**Table Tennis Assessment for Learning Matrix**

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| **WHAT** is being assessed? | **HOW** will it look at each stage of development? |
| **Bronze** | **Silver** | **Gold** | **Platinum** |
| **DOING**The serveBackhand/forehand shotsStance and MovementAttacking shots (Forehand/back hand Topspin, Forehand back hand Side Spin, Forehand/Backhand Backspin)Defending shots (Block, push, Loop) | I can demonstrate correct grip. I can serve over the net however fail to observe the rules. I consistently perform the forehand serve techniqueI consistently perform the forehand shot techniqueI can demonstrate basic stance/ready position.I can perform the forehand and backhand push however I lack accuracyI can successfully return the serve with my forehand | I regularly demonstrate a legal forehand serve with control. I can aim shot to front, back and sides of the table.I demonstrate good stance and ready position around the table at the start of a rally. I demonstrate the top spin drive shot during practice and gamesI can perform the forehand and backhand push consistently. I attempt the back spin chop serve, however not always able to with it under pressure.I can successfully return the serve with my forehand and backhand  | I serve to different areas of the table in response to opponent’s position and ability. I Interchange between attacking and defensive shots. I change stance throughout a rally in response to the ball and opponent. I respond to opponent’s ability and weaknesses within a rally through the use of a range of shots. I demonstrate backspin drive shot during practice and games. I demonstrate a range of attacking and defensive shots with accuracy using forehand and backhand.Demonstrates loop shots and sidespin loop with some success.I use kill shots regularly attempting to win a rally. Employs different strategies when playing singles or doubles. | I take control of a rally. Outwits opponent through selection of attacking and defensive shots.I demonstrate a wide variety of shots including topspin, sidespin, backspin and loops good technique.I play singles and doubles matches with confidence and communicate effectively with partner around the table. I demonstrate the sidespin and backspin serve and attempt to outwit my opponent with disguise. Devises strategies within games to gain advantage. |
| **THINKING**What makes a performance effective and how to apply these principles to their own and others’ workRules and regulationsDecision Making | I Identify differences in my own and others’ performanceI know basic rules of when the ball is in or out and basic rules of singles games.I am drawn towards the ball, not necessarily aware of space/moving around the table. | I explain strengths and limitations of my own and others’ performance and suggest practices that aim to improve performanceI demonstrate consistent understanding of my position around the table when receiving the serve and demonstrate the ability to move to the correct side after each point has been played. I make good decisions on shot selection. I show understanding of how a point can be won and where the ball is permitted to bounce in a game situation. | I analyse performance compared to previous ones suggesting how to vary tactics, set plays and use of different players’ strengths in order to outwit the opposing player.I demonstrate a secure understanding of rules.I can change shot selection to attack in order to outwit opposition. | I devise training plans for fitness and tactics that aim to improve individual and team performance. I devise training plans for fitness and tactics that aim to improve individual and team performanceI possess a secure understanding of rules for both singles and doubles games.I make excellent selection of shot, demonstrate the correct shot to attack and defend. |
| **BEHAVIOUR**Attitude for learningOfficiating and leadershipInter and intra personal skillsHealthy active lifestyles | I often attend lessons infrequently and my kit is inconsistent; I am unwilling to be involved in all aspects of the lesson especially when they have not kit.Need encouragement throughout the lesson to remain on task.I understand the benefits of warming up and cooling down | Attends with kit or brings a note if injured or unwell (85% attendance); finds aspects of the lesson difficult and challenging but perseveres.I use my initiative; offering to help and seek responsibility from teacher. I can lead warm-ups and cool downs.I participant throughout all lesson and remain on task.I can identify some components of health related and skill related fitness applicable to Table Tennis | Attends extra-curricular table tennis club and represents the school for performances or competitions when available. I can design warm ups and cool downs specific for table tennis. Can devise fitness drills in order to develop speed, power and agility specifically for table tennis.I am an active participant throughout all lessons and remain on task.I can identify most components of health related and skill related fitness applicable to Table Tennis | I am club player, competes outside of school. I am a role model to younger students, leads groups at table tennis club, officiates matches and has committed involvement in inter and intra school table tennis.I am an active participant throughout the lesson and remain on task.I Can identify all components of health related and skill related fitness applicable to Table Tennis |

**Method of Assessment**

- Students need to be involved with the assessment process through AfL

- Therefore the matrix needs to be shared with the class

- Language to be learned must include terminology stated within the matrix and core task including key terms and phrases for assessment

- All students must know what they are being assessed on, ’Doing, Thinking and Behaviour.’

**Baseline Assessment**

- All Y7 students will participate in a baseline assessment based on the core task. The assessment criteria is highlighted in colour.

- Baseline assessment is based entirely on ‘Doing,’ to ensure students are grouped based on practical performance

**Evidence of Assessment**

Evidence does not have to be of one specific format. It can be from a variety of sources, the following list is not exhaustive;

- Video footage

- Students self assess using matrix

- Sample student voice questionnaire

- SIMs data entry

Effective Performance Sample Questions:

**Bronze**

What would you expect to see in your table tennis game?

Why would these skills/competencies make an effective performance?

Take one of the skills/competencies you have identified and explain why it would help create an effective performance.

**Silver**

How might a performer demonstrate winning performance in a table tennis match?

Why can certain performers only perform a forehand shot?

Why are competencies such as precision, fluency and control important when performing?

**Gold**

Suggest three ways………………………..creates an effective shot?

How would you suggest you could make your performance more effective?

How does your performance compare to …………….? Why do you think that is?

**Platinum**

What do you consider to be your strengths and weaknesses?

After observing the performance how would you suggest………………………improves/how can the performance be made more effective?

Compare the similarities and difference between doubles and individual performance.