

**PE 288 Soccer / Speedball  
Soccer Skills Teacher Checklist**

Student Name Sarah Fitter Section 1

1 = cannot perform yet      2 = can perform part of the time      3 = can perform most of the time

SKILL	DURING PRACT. ACTIVITY	DATE	DURING MOD. GAME	DATE
passing & receiving w/ inside of foot, on the ground	3		3	
close dribbling	3		3	
speed dribbling	3		3	
short chip	2		1	
receiving ball w/ thigh	3		3	
receiving ball w/ chest	3		3	
Heading (optional)	3		3	
moving into open space without the ball	3		3	
<b>Goalie receiving skills:</b>				
stance	3		3	
receive ball on ground (front, both sides)	3		3	
receive ball in air (front, both sides)	2		2	
<b>Distribution skills:</b>				
baseball pass	2		2	
roll	3		3	
<b>Speedball Skills:</b>				
jump-catch conversion	3		3	
roll-up leg conversion	3		3	
tip-up to self	3		3	
tip-up to teammate	3		3	
chest pass	3		3	
overhead pass	3		3	

*this skill hurt my shoulder*

Skill Performance Grading Scale: (17 (+ 1 optional) skills / 34 items, 102 possible points)

Level of Play	%age	Points	Level of Play	%age	Points
Olympic Medallist	(94 - 100)	= 96 - 102	Junior National Team	(79 - 83)	= 81 - 85
Olympic Runner-up	(89 - 93)	= 91 - 95	Developmental Team	(74 - 78)	= 75 - 80
National Team	(84 - 88)	= 86 - 90	Enthusiastic Athlete	(69 - 73)	= 70 - 74
Entry-level Player	(below 69)	= below 70			

Name: Scarl

\* illustrations from: Bloss, M.V. & Hales, R.S. (1990). Badminton. Dubuque, IA: Wm Brown.

2 = consistent    1 = part of the time    0 = not yet

<b>Underhand Drop</b>	<b>Rating</b>	<b>Grade</b>
- moves to shuttle quickly	2	A
- contacts shuttle as high as possible	2	
- lift from shoulder, guides shuttle over net	1	
- shuttle travels low over net	2	
- shuttle is directed to corner of court	1	
-		
	8	
<b>Overhead Drop</b>	<b>Rating</b>	<b>Grade</b>
- moves to shuttle early	2	B
- circles racket down & back in early preparation	1	
- steps forward into the shuttle on contact	2	
- contacts shuttle 1 foot in front of shoulder	1	
- contacts shuttle at highest point	2	
- closed racket face on contact	1	
- soft contact so shuttle falls close to net	2	
- places shots to corners	1	
	12	
<b>Backhand Overhead</b>	<b>Rating</b>	<b>Grade</b>
- turns shoulder to net, drops back foot to rear, steps across body with front foot	2	B
- drops racket head down	2	
- raises elbow to face shuttle	2	
- whips forearm & racket toward ceiling	1	
- moves body weight toward net to contact shuttle	1	
- stroke is effective	1	
	9	
<b>Doubles Low Serve</b>	<b>Rating</b>	<b>Grade</b>
- shuttle is dropped rather than tossed	2	B
- contact below waist	2	
- little or no wrist action	1	
- push or guide shuttle low to net	1	
- finish with racket upward in line with bird's flight	2	
- steps forward to ready position at net	2	
- serve forces defensive return	1	
	11	

# Badminton Skill Rating

Name: Sarah

2 = consistent

1 = part of the time

0 = not yet

Ready Position	Rating	Grade
- consistently returns to center of court after each shot	2	A
- weight on balls of feet	2	
- racket held high in front	2	
- position is effective in readiness for play	2	
	8	
Singles Long Serve	Rating	Grade
- shuttle is dropped rather than tossed	2	B
- racket starts from back w/cocked wrist	1	
- meets shuttle below waist	2	
- strong wrist snap evident on contact	2	
- follow through approximately 45°	2	
- power is evident	2	
- shuttle travels high & falls near back line	2	
- serve effectively prevents attacking return	1	
	14	
Overhead Clear	Rating	Grade
- moves to shuttle early	2	B
- circles racket down & back in early preparation	2	
- steps forward into the shuttle on contact	2	
- contacts shuttle 1 foot in front of shoulder	1	
- contacts shuttle at highest point	2	
- open racket face on contact	2	
- strong wrist snap on contact	2	
- returns to ready position immediately	1	
- clear is high, long, and lands close to back	1	
	15	
Smash	Rating	Grade
- moves to shuttle early	2	B
- circles racket down & back in early preparation	1	
- steps forward into the shuttle on contact	2	
- contacts shuttle well in front of shoulder	1	
- fully extended at contact	2	
- closed racket face on contact	2	
- strong wrist snap on contact	1	
- returns to ready position immediately	1	
- smash is downward, & difficult to return	2	
	14	

