

**Task:** Students will play a regulation doubles game for 7-10 minutes. Games will be self-officiated with opponents selected by the teacher. Students will be assessed on their ability to apply skills, strategies, rules and conventions, and to participate safely demonstrating appropriate personal and social behavior. Students will be given an opportunity to warm up prior to the assessment.

### **Application of Skills**

4. Students apply effective skills (e.g., legal serve, lob, drop shot, forehand and backhand volley, drive, slam) with few, if any, observable errors in technique.
3. Students apply effective skills with errors in technique.
2. Students perform skills showing some elements of correct technique, but application is ineffective and inconsistent.
1. Students attempt skills but technique is not yet sufficient, resulting in consistently ineffective performance.

### **Application of Strategies**

4. Students consistently apply effective offensive strategy (e.g. varying shot selection and placement in order to move opponent) and defensive strategy (e.g., returning to appropriate court position) without hesitation.
3. Students use variation in shot selection and placement, but seem hesitant or indecisive. Students may be inconsistent returning to appropriate court position.
2. Students use some skills appropriately, but show little evidence of variation in shot placement and defensive positioning. Students need reminders and assistance from teammate to become involved in team strategy.
1. Students confine focus to sending and receiving the ball. Movements are inconsistent with basic strategic play.

### **Application of Rules and Conventions**

4. Students apply rules, conventions of play, and terminology without hesitation or observable errors. Students announce the score correctly before serving.
3. Students apply major rules, conventions of play, and terminology correctly, but make minor errors and/or seek confirmation from others. Students announce the score correctly before serving.
2. Students demonstrate a general understanding of the game, but need assistance from others to correctly apply rules, conventions, terminology and/or scoring.
1. Students consistently demonstrate incorrect application of rules, conventions, terminology and/or scoring. Students rely on direction from others to play correctly.

### **Personal/Social Responsibility and Safety**

4. Students demonstrate fair play and appropriate competitive behavior (e.g., cooperating with other players, demonstrating leadership making correct calls, preventing/resolving conflicts, complimenting/encouraging others). Students participate energetically and safely, demonstrating self-control and respect for the positive and safe experience of others. Students appropriately challenge themselves and others to high levels of performance.
3. Students participate energetically and safely, demonstrating self-control, fair play, and respect for others.
2. Students participate safely, demonstrating self-control, fair play, and respect for others, but are inconsistent in energy.
1. Students lack self-control at times and/or need reminders and encouragement from others to participate in a safe, fair, energetic and/or respectful manner.