



USA RUGBY

FLAG RUGBY

FOR PHYSICAL

EDUCATORS

Section 3





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Assessing Game Playing Performance

The following is an adaptation of the Game Performance Assessment Instrument (GPAI) as outlined in the text "Teaching Sport Concepts and Skills" by Griffin, L.L., Mitchell, S.A., & Oslin, J.L. (1997).

Griffin, Mitchell and Oslin (1997) stated that

Clearly if game performance is the central outcome in a tactical approach, then we must be able to assess game performance effectively. This is difficult because game performance involves more than executing motor skills. ... Successful performance in the game involves much more than on-the-ball skills. Players spend most time making tactical decisions and moving to execute those decisions, ... (p. 218).

Traditionally physical educators have assessed student performance by using skills tests. These types of tests however do not assess the student's ability to make appropriate decisions (Griffin, et al. 1997). Given that the goal of this Flag/Tag Rugby curriculum is the development of the abilities of students to play Flag/Tag Rugby, the assessment of students should focus on assessing them in authentic Flag/Tag Rugby games.

How can you assess your students' playing performance. Griffin et al., (1997) developed the Game Performance Assessment Instrument (GPAI). The components of the GPAI were

1. Base (Returning to recovery position after each skill attempt)
2. Adjust (Movement of student offensively or defensively)
3. Decision making (Appropriate decision making)
4. Skill execution (Efficient performance of skill)
5. Support (Off-the ball movement to a position to receive a pass)
6. Cover (Providing defensive help)
7. Guard or mark (Defending against opponent with or without the ball).





Griffin et al., (1997).

Not all components of the above game performances apply to all games. However a combination of a number of the above components can be used by teachers to authentically assess game playing performance. For example the GPAI Flag/Tag Rugby form for assessing Offensive game playing performance is included on the next page.

This method of assessment uses a simply tally system to evaluate the appropriate or inappropriate, efficient or inefficient of specific components used.





GPAI Flag/Tag Rugby (Adaptation of GPAI Soccer in Griffin et al., 1997).

Components of game performance

Evaluating Offense

- | | | | |
|----|-----------------|----------|--|
| 1. | Decision made | Criteria | <p>Player attempts to pass to an open teammate</p> <p>Player attempts to run with the ball (either through a gap in the defense or by outflanking the defense) when appropriate.</p> |
| 2. | Skill execution | Criteria | <p>Passing - Ball is passed to target area (chest to navel).</p> <p>Reception - Ball is caught</p> |
| 3. | Support ball | Criteria | <p>The player appeared to support the carrier by being in or moving to an appropriate position to receive a pass</p> |

Name	Decision Made		Skill Execution		Support	
	A	IA	E	IE	A	IA
Carlos	XXXXX	X	XXXXX	X	XXXX	XXX
Jennifer					XX	XX
Jonah	XXX	X	XXX	X	XXX	X
Kim	XXXXXX	X	XXXXX	XX	XXXXX	X
Shonda	XX	XXXX	XXX	X	XX	X
Tuan	X	XX	X	XX	XXXXXX	X

Key A = appropriate IA = inappropriate
 E = efficient IE = inefficient





Using the GPAI procedures outlined in Griffin et al., (1997)

1. **Game involvement** = number of appropriate + number of inappropriate decisions + number of efficient skill executions + number of inefficient skill executions + number of appropriate supporting movement (note: inappropriate supporting movements aren't counted as by nature they would not be a factor in game involvement).
2. **Decision-making index (DMI)** = number of appropriate decisions made ÷ number of inappropriate decisions made.
3. **Skill execution index (SEI)** = number of efficient skill executions ÷ number of inefficient skill executions.
4. **Support index (SI)** = number of appropriate supporting movements ÷ number of inappropriate supporting movements.
5. **Game performance** = [DMI + SEI + SI] ÷ 3

Note: Inappropriate decisions and inefficient skill executions are included in the determination of game involvement. The inclusion of these categories recognizes the fact that lower ability students may be highly involved in the game although their skillful execution and ability to make appropriate decisions may be limited.

(Griffin et al., 1997, p. 220).

From the table above we can see that Carlos' **Game involvement** score is 16.

$$5 + 1 + 5 + 1 + 4 = 16$$

The game involvement scores for the entire class were

Carlos	16
Jennifer	2
Jonah	11
Kim	19
Shonda	12
Tuan	12





Game Performance is the arithmetical average of the $[DMI + SEI + SI] \div 3$

Decision Making = $5/1 = 5.0$

Skill execution = $5/1 = 5.0$

Support = $4/3 = 1.33$

Game Performance = $[5+5+1.33]/3 = 11.33/3 = 3.78$

The game performance scores for all team members are as follows.

