

**Teaching Games for Understanding – Batting/Fielding**

\*Use when assessing skills and tactics during batting/fielding games (TGFU). Examine the “process” of these tasks rather than product.

NAME	TASK				
	Accuracy	Make Hitting the Ball Difficult	Avoid Getting Out	Score Runs	Stop Scoring Runs

**KEY (Criteria on next page)**

1	2	3
Seldom Evident	Emerging	Mastery

## **Skill Criteria for Batting/Fielding Games (Physical Domain)**

### **Criteria for Mastery**

1. Accuracy
  - Hit ball between fielders
  - Good height and force of ball
  - Placement of hitting
2. Makes Hitting the ball Difficult
  - Pitches
  - Spin on the ball
3. Avoid getting out
  - Hit away from “base”
  - Protect strike zone
  - Hit ball over fielders
  - Hit ball on the ground
  - Hit behind a runner
  - Run quickly
  - Decide when to run
4. Score runs
  - Steal bases (if allowed)
  - Advance base runner
  - Tagging up
  - Draw a throw
5. Stop scoring runs
  - Fielding fly balls and grounders
  - Accurate throws to cutoff person and/or base
  - Relay throws
  - Rundowns
  - Create force out
  - Distance to base to prevent run scoring
  - Positioning to cover space
  - Base coverage
  - Back-ups
  - Communication

## **Cognitive Assessment – Batting/Fielding Games**

**Name of Game:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

- 1. What are three skills you needed to compete in this game? What skills did you struggle with? How did you improve as you played the game?**
  
- 2. Describe a tactic you used when playing offence to make it challenging for your opponent. Describe a tactic you used when playing defense to make it challenging for your opponent.**
  
- 3. What are two traditional sports that would use similar skills or tactics that this game used?**
  
- 4. What materials do you need to play this game? What rules are important to keep this game safe and fair? Is there anything you would change about this game?**

## Teaching Games for Understanding – Net and Wall Games

\*Use when assessing skills and tactics during net and wall games (TGFU). Examine the “process” of these tasks rather than product.

NAME	TASK				
	Consistency	Setting up for an Attack	Defend Space	Win the Point	Defending Against Attack

### KEY (Criteria on next page)

1	2	3
Seldom Evident	Emerging	Mastery

## **Skill Criteria for Net and Wall Games (Physical Domain)**

### **Criteria for Mastery**

1. Consistency
  - Positioning
  - Footwork
  - Accuracy
  - Skill Mechanics
2. Setting up for attack (offensive)
  - Shot placement to create space
  - Corners
  - Sides
  - Front/Back
  - Communication (doubles/team)
3. Defend Space
  - Recovery position
  - Formations (doubles/team)
  - Shot Selection
4. Win the point
  - Spin
  - Force
  - Location
  - At open space
  - At person
  - Body Fakes
  - Serves
  - Attacking Shots
5. Defending against attack
  - Shot return
  - Block
  - Dig
  - Close to net
  - Formations
  - Cover

## Cognitive Assessment – Net and Wall Games

Name of Game: \_\_\_\_\_

Student Name: \_\_\_\_\_

- 1. What are three skills you needed to compete in this game? What skills did you struggle with? How did you improve as you played the game?**
  
- 2. Describe a tactic you used when playing offence to make it challenging for your opponent. Describe a tactic you used when playing defense to make it challenging for your opponent.**
  
- 3. What are two traditional sports that would use similar skills or tactics that this game used?**
  
- 4. What materials do you need to play this game? What rules are important to keep this game safe and fair? Is there anything you would change about this game?**

**Teaching Games for Understanding – Target Games**

\*Use when assessing skills and tactics during target games (TGFU). Examine the “process” of these tasks rather than product.

NAME	TASK				
	Close proximity to target	Avoiding Obstacles	Creating a Dynamic Reaction	Preventing Scoring	Getting Last Shot

**KEY (Criteria on next page)**

1	2	3
Seldom Evident	Emerging	Mastery

## **Skill Criteria for Target Games (Physical Domain)**

### **Criteria for Mastery**

1. Close Proximity to Target
  - Demonstrates aim and accuracy
  - Placement
2. Avoids Obstacles
  - Spins
  - Turns
  - Pivots
  - Uses obstacles to advantage
3. Creates dynamic Reaction
  - Placement of Contact
4. Prevents Scoring
  - Defends space with guards and takeouts
5. Getting Last Shot
  - Uses strategy to get last shot (win or blank an end or round)



## **Cognitive Assessment – Target Games**

**Name of Game:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

- 1. What are three skills you needed to compete in this game? What skills did you struggle with? How did you improve as you played the game?**
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- 2. Describe a tactic you used when playing offence to make it challenging for your opponent. Describe a tactic you used when playing defense to make it challenging for your opponent.**
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- 3. What are two traditional sports that would use similar skills or tactics that this game used?**
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- 4. What materials do you need to play this game? What rules are important to keep this game safe and fair? Is there anything you would change about this game?**

## Teaching Games for Understanding – Invasion Games

\*Use when assessing skills and tactics during invasion games (TGFU). Examine the “process” of these tasks rather than product.

NAME	TASK				
	Maintain Possession	Regain Possession	Defend Space	Attack the Goal	Set Plays and Strategies

**KEY (Criteria on next page)**

1	2	3
Seldom Evident	Emerging	Mastery

## **Skill Criteria for Invasion Games (Physical Domain)**

### **Criteria for Mastery**

1. Maintain Possession
  - Short Passes
  - Communication
  - Support Ball Carrier
  - Retaining Skills
2. Regain Possession
  - Anticipation
  - Positioning
  - Tackling
  - Movement
3. Create Space
  - Give & Go
  - Width
  - Depth
  - Placing ball in open space
  - Overlapping runs
4. Defend Space
  - Marking
  - Zone Defense
  - Clear ball/puck
  - Shooting placement/accuracy
  - Outlet passing
5. Attack the goal
  - Target player
  - Rebounds
  - Eliminate defender field of view
6. Defend the Goal
  - Goaltending
  - Covering area around the goal
  - Positioning
7. Set plays/strategies
  - Team communication

## Cognitive Assessment – Invasion Games

Name of Game: \_\_\_\_\_

Student Name: \_\_\_\_\_

- 1. What are three skills you needed to compete in this game? What skills did you struggle with? How did you improve as you played the game?**
- 2. Describe a tactic you used when playing offence to make it challenging for your opponent. Describe a tactic you used when playing defense to make it challenging for your opponent.**
- 3. What are two traditional sports that would use similar skills or tactics that this game used?**
- 4. What materials do you need to play this game? What rules are important to keep this game safe and fair? Is there anything you would change about this game?**