

Using a Generic Invasion Game for Assessment

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Conducting authentic assessments for invasion-game knowledge and skills just became easier!

Since the introduction of the teaching games for understanding (TGFU) model (Bunker & Thorpe, 1982; Werner, Thorpe, & Bunker, 1996), resources have been developed to help teachers use this approach in their instruction (Hopper, 2002; Mitchell, 1996; Launder, 2001; Mitchell, Oslin, & Griffin, 2003, 2006; Wilson, 2002). Nevertheless, there is still a need to develop pertinent materials that will enable teachers to assess students while using this teaching approach. The purpose of this article is to offer some ideas for developing and conducting a nonspecific invasion-game unit for middle and high school students. This article will also discuss the assessment of students within this unit, using the 1-5 scoring method of the Game Performance Assessment Instrument (GPAI; Mitchell et al., 2006; Oslin, Mitchell, & Griffin, 1998) and an assessment rubric, which will help middle and high school teachers who want to transition to a more tactical approach to teaching.

The first section of this article provides information on a basic, nonspecific (i.e., generic), small-sided invasion game that can be expanded into a six- to 10-lesson unit using some suggested progressions. The basic generic game that is presented in the first section of the article is then linked to the assessment strategy discussed in the second section of the article.

A generic invasion game is presented so that the assessment strategies can be easily adapted to other invasion games taught in the school curriculum, such as basketball, football, soccer, rugby, and others. Starting a games curriculum with a generic invasion-game unit, in which students are introduced to tactics in a nonspecific manner, may facilitate the teaching of basic game concepts before progressing to specific invasion games. With this purpose in mind, a brief overview of the tactical aims for a generic invasion-game unit is provided below.

Tactical Aims for Generic Invasion Games

This unit aims to teach and assess both on- and off-the-ball skills. In soccer, players constantly need to make on-the-ball decisions about when to pass, dribble, or

ABOVE: From a restart after an offence, the red team looks to get open and create space for the player with the ball, as they play the game described in this article.

All photos by the author

shoot. They also often have trouble deciding when to use which type of pass (e.g., push pass, instep pass, driven pass) and how hard they should kick the ball. Teaching students these skills within the game may make them more aware of not only what type of pass to choose but when to use it given the game situation.

The unit will also teach numerous off-the-ball skills, such as making decisions about what to do to support teammates when the player's team has possession of the ball, or deciding what to do to help teammates when the opposing team has the ball (e.g., giving defensive cover to a teammate making a

play on-the-ball or guarding/marketing players and space). For example, in basketball, a player who stops dribbling the ball needs off-the-ball support so as not to double dribble. Being able to recognize these situations and knowing "what to do" is imperative to helping the team advance the ball forward so it can score. Similarly, it is also important for students to recognize when to sag or pressure the ball in defense in order to prevent the opposite team from scoring.

A Basic, Generic Invasion Game

The basic, generic invasion game introduced in this article can be adapted to formulate additional lessons in the unit using the modifications highlighted in table 1. These potential modifications can tailor the basic game to meet the developmental needs of a variety of students (Mitchell et al., 2003) by changing the environment, adapting the components of time and space, and modifying equipment and game rules. Knowing what modifications to make to the game and when to make them will depend on what the teacher observes during each lesson as it is being taught. For example, a common problem in small-sided game activities is that students bunch up. On observing this problem the teacher could use a modified game in which players are restricted to certain "zones," either the attacking or defending half of the field. This modification builds students' tactical awareness and knowledge of the game by showing them that spreading out helps their team to move the ball more effectively to different parts of the field. It further allows them to attack gaps in between defending players. The restricted "zones" rule can also be easily applied to most invasion games.

