



# Sport Skills and Teamwork

*Purpose:* The importance of sports and teamwork cannot be overestimated in secondary physical education. The framework of good sporting behavior, basic skill, and problem solving will help students not only in class but also in the world of work. Introduction of these skills at the appropriate developmental level is essential for successful performance in adulthood.

*Unit adaptations:* There are many ways of adapting the curriculum for children with disabilities, and it is imperative that the modifications for each child be specific to his or her needs. For example, if a child has spina bifida and uses a wheelchair, adaptations might include allowing more bounces in tennis or more hits in volleyball, or using a bigger ball for soccer or modified rules for badminton.

*Assessment options:* In this section, each unit includes at least one rubric for evaluating the process or product of movements; you might also create your own rubrics. Instructors can also create checklists and rating scales and have students keep journals, all of which can be included in student portfolios (see chapter 2).

Here are some ideas that can be used in teaching various physical activities; they involve equipment that can be used, rules that can be modified, environments that can be altered, and instructions that can be varied. Instructors can check off those that apply to the learner or those that the learner can accomplish.

# SOFTBALL

## Potential Modifications and Adaptations

Equipment	Rules	Environment	Instruction
<input type="checkbox"/> Beeper ball <input type="checkbox"/> Auditory ball <input type="checkbox"/> Bell ball <input type="checkbox"/> Tactile ball <input type="checkbox"/> Bright ball <input type="checkbox"/> Nerf ball <input type="checkbox"/> Wiffle ball <input type="checkbox"/> Softball <input type="checkbox"/> Velcro ball <input type="checkbox"/> Bigger ball <input type="checkbox"/> Lighter ball <input type="checkbox"/> Colored ball <input type="checkbox"/> Buzzer on bases <input type="checkbox"/> Flat bases <input type="checkbox"/> Thick bases <input type="checkbox"/> Bigger bases <input type="checkbox"/> Safety base <input type="checkbox"/> Wiffle bats <input type="checkbox"/> Fat bats <input type="checkbox"/> Short-handled bats <input type="checkbox"/> Long-handled bats <input type="checkbox"/> Regulation bats <input type="checkbox"/> Batting tee <input type="checkbox"/> Gloves and catcher's mitt different sizes and textures <input type="checkbox"/> Helmet <input type="checkbox"/> Pinnies to distinguish teams	<input type="checkbox"/> Hit off of tee <input type="checkbox"/> Hit off of ground <input type="checkbox"/> Hit hanging ball <input type="checkbox"/> All bat before switching <input type="checkbox"/> Vary number of strikes <input type="checkbox"/> Time limitations <input type="checkbox"/> Vary number of people in the outfield <input type="checkbox"/> Vary number of people in the infield <input type="checkbox"/> Two bases only <input type="checkbox"/> Point for each base <input type="checkbox"/> Boundary limitations <input type="checkbox"/> No tag-outs <input type="checkbox"/> Tag-outs on bases (you can tag the base to get someone out) <input type="checkbox"/> Peer runner/guide <input type="checkbox"/> No score <input type="checkbox"/> No double play <input type="checkbox"/> Rotate positions <input type="checkbox"/> Two extra tosses to field players (add a rule that the ball must be thrown to two people in the field before they can attempt an out) <input type="checkbox"/> Ground pass <input type="checkbox"/> Out in air or on bounce <input type="checkbox"/> Throw ball to make an out to a base before the runner gets there	<input type="checkbox"/> Ropes leading to bases <input type="checkbox"/> Guide rails <input type="checkbox"/> Chalk lines to bases <input type="checkbox"/> Tactile lines <input type="checkbox"/> Auditory lines <input type="checkbox"/> Bright lines <input type="checkbox"/> Cones next to bases <input type="checkbox"/> Clap behind bases to add auditory cue for those who need one <input type="checkbox"/> On field <input type="checkbox"/> On pavement <input type="checkbox"/> In gymnasium <input type="checkbox"/> Shorter base distance <input type="checkbox"/> Shorter pitching distance	<input type="checkbox"/> Verbal cues <input type="checkbox"/> Demonstration/model <input type="checkbox"/> Physical assistance <input type="checkbox"/> Peer tutor <input type="checkbox"/> Paraeducator <input type="checkbox"/> Task cards (enlarged if needed) <input type="checkbox"/> Pictures <input type="checkbox"/> Tactile modeling <input type="checkbox"/> Guided discovery <input type="checkbox"/> Problem solving <input type="checkbox"/> Task analysis <input type="checkbox"/> Proximity (instructor stands close to student with disability) <input type="checkbox"/> Task-analyze skills <input type="checkbox"/> Individualized instruction <input type="checkbox"/> Sign language <input type="checkbox"/> Feedback

