PHYSICAL EDUCATION

PERFORMANCE ASSESSMENT SUPPORT MATERIAL

VOLLEYBALL

IMPORTANT INFORMATION

Assessment of practical student performance in Physical Education

Authentic assessment must include tasks that are worthwhile, significant and meaningful, as well as involve the ongoing process of recording, monitoring and reflection to assist learning, monitor learning, set learning goals and help identify further practice opportunities in order for these to be achieved. Final assessment at the end of a teaching unit on the selected activity may be completed through monitoring of progress together with formalised assessment tasks.

When assessing students' performance in a practical context, a teacher should refer to observation points for individual and game skills in the selected activity.

Assessment of **individual skills**

Observation points for a skill must be taken into account holistically rather than by focussing on a detailed anatomy of its parts before deciding on a mark. It is essential that when assessing individual skills, observations reflect the quality of a student's movement when performing. The teacher must take into account four elements in the demonstration of a skill: consistency; precision; fluency; and control.

Final assessment of the skill performance and level of attainment will be guided by the achievement standards for the appropriate year level as set out by the School Curriculum and Standards Authority.

Breaking of sport specific rules

When students are taught and given opportunities to practise and use various skills in a competitive scenario, the teacher should indicate to the student if a rule is consistently broken while performing the skill, e.g. double hitting when setting. If, at the time of assessment, a student consistently breaks the rules of the sport, but who otherwise performs at a particular standard, should have one mark deducted for each rule that is consistently broken.

Assessment of **game/competition skills**

Tactical situations or problems appropriate to the year group should be identified before assessment of students' performance. This may include defence or offence skills depending on the activity being assessed. Game pressure, pace, skill and intensity of opponent and teammates, playing area, environmental conditions etc. may affect performance and should be taken into account when assessing game/competition skills.

The teacher must take into consideration that contact, or possession, which provide the opportunity for individual skill assessment accounts for only a small percentage of game time. Most game time is spent in movement and performance of tactical/strategic skills 'off the ball'.

Assessment should typically take into account the totality of game play, including the dynamic and changing situations associated with game play, by considering tactical products and processes which form part of the total composition of game/competition performance.

The range of marks or assessment scale will be determined by the teacher but must reflect expected achievement standards for that year group.

Individual skills – marks allocation	
A mark is allocated to the level of performance demonstrated consistently for each skill across a variety of practice drills and scenarios.	
6	Observation points across all phases of a skill are demonstrated over a number of attempts. Performance is fluent and control of the body and/or the ball is maintained throughout the execution of the skill.
5	Performance consistently reflects the majority of the observation points of a skill and is performed with some fluency. Control of the body and/or the ball is maintained.
4	Performance is mostly efficient with the ability to correct some errors during execution of a skill. The body and/or the ball are controlled during the majority of the performance.
3	Performance is somewhat effective while demonstrating most observation points, occasionally performing each skill with some fluency and control. Overall reflects an adequate skill level.
2	Achieves some success when performing a skill but commits a number of errors with respect to execution and control. Sometimes reflects an adequate skill level.
1	Performs with significant errors and minimal control. Rarely demonstrates an adequate skill level.
0	Minimum skill level is not demonstrated

Individual skills

Overhead float serve
Jump serve
Combined jump-float serve
Forearm pass: free ball
Forearm pass: serve reception
Forearm pass: spike reception
Front set
Spike
Block
Back set

Overhead float serve

Preparation
- Server stands behind the baseline
- Straight arms point towards target with hitting hand behind the ball
- Weight on the back foot ready to be transferred onto front foot upon contact
- Step is towards the target with the opposite foot
- Hitting arm is drawn straight back behind the head with elbow flexion

Execution
- The ball is tossed up with the opposite hand in line with the serving hand, little spin and less than 1m high
- Opposite foot forward when contact is made with the ball
- Contact with the ball is with an open hand, above the head in line with the serving arm

Completion
- Weight is transferred forward onto the court and move into a defensive position
- Arm follows through in the direction of the target; thumb brushing quadriceps on the same side as serving arm
- Ball has a flat trajectory and no spin (floating)
- Ball clears the net no higher than the top of the antennae

