

## Level Two Baseball Practical Assessment

1. Candidates will demonstrate the ability to conduct the specific activities outlined on the following pages.
2. The assessor will need to observe all listed behaviours in order for the coach to be assessed as competent in that area. A coach who does not show these behaviours will be assessed as Not Yet Competent.
3. If the competency is adequately demonstrated by the coach, the Assessor will place a tick in the indicated space in the left hand column (two ticks if excellence is demonstrated).
4. The hollow bullet points may be marked to indicate that the particular aspect was covered; this will aid in maintaining objectivity and supplying feedback to the coach.
5. Candidates will be allocated four different activities which they may be asked to demonstrate during the assessment.
6. Each activity will come from a separate group of activities. The groups are: warmup, throwing, fielding, hitting, and running.
7. The candidates will be given no more than 24 hours' notice in order to prepare for the session. This is to ensure that they have developed competency in all areas prior to attempting the assessment.
8. The demonstration may be conducted using real players, or with other coaches acting as tee-ball players.

In conducting Practical Assessments, the Assessor and the Candidate must keep the following in mind:

- If the assessment task is an **Activity**, the coach is to assume that the players have previously received instruction on the skills involved, and conduct the session accordingly
- If the task is in the **Instruction** category, the coach is to assume that the group has not previously been exposed to the material being covered and, again, conduct the session accordingly.

## #1 Level Two Practical assessment: Conducting a warmup (10-15 minutes)

Yes Or NYC	Assessor must see and/or hear:	Notes:
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>1. <u>Side Skips</u></b></p> <ul style="list-style-type: none"> <li>○ players move sideways</li> <li>○ use arms as well as legs</li> <li>○ “smooth and rhythmic”</li> </ul> <p><b>2. <u>360s</u></b></p> <ul style="list-style-type: none"> <li>○ two turns in each direction</li> <li>○ alternate direction of turn</li> </ul> <p><b>3. <u>James Bonds</u></b></p> <ul style="list-style-type: none"> <li>○ long lunge position</li> <li>○ front knee stays above foot (knee behind toe)</li> <li>○ avoid wobbling</li> </ul> <p><b>4. <u>Frankensteins</u></b></p> <ul style="list-style-type: none"> <li>○ arms held out in front</li> <li>○ raised leg remains substantially straight</li> <li>○ raised leg is lowered under control (foot does not slam into ground)</li> </ul> <p><b>5. <u>Monkey Crawls</u></b></p> <ul style="list-style-type: none"> <li>○ players take reasonable portion of weight on hands</li> <li>○ done slowly enough to ensure crawling action</li> </ul> <p><b>6. <u>Crab Crawls</u></b></p> <ul style="list-style-type: none"> <li>○ players have face upwards, weight taken on hands and feet</li> <li>○ players move sideways</li> <li>○ done in both directions</li> </ul> <p><b>7. <u>3 x Flying 5m Sprint</u></b></p> <ul style="list-style-type: none"> <li>○ distance clearly marked</li> <li>○ players run one at a time</li> <li>○ running at top speed by the time they reach 1<sup>st</sup> mark</li> <li>○ maintain speed to 2<sup>nd</sup> mark</li> </ul>	

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<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> <li>• The training environment has no unreasonable injury risks</li> <li>• Good tempo is maintained – all players active etc</li> <li>• Players are organized, eg: in suitable lines, know where to be each time etc</li> <li>• Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed.</li> <li>• Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc</li> </ul>	
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**#2 Level Two Practical assessment: Throwing activities (10-15 minutes)**