## Example 1: Throwing

Task description	Student will throw the ball from shortstop to first base.
Scale components	(a) Form of throw, (b) distance, (c) accuracy
<b>Rubric level and color</b>	<b>Rubric descriptors</b>
1. White	Student can throw ball from shortstop position to second base most of the time.
2. Yellow	Student can throw ball with opposite-foot step, weight shift, hip rotation, and a follow-through across the body, from shortstop position to second base, most of the time.
3. Orange	Student can throw a ball, with proper form, from shortstop position to second base, 75 percent of the time.
4. Green	Student can throw a ball, with proper form, from shortstop position to first base, 75 percent of the time.
5. Blue	Student can throw a ball, with proper form, from shortstop position to first base, 85 percent of the time.
6. Brown	Student can throw a ball, with proper form, from shortstop position to first base, so first base player can catch the ball, 85 percent of the time.
7. Black	Student can throw a ball, with proper form, from shortstop position to first base, so first base player can catch the ball, 95 percent of the time.

## Example 2: Fielding

Task description	Student will show proper form and skill in fielding the ball.
Scale components	(a) Proper form, (b) percentage of stopped balls
<b>Rubric level and color</b>	<b>Rubric descriptors</b>
1. White	Student knows ready position in the field and can show this 100 percent of the time.
2. Yellow	Student keeps knees bent and eyes on the ball most of the time when the ball is hit to him or her.
3. Orange	Student keeps knees bent, eyes on the ball, and glove down on the ground, most of the time when the ball is hit to him or her.
4. Green	Student keeps knees bent, eyes on the ball, glove down on the ground, body behind the ball, and non-glove hand covering the ball, most of the time when the ball is hit to him or her.
5. Blue	Student uses proper form for fielding a ball and slides right or left to field any ball hit near him or her most of the time.
6. Brown	Student uses proper form for fielding a ball, slides right or left to field any ball near him or her 75 percent of the time, and stops at least 50 percent of the balls that come near.
7. Black	Student uses proper form for fielding a ball, slides right or left to field any ball near him or her 95 percent of the time, and stops at least 95 percent of the balls that come near.

(continued)

### Example 3: Batting

Task description	Student will bat a ball from a tee or when pitched to him or her.
Scale components	(a) Form, (b) hitting percentage
<b>Rubric level and color</b>	<b>Rubric descriptors</b>
1. White	Student can hit a ball off of a tee, with shoulder to outfield and nondominant foot forward, most of the time.
2. Yellow	Student can hit a ball off of a tee, with shoulder to outfield, nondominant foot forward, and weight shift to front foot, most of the time.
3. Orange	Student can hit a ball off of a tee, with shoulder to outfield, nondominant foot forward, weight shift to front foot, ball contact in front of front foot, and follow-through with the bat, most of the time.
4. Green	Student can hit a ball off a tee, with shoulder to outfield, nondominant foot forward, weight shift to front foot, ball contact in front of front foot, and follow-through with the bat, 90 percent of the time.
5. Blue	Student can bat a ball, with proper form, from a pitch, contacting the ball 50 percent of the time.
6. Brown	Student can bat a ball, with proper form, from a pitch, contacting the ball 75 percent of the time.
7. Black	Student can bat a ball, with proper form, from a pitch, contacting the ball 75 percent of the time, and hit it in desired direction 50 percent of the time.

