**Bishop Carroll High School**

Badminton Evaluation Level 1, 2, 3

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TA: \_\_\_\_\_\_\_\_\_\_\_\_\_ HFR Level \_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

##### Outcome A / Doing Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Basic Skills**  **(7 – 8)** | **Application of Basic Skills**  **(8 – 9)** | **Mastery of Skills and Tactics**  **(9 – 10)** |
| The student will acquire skills through a variety of developmentally appropriate activities  Ready Position   * Weight balanced on feet * Shoulders and hip square to net * Head up, eyes focused ahead * Knees slightly bent, back straight   The Grip   * Face of racquet is l\_ to the floor * ”V” formed with thumb and forefinger * Grip is with fingers not palm(loose grip)   Overhand Clear   * Move from ready position to weight on back foot(racquet side) * Racquet held high above hitting shoulder * Power comes from weight transfer, body rotation, shoulder flexion * Bird travels in an upward trajectory   Underhand Clear (Lift)   * Move from ready position to weight on back foot (racquet side) * Racquet held low in relation to the body * Contact made at knee level * Power comes from weight transfer, body rotation, shoulder flexion and wrist snap * Follow through is upwards and across the body * Bird travels in an upward trajectory   Short Serve   * Stand in correct diagonal court * Drop bird onto racquet * Minimal backswing and shoulder action * Bird should land consistently beyond the short service line * Bird travels low over the net   Long Serve   * Stand in correct diagonal court * Drop bird onto racquet * Minimal backswing and a lot of wrist action during follow through * Birds travel high and deep * Bird consistently land near the back long service boundary   Rules   * Knows and understands the rules | Students will execute basic skills to left in a game situation as well acquire skill below  Drop Shot   * Racquet held high above your hitting shoulder and elbow straight * Contact is in front of your hitting shoulder * Bird travels in downward trajectory and lands just over the net inside the service line, preferably in the corners   Net Shot   * Start in ready position * Lunge forward on racquet foot * Racquet meets bird in tapeline of net * Bird lands just over net   Backhand Clear   * Move from ready position so shoulder of racquet hand is turned to net, weight on back foot (non-racquet side) * Elbow high, lead with it * The stroke is upward and forward * Wrist snap and forearm rotation essential * Contact is in front of body * Weight transfer is to front foot on contact   Drive Shots   * Racquet is drawn back behind shoulder, elbow fully bent, wrist cocked * Racquet face points upward * Racquet moves sideways and forward towards shuttle * Forearm turns over, racquet face is right angle to bird, wrist uncocks * Contact is at highest point in front of leading foot * Racquet follows through across to non-racquet shoulder   Smash   * Backswing same as overhead clear * Contact in front of shoulder racquet side * At contact head of racquet points sharply down. Contact point is high. * Forearm and wrist rotate, transfer weight back foot to front foot | * Student applies all skills at a high level of proficiency * Student understands and applies rules in a game situation * Student knows and applies game etiquette * Student applies singles and doubles strategy tactics, including appropriate shot selection in a game situation |

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|  | **WEIGHT**  **(Select a number between 2-5 in each category to total 10)** | **STUDENT MARK** | **TEACHER MARK** | **TOTAL** |
| **KNOWING** (knowledge gained) |  | 1. Test 2. Assignment 3. Oral presentation 4. Demonstration |  |  |
| **BEING**  (outcomes B, C and D) |  | **/10**  (from next page) |  |  |
| **DOING**  (outcome A) |  | **/10**  (from above) |  |  |
|  | **= 10** |  | **Units \_\_\_\_\_\_** |  |

**Participation Self Evaluation**

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| --- | --- |
| **BEING** | **Student**  **Self-Mark** |
| **Outcome B (Functional fitness, Body Image and Well-being)** | |
| 1. Demonstrates monitors, analyzes and reflects upon ways to achieve a personal level of functional fitness through this activity. |  |
| 1. Clarifies the positive benefits that occur as a result of this activity. |  |
| 1. Acknowledges and analyzes the positive benefits that occur as a result of participating in this activity. |  |
| 1. Understands the consequences and risks associated with an inactive lifestyle. |  |
| 1. Utilizes this activity as an appropriate activity for personal stress management and relaxation. |  |
|  | **/10** |
| **Outcome C (Communication, Leadership and Teamwork)** | |
| 1. Communicates thoughts and feelings in an appropriate manner as they relate to participation in Netball. Example: Positive talk and encouragement with classmates, no negative comments about skill, attitude or effort. |  |
| 1. Communicates thoughts and feelings in an appropriate manner as they relate to participation in Netball. |  |
| 1. Uses fair play and good sportsmanship. |  |
| 1. Identifies and demonstrates positive behaviours that show respect for self and others. |  |
| 1. Describes, applies, monitors and assesses leadership and followership skills related to Netball. |  |
|  | **/10** |
| **Outcome D (Effort, Safety, Goal-Setting, Personal Challenge, Active Living in the Community)** | |
| 1. Develops attitudes and strategies through physical activity that will enable the student to engage in netball as a lifelong activity. |  |
| 1. Is self-motivated and enthusiastic about participating in warm-up and cool-down activities. |  |
| 1. Follows instruction and applied safety measures when necessary. |  |
| 1. Demonstrates solid knowledge of potential hazards and first-aid principles when applicable. |  |
| 1. Active and gives 100% effort – Very self- motivated. | **/10** |
|  | **/30** |
| Total \_\_\_\_  **3 =** \_\_\_\_\_ **(Record this mark on previous page)** |  |