Organization. Organize the class into teams of three, four, or five players (depending on age and ability levels). Assign them to different courts that have been set out in the gym and have one team on each court wear pinnies. For example, for a class of 30 students, you could play five versus five and have three games going simultaneously. In larger classes, there may be a waiting team assigned to each court or field. While this team waits to play they can plan strategy and tactics for their next scrimmage. To get a quick rotation, the game could be score restricted; for example, when one team scores three goals, teams rotate, so that one team stays on to play the team that was waiting and the other comes off. If time is used, the length of each game can be restricted to three to five minutes.

Field Dimensions. For a class of 30 students, use three courts, 30 by 20 yards in area, with three-yard scoring end zones.

Equipment. Use marker cones (to mark out the end zone) and a nerf ball (a ball that students can throw with one hand and squeeze a little is preferable for this game).

Aims and Rules of the Game. Players work as a team to attack their opponents' end zone while defending their own, which is the basic tenet of any invasion game (see figure 1; green players attack one end zone and blue players attack the other). The ball is passed with the hands, and there is no running with the ball or dribbling or kicking (players catch

Figure 1. Basic 5-Vs.-5 Line Ball Game

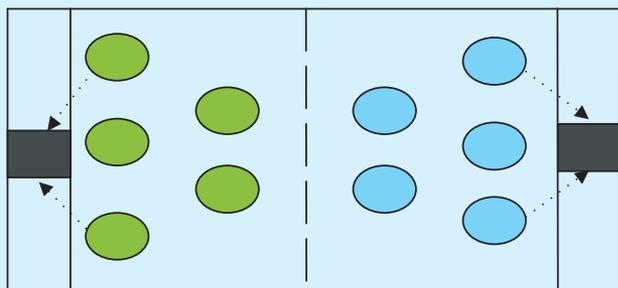
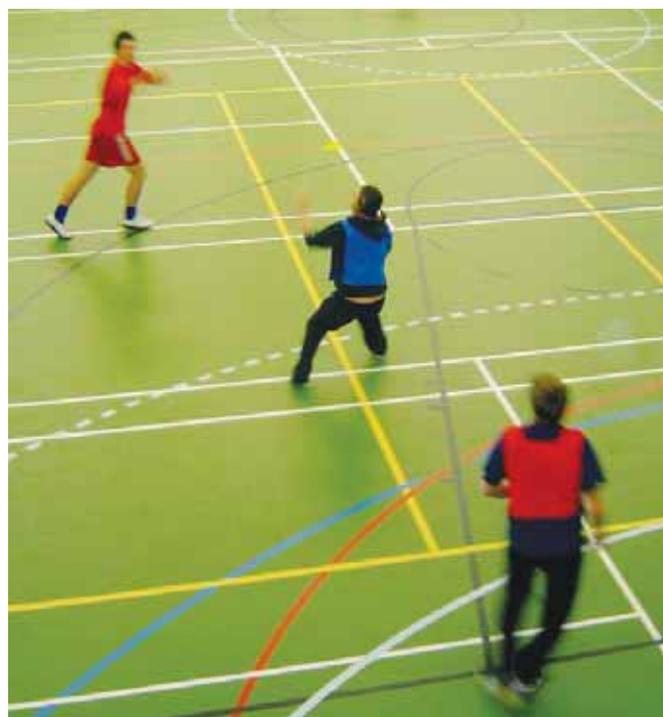


Table 1. Potential Modifications of the Basic Game

Modification	Description
Ball	Size and shape
Field	Size and shape of playing area
Goals	<ul style="list-style-type: none"> • Open target like football or focused target like soccer or basketball • Number of goals at each end • Placing players in the end zone to whom the team has to pass in order to score. The example in figure 1 is to get a player to receive the ball in the black rectangle the arrows are pointing toward (focused target) rather than just the end zone
Rules	<ul style="list-style-type: none"> • 4 vs. 4 + 2 overload players • 4 vs. 4 with one person in the end zone • Restricted playing areas or "zones" • Players are allowed to run with the ball (may need to lengthen area) • Player to player guarding or marking rule • Teams must keep one player in the attacking zone (over the half-way line)



The teacher emphasizes effective off-the-ball movement during a throw-catch game using tennis balls.