# BASKETBALL

## Potential Modifications and Adaptations

Equipment	Rules	Environment	Instruction
<input type="checkbox"/> Basketball <input type="checkbox"/> Large ball <input type="checkbox"/> Small ball <input type="checkbox"/> Bright ball <input type="checkbox"/> Textured ball <input type="checkbox"/> Heavy ball <input type="checkbox"/> Light ball <input type="checkbox"/> Foam ball <input type="checkbox"/> Nerf ball <input type="checkbox"/> Beach ball <input type="checkbox"/> Deflated ball <input type="checkbox"/> Auditory ball <input type="checkbox"/> Buzzer basket <input type="checkbox"/> High basket <input type="checkbox"/> Low basket <input type="checkbox"/> Bright basket <input type="checkbox"/> Wide basket	<input type="checkbox"/> Increase number of fouls allowed <input type="checkbox"/> No 3-second rule <input type="checkbox"/> No double-dribble rule <input type="checkbox"/> Can walk with ball without dribbling <input type="checkbox"/> Different points awarded for baskets <input type="checkbox"/> Extra step on lay-up <input type="checkbox"/> Un defended <input type="checkbox"/> No defense for X number of seconds <input type="checkbox"/> Free shooting (no defense) <input type="checkbox"/> Everyone touches ball before a shot is attempted <input type="checkbox"/> Pass X number of times before a shot is attempted <input type="checkbox"/> Vary playing times <input type="checkbox"/> Limit boundaries <input type="checkbox"/> Small-sided games (e.g., 3v3) <input type="checkbox"/> Increase number of players	<input type="checkbox"/> Cones as boundaries <input type="checkbox"/> Bright boundaries <input type="checkbox"/> Ropes as boundaries <input type="checkbox"/> Beeper/auditory boundaries <input type="checkbox"/> Visual shooting line <input type="checkbox"/> Smooth surface <input type="checkbox"/> Modify court size <input type="checkbox"/> Stations	<input type="checkbox"/> Verbal cues <input type="checkbox"/> Demonstration/model <input type="checkbox"/> Physical assistance <input type="checkbox"/> Peer tutor <input type="checkbox"/> Paraeducator <input type="checkbox"/> Task cards (enlarged if needed) <input type="checkbox"/> Pictures <input type="checkbox"/> Tactile modeling <input type="checkbox"/> Guided discovery <input type="checkbox"/> Problem solving <input type="checkbox"/> Task analysis <input type="checkbox"/> Proximity (instructor stands close to student with disability) <input type="checkbox"/> Interpreter <input type="checkbox"/> Individualized instruction (one-to-one) <input type="checkbox"/> Sign language <input type="checkbox"/> Feedback

(continued)

## Example 1: Dribbling

Task description	Student will dribble a basketball around cones and inactive defensive players.
Scale components	(a) Form, (b) control
<b>Rubric level and color</b>	<b>Rubric descriptors</b>
1. White	Student dribbles in place, using fingertips at waist height, with ball contacting floor in front of (or to the outside of) the foot on the same side as the dribbling hand, most of the time.
2. Yellow	Student dribbles while walking around eight cones placed 5 feet (1.5 meters) apart, using fingertips at waist height, with ball contacting floor in front of (or to the outside of) the foot on the same side as the dribbling hand, most of the time.
3. Orange	Student dribbles with proper form, while walking around eight cones placed 5 feet apart, controlling the ball 50 percent of the time.
4. Green	Student dribbles with proper form, while jogging around eight cones placed 5 feet apart, controlling the ball 50 percent of the time.
5. Blue	Student dribbles with proper form, while jogging around eight cones placed 5 feet apart, controlling the ball 75 percent of the time.
6. Brown	Student dribbles with proper form, while jogging around eight cones placed 5 feet apart, controlling the ball 75 percent of the time with dominant hand and 50 percent of the time with nondominant hand.
7. Black	Student dribbles with proper form, while jogging around eight stationary defenders placed 5 feet apart, controlling the ball 75 percent of the time with dominant hand and 50 percent of the time with nondominant hand.

## Example 2: Foul Shot

Task description	Student will shoot foul shots from the foul line.
Scale components	(a) Form, (b) accuracy
<b>Rubric level and color</b>	<b>Rubric descriptors</b>
1. White	Student attempts to shoot foul shot from 5 feet (1.5 meters) in front of the foul line.
2. Yellow	Student faces the basket from 5 feet in front of the foul line with knees bent, dominant hand palm-up under ball, and nondominant hand supporting ball from side, most of the time.
3. Orange	Student faces the basket from 5 feet in front of the foul line, with knees bent, dominant hand palm-up under ball, nondominant hand supporting ball from side, and with knee and arm extension during the shot, most of the time.
4. Green	Student shoots foul shot with proper form from the foul line.
5. Blue	Student shoots foul shot, with proper form, from the foul line, and hits the rim most of the time.
6. Brown	Student shoots foul shot, with proper form, from the foul line, and makes 7 out of 10 shots.
7. Black	Student shoots foul shot, with proper form, from the foul line, and makes at least 8 out of 10 shots.