Outcome
- Ball follows appropriate trajectory
- Ball hits intended target

Jump serve

Preparation
- Position behind the baseline at appropriate distance to allow approach routine
- Ball is tossed above the head with one or two hands in line with the serving hand
- Approach routine begins, including full jump with take-off from two feet (as per the spike approach)
- Hitting arm is drawn straight back behind the head with elbow flexion

Execution
- Ball is contacted with an open hand, above the head in line with the serving arm
- Wrist snaps to impart top spin

Completion
- Weight is transferred forward onto court and move is into a defensive position
- Arm follows through in the direction of the target with thumb brushing quadriceps on the same side as serving arm

Outcome
- Ball has top spin and dips as it crosses the net
- Ball lands in last metre and a half of court

Combined jump-float serve

Preparation
- Position behind the baseline at appropriate distance to allow approach routine
- Approach routine begins, including full jump with take-off from two feet (as per the spike approach)
- The ball is tossed in front of the hitting shoulder and no higher than the antennae

Execution
- Hitting arm is drawn straight back behind the head with elbow flexion
- Ball is contacted with an open hand

Completion
- Weight is transferred forward onto the court and move is into a defensive position
- Arm follows through in the direction of the target; thumb brushing quadriceps on the same side as serving arm

Outcome
- Ball has a flat trajectory and no spin (floating)
- Ball clears the net no higher than top of the antennae

Forearm pass: free ball

Preparation
- Move is to get the ball in line with the midline of the body and to face the target
- Balanced position with weight on the balls of the feet and outside foot forward
- Shoulders directed towards the target with arms forming a stable triangle
- As ball approaches, position is lowered with greater knee bend

Execution
- Arms should be straight and in the midline with a flat platform
- Body weight is moving up and forward as is all of body movement
- Body goes from a low position to a high position in a forward flowing movement
- All contact is on the forearm (above 'watch strap') with elbows fully extended

Completion
- Arms follow-through no higher than parallel to the court
- Ball travels on a parabola between the contact point and the setter

Outcome
- Ball lands in the area of the setter that gives them the opportunity to execute a set to a spiker

Forearm pass: serve reception

Preparation
- Move is to get the ball in line with the midline of the body and to face the target or execute lateral pass if receiving a jump serve
- Balanced position with weight on the balls of the feet and outside foot forward
- Shoulders are directed towards the target with arms forming a stable triangle
- As ball approaches position is lowered with greater knee bend

Execution
- Arms should be straight with a flat platform
- Body weight is moving up and forward as is all of body movement
- Body goes from a low position to a high position in a forward flowing movement
- All contact is on forearm (above 'watch strap') with elbows fully extended. Note: Jump serve is received with very little arm movement to cushion the ball on impact

Completion
- Arms follow through no higher than parallel to the court
- Ball travels on a parabola between the contact point and the setter

- Movement is into the team-attack position

Outcome
- Ball lands in the area of the setter that gives them the opportunity to execute a set to a spiker
- Approach shot: dynamic movement toward the target

Forearm pass: spike reception

Preparation
- A balanced ready position is assumed to receive a spike with a wide and low stance
- Arms are relaxed
- Weight moves onto the balls of the feet with shoulders forward in readiness to move into position

Execution
- Contact is such that the arms almost 'give' on contact to take power out of the ball
- Contact is on forearms with elbows extended
- Arms 'break' at the elbows in the 'J' shape to control the impact of the ball

Completion
- Ball is controlled on own-side of the court to form an attack
- Ball is kept high, in the middle of the court and towards the attack line

Outcome
- Ball lands in the area of the setter that gives them the opportunity to execute a set to a spiker
- Subsequent movement is into the team-attack position

Front set

Preparation
- Body is balanced with foot closest to the net slightly in front
- Knees and hips are flexed
- Hands are positioned slightly in front and above the head, forming a triangle
- Elbows are at 90° with thumbs pointing to the floor

Execution
- Hips and shoulders are facing the target
- Base is stable and knees flex on contact
- Ball is cushioned with all fingers and thumbs of both hands
- Elbows flex upon contact followed by extension to 180° leading to release

Completion
- Arms point in direction of the target as are the thumbs and forefingers
- Ball is released into a parabolic flight with no spin
- Next movement is into defensive position
- Player balanced and ready for reception
- Player controls the ball on impact