Yes Or NYC	Assessor must see and/or hear:	Notes:
<p>_____</p> <p>_____</p> <p>_____</p>	<p><b>1. <u>Play Catch.</u></b></p> <ul style="list-style-type: none"> <li>○ Players are suitably paired</li> <li>○ Players are cooperating with each other</li> <li>○ Players are a suitable distance apart</li> <li>○ Each pair is throwing ball parallel to other pairs.</li> <li>○ Task is adjusted to suit individuals</li> </ul> <p><b>2. <u>Pony Express</u></b> (basic relay version).</p> <ul style="list-style-type: none"> <li>○ Players are suitably spaced</li> <li>○ Players attempt relay</li> <li>○ Competition is introduced once skill level is sufficient.</li> </ul> <p><b>3. <u>Square/Triangles</u></b> (clockwise).</p> <ul style="list-style-type: none"> <li>○ Players are suitably grouped in triangles and a suitable distance apart</li> <li>○ Players are cooperating with each other, attempting to move ball around triangle</li> <li>○ Only proficient groups are encouraged to be quicker.</li> </ul>	

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### #3 Level Two Practical assessment: Running activities (10-15 minutes)

Yes Or NYC	Assessor must see and/or hear:	Notes:
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b><u>Sprint Relay</u></b></p> <ul style="list-style-type: none"> <li>○ players are grouped and given clear explanation of rules</li> <li>○ game is played at good tempo</li> </ul> <p><b><u>Weave Relay:</u></b></p> <ul style="list-style-type: none"> <li>○ players are correctly grouped and spaced in lines</li> <li>○ by their performance, players demonstrate clear understanding of the game</li> <li>○ good tempo is maintained with total participation.</li> </ul> <p><b><u>Chain Relay:</u></b></p> <ul style="list-style-type: none"> <li>○ groups and cones are correctly arranged</li> <li>○ chains must be unbroken</li> <li>○ game continues until all players have run at the head of a chain.</li> </ul> <p><b><u>Grab the Glove</u></b></p> <ul style="list-style-type: none"> <li>○ game is played under “Beach Flags” rules</li> <li>○ coach introduces variations (e.g. changes distances between players and gloves; takes one glove out each time a new “grab” begins.)</li> </ul> <p><b><u>Chain Tag:</u></b></p> <ul style="list-style-type: none"> <li>○ designated area is clearly marked</li> <li>○ rules clearly explained</li> <li>○ only legitimate tags are recognised.</li> </ul>	

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#### #4 Level Two Practical assessment: Fielding activities (10-15 minutes)

Yes Or NYC	Assessor must see and/or hear:	Notes:
<p>_____</p> <p>_____</p> <p>_____</p>	<p><b><u>Fielding Soccer</u></b></p> <ul style="list-style-type: none"> <li>○ Field has target at each end and is clearly marked</li> <li>○ players demonstrate their understanding of rules (e.g. no running with ball)</li> <li>○ rules modified to increase enjoyment and challenge (e.g. loss of possession at a fumble)</li> <li>○ all players contributing</li> </ul> <p><b><u>Baseball Squash</u></b></p> <ul style="list-style-type: none"> <li>○ area correctly marked out</li> <li>○ play moves at quick tempo for maximum participation</li> <li>○ players keeping individual scores</li> <li>○ feedback to players on correct technique</li> <li>○ rules modified if necessary (e.g. ball rolling outside markers)</li> </ul> <p><b><u>Groundball Relay</u></b></p> <ul style="list-style-type: none"> <li>○ suggest some key points which will help consistency</li> <li>○ encourage fun and competitiveness</li> </ul>	

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**#5 Level Two Practical assessment: Hitting activities (15-30 minutes)**

Yes Or NYC	Assessor must see and/or hear:	Notes:
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> <li>• Players and all necessary equipment are organized</li> <li>• Sufficient tees (at least one per four players), bats and balls</li> </ul> <p><b><u>Side Toss</u></b></p> <ul style="list-style-type: none"> <li>○ safety is stressed before activity commences</li> <li>○ coach regularly checks exactly where the ball is being tossed</li> <li>○ set number of swings per hitter to ensure rotation of tasks</li> <li>○ positive feedback for hitters making good swings</li> </ul> <p><b><u>Continuous Baseball</u></b></p> <ul style="list-style-type: none"> <li>○ players demonstrate their understanding of the rules</li> <li>○ safety is stressed (e.g. no throwing the bat)</li> <li>○ teams keep own score</li> <li>○ pitcher changes regularly</li> </ul> <p><b><u>Stick Ball</u></b></p> <ul style="list-style-type: none"> <li>○ coach elicits rules from the players</li> <li>○ quick tempo for maximum participation</li> </ul>	