Tennis Peer Rating Check sheet

2005

Performer Sarah Titus  
 Rater 1 \_\_\_\_\_

Rating Scale 0 = Not yet 1 = Sometimes 2 = Consistent  
 Rater 2 \_\_\_\_\_

Skill: Ready Position	Rater 1	Rater 2	Rater Total	Skill Grade
Racket is held with Eastern forehand grip	2	2	4	A
Racket and arms extended slightly forward	2	2	4	
Racket head is held above wrist height	2	2	4	
Grip is firm	2	2	4	
Elbows are away from ribs	2	2	4	
Opposite hand supports racket at the throat	2	2	4	
Knees are comfortable bent	2	2	4	
Weight is on the balls of the feet	1	2	3	
Small bouncing motion shows player is ready to move	2	2	4	
Player appears "ready"	2	2	4	
Ready Position Total			39	

Skill: Forehand Ground Stroke	Rater 1	Rater 2	Rater Total	Skill Grade
Racket is held with Eastern forehand grip	2	2	4	AB
Begins preparation by pivoting feet, keeping racket in front of the body	2	2	4	
After pivot, allows racket to continue to drift away from the body	2	2	4	
Moves feet to position to contact ball waist high	2	2	4	
Steps into hit with left foot for right handers (rt. foot for left handers)	2	2	4	
Contacts ball waist high about even with front foot	2	2	4	
Keeps racket straight ahead toward net as long as possible	1	2	3	
Finishes with racket high and open	1	1	2	
Stroke is successful (goes over the net and into the court)	2	1	3	
Effective stroke (strong return that would challenge an opponent)	2	1	3	
Forehand Ground Stroke Total			35	

Skill: One Handed Backhand Ground Stroke	Rater 1	Rater 2	Rater Total	Skill Grade
Grip is changed to Eastern Backhand on the pivot	2	2	4	A
Begins preparation by pivoting feet, keeping racket out front of body	2	2	4	
After pivot allows racket to continue to drift away from the body	2	2	4	
Moves feet to position to contact ball waist high	2	2	4	
Steps into hit with rt. foot for rt. handers (left foot for left handers)	2	2	4	
Contacts ball waist high about even with front foot	2	2	4	
Keeps racket moving straight ahead toward net as long as possible	2	2	4	
Finishes with racket high and open	1	2	3	
Stroke is successful (goes over the net and into the court)	2	2	4	
Effective stroke (strong return that would challenge an opponent)	2	2	4	
One Handed Backhand Ground Stroke Average			39	

Skill: Two-hand Back Hand Ground Stroke	Rater 1	Rater 2	Rater Total	Skill Grade
Hand at throat of racket slides down to meet dominant hand	1	0	1	B
Begins preparation by pivoting feet, keeping racket in front of body	2	2	4	
After pivot allows racket head to drop down so that hands are next to pocket	1	1	2	
Moves feet into position to meet the ball just below waist	2	2	4	
Meets ball even with feet	2	2	4	
Steps into hit with rt. foot for rt. handers (left foot for left handers)	2	2	4	
Extends racket forward on follow through	2	2	4	
Ends with racket high and elbows bent	2	2	4	
Stroke is successful (goes over the net and into the court)	2	1	3	
Effective stroke (strong return that would challenge an opponent)	1	1	2	
Two-hand Back Hand Ground Stroke Total			32	