### Example 3: Game Play

Task description	Student will be evaluated on offensive skills during game play.
Scale components	(a) Use of passes, dribbling, and shooting, (b) ability to retain ball on offensive side or to score
<b>Rubric level and color</b>	<b>Rubric descriptors</b>
1. White	Student properly uses bounce pass and chest pass during game play.
2. Yellow	Student properly uses the triple threat by obtaining possession and then dribbling, passing, or shooting, according to the appropriate option, 50 percent of the time.
3. Orange	Student uses the triple threat by obtaining possession and then dribbling, passing, or shooting, according to the appropriate option, 75 percent of the time.
4. Green	Student dribbles around defenders and retains possession, completes passes, and shoots accurately (i.e., hits basket rim or backboard, or makes the shot), 50 percent of the time.
5. Blue	Student dribbles around defenders and retains possession, completes passes, and shoots accurately, 75 percent of the time.
6. Brown	Student assists others in shooting by passing to an open teammate 75 percent of the time.
7. Black	Student properly uses triple threat and displays appropriate skills 95 percent of the time, with accuracy in passing, shooting, and dribbling at least 50 percent of the time.

# SOCCER

## Potential Modifications and Adaptations

Equipment	Rules	Environment	Instruction
<input type="checkbox"/> Soccer ball <input type="checkbox"/> Large ball <input type="checkbox"/> Small ball <input type="checkbox"/> Bright ball <input type="checkbox"/> Textured ball <input type="checkbox"/> Heavy ball <input type="checkbox"/> Light ball <input type="checkbox"/> Foam ball <input type="checkbox"/> Nerf ball <input type="checkbox"/> Beach ball <input type="checkbox"/> Deflated ball <input type="checkbox"/> Auditory ball <input type="checkbox"/> Bell ball <input type="checkbox"/> Ball on string <input type="checkbox"/> Front bumper on chair <input type="checkbox"/> Bells on net <input type="checkbox"/> Buzzer on net <input type="checkbox"/> Wider goal <input type="checkbox"/> Smaller goal <input type="checkbox"/> Bright goal <input type="checkbox"/> Flags <input type="checkbox"/> Cones <input type="checkbox"/> Shin guards <input type="checkbox"/> Mouth guards	<input type="checkbox"/> Hands used for protection <input type="checkbox"/> No heading <input type="checkbox"/> Walk with ball <input type="checkbox"/> Stay in assigned area <input type="checkbox"/> Peer places ball on ground for kicking <input type="checkbox"/> Undefended <input type="checkbox"/> No defense for X number of seconds <input type="checkbox"/> Free shooting (no defense) <input type="checkbox"/> Everyone touches ball before shots on goal <input type="checkbox"/> Pass X number of times before shots on goal <input type="checkbox"/> Vary playing times <input type="checkbox"/> Limit boundaries <input type="checkbox"/> Lane soccer <input type="checkbox"/> Small-sided games	<input type="checkbox"/> Cones as boundaries <input type="checkbox"/> Bright boundaries <input type="checkbox"/> Ropes as boundaries <input type="checkbox"/> Visual shooting line <input type="checkbox"/> Beeper/auditory boundaries <input type="checkbox"/> Smooth surface <input type="checkbox"/> Modified field size <input type="checkbox"/> Stations	<input type="checkbox"/> Verbal cues <input type="checkbox"/> Demonstration/model <input type="checkbox"/> Physical assistance <input type="checkbox"/> Peer tutor <input type="checkbox"/> Paraeducator <input type="checkbox"/> Task cards (enlarged if needed) <input type="checkbox"/> Pictures <input type="checkbox"/> Tactile modeling <input type="checkbox"/> Guided discovery <input type="checkbox"/> Problem solving <input type="checkbox"/> Task analysis <input type="checkbox"/> Proximity (instructor stands close to student with disability) <input type="checkbox"/> Interpreter <input type="checkbox"/> Individualized instruction (one-to-one) <input type="checkbox"/> Sign language <input type="checkbox"/> Feedback



## Example 1: Dribbling

Task description	Student can dribble using both inside and outside of foot against a defender.
Scale components	(a) Form, (b) velocity of performance, (c) radius of direction change, (d) number of defenders
<b>Rubric level and color</b>	<b>Rubric descriptors</b>
1. White	Student attempts to dribble with dominant foot and nondominant foot.
2. Yellow	Student dribbles with inside of each foot through 10 cones located 7 feet (2.1 meters) apart, up and back, without losing the ball.
3. Orange	Student dribbles fast, with outside of each foot, through 10 cones located 7 feet apart, up and back, without losing the ball.
4. Green	Student dribbles fast, with inside and outside of each foot, through 10 cones located 5 feet (1.5 meters) apart, up and back, without losing the ball.
5. Blue	Student dribbles against a defender, with inside and outside of foot, for 30 yards (27.4 meters).
6. Brown	Student dribbles against a defender through 10 cones located 5 feet apart, up the field without losing the ball.
7. Black	Student dribbles against two defenders, for 30 seconds, within a 20-yard (18.3-meter) radius, using the inside and outside dribble, without losing the ball.