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**#6 Level Two Practical assessment: Fly Ball Activities (5-15 minutes)**

Yes Or NYC	Assessor must see and/or hear:	Notes:
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b><u>1. Partner Lobs</u></b></p> <ul style="list-style-type: none"> <li>○ Compatible pairs</li> <li>○ Players understand drill</li> <li>○ Coach reminds players to attempt to catch ball at or above eye level</li> </ul> <p><b><u>2. Running Fly Balls</u></b></p> <ul style="list-style-type: none"> <li>○ Coach explains drill clearly; players understand what to do</li> <li>○ Coach lobs ball in a manner suitable for the player to catch on the run</li> <li>○ Coach reminds players to use one hand when catching on the run</li> </ul> <p><b><u>3. Tennis Racquet Fly Balls</u></b></p> <ul style="list-style-type: none"> <li>○ Coach has racquet and sufficient tennis balls</li> <li>○ Players are organized and positioned for effective practice</li> <li>○ Coach hits suitably challenging fly for each player</li> <li>○ Each player has several successful attempts</li> </ul> <p><b><u>4. Tennis Racquet “Over the Line”:</u></b></p> <ul style="list-style-type: none"> <li>○ Coach has racquet and sufficient tennis balls; playing area is organised</li> <li>○ Players are organized and understand the game</li> <li>○ Coach works to maintain enthusiasm and fast tempo</li> <li>○ Coach modifies game if necessary</li> </ul>	

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**#7 Level Two Practical assessment: Baserunning Activities (5-15 minutes)**

Yes Or NYC	Assessor must see and/or hear:	Notes:
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Coach outlines the two basic rules:</p> <ul style="list-style-type: none"> <li>○ A good baserunner always knows where the ball is!</li> <li>○ Keep running until someone stops you! (your coach or the fielder)</li> </ul> <p>Coach provides instruction and feedback on listed key points:</p> <p><b>1. <u>H-1B on infield grounder.</u></b></p> <ul style="list-style-type: none"> <li>○ accelerate hard then turn head to find the ball</li> <li>○ continue to accelerate through bag</li> <li>○ once bag is touched, turn head to right, looking for possible overthrow and a chance to go to 2B</li> </ul> <p><b>2. <u>H-1B on grounder getting through to outfield.</u></b></p> <ul style="list-style-type: none"> <li>○ accelerate hard then turn find the ball</li> <li>○ once you see it is through, swing wide to get best turn to 2B</li> <li>○ touch inside corner and go as far toward 2B as fielders will allow.</li> </ul> <p><b>3. <u>1B-3B on safe hit to outfield.</u></b></p> <ul style="list-style-type: none"> <li>○ Get a good secondary lead, see ball hit and read it</li> <li>○ break hard on contact, reading the ball as you run</li> <li>○ swing out to RF to get a better turn at 2B</li> <li>○ make good turn and touch inside corner, keeping speed up all the way to 3B.</li> </ul> <p><b>4. <u>2B-H on safe hit to outfield</u></b></p> <ul style="list-style-type: none"> <li>○ Get a good secondary lead, see ball hit and read it</li> <li>○ break hard on contact, reading the ball as you run</li> <li>○ swing out to LF to get a better turn at 3B</li> <li>○ make good turn and touch inside corner, keeping speed up all the way to Home.</li> </ul>	

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## #8 Level Two Practical assessment: Low-risk Sliding Activities (5-15 minutes)