The blue player is about to intercept the ball during a game.

the ball, may make a pivot step as in basketball or ultimate, and have three seconds to pass the ball). To score, players shoot the ball to a teammate in the end zone, but they may not do so until they are in their attacking half of the court or field (past the center line). Players are not allowed to remain in their opponent's end zone for more than three seconds (like the "three in the key" rule for basketball). If a player has been in the end zone, he or she may not return to the end zone until a teammate has entered it. This prevents "cherry picking."

Modifications. After lesson one, the basic game can be adapted to incorporate the modifications highlighted in table 1 in order to cover more lessons and tactical concepts within the unit. For example, to focus the group on the concept of width in attack, a field that is shorter in length than it is in width may be used (thus altering the *space* component), or there may be two scoring areas, one on each wide side of the field (modifying the game *rules*). In football, using a short and wide field may help the players to figure out that long passing is not necessary, and that running the ball may be a better option as the wide field spreads out the defense and creates gaps to run the ball through. Even if the defense play compact (i.e., close together), the fact that the field is wider still gives the attacking team more space on the sides to advance the ball. A long, narrow field may help the players to realize that throwing the ball for greater yardage is necessary, since the space for running the ball has been restricted by the shape and size of the field. It is hoped that these changes to the game will enable students to increase their tactical awareness and improve decision-making. Each lesson would therefore be framed around one modification,

and there are enough ideas in table 1 to cover an initial invasion game unit of six to 10 lessons.

As this generic game can provide a springboard for future units on specific invasion games, here are a few examples of how to modify the basic game in units of specific invasion-game teaching. *Using an open target goal* such as an end zone in soccer or basketball may make it easier for the team in possession to score, thus rewarding them for maintaining possession of the ball. On the other hand, it makes it more difficult for the defense because they cannot guard only a single goal to stop the offensive team from scoring. This makes the game more fluid as the players can use all the space on the field or court to score. A similar situation occurs in basketball when only one basket at either end is used as the scoring goal. When one child shoots, everyone bunches up underneath the basket waiting for the rebound, making the students lose their awareness of the space around them.

A player-to-player guarding rule (players can steal the ball only from one other player on the other team and vice versa in any invasion game) helps to teach students about the concept of getting free or open in offense. In defense, it forces players to tightly guard or mark the players on the opposite team, since they do not want the player they are guarding or marking to be able to score a goal.

In rugby, using a rule where players have *only three seconds in possession of the ball* exaggerates the concepts of supporting the player with the ball. Using one or two *all-time offense* players may help teams maintain possession of the ball, and be able to create an attack more readily. In contrast, when defending, teams have to plan a strategy for playing *numbers down* in order to win back possession of the

ball so they can regain the advantage of playing with the all-time offense players. As previously discussed, restricting players to zones or areas of the field may help students to spread out. Furthermore, restricting individuals to a specific number of touches on the ball, or limiting their time on the ball or in zones, may stretch the more advanced players in the group and make other players on the team step up and take more responsibility. Finally, using a *differential scoring system*, in which the students decide which players on the opposite team get a different amount of points when they score, may help in focusing tactics on restricting scoring and defending space (Lauder, 2001). Using these rules or exaggerating the game also helps to integrate the assessment of these tactical skills. This will be discussed in the next section of the article.

In order to focus students' attention on the tactical concepts that lie behind the game and its modifications, the teacher should ask players questions. Example questions appear in table 2. These questions deal with the three main tactical concepts of space, time, and risk/safety. The teacher may ask these questions by having team huddles or tactical time-outs. At this time, teams can be switched so that the players can play against different teams. However, each game can be stopped at different times so that the teacher is able to move to all courts and ask questions of all teams.

