

Summer School for PE Teachers 2006

School Based Experience Sharing Seminar (Primary Schools)

Assessment of PE in Schools

Liu Yuk-kwong, Raymond (PhD)

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Content

- 1. What is assessment?**
- 2. Reasons for assessment.**
- 3. Areas to be assessed in PE.**
- 4. Weightings of different assessed areas.**
- 5. Characteristics of authentic assessment.**
- 6. Sharing good practice on PE assessment in school.**

What is assessment?

Assessment is process that includes measurement, evaluation, identification, and prescription. It should be performed continuously throughout the teaching of a skill.

(Miller, 2002)

1. Assessment OF learning

Final judgement on student performance

2. Assessment FOR learning

Promote student to learn and provide information for improvement

Reasons for assessment

1. Monitor the students' performance and determine where they are experiencing difficulties
2. Prescribe a correction for learning problems
3. Keep track of students' progress toward class goals and objectives
4. Fairly assign grades

(Miller, 2002)

Areas to be assessed in PE.

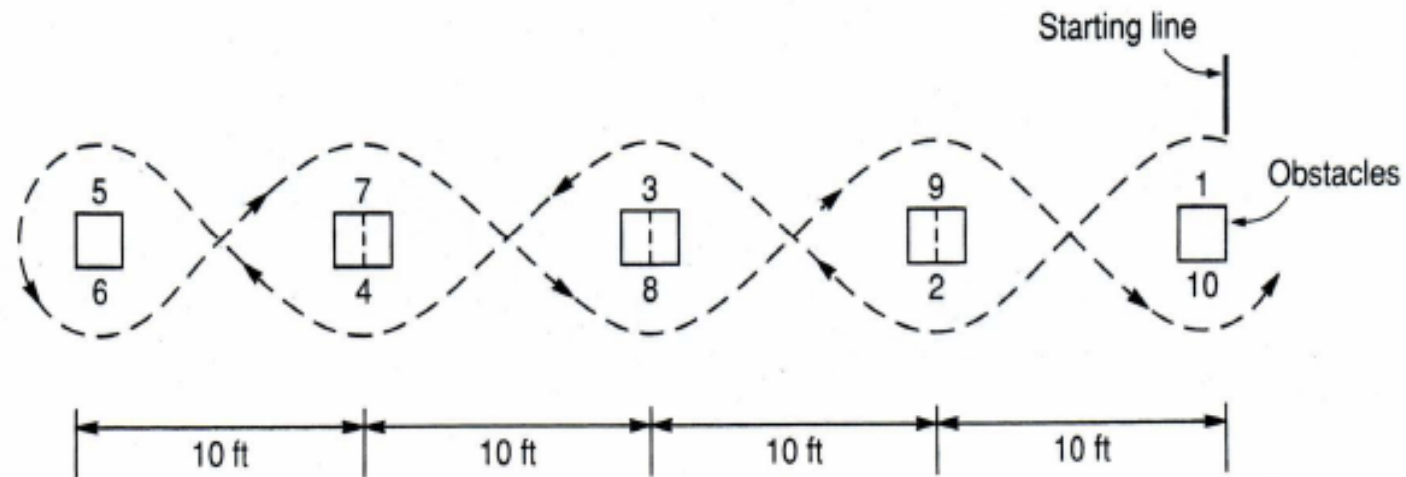
Content	
Area	Content
Sports Skills	Ball games, athletics, dance, gymnastics, swimming and games
PE Knowledge	Subject matter, safety precautions and sports news
Performance in Class	Tidiness, discipline, co-operation, attitude, etc
Physical Fitness	<ul style="list-style-type: none">• Astride jump (in 30 seconds)• Bailey bridge (in 30 seconds)• Sit and reach• 9-min run/walk (P4-6)/6-min run/walk (P3)

Methods of Assessment	Areas of Assessment			
	Skills	Knowledge	Physical Fitness	Attitudes
Teachers as Assessors				
Oral feedback	✓	✓	✓	✓
Observation checklist	✓	✓		✓
Project work	✓	✓		✓
Portfolio	✓	✓	✓	✓
Students as Assessors				
Oral feedback	✓	✓	✓	✓
Observation checklist	✓	✓		✓
Self assessment	✓	✓	✓	✓
Peer assessment	✓	✓	✓	✓
Portfolio	✓	✓	✓	✓
Parents as Assessors				
Project work	✓	✓		✓
Portfolio	✓	✓	✓	✓

(CDC, 2002)

Tests for Team Sports

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(Baumgartner & Jackson, 1991)

OVERHAND THROW

NAME _____ DATE _____

Blue

Green

Red

Yellow

1. Rate your ability to throw overhand.

Semipro

Need more practice

Just learning

Never tried it

2. Tell me how to throw an object using an overhand motion:

3. How could you make throwing an object overhand easier to do?

4. How could you make throwing an object overhand harder to do?

5. List any games, sports, and physical activities that use the skill of overhand throwing that you can think of:

6. Do you like to throw an object using an overhand motion?

Yes

Sort of

No

I don't know

Reproduced by permission from Suzann Schiemer's *Assessment Strategies for Elementary Physical Education* (Human Kinetics 2000).

