

THOMAS REDDALL HIGH SCHOOL - YEAR 9 PDHPE PRACTICAL ASSESSMENT TASK

Cricket – Skills

Weighting: 10% (Marked out of 15)

Student Information

What am I trying to achieve? (Syllabus Outcomes & Literacy Continuum Markers)

A student:

- 5.4** Adapts, transfers and improvises movement skills and concepts to improve performance
- 5.14** Confidently uses movement to satisfy personal needs and interests
- MC6.1** Applies and refines movement skills in a range of increasingly complex dynamic physical activity contexts, e.g. at different speeds or within reduced play space
- MC6.2** Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity context

What do I have to do? (Description of Task)

Students will be assessed for their ability in the following foundation and specialised cricket skills:

- Batting
- Bowling
- Wicket-Keeping
- Catching/Fielding
- Throwing

Students will have the opportunity to practice and refine these skills in a range of teaching and learning activities, including modified games.

This assessment will be conducted by the teacher throughout the unit and will conclude at the end of lesson 6.

What do I need to do the task? (Resources)

- Student information sheet
- Knowledge of the skills of cricket
- Movement skill competence and confidence

How will I be assessed? (Criteria for assessing performance)

Students will be assessed on their ability to:

- Display knowledge and understanding of the skills required to play cricket
- Perform movement skills in a variety of challenging contexts.

How will I know how well I've done? (Feedback)

Students will receive written feedback from the teacher on the marking criteria sheet.

How will this help me in future learning in PDHPE? (Future Directions)

- Students will be better able to perform skills in cricket and will hopefully transfer such skills positively to other striking/fielding games.

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Marking Guideline

Name: _____

Class: _____

The teacher is to highlight/circle the criteria box which corresponds with the student's ability level. Each criteria box highlighted/circled represents 0/1/2/3 marks towards the assessment total out of 15. To accomplish the skill, it would be expected that students meet the skill process requirement regularly. In some cases the students might meet process requirements across two criteria levels, if this is the case, the teacher is to exercise their professional judgement to determine what criteria level has been adequately satisfied.

Skills	Marking Criteria			
	0	1	2	3
Batting	No Effort	- Can strike a stationary ball - Assumes correct stance when batting - Assumes correct grip when batting	- Can strike a moving ball - Keeps head over the ball when batting - Can play shots on the on-side - Follows through with shot - All aspects of Criteria 1	- Can play shots all around the wicket - Times the ball accurately - Looks to play shots away from the fielders - All aspects of Criteria 1 & 2
Bowling	No Effort	- Grips ball correctly - Displays proper body mechanics – bowls not throws the ball	- Pitches the ball up (one bounce before the batter) - Bowls accurately (on the pitch) - Runs in to bowl - All aspects of Criteria 1	- Bowls consistently on the line of off-stump - Bowls with speed - All aspects of Criteria 1 & 2
Wicket Keeping	No Effort	- Has proper body mechanics - Lines up to catch ball - Adopts the crouch position	- Can move to the off side to catch the ball - Catches the ball on most occasions - All aspects of Criteria 1	- Always catches the ball - Can effect a stumping - Moves to the either side of the stumps to retrieve the ball - Runs to catch a ball away from the stumps - All aspects of Criteria 1 & 2
Catching/fielding	No Effort	- Moves towards the oncoming ball - Keeps eye on the ball - Has proper body mechanics	- Catches the ball on most occasions - Can catch the ball using the elbows in technique - Can catch with both hands - Can stop a grounded ball - All aspects of Criteria 1	- Can catch the ball using the elbows out technique - Can catch one or both hands - Moves to catch a fielded ball both in front or behind them - All aspects of Criteria 1 & 2
Throwing	No Effort	- Grips ball correctly - Displays proper body mechanics	- Transfers weight correctly when throwing - Can throw with a reasonable degree of accuracy to a target - Can throw longer then 12m - All aspects of Criteria 1	- Always reaches target on the full or on the bounce - Can throw longer than 25m - All aspects of Criteria 1 and 2

Total Marks	
1. Batting	_____/3
2. Bowling	_____/3
3. Wicket-Keeping	_____/3
4. Catching/Fielding	_____/3
5. Throwing	_____/3
Total:	_____/15

Skills Grade & Overall Physical Literacy Continuum Clustering														
E			D			C			B			A		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
End of Year 6 – Cluster 4					End of Year 8 – Cluster 5					End of Year 10 – Cluster 6				
Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) Transitions smoothly from one skill to another in controlled physical activity contexts, e.g. transitions from receiving an object (e.g. catch) to propelling the object (e.g. throw) Applies movement skills to perform sequences in dynamic physical activity contexts					Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts Transfers similar movement skills and sequences appropriately across physical activity contexts					Applies and refines movement skills in a range of increasingly complex dynamic physical activity contexts, e.g. at different speeds or within reduced play space Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity contexts				

Achievement of Outcomes / Physical Literacy Continuum Markers in the Task:

5.4 Adapts, transfers and improvises movement skills and concepts to improve performance			
Not Evident	Working Towards	Achieved	Working Beyond
5.14 Confidently uses movement to satisfy personal needs and interests			
Not Evident	Working Towards	Achieved	Working Beyond
MC6.1 Applies and refines movement skills in a range of increasingly complex dynamic physical activity contexts, e.g. at different speeds or within reduced play space			
Not Evident	Working Towards	Achieved	Working Beyond
MC6.2 Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity context			
Not Evident	Working Towards	Achieved	Working Beyond

Comments:

Mark: ____ / 15 Grade: ____ Signed: _____ Date: _____

Movement Competencies Physical Literacy Continuum Cluster: _____