Linking Generic Invasion Games to Assessment

This section of the article introduces the concept of authentic assessment and briefly discusses the GPAI and its seven components. It also discusses how to use this procedure in

Table 2. Questions the Teacher May Ask the Students

Concept	Question and Answer
Time	Q: When and why do you pass the ball? A: I cannot dribble the ball so I have to look for someone else to pass it to and hope that person is in a good position to advance the ball into the end zone.
	Q: What types of pass can you use to move the ball? A: Long and short.
	Q: Which is better in terms of time? A: Shorter, as it takes less time for the ball to travel. The defending team also has less time to react.
Space	Q: How do you get open to receive a pass? A: I need to move away from the ball carrier to pull opposite players away from the ball and then cut back into the open space I just created. I can also use fakes and dodges to create space and get open and away from the person guarding me.
	Q: When should you be calling for the ball? A: When open, but always trying to support the ball carrier.
	Q: How do you defend the central scoring zone as against the larger end zone? A: With the central goal we can all crowd around it when we defend, whereas with the end zone we do not have enough players to defend that zone all the way along.
	Q: What happens if you all guard the goal? A: If we win the ball back, we have no one to pass the ball to so we can attack.
	Q: What does the rule about being restricted to an area emphasize? A: Movement into spaces with marks close to you—getting free into an open space and in an open passing lane, and in gaps between defending players.
Risk	Q: What is the problem with long passes? A: They are more risky, since the opposition has time to react and intercept them.
	Safety
	Q: Does the speed and weight of the pass vary depending on the circumstances? A: Yes, I need to know to whom I am passing and the distance I am away from that person so I can put enough weight on it and choose the correct technique (i.e., short, long).
	Q: What do you do when you have the ball versus when you do not have the ball? A: When we have the ball, we try and spread across the field and we try to advance the ball if possible; if this is not an option, we maintain possession. When we do not have the ball, we stay compact to defend our area and space and try to intercept when possible so we can regain possession and attack. Although we should not over-commit, because this can leave us over-exposed and scattered.



The blue team quickly restarts the game in an attempt to counterattack the red team.



Players move to positions to support or guard the player catching the ball.

the classroom by devising a series of game-performance descriptors and an assessment rubric for the invasion-game unit introduced earlier. Even though this article focuses on the middle and high school level, the concepts that are presented may be adapted to elementary settings using smaller-sided games, modified equipment, or modified space and rules (Mitchell et al., 2003).

What Is Authentic Assessment? Siedentop and Tannehill (2000) have characterized authentic assessments as those that reflect real life, are performed in realistic settings, and mirror what students do outside of school. This type of assessment is also regular, formative, and ongoing (Veal, 1992). Therefore, if you are teaching through and in the game, an assessment system should allow you to assess students during actual game play. Similarly, the instruction given should reflect the nature of the assessment tool that is used (e.g., game-based instruction such as TGFU should be followed by assessing students in game play).

The Game Performance Assessment Instrument. The GPAI was developed as a comprehensive assessment tool that can be adapted to assess students in a variety of games (Mitchell et al., 2003, 2006; Oslin et al., 1998). The following game components can be assessed using the GPAI:

- Decision-Making—the student makes appropriate decisions about what to do with the ball (or projectile) during a game
- Skill Execution—the student efficiently executes selected skills
- Adjustment—the student moves defensively as necessitated by the flow of the game
- Cover—the student provides appropriate defensive cover, help, and backup for a player making a challenge for the ball (or projectile)
- Support—the student provides appropriate support for a

teammate with the ball (or projectile) by being in a position to receive a pass

- Guard/Mark—the student appropriately guards or marks an opponent who may or may not have the ball (or projectile)
- Base—the student appropriately returns to a recovery (base) position between skill attempts.