## Example 2: Passing

Task description	Student can perform an exact pass, using the inside or outside of the foot, to a standing or moving partner.
Scale components	(a) Form, (b) number of performances, (c) motion
<b>Rubric level and color</b>	<b>Rubric descriptors</b>
1. White	Student attempts to pass with dominant foot and nondominant foot.
2. Yellow	Student passes with inside of the foot to a partner standing 10 feet (3 meters) away, using each foot 10 times.
3. Orange	Student passes with outside of the foot to a partner standing 10 feet away, using each foot 10 times.
4. Green	Student passes with inside or outside of the foot, to a partner standing 20 feet (6.1 meters) away, using each foot 10 times (5 with the inside foot and 5 with the outside foot).
5. Blue	Student passes, using only the inside of the foot, to a partner moving up and down the field, without losing control.
6. Brown	Student passes, using only the outside of the foot, to a partner moving up and down the field, without losing control.
7. Black	Student passes to a partner 20 yards upfield, leading the receiver on the run, keeping ball within 5 feet (1.5 meters) of the receiver's foot, 8 out of 10 times.

(continued)

**Example 3: Game Play**

Task description	Student can play and be an active participant in a soccer game.
Scale components	(a) Dribbling, (b) passing, (c) defense, (d) shooting (all performed consistently during a scrimmage or game situation)
<b>Rubric level and color</b>	<b>Rubric descriptors</b>
1. White	Student participates in a 3v3 game, demonstrates a dribble and a pass when on offense, and shows knowledge of defense when his or her team is on defense.
2. Yellow	Student participates in a 3v3 game, consistently demonstrates a dribble and a pass when on offense, and consistently shows knowledge of defense when team is on defense.
3. Orange	Student participates in a 5v5 scrimmage, consistently demonstrates a dribble and a pass when on offense, and consistently shows knowledge of defense when team is on defense.
4. Green	Student demonstrates all previous skills, cuts for a pass, and shoots on goal when a shot is available.
5. Blue	Student demonstrates all previous skills, consistently cuts for a pass, and consistently shoots on goal when a shot is available.
6. Brown	Student participates in a full-field soccer game, with consistent offensive and defensive skills, for at least 10 minutes.
7. Black	Student participates in a full-field soccer game, with consistent offensive and defensive skills, for at least 15 minutes.

# TENNIS

## Potential Modifications and Adaptations

Equipment	Rules	Environment	Instruction
<input type="checkbox"/> Tennis ball <input type="checkbox"/> Large ball <input type="checkbox"/> Bright ball <input type="checkbox"/> Heavy ball <input type="checkbox"/> Light ball <input type="checkbox"/> Foam ball <input type="checkbox"/> Nerf ball <input type="checkbox"/> Beach ball <input type="checkbox"/> Auditory ball <input type="checkbox"/> Wiffle ball <input type="checkbox"/> Tetherball <input type="checkbox"/> Larger racket <input type="checkbox"/> Smaller racket <input type="checkbox"/> Wider racket <input type="checkbox"/> Shorter racket <input type="checkbox"/> Foam racket <input type="checkbox"/> Strap for racket <input type="checkbox"/> No net <input type="checkbox"/> Lower net	<input type="checkbox"/> Hit off of tee for serve <input type="checkbox"/> Bounce serve <input type="checkbox"/> Two-step serve <input type="checkbox"/> Unlimited steps for serve <input type="checkbox"/> More than one bounce <input type="checkbox"/> Vary points awarded <input type="checkbox"/> Bounce the ball and hit it with a racquet to specific areas on opposite side for points	<input type="checkbox"/> Play against wall <input type="checkbox"/> Extended boundaries <input type="checkbox"/> Limited boundaries <input type="checkbox"/> Cones as boundaries <input type="checkbox"/> Bright boundaries <input type="checkbox"/> Ropes as boundaries <input type="checkbox"/> Beeper/auditory boundaries <input type="checkbox"/> Varied playing surface (e.g., dirt, smooth, grass)	<input type="checkbox"/> Verbal cues <input type="checkbox"/> Demonstration/model <input type="checkbox"/> Physical assistance <input type="checkbox"/> Peer tutor <input type="checkbox"/> Paraeducator <input type="checkbox"/> Task cards (enlarged if needed) <input type="checkbox"/> Pictures <input type="checkbox"/> Tactile modeling <input type="checkbox"/> Guided discovery <input type="checkbox"/> Problem solving <input type="checkbox"/> Task analysis <input type="checkbox"/> Proximity (instructor stands close to student with disability) <input type="checkbox"/> Interpreter <input type="checkbox"/> Individualized instruction (one-to-one) <input type="checkbox"/> Sign language <input type="checkbox"/> Feedback

