**Netball Assessment for Learning Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WHAT**  is being assessed? | **HOW** will it look at each stage of development? | | | |
| **Bronze** | **Silver** | **Gold** | **Platinum** |
| **DOING**  Passing  Receiving  Shooting  Footwork  Dodging  Attacking Principles  Defending Principles | I can perform passes across short distance and under no pressure.  I can catch the ball but lack consistency  I can attempt to shoot with two hands under no pressure  I can be still with the ball sometimes but may shuffle with the ball in hand  I can demonstrate a simple dodge but find it difficult to get free from opponent  I can pass the ball to team mates but have little knowledge of space and moving forward  I can perform the defensive stance but opponent often gets free and there is little effort to mark the ball | I can show a variety of passes and select appropriate pass to play  I can receive the ball under pressure  I can show correct shooting technique with some success  I can be still and balanced showing the footwork rule most of the time  I can demonstrate a simple dodge and I am able to get free of an opponent of a similar standard but may lack speed at times  I can pass the ball into space and make progress down the court sometimes  I can perform man to man defence when required and know how to mark the ball. I can intercept the ball and have awareness of the obstruction rule | I can use passes in order to advance attack, including a running pass.  I can signal for the ball and where I require the ball to be played  I can show correct shooting technique with consistent success during a forward/backward step shot  I can pivot with control and fluency on one landing foot or two and show a turn in the air  I can use a variety of dodges to get free from an opponent  I can pass the ball in a verity of situations, positions and under pressure from defenders  I can use effective marking to delay receipt of a pass by an opponent. Adhering to the obstruction rule, marking the space as well as the player | I can perform a variety of passes with correct power, control accuracy and timing to a moving target  I can catch with control with both or one hand  I can consistently shoot successfully picking forwards/backward step shot or use of post  I can anticipate the timing of an oncoming ball. Footwork faultless even in awkward receiving situations  I can consistently use a variety of dodges to get free from an opponent using fast footwork, anticipation and timing  I can pass the ball in a verity of situations, positions and under pressure from defenders  I am able to use effective marking consistently to ensure my opponent rarely receives the ball. I also use my peripheral vison to watch an opponent and the ball. |
| **THINKING**  What makes a performance effective and how to apply these principles to their own and others’ work  Rules and regulations  Decision Making | Identify differences in their own and others’ performance  Can identify zones, positions and basic rules but does not demonstrate understanding in game situation  Drawn towards the ball, not necessarily aware of space/moving forward | Explain strengths and limitations of their own and others’ performance and suggest practices that aim to improve performance  Awareness of positions and zones allowed, knows footwork, contact and obstruction rule but does not always adhere to it in game situations. Has some understanding of C pass.  Passing and movement has some accuracy and use of space, but not used to advance play | Analyse performance compared to previous ones suggesting how to vary tactics, set plays and use of different player’s strengths in order to outwit the opposing team.  Secure understanding of rules  Excellent timing and demonstration of movement, intercepting the pass and who, when, where to pass to | Devise training plans for fitness and tactics that aim to improve individual and team performance in netball  - Secure understanding of rules  - Able to perform and exert pressure on opposition in various positions, can exert pressure on opposition when playing in a variety of positions |
| **BEHAVIOUR**  Attitude for learning  Officiating and leadership  Inter and intra personal skills  Healthy active lifestyles | Attendance and kit are inconsistent; 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.  Understand the benefits of warming up and cooling down | On task throughout the lesson; always attends with kit; uses initiative; offers to help and seeks responsibility; leads warm-ups and cool downs.  Can identify components of health related and skill related fitness applicable to netball | Attends extra-curricular netball club and represents the school.  A role model to younger students, leads groups at netball club, officiates matches and has committed involvement in inter and intra school netball | Club player, competes at regional level  Actively develops personal fitness for netball  A role model to younger students, leads groups at netball club, officiates matches and has committed involvement in inter and intra school netball |

**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