Outcome
- Ball follows appropriate trajectory
- Ball hits intended target

Spike

Preparation
- Spike approach begins on or behind the attack line
- Spike approach footwork is R – L – together (opposite for left-hander)
- Knee bend is deep with arms swinging back parallel to the court
- Two-foot take-off is vertical and controlled
- Arms swing forwards and upwards to get maximum height in the jump
- Arms assume 'bow and arrow' position with hitting arm pulled back behind the body in a 'bow' position and non-hitting arm pointing to the ball

Execution
- Lead is with elbow first, then high contact with open hand on the ball, snapping the wrist on contact
- Contact is made at maximum height approximately 50cm in front of the body and in line with the hitting shoulder

Completion
- Two-foot landing is controlled with flexion of knees to absorb impact
- Landing is in the same place as take-off +

Outcome
- Ball follows appropriate trajectory
- Ball hits intended target

Block

Preparation
- Feet are shoulder-width apart and arm-length off the net
- Hands are in front of the body, at shoulder height and facing the opposition
- Fingers are spread
- Movement along the net is sideways and controlled

Execution
- Knees bend no more than 90°
- Knees are extended fully to jump vertically
- No gap is left between arms and net for maximum penetration
- Arms are kept straight and strong reaching over the net
- Thumbs should be high, fingers spread and hands close together to avoid ball going through the middle of both hands

Completion
- Two-foot landing is controlled with flexion of the knees to absorb impact and without any net touches
- Ready position is resumed

Outcome
- Ball is blocked back into opponent's court or defensively back to their own team

Back set

Preparation
- Body is balanced with foot closest to the net slightly in front
- Knees and hips are flexed
- Hands are positioned more above the head than in the front set
- Elbows are at 90° with thumbs pointing to the floor

Execution
- Hips and shoulders are facing the target
- Base is stable and knees flex on contact
- Ball is cushioned with all fingers and thumbs of both hands
- Elbows flex upon contact followed by extension to 180° leading to release

Completion
- Arms point in direction of the target as are thumbs and forefingers

Outcome
- Ball is released into a parabolic flight with no spin
- Next movement is into a defensive position

Game skills			
Tactical problems	**OFFENCE**		**DEFENCE**
Setting up/defending an attack	• Selects optimal target areas • Uses a variety of shots to manoeuvre opponent in order to create subsequent attacking moves and gain advantage		• Reads the play and defends space to prevent the attacker from directing the ball into an attacking area of the court • Moves in relation to teammates to attempt to return the ball if it is hit returned by opponent
Court positioning	• Anticipates ball movement and moves to attacking position • Shows perception, anticipation and matches this with appropriate footwork • Transitions from attack to defence		• Shows defensive positioning on ball returns • After a successful play, transitions to offense where applicable • Limits opponent's directional changes by choosing appropriate court position
Execution of skills	• Selects and uses an appropriate combination of attacking shots to gain a tactical advantage • Meets ball early at a high point • Uses serve effectively to set up an attacking move		• Shows high level of skill execution under pressure • Uses a combination of defensive skills to regain a tactical advantage
Decision making	• Uses skills creatively • Shows evidence of tactical thinking in attacking moves • Is aware of opponent's position • Anticipates play • Changes the rhythm and tactics during the match		• Uses skill creatively showing evidence of tactical thinking in nullifying attack • Shows patience and moves to direct first hits toward the setter • Anticipates play
Subtotal	**20**		**20**
Total	**40**		

Game skills – marks allocation	
A mark is allocated to the level of performance demonstrated consistently for each element of offence and defence.	
5	Performance is consistent in offence and defence under pressure in a variety of competitive situations. Demonstrates the ability to control play and influence opponent's performance. Selection of movement patterns and skills are effective in achieving the intended outcome.
4	Performance is usually effective in a variety of competitive situations under some pressure. Movement patterns and skills are often effective and achieve the intended outcome.
3	Performance is somewhat effective while demonstrating most components with some success. Overall reflects an adequate level of performance.
2	Achieves some success when performing in a competitive situation but commits a number of errors with respect to execution of skills and appropriate decision making. Sometimes reflects an adequate level of performance.
1	Performs with significant errors with respect to execution of skills and appropriate decision making. Rarely demonstrates an adequate level of performance.
0	Minimum level of performance is not demonstrated