## Example 1: Forehand

Task description	Student will hit a forehand shot in a tennis game.
Scale components	(a) Form, (b) number of performances, (c) placement
Rubric level and color	Rubric descriptors
1. White	Student hits a tennis ball, thrown with a bounce from 6 feet (1.8 meters) away, with a forehand shot.
2. Yellow	Student hits a ball thrown with a bounce, with body turned sideways, making contact in front of body, most of the time.
3. Orange	Student hits a ball thrown with a bounce, with body turned sideways, making contact in front of body and distinctly shifting weight forward, most of the time.
4. Green	Student hits a thrown ball, with body turned sideways, making contact in front of body, shifting weight forward, and following through, most of the time.
5. Blue	Student hits a forehand, with proper form, from a toss, and gets ball over the net 8 out of 10 times.
6. Brown	Student hits a forehand, with proper form, during a game situation, and gets ball over the net 7 out of 10 times.
7. Black	Student hits a forehand, with proper form, during a game situation, and gets ball over the net 9 out of 10 times.

(continued)

## Example 2: Serve

Task description	Student will hit a serve in a tennis game.
Scale components	(a) Form, (b) number of performances, (c) success
<b>Rubric level and color</b>	<b>Rubric descriptors</b>
1. White	Student serves the tennis ball from half-court (the back of the service boundary line).
2. Yellow	Student serves the ball from half-court with shoulder facing the net, makes proper toss above head, and makes contact out in front of the body, most of the time.
3. Orange	Student serves the ball from half-court with shoulder facing the net, makes proper toss above head, makes contact out in front of the body, shifts weight, and follows through, most of the time.
4. Green	Student serves the ball from half-court with shoulder facing the net, makes proper toss above head, makes contact out in front of the body, shifts weight, follows through, and gets ball over the net 5 out of 10 times.
5. Blue	Student serves the ball from half-court, with proper form, and gets ball over the net 8 out of 10 times.
6. Brown	Student serves the ball from the service line with proper form during a game situation and gets the ball over the net 7 out of 10 times.
7. Black	Student serves the ball from the service line, with proper form during a game situation, getting the ball over the net 9 out of 10 times and in the proper service box 5 out of 10 times.

## Example 3: Game Play

Task description	Student will participate in a game of tennis.
Scale components	(a) Choice of shots, (b) percentage of successful shots
<b>Rubric level and color</b>	<b>Rubric descriptors</b>
1. White	Student participates in a game of tennis, using the forehand and backhand shots correctly 50 percent of the time.
2. Yellow	Student participates in a game of tennis, using the forehand, backhand, drop shot, and overhand smash shot correctly 50 percent of the time.
3. Orange	Student participates in a game of tennis, using the forehand, backhand, drop shot, and overhand smash shot correctly 75 percent of the time.
4. Green	Student participates in a game of tennis, using the forehand, backhand, drop shot, and overhand smash shot correctly 75 percent of the time and getting the ball over the net 50 percent of the time.
5. Blue	Student participates in a game of tennis, using the forehand, backhand, drop shot, and overhand smash shot correctly 75 percent of the time and getting the ball over the net 75 percent of the time.
6. Brown	Student participates in a game of tennis, using the forehand, backhand, drop shot, and overhand smash shot correctly 90 percent of the time and placing the ball in the desired spot 50 percent of the time.
7. Black	Student participates in a game of tennis, using the forehand, backhand, drop shot, and overhand smash shot correctly 95 percent of the time and placing the ball in the desired spot 75 percent of the time.