The elements of game play to be analyzed in an individual unit can be chosen from this list. Indeed, one of the benefits of the GPAI assessment procedure is that it can measure both on-the-ball and off-the-ball game play. Off-the-ball movements are especially important in invasion games, where personal possession of the ball can be limited. Thus, credit can be given to a student who contributes to the team by working *off-the-ball* in offense by getting into open passing lanes, moving into space and looking for gaps, and working hard in defense by helping the team to regain possession of the ball from the opposition.

Using the GPAI Scoring Descriptors. The assessment descriptors in tables 3a to 3c are intended to provide an easy assessment system that can be used in the class setting to assign scores to students for the GPAI elements of *decision-making*, *skill execution* and *off-the-ball support* in a generic invasion-game unit. The descriptors can also be adapted to specific invasion-game units such as soccer, basketball, and football. For example, in basketball the rules specific to that game, such as double-dribble, traveling, and contact rules, should be taken into account. These rules may then be reflected in the definitions of both decision-making and skill execution at the appropriate level. Indeed, in these more specific units, teachers may decide to expand or modify their assessment system to incorporate other elements of the GPAI. For example, the teacher may design a set of assessment descriptors for guarding and marking. In such a case, the teacher would

Table 3a. Decision-making Assessment Descriptors for Invasion Games

5—Very Effective Performance

When team/individual player HAS possession of the ball: Player **always** makes correct decisions about what to do with the ball.

When team/individual player DOES NOT HAVE possession of the ball: Player **always** makes correct decisions about when to engage the player on the opposing team who has the ball when closest to the ball. Player always provides defensive help to teammates making a play on the ball, always defending proactively in order to intercept passes.

4—Effective Performance

When team/individual player HAS possession of the ball: Player **most of the time** makes correct decisions about what to do with the ball.

When team/individual player DOES NOT HAVE possession of the ball: Player **most of the time** makes correct decisions about when to engage the player on the opposing team who has the ball when closest to the ball. Player most of the time provides defensive help to teammates making a play on the ball and most of the time defends proactively in order to intercept passes.

3—Moderately Effective

When team/individual player HAS possession of the ball: Player **sporadically** makes correct decisions about what to do with the ball.

When team/individual player DOES NOT HAVE possession of the ball: Player **sporadically** makes correct decisions about when to engage the player on the opposing team who has the ball when closest to the ball. Player sporadically provides defensive help to teammates making a play on the ball and sometimes defends proactively in order to intercept passes.

2—Weak Performance

When team/individual player HAS possession of the ball: Player **rarely** makes correct decisions about what to do with the ball.

When team/individual player DOES NOT HAVE possession of the ball: Player **rarely** makes correct decisions about when to engage the player on the opposing team who has the ball when closest to the ball. Player rarely provides defensive help to teammates making a play on the ball and rarely looks to defend proactively in order to intercept passes.

1—Very Weak Performance

When team/individual player HAS possession of the ball: Player **never** makes correct decisions about what to do with the ball.

When team/individual player DOES NOT HAVE possession of the ball: Player **never** makes correct decisions about when to engage the player on the opposing team who has the ball when closest to the ball. Player never provides defensive help to teammates making a play on the ball and never defends proactively in order to intercept passes.

still need to specifically define this behavior (guard/mark) before the unit begins.

In order to assess students and ensure that this process is authentic, it is essential to link the concepts that are being taught in each of the individual lessons to the five assessment descriptors. For example, a teacher may modify a game to require every student to touch the ball before their team can score a goal. This modification would allow the teacher to focus on and assess each student's decision-making (i.e., which type of pass—short or long?) and skill execution (was it successful?) in the game context (tables 3a and 3b). Additionally, if the teacher wanted to focus on off-the-ball teammate support, the same aforementioned rule may be used, or one where teams have to get every player on their team to score. In the basic game highlighted at the beginning of this article, the rules preventing running or dribbling with the ball and limiting possession to three seconds also stress the concept of supporting teammates who have possession

of the ball, which makes it easier for the teacher to assess this component of game play (table 3c). Thus, modifying the rules of games can be linked to the assessment strategy. A further aspect of the definitions seen in tables 3a–3c is that, when constructs are defined, part of the description can be placed in bold type so these points are easy to remember, and this makes it slightly easier to assign a score to each student by quickly referring to the descriptors while watching the student play the game in class.

