



PHYSICAL EDUCATION

PERFORMANCE ASSESSMENT SUPPORT MATERIAL

TOUCH FOOTBALL

IMPORTANT INFORMATION

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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. throwing a pass forwards. 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

Running pass
Catch
Half pass (long ball)
Half pass (pop)
Effecting a touch – attacker (dump/roll ball)
Dummy pass
Evading side step
Spiral pass
Scoring a touchdown
Effecting a touch – defender
Scoop

Running pass

Preparation

- Ball is held with two hands on either side with fingers spread and elbows slightly bent
- Body is balanced with the outside leg forward and the body turned towards the receiver
- Eyes are looking towards the target
- Ball is carried in front of the body

Execution

- Upper torso rotates to swing the ball across the front of the body
- Weight is transferred onto the foot closest to the target
- Velocity and angle of pass is appropriate to distance required
- Flexion of the wrists directs the ball towards the receiver

Completion

- Follow through is balanced with fingers pointed towards the receiver
- Ball travels backwards with a flat trajectory
- Ball is received by team-mate between the shoulders and waist

Outcome

- Receiver is able to run onto the ball
- Player repositions and is available for a pass

Catch

Preparation

- Body is balanced with feet shoulder width apart
- Arms slightly flexed with palms facing inwards at waist level
- Body position is adjusted relative to player passing and flight of the ball
- Flight path of the ball is followed all the way into the hands

Execution

- Hands are extended with fingers spread and pointing in the direction of the ball
- Fingers and elbows flex on impact to absorb force
- Ball is caught towards the mid-line of the body

Completion

- Ball is guided into control with a 'giving' action

Outcome

- The next pass or movement is anticipated

Half pass (long ball)

Preparation

- Relative position of team-mate receiving the pass is monitored
- Outside foot is placed near the ball
- Ball is held with two hands on either side with fingers spread and elbows slightly bent
- The player looks at the receiver after securing the ball
- Base of support is wide and balanced with inside foot towards the receiver

Execution

- A single movement is used to swing the ball from the ground
- Upper torso rotates to swing the ball across the front of the body
- Velocity and angle of pass is appropriate to the distance required
- Weight is transferred onto the foot closest to the target

Completion

- Follow through is balanced with fingers pointed towards the receiver
- Ball travels backwards with a flat trajectory
- Ball is received by team-mate between the shoulders and waist

Outcome

- Team-mate is able to run onto the ball
- Player repositions and is available for a pass

Half Pass (pop)

Preparation

- Relative position of team-mate receiving the pass is monitored
- Base of support is wide
- Foot furthest away from receiver is position near the ball
- Foot nearest to the receiver is facing towards the receiving with both feet perpendicular to sideline
- Hips and knees flex to allow for pick-up of the ball

Execution

- The ball is secured with both hands
- Relative position of team-mate receiving the pass is monitored
- Ball is directed through flexion of the wrists and flicked upwards and slightly backwards into space for the oncoming runner
- Velocity and angle of pass is appropriate to the distance required (less than one metre)

Completion

- Follow through is balanced with fingers pointed towards the receiver
- Ball travels slightly backwards and floats or 'hangs' with no spin
- Ball is received by team-mate between the shoulders and waist
- Team-mate is able to run onto the ball
- Player repositions and is available for a pass

Outcome

- Pass received by teammate

Effecting a touch – attacker (dump/roll ball)

Preparation

- Balance is maintained by lowering body position
- Body is positioned to one side of the defender
- The player decelerates in anticipation
- Eyes are focused on the hips of the defender

Execution

- Knees and the hips flex to lower the base of support
- Ball is controlled in a secure position
- Hand nearest the defender is extended to initiate the touch on opponent with minimal force
- Touch is effected at hip height

Completion

- Ball is controlled to the ground just in front of or between the feet that are parallel to the sidelines
- Player steps forward and square over the ball

Outcome

- Player repositions and is available for a pass or to become the next acting half