Performer Sarah Fitter

Rating Scale: 0 = Not yet 1 = Sometimes 2 = Consistent

Rater 1 \_\_\_\_\_

Rater 2 \_\_\_\_\_

Skill: Volley	Rater 1 JM	Rater 2 BB	Rater Total	Skill Grade
Starts and ends in ready position with racket high	2	2	4	A
Begins preparation by pivoting feet, keeping racket in front of the body	2	2	4	
Brings racket to stop sign position	2	2	4	
Steps into hit with opposite foot	2	2	4	
Reaches forward to hit	2	2	4	
Tight grip on contact	2	2	4	
Short punch into ball on contact	2	2	4	
Returns immediately to ready position	2	2	4	
Stroke is successful (goes over the net and into the court)	2	2	4	
Effective stroke (strong return that would challenge an opponent)	2	1	3	
<b>Volley Total</b>			<b>39</b>	
Skill: Punch Serve	Rater 1 JM	Rater 2 BB	Rater Total	Skill Grade
Racket held in Eastern forehand grip	2	2	4	AB
Stands facing net with body at 45° angle to baseline	2	2	4	
Starts with racket arm in back scratch position	2	2	4	
Tosses ball: upward a bit higher than full reach and about 1 foot in front of serving shoulder	2	2	4	
Reaches as high as possible on contact	2	1	3	
Leans forward while swinging to get weight into shot	2	2	4	
Wrist is snapped closed just before contact	2	2	4	
Follow through is directed to center of service box	2	2	4	
Serve is successful (goes over the net and into the service box)	1	1	2	
Effective serve (strong serve that would challenge an opponent)	1	1	2	
<b>Simplified Serve Total</b>			<b>35</b>	
Skill: Full Serve	Rater 1 AS	Rater 2 JM	Rater Total	Skill Grade
Stands facing net with body at 45° degree angle to baseline	2	2	4	B
Starts with racket arm and ball extended in front of body	2	2	4	
Tosses ball upward a bit higher than full reach and about 1 foot in front of serving shoulder	1	1	2	
Has smooth, coordinated arm motion and ball toss	2	2	4	
Reaches as high as possible on contact	2	1	3	
Leans forward while swinging to get weight into shot	2	2	4	
Wrist is snapped closed just before contact	2	2	4	
Follow through is directed to center of service bay	1	2	3	
Serve is successful (goes over the net and into the service box)	1	2	3	
Effective serve (strong serve that would challenge an opponent)	1	2	3	
<b>Full Serve Total</b>			<b>33</b>	

Comments:

# Mid-Term Volleyball Self Teacher Assessment

Name Sarah Adam Date 11/18

Please evaluate yourself on the skills listed below, using the rubric. The teacher will evaluate your skills and discuss any differences.