Using an Assessment Rubric. An alternative way to assess the students on a number of game components simultaneously is to construct an assessment rubric that is also framed around the tactical components of game play such as anticipation and awareness, decision-making, and moving off-the-ball to support teammates. An example appears in table 4. This rubric could be adapted to meet the needs of the class by adding alternative skills or technical aspects of play in the left hand column and placing the critical elements of these

Table 3b. Skill-Execution Assessment Descriptors for Invasion Games

5—Very Effective Performance

When team/individual player HAS possession of the ball: **Always** has hands ready to receive a pass and always catches ball. Passes, when made, are of **correct weight and height** allowing team to maintain possession of the ball and advance it forward or score in the opposition's end line.

When team/individual player DOES NOT HAVE possession of the ball: **Always** guards/marks players and spaces at the right times. **Never over-commits** and always shows players away from danger areas toward defensive help and is able to intercept passes by the other team while **defending proactively**. Player **always knows** where he or she is in relation to other defending players and **stays compact** with other players.

4—Effective Performance

When team/individual player HAS possession of the ball: **Most of the time** has hands ready to receive a pass and most of the time catches ball. Passes, when made, are of **correct weight and height** allowing team to maintain possession of the ball and advance it forward or score in the opposition's end line.

When team/individual player DOES NOT HAVE possession of the ball: **Most of the time** guards/marks players and spaces at the right times. **Rarely over-commits** and always shows players away from danger areas toward defensive help and is able to, most of the time, intercept passes by the other team while **defending proactively**. Player **most of the time knows** where he or she is in relation to other defending players and **stays compact** with other players.

3—Moderately Effective

When team/individual player HAS possession of the ball: **Sporadically** has hands ready to receive a pass and sometimes catches ball. Passes, when made, are **most of the time of correct weight and height** allowing team to maintain possession of the ball and/or advance it forward or score in the opposition's end line.

When team/individual player DOES NOT HAVE possession of the ball: **Sporadically** guards/marks players and spaces at the right times. **Sometimes over-commits** and can sometimes show players away from danger areas toward defensive help. Can sometimes intercept passes by the other team, although **DOES NOT defend proactively**. Player **sometimes knows** where he or she is in relation to other defending players, but at other times is **out of position** and unable to help the team in defense.

2—Weak Performance

When team/individual player HAS possession of the ball: **Rarely** has hands ready to receive a pass and sometimes catches ball. Passes, most of the time, are of **incorrect weight and height** making it difficult for their team to maintain possession of the ball and/or advance it forward or score in the opposition's end line.

When team/individual player DOES NOT HAVE possession of the ball: **Rarely** guards/marks players and spaces at the right times. **Over-commits**, and does not show players away from danger areas toward defensive help. Rarely intercepts passes by the other team, as he or she **DOES NOT defend proactively**. **Rarely knows** where he or she is in relation to other defending players, and, as a result, is **way out of position** and unable help the team in defense.

1—Very Weak Performance

When team/individual player HAS possession of the ball: **Never** has hands ready to receive a pass and rarely catches ball. Passes, when made, are of **incorrect weight and height** making it difficult for their team to maintain possession of the ball and/or advance it forward or score in the opposition's end line.

When team/individual player DOES NOT HAVE possession of the ball: **Rarely** guards/marks. When player does make a play on the ball, he or she **over-commits** and has no concept of showing players away from danger areas toward defensive help. Never intercepts passes by the other team, as player **DOES NOT make plays to win the ball back**. **Never knows** where he or she is in relation to other defending players, and, as a result, is **way out of position** and unable help the team in defense.

skills in the scoring section. Certain sections of the descriptions in the rubric have been written in bold type to make it easier to identify and score each student.