Yes Or NYC	Assessor must see and/or hear:	Notes:
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Coach outlines the two basic rules:</p> <ul style="list-style-type: none"> <li>○ You have to run fast to slide properly</li> <li>○ Don't jump up to slide: just drop down</li> </ul> <p>Coach has equipment organized and provides instruction and feedback on listed key points</p> <p><b><u>1. Wet plastic sheet.</u></b></p> <ul style="list-style-type: none"> <li>○ A large &amp; suitably restrained sheet of plastic is laid out and wet down (no detergent).</li> <li>○ With shoes off, players run up one at a time and slide as far as they can, remaining balanced.</li> <li>○ Correct figure-4 leg position highlighted</li> <li>○ A base (or some target) is provided at the far end so that players can practice making contact and standing up.</li> <li>○ Variation: head first – slide on belly, not arms</li> </ul> <p><b><u>2. Cardboard sheet.</u></b></p> <ul style="list-style-type: none"> <li>○ Uses a large piece of cardboard on good grass surface</li> <li>○ With shoes off, players run up one at a time and slide as far as they can, remaining balanced.</li> <li>○ Correct figure-4 leg position highlighted</li> <li>○ As an extensions activity: a base (or some target) is positioned at the far end so that players can practice making contact and standing up.</li> </ul> <p><b><u>3. Protective clothing.</u></b></p> <ul style="list-style-type: none"> <li>○ Oversized jeans or tracksuit pants are provided to practice sliding on grass and/or dirt.</li> <li>○ Players run up one at a time and slide as far as they can, remaining balanced.</li> <li>○ Correct figure-4 leg position highlighted</li> <li>○ As an extensions activity: a base (or some target) is positioned at the far end so that players can practice making contact and standing up.</li> </ul> <p><b><u>4. Wet or otherwise slippery grass.</u></b></p> <ul style="list-style-type: none"> <li>○ Coach selects good grass surface (avoid damaging an important surface, eg infield).</li> <li>○ Players slide in uniform</li> <li>○ Players run up one at a time and slide, remaining balanced.</li> <li>○ Correct figure-4 leg position highlighted</li> <li>○ As an extensions activity: a base (or some target) is positioned at the far end so that players can practice making contact and standing up.</li> <li>○ Variations: popup slide (stand up quickly once you hit the base); head first – slide on belly, not arms</li> </ul>	

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**#9 Level Two Practical assessment: Coaching during a Game (30-60 minutes)**

(This is to be completed by a mentor as part of the coach's updating requirements)

Yes Or NYC	Assessor must see and/or hear:	Notes:
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>1. <u>Organisation.</u></b></p> <p>1. Preparing for game</p> <ul style="list-style-type: none"> <li>○ Line-up is written out (offensive and defensive) and displayed</li> <li>○ Players are informed of positions etc</li> <li>○ Warm-up is conducted (including batting and fielding practice if feasible)</li> <li>○ Everyone ready on time</li> </ul> <p>2. The bench:</p> <ul style="list-style-type: none"> <li>○ Players sit in batting order</li> <li>○ one hitter on deck</li> <li>○ gloves and drinks arranged for ease of access</li> <li>○ parents stay out</li> <li>○ 60 sec changes between inning</li> <li>○ everyone runs to position (and off when opposition inning is over)</li> <li>○ gloves taken out to those on base etc</li> </ul> <p><b>2. <u>Safety Issues</u></b></p> <ul style="list-style-type: none"> <li>○ Helmets are used by hitters and base-runners</li> <li>○ Bench players are safe distance and or behind safe screen</li> <li>○ Collisions between players are not encouraged</li> </ul> <p><b>3. <u>Coaches</u></b></p> <ul style="list-style-type: none"> <li>○ Correctly positioned</li> <li>○ Good tempo and body language</li> </ul> <p><b>4. <u>Philosophy</u></b></p> <ul style="list-style-type: none"> <li>○ Coach encourages enthusiasm and effort</li> <li>○ No over-emphasis on winning</li> <li>○ Coach supports efforts of officials</li> </ul> <p><b>5. <u>Coach does nothing to show poor knowledge of basic rules:</u></b></p> <ul style="list-style-type: none"> <li>○ Scoring runs</li> <li>○ Foul balls</li> <li>○ Force outs</li> <li>○ Fly ball and tagging up etc.</li> <li>○ Batting order</li> <li>○ Local rules about number of strikes, number of hitters, outs per inning, throwing bat, sliding plays etc</li> </ul>	

