

LTA Tennis Instructor Summative Assessment Marking Sheet

Name of Candidate		Score Awarded	
Date Assessed		Grade Awarded	
Number of MAJORS		Number of Minors	

Note: items marked 'feedback' are for Tutor feedback purposes only if appropriate and are not scored.

Communication			Y/N
C1	MAJOR	The general communication shown is at the required level for an Instructor in the industry	
C2	Minors	Shows evidence of sharing eye contact with all players consistently during the session	
C3		Creates and maintains a positive learning environment by displaying positive body language	
C4		Presents a professional appearance (looks like a coach)	
C5		Shows ability to change voice pitch and tone	
C6		Carries a racket during the whole session unless hand feeding	
C7		Shows ability to reinforce teaching points with or without physical demo	
C8		Uses players' names to give feedback	
C9		Gives feedback on performing/achieving process as well as the outcome	
C10		Shows evidence of projecting the voice by communicating at a distance across the court if appropriate	feedback
C11		Actively changes court position in order to engage players interpersonally, assess their tennis, and maintain safety	
C12		Asks effective questions to check understanding, listens to answers, takes actions accordingly	
C13		Shows evidence of providing sound technical input to players separate from the main demonstration	
C14		Shows evidence of providing sound tactical input to players separate from the main demonstration	
Assessor feedback			

Game Assessment			Y/N
G1	MAJOR	Creates a game assessment using FEED / SHOT / PLAY (FSP)	
G2	Minors	Before FSP, provides an accurate and detailed tactical story (gives context) as to how the players have arrived at FSP	
G3		Players are positioned in tactically accurate positions to start feed / shot / play based on the theme of the lesson	
G4		The first ball of feed / shot / play is sent from a tactically accurate position (can be coach or player fed)	
G5		The first ball of feed / shot / play is sent with correct ball characteristics most of the time	
G6		During game assessment, the Instructor encourages but does not teach	
G7		The Instructor changes position during game assessment to view from different angles	feedback
G8		The game assessment is full court singles or doubles (not half court singles)	
Assessor feedback			

Main Demonstration before Teaching Phase			Y/N
D1	MAJOR	The Instructor shows evidence of delivering a demonstration to the whole group	
D2	Minors	The whole group demonstration is from the tactically accurate court position for shot/activity	
D3		The Instructor provides a demonstration to individual players to reinforce the teaching point	
D4		Players are placed in the best possible place to view whole group and individual demonstrations	
D5		The Instructor ensures all players are in position and engaged (listening / viewing) prior to demo	
D6		The Instructor demonstrates to the age and stage of players	
D7		MAJOR	The Instructor provides a technically and tactically accurate demo and explanation
D8	Minors	1 – 1 teaching point highlighted	
D9		2 – 2 parts: visual and verbal together	
D10		3 – hit 3 balls / demo 3 times accurately	
D11		4 – check 4 understanding with open ended questions	
D12		The main demonstration takes a max of 2 mins to complete	
Assessor feedback			

Teaching and progressing			Y/N
T1	MAJOR	Creates a closed practice allowing players to practise a shot in isolation	
T2	Minors	Each practice has an accurate tactical context relevant to the players	
T3		The Instructor gives accurate technical input to the players and links to a better tactical outcome	
T4		The Instructor spends time with each player to improve their skills	
T5		Feeding is at the appropriate level for the group (drop, hand, racket)	
T6		Shows ability to create content relative to the ability of the players (Progress and regress)	
T7		Racket feeding is accurate by controlling the relevant ball characteristics	
T8		Observes players to check readiness first - does not feed unless players are ready	
T9	MAJOR	There are at least three distinct sections to the Teaching and Progressing part of the lesson (closed, open, game)	
T10	Minors	Practices show progression and are tactically accurate	
T11		The game at the end relates to the main theme of the lesson and is tactically accurate	
T12		Feeding is tactically realistic from the correct place on court	
Assessor feedback			

Organisation			Y/N
O1	MAJOR	Created and maintained a safe learning environment	
O2	Minors	Ensures players are engaged in the task throughout	
O3		All players are given approximately the same amount of hitting during the allocated time	
O4		Explains to players their role within activities with clarity (e.g., feeder / hitter / catcher)	
O5		Shows the ability to rotate the group effectively during practises	
O6		Shows ability to organise players with half a court (2 balls in play) and a full court (1 ball in play)	feedback
O7		Is able to progress through the lesson structure at the appropriate times	
O8		Equipment is organised efficiently	
Assessor feedback			

Overall Assessor Feedback and Action Plan	
What went well	What to improve

Note on Criteria	
D7	The aim of the Instructor is to provide accurate tactical and technical information during the demonstration. However, If the Instructor only provides technical information (that is accurate) during the demonstration but it is clear that there is tactical information (accurate) provided during the teaching and progressing phases of the lesson, this will result in a Y for this criteria