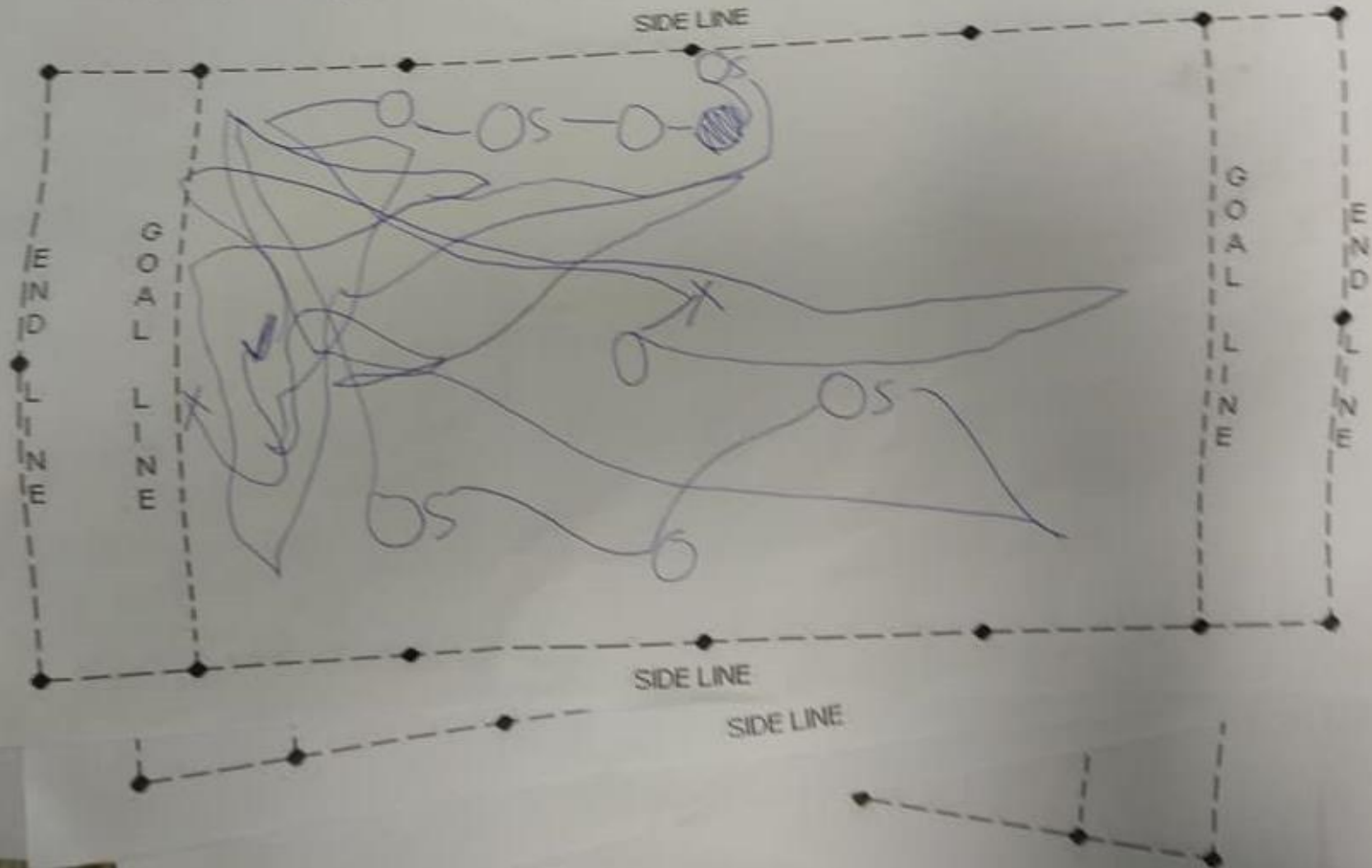
1. How do you think you did? Are you satisfied with the results? Why or why not?

Yes as I have made many successful passes.

2. You may have done well or not so well in the game but what can you do to make improvements?

I want to try to pass more often.

Task: (1) Watch your partner play a game of Ultimate Frisbee game for 30 minutes. | (2) Mark an "O" on the court below when your partner successfully receives a Frisbee pass, and then add an "S" beside the "O" to form "OS" if the partner successfully passes the Frisbee to a teammate. | (3) Mark a "X" on the court below when your partner tried to catch a Frisbee but dropped. | (4) Mark a "✓" on the court below when your partner successfully intercepts a Frisbee. | (5) Use a continuous stroke of the pen to indicate movement of your partner.



## IMPLEMENTING BLENDED LEARNING



### STEP 2 - 2V1 GAME + USE OF PADLET ON IPAD

Physical Lesson on 2v1 game + Use of Padlet on iPad

Students take turns to play and video-record one another

Through reviewing their own game play, apply See-Think-Wonder to;

- Identify problem in the game scenario video (**Think**)
- Generate questions to find solutions by making reference to the Question Guide (**Wonder**)



## IMPLEMENTING BLENDED LEARNING



### STUDENTS' RESPONSES - 'SEE-THINK-WONDER' ON PADLET

Kristen Yap (36)  
In Video 2:

I see:  
- The defender cannot catch the ball.  
- The 2 attackers did well in keeping the ball to themselves and not let the defender catch it.

I think:  
-The defender tried really hard to get the ball but didn't get it in the end.  
-The defender did not know where to catch the ball as the on-the-ball attacker pointed to the off-the-ball attacker the opposite direction.

I wonder:  
-How can I catch the ball without it bouncing off somewhere else?  
-How should I let the off-the-ball attacker know where I am throwing the ball to?

Hunter(15) Hüfiter  
I can see👁️:

1) myself trying to move away from the off-the-ball defender 😊  
2) the off-the-ball defender trying to block me.👉👈  
3) the on-the-ball attacker trying to make a new line.👉👈

I think👉👈:

1) I could have moved to more space to create a new line👉👈  
2) The on-the-ball attacker could have thrown more accurately👉👈

I wonder👉👈:

1) if I could have moved to a new space and **called for the ball** 😊👉  
2) if I could have moved faster👉.  
3) if the off-the-ball defender could have used more time to keep their eyes 👁️ on me.

I hope you enjoy this post 🙏  
👉(^ω^)\*  
From: Hüfiter 🙏

Ling Chun Xi  
In video one  
See:  
- I see that the defender can only catch the ball twice.  
- I see that I can pass to my partner most of the time without the ball being snatch away.  
- I see that many times that when my partner passes me the ball, I cannot catch it properly and I will drop the ball.  
- I see that When I drop the ball, I am able to run fast and take the ball before it is take away by the defender.

Think:  
- I think I can catch the ball accurately next time.  
- I think I can pass the ball to my partner without the defender catching it at all.

Wonder:  
- I wonder what do I do to not let the defender get the ball when I pass it to my partner.  
- I wonder how do I not let the defender get the ball when I pass it to my partner.  
- When do I throw the ball to my partner and not let the defender get the ball when I pass it to my partner.  
- When do I call for the ball from my partner and not let the defender get the ball.  
- Which is the best place to move to so that to not let the defender get the ball.

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*“when done well, assessment can provide students with a greater ownership in their learning and promote the joy of learning through increasing students’ motivation to learn.”*

*(Ministry of Education, 2019, p. 3)*