**#10 Level Two Practical Assessment: Explain fundamental safety guidelines to players**

Yes Or NYC	Assessor must see and/or hear:	Notes:
_____	<ul style="list-style-type: none"> <li>○ Coach gains the attention of every player</li> <li>○ These issues of safety are clearly explained:               <ul style="list-style-type: none"> <li>○ All must ensure the playing area and surrounds are safe.</li> <li>○ Hitter and all base-runners must wear a helmet</li> <li>○ On deck hitter must remain at least 15m back from hitter</li> <li>○ Bats and balls can be dangerous and may fly unexpectedly in any direction</li> <li>○ Players must avoid unnecessary collisions</li> </ul> </li> <li>○ Coach questions players to test their understanding</li> </ul>	

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## #11 Level Two Practical Assessment: Teach ground-ball basics

Yes Or NYC	Assessor must see and/or hear:	Notes:
_____	<ul style="list-style-type: none"> <li>○ The four basic elements of fielding are explained fully and in sequence               <ul style="list-style-type: none"> <li><input type="checkbox"/> the ready position</li> <li><input type="checkbox"/> go and get the ball</li> <li><input type="checkbox"/> field the ball</li> <li><input type="checkbox"/> “replace your feet” to throw</li> </ul> </li> <li>○ the ground ball elements are sequentially outlined and demonstrated (using players if necessary)</li> <li>○ these verbal cues within the four basic elements are heard clearly and frequently as players practice               <ul style="list-style-type: none"> <li><input type="checkbox"/> “wide base”</li> <li><input type="checkbox"/> “don’t stand and wait”</li> <li><input type="checkbox"/> “move through the ball as you field it”</li> <li><input type="checkbox"/> “right foot to left, left to the target”</li> </ul> </li> <li>○ opportunity is given for every player to field a number of ground balls.</li> </ul>	

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**#12 Level Two Practical Assessment: Instruct catching the ball with hand in backhand position**

Yes Or NYC	Assessor must see and/or hear:	Notes:
_____	<ul style="list-style-type: none"> <li>○ concept of the backhand side clearly explained</li> <li>○ receivers stand side-on to throwers and catch thrown balls in the backhand position</li> <li>○ coach gradually “squares up” receivers maintaining backhand position.</li> </ul>	

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**#13 & #14 Level Two Practical Assessment:**

**Explain the intent of the swing & Teach hitters effective drills for developing their swing**

Yes Or NYC	Assessor must see and/or hear:	Notes:
<p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> <li>○ Coach stresses the aim of the swing – “hit long line drives!”</li> <li>○ Coach explains what this means.</li>   <li>○ in a safe environment, coach has batters take “dry” practice swings.</li> <li>○ limits coaching to brief advice on               <ul style="list-style-type: none"> <li>□ Stance (athletic and balanced, side on to pitcher, bat held naturally in vicinity of rear shoulder)</li> <li>□ Load (move weight back to prepare for a forceful swing) and</li> <li>□ Release (find the best way to get the barrel of the bat travelling hard and flat through the contact zone)</li> </ul> </li> <li>○ uses experienced players to model the swing</li> <li>○ coach introduces hitting tees: allows each hitter opportunity to hit ball for distance</li> <li>○ gives players positive feedback for aggressive approach and hard contact</li> <li>○ expand the strike zone: players practice hitting the ball from a variety of tee positions</li> </ul>	

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<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> <li>• The training environment has no unreasonable injury risks</li> <li>• Good tempo is maintained – all players active etc</li> <li>• Players are organized, eg: in suitable lines, know where to be each time etc</li> <li>• Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed.</li> <li>• Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc</li> </ul>	
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**#15 Level Two Practical Assessment: Position the catcher correctly in relation to hitter/home plate**

Yes Or NYC	Assessor must see and/or hear:	Notes:
_____	<ul style="list-style-type: none"> <li>○ catcher is advised to crouch as far forward as possible without being hit by swing</li> <li>○ coach checks position of catcher’s glove in relation to the hitter and the plate: glove can usually be held in line with hitter’s back foot.</li> <li>○ centre of body and glove (target) aligned with centre of plate.</li> <li>○ rationale of positioning is explained: if catcher is too far back, he or she               <ul style="list-style-type: none"> <li>○ cannot catch ball at correct height,</li> <li>○ is more likely to be distracted by the swing of the bat.</li> </ul> </li> </ul>	

