**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 activitiesReady 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 belowDrop 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**

|  |  |
| --- | --- |
| **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.
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| 1. Clarifies the positive benefits that occur as a result of this activity.
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| 1. Acknowledges and analyzes the positive benefits that occur as a result of participating in this activity.
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| 1. Understands the consequences and risks associated with an inactive lifestyle.
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| 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.
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| 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.
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|  | **/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.
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| 1. Is self-motivated and enthusiastic about participating in warm-up and cool-down activities.
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| 1. Follows instruction and applied safety measures when necessary.
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| 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)** |  |