- Carlos 3.78
- Jennifer 0.33
- Jonah 3.00
- Kim 4.50
- Shonda 1.83
- Tuan 2.33

Using the above analysis both Kim and Carlos were heavily involved in the game. Jonah, Tuan and Shonda (to a lesser extent) were moderately involved in the game. Whereas Jennifer's involvement was minimal.

Note: GPAI scores are relative. They authentically evaluate a student's performance in a game however for grading purposes factors such as the quality of the offense and/or defense would impact an individual's score. This is a factor you should consider if using GPAI scores as references for actual grades.

Reference:

Griffin, L.L., Mitchell, S.A., & Oslin, J.L. (1997). *Teaching sport concepts and skills: A tactical games approach*. Champaign, IL: Human Kinetics.





Using the GPAI with Students

Assuming that we have 4 teams in a Flag/Tag rugby class (A, B, C, & D). If teams A and B play a game of Flag/Tag rugby individual students on team C can evaluate the performance of students in team A and likewise students on team D can evaluate the performance of students in team B. After a 10 minute game the students would switch roles with students in team A observing students in team C etc.,

You can modify the template overleaf and the excel spreadsheet example to fit the concept you are teaching.

(See next page).

GPAI Spreadsheet

Please refer to the excel spreadsheet posted online, that you can use to calculate peer assessment results.





GPAI Flag/Tag Rugby Template

2 v 1 Drill

Period: _____

Evaluator: _____

Date: _____

Player Evaluated: _____

Concept: [Support and Continuity] _____

Categories:

Decisions made - criteria - two levels

1 = pass the ball to an open player

2 = keep possession of the ball when defender moves too soon to cover the supporting teammate.

Skill execution - criteria

Lateral Pass target area (Between chest and navel)

Support - criteria

Player positions herself/himself with depth to receive the pass.

Player runs into supporting position after passing the ball.

Recording procedures - Use tallies.



Student Feedback - Middle & High School



Name	
School	
Your Name	

Lesson Feedback

	1	2	3	4	5
How effective was rugby as a tool for improving your fitness?	Not at All	Seldom	Sometimes	Often	Always
How often were you moving actively throughout the lesson?	Never	Seldom	Sometimes	Often	Always
How many times did you receive the ball?	Never	Seldom	Sometimes	Often	Always
Did you get multiple opportunities to pass the ball?	Not at All	Seldom	Sometimes	Often	Always
To what extent do you feel you learnt multiple skills?	Not at All	Seldom	Sometimes	Often	Always
Would you have an idea how to apply most of these skills to game related concepts?	Not at All	Seldom	Sometimes	Often	Always
To what extent did your teacher encourage you as students to come up with solutions?	Never	Seldom	Sometimes	Often	Always
To what extent is flag rugby suitable for boys and girls alike?	Never	Seldom	Sometimes	Often	Always
Would you like to play flag rugby again?	Never	Seldom	Sometimes	Often	Always
To what extent did your teacher use the USA Rugby curriculum to teach you about rugby?	Never	Seldom	Sometimes	Often	Always
How helpful was the curriculum in helping you learn about different rugby concepts?	Never	Seldom	Sometimes	Often	Always

Curriculum Feedback

Which was your favorite rugby concept and why? e.g. support and continuity, creating space, etc.	
What was your least favorite thing about playing flag rugby?	
If you were designing a flag rugby curriculum, what would you add and why?	



Student Talk!

My Name is _____

I am a _____ year old Boy Girl

I go to _____ School.

I play rugby on Monday Tuesday Wednesday Thursday Friday

I think rugby is



Fun



Okay



Boring

Circle the face that best shows how you feel about rugby

I Would

I Would NOT

choose Rugby again.

The **BEST** thing about _____
rugby is...

The **WORST** thing about _____
rugby is...

Circle a high score if you do this a lot!



10
9
8
7
6
5
4
3
2
1

1. When I play Rugby, I do this much running...

10
9
8
7
6
5
4
3
2
1

2. When I play Rugby, I have this much fun...

10
9
8
7
6
5
4
3
2
1

3. When I play Rugby, my teamwork is this good...

10
9
8
7
6
5
4
3
2
1

4. When I play Rugby, I get the ball this many times...

10
9
8
7
6
5
4
3
2
1

5. I learned this much about rugby...

Circle a low score if you don't do this very much