This section occurs on every Practical Assessment sheet, but need only be filled out once for each candidate

_____	<ul style="list-style-type: none"> <li>• The training environment has no unreasonable injury risks</li> </ul>	
_____	<ul style="list-style-type: none"> <li>• Good tempo is maintained – all players active etc</li> </ul>	
_____	<ul style="list-style-type: none"> <li>• Players are organized, eg: in suitable lines, know where to be each time etc</li> </ul>	
_____	<ul style="list-style-type: none"> <li>• Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed.</li> </ul>	
_____	<ul style="list-style-type: none"> <li>• Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc</li> </ul>	

## #16 Level Two Practical Assessment: Teach the fielding positions

Yes Or NYC	Assessor must see and/or hear:	Notes:
_____	<ul style="list-style-type: none"> <li>○ coach explains the nine defensive positions and locations</li> <li>○ questions the players to test their understanding.</li> </ul>	

This section occurs on every Practical Assessment sheet, but need only be filled out once for each candidate

_____ _____ _____ _____ _____	<ul style="list-style-type: none"> <li>• The training environment has no unreasonable injury risks</li> <li>• Good tempo is maintained – all players active etc</li> <li>• Players are organized, eg: in suitable lines, know where to be each time etc</li> <li>• Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed.</li> <li>• Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc</li> </ul>	
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**#17 Level Two Practical Assessment: Instruct and encourage base-runners to make their own decisions**

Yes Or NYC	Assessor must see and/or hear:	Notes:
_____	<ul style="list-style-type: none"> <li>○ coach informs players that the runners is responsible for their own baserunning decisions.</li> <li>○ these phrases are used:               <ul style="list-style-type: none"> <li><input type="checkbox"/> A good baserunner always knows where the ball is</li> <li><input type="checkbox"/> Don't stop unless someone stops you. Asks, "What are some of the things that could stop you?" (an accurate throw by the fielder; or your own coach)</li> </ul> </li> <li>○ coach and players discuss the factors which influence baserunning decisions.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Other runners</li> <li><input type="checkbox"/> The location of the ball</li> <li><input type="checkbox"/> Fielders throw</li> </ul> </li> <li>○ aggression is encouraged and the fact that mistakes are used to strengthen learning</li> </ul>	

This section occurs on every Practical Assessment sheet, but need only be filled out once for each candidate

_____ _____ _____ _____ _____	<ul style="list-style-type: none"> <li>• The training environment has no unreasonable injury risks</li> <li>• Good tempo is maintained – all players active etc</li> <li>• Players are organized, eg: in suitable lines, know where to be each time etc</li> <li>• Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed.</li> <li>• Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc</li> </ul>	
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**#18 Level Two Practical Assessment: Ensure that hitters run hard on every batted ball**

Yes Or NYC	Assessor must see and/or hear:	Notes:
_____	<ul style="list-style-type: none"> <li>○ “Running hard says we never quit!”</li> <li>○ Coach or player demonstrates “running through the bag” at first on an infield grounder.</li> <li>○ Coach insists on an aggressive turn at first on a hit to the outfield</li> <li>○ Coach insists on running hard on a popup; explain the rationale (we always run hard; and the ball may be dropped - you can often get to 2<sup>nd</sup> base).</li> <li>○ “Turn a single into a double; a double into a triple”</li> </ul>	

This section occurs on every Practical Assessment sheet, but need only be filled out once for each candidate

_____ _____ _____ _____ _____	<ul style="list-style-type: none"> <li>● The training environment has no unreasonable injury risks</li> <li>● Good tempo is maintained – all players active etc</li> <li>● Players are organized, eg: in suitable lines, know where to be each time etc</li> <li>● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed.</li> <li>● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc</li> </ul>	
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