Grade	Skill	Novice	Competent	Proficient
Self P Teacher	Forearm Pass	Sometimes performs skill with control, bends knees occasionally, ball reaches target 5/10., sometimes hands are not together to form platform, no shoulder shrug	Often performs skill with control, some-times bends knees, ball often goes to target (8/10), hands secured together to form platform, shoulders may shrug with contact ✓	Always performs skill with control, knees are bending, ball always goes to target, hands secured together to form platform, shoulders shrug with contact
Self P Teacher	Set	Often contacts ball with fingertips, ball goes to target, 7/10. Legs sometimes extend upon contact. Touch is often a slap.	Often contacts ball with fingertips, ball goes to target 8/10, legs often extend upon contact, touch is soft 8/10. ✓	Always contacts ball with fingertips, extends knees upon contact, ball goes to target, soft touch on ball
Self P Teacher	Under-hand Serve	Ball held above or below the waist level, contact with heel of hand or fist, ball lands in opponent's court 7/10 or less. Arm swing may be limited.	Often holds ball at waist level, contacts ball with heel of hand. Ball lands in opponent's court 8/10. May have limited arm swing.	Always holds ball at waist level and makes contact with heel of hand, ball lands in opponents court, arm swings like pendulum
Self C Teacher	Over-hand Serve	Feet, shoulders and hips facing target, toss in front of serving shoulder, contact with heel of hand at partial extension, may follow through. Ball lands in opponents court 7/10 attempts or less than.	Feet, shoulders and hips facing target, toss in front of serving shoulder, contact with heel of hand at full or partial extension, no follow through, ball lands in opponents court 8/10 <i>need to see</i>	Feet, shoulders and hips facing target, toss in front of serving shoulder, contact with heel of hand at full extension, no follow through, ball lands in opponents court 9/10 or 10/10 attempts
Self N Teacher	Hit/ Spike	1 or 2 foot take off, hitting elbow above ear, contact with heel of hand near full extension. limited wrist snap, occasional contact with net, soft landing on 1 or 2 feet, ball lands in opponent's court 6/10 or less.	2 foot take off, hitting elbow above ear, contact with heel of hand near full extension. limited wrist snap, no contact with net, soft landing on 2 feet, ball lands in opponent's court 7/10 or 8/10 attempts. <i>keep walking on this</i>	2 foot take off using arms for force, hitting elbow above ear, contact with heel of hand near full extension, some wrist snap, no contact with net, soft landing on 2 feet, ball lands in opponent's court 9/10 or 10/10 attempts
Self N Teacher	Block	Starting position with elbows at shoulder height, arms lifted, Jump straight up, timing may be inconsistent, arms fully extended, hand position dependent on height, no net touch 5/10, 6/10	Starting position with elbows at shoulder height, arms lifted, Jump straight up, timed just after the attacker is hitting, arms fully extended, hand position dependent on height, no net touch 8/10 <i>keep working</i>	Starting position with elbows at shoulder height, arms lifted, Jump straight up, timed just after the attacker is hitting, arms fully extended, hand position dependent on height, no net touch
Self P Teacher	Position-ing Team-play	Often demonstrates clear communication with teammates, body not always in control, ready position often stable, responds slowly to ball and other teammates, avoids touching the net 8/10 or less than, unable to anticipate path of ball	Often demonstrates clear-communication with teammates, maintains balance 8/10, stable ready position, responds quickly and moves to ball, avoids touching the net 9/10, often anticipates path of ball ✓	Clear communication with teammates, maintains balance, stable ready position, responds quickly and moves to ball, avoids touching the net, anticipates path of ball

## Volleyball Social and Leadership Skills

	A-AB	B-BC	C-CD	D-F
<b>Helping others and contributing to class</b> Self <u>A</u> Teacher _____	On task behavior Demonstrates concern for classmates and equipment Speaks kindly to peers ✓ Give positive reinforcement Helps classmates with skills and directions	Student usually on task Shows some concern for classmates and equipment Sometimes gives positive reinforcement Doesn't help others, but does follow directions Usually on task and working toward objectives during activities and game play Usually helps with equipment	Student sometimes on task Limited concern for classmates and equipment Occasionally speaks unkindly to peers No positive reinforcement to peers Must follow classmates to find out directions	Frequently off task Disrespect for classmates or for equipment Frequently speaks unkindly or sarcastically to peers Criticizes peers or laughs at peer mistakes Doesn't follow directions
<b>Cooperation</b> Self <u>A</u> Teacher _____	On task and working toward objectives during activities and game play ✓ Helps with equipment without being asked	Sometimes on task and working toward objectives during activities and game play Helps with equipment only when asked	Does not work with peers without conflict in class activities and/or game play Never helps with equipment set up or take down	Does not work with peers without conflict in class activities and/or game play Never helps with equipment set up or take down
<b>Positive Attitude</b> Self <u>A</u> Teacher _____	Student joyfully and enthusiastically engages in activity ✓ Always positive	Student willfully participates but not always enthusiastically Student sometimes positive, often negative	Student occasionally participates, but with little pep Student generally grumpy and negative	Student occasionally participates, but with little pep Student generally grumpy and negative

How well are you performing your team role? O.K. ✓

Sarah T

Tucked forward roll ✓	Handstand ✓
Round off ✓	Cartwheel ✓
Straddle Forward roll .1	Hurdle cartwheel ✓
Tuck, Split and Straddle jump ✓ ✓ ✓	<del>Handstand snap up</del>
Forward, Backward, Side Chasse ✓	Tucked backward roll ✓
Straddle backward roll ✓	Tri-pod and headstand ✓ ✓
Split leap ✓	Jump ½ and full turns ✓

Have all Skills 5pts 5

Connections/Performance 4pts 3.9

Creativity 1 pt 1

9.9