Dummy pass

Preparation

- Ball is held with two hands on either side and with fingers spread
- Body is balanced with outside leg forward and body turned towards the receiver
- Eyes are looking towards the target and peripheral vision is used to demonstrate awareness of opposition
- Ball is carried in front of the body

Execution

- Ball is swung across the front of the body
- Full range of motion of the upper torso is used to achieve deception
- Arms are fully extended as if the ball is going to be passed
- Acceleration occurs as the dummy is completed

Completion

- Ball is held firmly and returned to normal carrying position

Outcome

- Opponent is successfully deceived
- Player shows awareness of further options

Evading side step

Preparation

- Balance is maintained during the run
- Control of the ball is maintained
- A slight step to the side establishes a wider base of support and forces defender to commit to a lateral movement

Execution

- Body weight is transferred towards the stepping leg
- The body feints towards the stepping side
- Knee is extended to achieve a push off the ball of the foot in the opposite direction
- Shoulders are rotated slightly away from opponent

Completion

- Acceleration is away from the opponent at a new angle

Outcome

- Defender is out of position
- Player shows awareness of further options

Spiral pass

Preparation

- Outside-hand is nearer to the rear of the ball whilst the inside hand is near the front
- Body is balanced with outside leg forward and body turned towards the receiver
- Eyes are looking towards the target

Execution

- Inside leg steps towards the target
- Front end of the ball is pointed slightly higher towards the receiver and swung across the front of the body with two hands
- As the ball is delivered the outside hand rotates over the ball to impart spin
- Velocity and angle of pass is appropriate to the distance required
- Wrist flexion directs ball backwards towards the receiver

Completion

- Follow through is balanced with fingers pointing towards the receiver
- Ball travels with a flat trajectory

Outcome

- Ball is received by team-mate between the shoulders and waist
- Team-mate is able to run onto the ball
- Player repositions and is available for a pass

Scoring a touchdown

Preparation

- Location of score line is identified
- Acceleration towards the score line
- Body leans forward in preparation to lower the body
- Knee and hip flexion lowers the body

Execution

- Arms and body stretch downwards reaching on or beyond the score line
- Ball is held securely in one or two hands

Completion

- Balance is maintained throughout

Outcome

- Downward pressure is applied to the ball once on or over the score line

Effecting a touch – defender

Preparation

- Balance is maintained by lowering body position
- Body is positioned in front of the attacker
- Acceleration is towards attacking player
- Eyes are focused on the lower trunk of the attacker

Execution

- Step towards the attacker with one foot turning side on and initiate the touch with the same hand as the foot

Completion

- Touch is effected at shoulder height

Outcome

- Defender regains balance and retreats to onside position

Scoop

Preparation

- Outside foot is positioned side-on and near the ball
- Hips and knees flex to allow for low pick up
- Eyes are focused on the ball

Execution

- Balance and speed are maintained throughout
- Arms swing across the body to scoop up the ball in one hand
- Hands are positioned to secure the ball and lift it off the ground

Completion

- Extends through the hips to get back to upright position

Outcome

- Player shows awareness of further options

Game skills		
Tactical problems	OFFENCE	DEFENCE
Use of space	<ul style="list-style-type: none"> • Runs to create options • Leads to open space 	<ul style="list-style-type: none"> • Reads play and moves to defend space or man • Denies opponents opportunity to attack
Positioning	<ul style="list-style-type: none"> • Anticipates ball movement and moves to attacking position • Moves to defend attack when ball passes 	<ul style="list-style-type: none"> • Anticipates ball movement and moves to defensive position • Blocks opponents moves • Shows attacking flair in turnovers
Execution	<ul style="list-style-type: none"> • Uses ball skills effectively • Follows up to be involved in play 	<ul style="list-style-type: none"> • Uses ball skills effectively under pressure • Follows up to back-up team mates
Decision making	<ul style="list-style-type: none"> • Uses skill creatively • Shows evidence of strategic thinking in rucking (transition) and attacking moves 	<ul style="list-style-type: none"> • Uses defensive skills creatively to slow down or nullify attack • Shows evidence of strategic thinking in nullifying attack
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