Strategies for Effective Implementation. When teaching, the assessment descriptors or the assessment rubric could be carried on a clipboard by the teacher or uploaded to a PDA (Wegis & van der Mars, 2006). The clipboard or PDA would only need a list of names by which the teacher can assign a score to each student in class for decision-making, skill

execution, and support, or a score for each section of the assessment rubric seen in table 4. To ensure that assessment is ongoing, the teacher may choose to score only one game component from either assessment framework in one lesson. For example, when using the descriptors in tables 3a-3c in lesson one, the teacher could focus on decision-making; in lesson two, on off-the-ball support; and in lesson three, on assessing skill execution. The rules placed on the game would

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also dictate the game components to be assessed and link teaching to assessment. Collier (2004) gives further information on how to employ this strategy.

Summary

This article has discussed how to use a generic invasion-game unit, using a basic game set-up, to teach invasion games to students through a tactical approach. It also explained how to authentically assess students' learning and development over the course of the unit using the decision-making, skill-execution, and off-the-ball-support components of the GPAI. It presented some useful tools for linking teaching and assessment to help teachers in transitioning to a more games-based approach to teaching. It is hoped that more literature related to assessment when using tactical approaches will be published to help teachers to gradually shift to more student-centered and holistic ways of teaching, such as the tactical approach to teaching games.

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Table 3c. Off-the-Ball Support Assessment Descriptors for Invasion Games

5—Very Effective Performance

Always attempts to get open for passes by communicating and/or demanding ball from teammates. **Regularly uses sharp cuts** to get into open spaces on the field and is **regularly involved** in give-and-go moves, counter-attacking plays after the team regains possession of the ball from the opposition, and helping the team to maintain possession of the ball.

4—Effective Performance

Most of the time tries to get open for passes by communicating and/or demanding ball from teammates. **Uses sharp cuts** to get into open spaces on the field, and **most of the time is involved** in give-and-go moves, counter-attacking plays after the team regains possession of the ball from the opposition, and helping the team to maintain possession of the ball.

3—Moderately Effective Performance

Player is **beginning to get open** for passes, and communicates with and/or demands ball from teammates. Player attempts to get open for passes although **cuts to get into open spaces are slower**. Player is only **sporadically involved** in give-and-go moves, counter-attacking plays after the team regains possession of the ball from the opposition, and in helping the team to maintain possession of the ball.

2—Weak Performance

Player **attempts to get open** to receive passes although **cuts to get into open spaces are slower**, and if player does not receive the ball **gives up**. Player is **rarely involved** in give-and-go moves, counter-attacking plays after the team regains possession of the ball from the opposition, and helping the team to maintain possession of the ball.

1—Very Weak Performance

Player **never tries to get open** to receive passes from teammates and never communicates with and/or demands ball from teammates. Player **has no concept** of moves such as give-and-go moves, counter-attacking plays after the team regains possession of the ball from the opposition, and is **never involved** in trying to actively help the team in maintaining possession of the ball.

Table 4. Generic Invasion-Game Rubric (Selected Skills)

