

SKILL EFFECTIVENESS

Performance Standard 19A.I

Demonstrate mechanically correct movements during activities, games, or sports accordingly:

- *Knowledge*: Know the mechanically correct execution of a selected skill.
- *Performance*: Demonstrate mechanically correct movement of a selected skill performed within the context of a game.

Procedures

1. *In order to demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities (19A)*, students should experience sufficient learning opportunities to develop the following:
 - Demonstrate mechanically correct movement during activities, games, or sports.

Note: Provide students with the opportunity to practice, develop and refine a variety of sport skills within the context of different games or sports.

2. Select a minimum of three skills to be assessed in one of the following categories:
 - o individual/dual sport
 - o team sport
 - o creative activity
 - o leisure activity
3. Each skill should be assessed within the context of the selected sport or activity.
4. Observe each student's individual skill using the Skill Effectiveness Rating Scale.
5. Skill demonstrations should be observed at least 3 times before a final evaluation is made.
6. Evaluate each student's performance using the "Skill Effectiveness Evaluation" Rubric as follows:
 - *Knowledge*: The knowledge dimension was demonstrated in the performance.
 - *Performance*: Demonstrated mechanically correct movements during activities, games, or sports.

Note: Students should not be assessed until they have reached Stage 4, as defined by Rink. Each evaluation should be the typical performance of the student, which is not necessarily the best performance.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- Two to three class periods

Resources

- Any skill, from a variety of sports, can be selected for this evaluation. Therefore, the resources include only the equipment and facilities found in the curriculum offered. If additional resources are needed to determine the mechanically correct form and the teaching cues for that form, refer to the following:
 - o Steps To Success, any of the sport specific texts published by Human Kinetics (Champaign, IL)
 - o Teaching Cues for Sport Skills, Hilda Fronske, published by Allyn and Bacon (Boston)
 - o Teaching Physical Education for Learning, Judy Rink, published by Mosby (St. Louis)
- Skill Effectiveness Rubric

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(One rubric is needed for each of the three skills assessed. Totals are based on the sum of all 3 rubrics.)

NAME _____ DATE _____

- Exceeds = no lower than a 2 on any dimension of any skill, and has an overall score of 33 - 36
- Meets = no lower than a 2 on any dimension of any skill, and has an overall score of 25 - 32
- Approaches = overall score of 18 - 24
- Begins = overall score of 1 - 17

Within the context of one sport or physical activity, students will demonstrate a minimum of 3 skills (e.g., in basketball, they may shoot, dribble, pass, play defense, rebound; in volleyball, they may serve, bump, set, spike, dink). The teacher evaluates the effectiveness of each skill using the following rating scale.

	Base Position	Skill Execution	Skill Result	Follow-Through
3	<ul style="list-style-type: none"> • Student begins skill in appropriate ready position. • Weight is centered. • Arms and legs are in position to execute the skill. 	<ul style="list-style-type: none"> • Student executes the skill with appropriate technique for use in the particular game situation. 	<ul style="list-style-type: none"> • The student selects the best choice of skill. • The result was powerful. • The result was accurate. 	<ul style="list-style-type: none"> • The student uses a mechanically correct follow-through. • The student moves quickly to the next position.
2	<ul style="list-style-type: none"> • Student gets to set position prior to skill execution. • Weight is not balanced • Weight is not sufficiently low or centered. 	<ul style="list-style-type: none"> • Student executes the skill, but uses technique that is not correct. 	<ul style="list-style-type: none"> • The outcome of the skill was effective. • Was not the best choice of skill for context. • 	<ul style="list-style-type: none"> • The student uses a mechanically effective follow-through. • Does not immediately move to the next position.
1	<ul style="list-style-type: none"> • Student is still moving while executing skill. • Does not start the skill from the ready position. • Body is not set. 	<ul style="list-style-type: none"> • Student makes and attempt at skill. • Does not keep eyes on the ball. • Does not track the object. 	<ul style="list-style-type: none"> • The outcome of the skill in ineffective. • The outcome lacked power. • The outcome lacked accuracy. • The technique of skill was incorrect for context. 	<ul style="list-style-type: none"> • The student does not continue with the form necessary for effective follow-through. • Student does not move to next position.
Score				