**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 serve  Backhand/forehand shots  Stance and Movement  Attacking 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 technique  I consistently perform the forehand shot technique  I can demonstrate basic stance/ready position.  I can perform the forehand and backhand push however I lack accuracy  I 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 games  I 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’ work  Rules and regulations  Decision Making | I Identify differences in my own and others’ performance  I 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 performance  I 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 performance  I 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 learning  Officiating and leadership  Inter and intra personal skills  Healthy 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.