Skill	Level 4	Level 3	Level 2	Level 1
On-the-ball Play (Passing/Receiving)	<i>Exceptional</i> Knows where next pass is on receiving. Uses all types of passes. Weight of pass is always correct . Recognizes safe passing lanes. Hands ready to receive. Receives ball on the move with head up .	<i>Reliable</i> Starts to vary types of passes and sees safe passing lanes. Passes are not always accurate and correctly weighted. Most of the time knows where next pass is on receiving, and head is up .	<i>Inconsistent</i> Uses one main type of pass and does this well. No recognition of safe passing lanes and ball is still “hot potato”-like . Receives ball statically and with head down .	<i>Struggling</i> Uses one main type of pass and this is not consistently good . Ball is like a “hot potato.” Head down when receiving and consequently does not know where next pass is.
Off-the-ball Movement and Support	<i>Exceptional</i> Looks to get free/open all the time . Goes away from the ball and then comes back to receive. Uses correct supporting angles and distances and moves into safe passing lanes.	<i>Reliable</i> Sees open spaces and dynamically moves into them. Starts to use correct supporting angles and distances but does not always move into safe passing lanes.	<i>Inconsistent</i> Occasional cuts , but not very dynamic (slow). Sporadically sees open spaces to move to. Hides behind players when moves and tends to run away from the ball.	<i>Struggling</i> “ROOTED.” Cuts are slow and rare . Runs away from the ball to avoid it.
Anticipation/Awareness	<i>Dynamic</i> Sees open spaces to move to in order to receive passes. Looks to intercept the play and gains a lot of success doing this. Knows where other people are on the field/court before receiving the ball.	<i>Proactive</i> Sees open spaces to move to in order to receive passes. Looks to intercept the play but is not always successful. Knows where other people are on the field/court before receiving the ball.	<i>Reactive</i> Stands still a lot of the time. Starts to be aware of free/open spaces. Reacts to where other people are and what other people do, without knowing where others are on the field/court.	<i>Passive/Static</i> Stands still a lot of the time. Lacks awareness of free/open spaces. Does not know where others are on the field/court.
Defending Players and Space	<i>Tight</i> Marks players and spaces at the right times. Does not over-commit . Shows players away from danger areas. Uses concepts of pressure, support, and cover and applies them correctly. Knows where he or she is in relation to other defending players and stays compact with other players.	<i>Solid</i> Starts to mark space and players (person to person and zonal) and does this most of the time. Looks to intercept the ball and does not over-commit , but does not always show them away from danger areas. Sometimes loses position in relation to others and gets caught out. Stays compact most of the time.	<i>Reactive</i> Tends to follow one person. When a tackle is made he or she over-commits and leaves team exposed. Defends alone and not as a team.	<i>Passive/Static</i> Tends to follow one person or totally marks space when not required to. When a tackle is made (this is rare) he or she over-commits and leaves team exposed .
Grade:				

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Lytle

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~~**Special Days.** Teachers and paraeducators should share the success of students with disabilities in a staff meeting, a parent day, or an administrative meeting. It may be possible to have a special day where the teacher and the paraeducator trade roles for a day to experience what it is like to be in the other's shoes. This would help the physical education teacher to learn what the student experiences in the classroom and the teaching techniques that work in that setting. Visiting the classroom occasionally can be very helpful for the physical educator. It will help the physical educator to understand the student's needs in the classroom, but will also let the paraeducator and special education teacher know that the physical education teacher cares about the student and wants to work collaboratively with the team. Just stopping in to say hello or chatting in the lunchroom would achieve this as well.~~

~~**Offer Special Classes.** Paraeducators may want to improve their level of fitness so they can perform better in physical education. Show your appreciation by opening up your gymnasium a few days a week after school or even offer an exercise class such as Pilates, yoga, or aerobics to faculty and staff.~~

Summary

~~Physical educators have struggled for many years to successfully include children with disabilities in their classes. The availability of paraeducators has great potential to alleviate many of the struggles that teachers face. However, this is not a simple task. Most teachers have not been trained to use other professionals within their classrooms or gymnasiums. Effective use of paraeducators takes time, planning, and communication. With careful training, collaboration, and support, paraeducators can be used effectively and everyone will benefit—most of all the students in the physical education program.~~

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Gone

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~~policy and leadership, tells us that teaching must be based on the premise that teachers should hold a deep respect for their students and the knowledge and abilities they bring to the learning experience. This learning experience becomes a dialogue in which the teacher is also a student and the student is also a teacher. Reciprocity in the exchange of knowledge is maximized and teacher imposition is minimized. Teaching and learning are neither fixed nor finite, but~~