(Schiemer, 2000)



Example 17: Assessment for Learning – Physical Fitness Award Scheme

At the beginning of the school year, parental consents are sought for student participation in the Physical Fitness Award Scheme. Teachers introduce the content and testing protocols of scheme in the PE lessons, and a pre-test is carried out to help students understand their fitness levels, set their learning goals and design personal exercise plans. Students are requested to record their participation in exercise within and outside school in their Exercise Logbooks. All students have to undergo the fitness test again on the Physical Fitness Testing Day. Selected students are trained to be testing officials. The two test results will be compared to review students' learning progress. The test results are counted as part of PE assessment.

(Source: Creative Primary School & Kindergarten)



(CDC, 2002)

Weightings of different assessed areas

EXEMPLAR II

Allocation

Area	P1	P2	P3	P4-6
Sports Skills	50%	80%	50%	30%
PE Knowledge				20%
Performance in Class	50%	20%	18%	18%
Physical Fitness			32%	32%
Total	100%	100%	100%	100%

(CDC, 2002)

How to allocate it?

1. Skill	20%	30%	40%
2. Knowledge	20%	10%	10%
3. Physical Fitness	20%	20%	10%
4. Value & Attitude	20%	15%	20%
5. Sports Participation	20%	25%	20%

Key Principle:

The distribution depends on the emphasis of PE development in school.

Characteristics of authentic assessment

1. Formal record keeping

Requires the maintenance of formal record.

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Example 16: Record of Sports Participation

Students are encouraged to participate in exercise regularly beyond PE lessons by joining the [All @ Sports Programme]. Students are free to choose and join one favourite sports training programme with not less than 16 hours of practical work. Students are requested to make records of their training sessions. After completion of the programme, the instructors or the persons-in-charge would assess students' performance. The completed logbooks should be submitted to PE teachers and this forms a part of PE assessment.

(Source: SKH Tsoi Kung Po Secondary School)

Record of Participation

Training Course: _____ Organisation: _____

Name of Instructor/Person-in-charge: _____

Dates	Activities	Time	Signatures of Instructor/ Person-in-charge

Please assess the performance of the participant accordingly.

	Assessment Scale:										
	[Very poor _____ Excellent]										
Punctuality	0	1	2	3	4	5	6	7	8	9	10
Commitment	0	1	2	3	4	5	6	7	8	9	10
Discipline	0	1	2	3	4	5	6	7	8	9	10
Inter-personal Relationship	0	1	2	3	4	5	6	7	8	9	10
Potential	0	1	2	3	4	5	6	7	8	9	10

This is to certify that _____ has completed the training course.
Name of Student

Signature of Instructor / Person-in-Charge: _____ Date: _____

(CDC, 2002)

2. Natural surroundings

In skill tests, students should be able to connect the expected skills to real-life (game) situations.

Game Performance Assessment Instrument (GPAI)

COMPONENTS OF GAME PERFORMANCE

Base:	Appropriate return of performer to a "base" position between skill attempts
Decision Making:	Making appropriate decisions about what to do with the ball (or projectile) during a game
Skill Execution:	Efficient execution of selected skills
Support:	Provides appropriate support for a teammate with ball (or projectile) by being in position to receive a pass
Guard/Mark:	Appropriate guarding/marketing of an opponent who may or may not have the ball (or projectile)
Cover:	Provides appropriate defensive cover, help, or backup for a player making a challenge for the ball (or projectile)
Adjust:	Movement of performer, either offensively or defensively, as necessitated by the flow of the game

Figure 1. Components of Game Performance (Note: All figures are adapted from Griffin, Mitchell & Oslin, 1997)

Game Performance Assessment Instrument

Class: 1st Period Evaluator: Jim Time Team: Blue Devils Game: Team Handball

Observation Dates: a) 3/23/99 b) 4/6/99 c) _____ d) _____

Scoring Key: 5 = Very effective performance
 4 = Effective performance
 3 = Moderately effective performance
 2 = Weak performance
 1 = Very weak performance

Components/Criteria:

1. **Skill Execution**—Students pass the ball accurately, reaching the intended receiver
2. **Decision Making**—Students make appropriate choices when passing (i.e., pass to unguarded teammates to set up a scoring opportunity)
3. **Support**—Students attempt to move into positions to receive a pass from a teammate

Name	Skill Execution	Decision Making	Support
Bob	a) 5	a) 4 b) 5	
Elaine	a) 4	a) 5 b) 5	
Milly	a) 3	a) 3 b) 4	
Matt	a) 2	a) 3 b) 3	
Katie	a) 4	a) 5 b) 3	

Notes:

Figure 2. Team handball data collection sheet for the Game Performance Assessment Instrument.

(Griffin, Mitchell & Oslin, 1997)

3. Formative and Summative Assessment

- **Formative assessment:** allows teacher to diagnose learning problems and prescribe any necessary changes in the teaching unit.
- **Summative assessment:** should determine students' achievements of class goals and objective at the conclusion of the teaching unit.

4. Technique (Form) and End Result

- In assessing student's technique, the use of checklists, rating charts and criteria sheets will make the assessment more objective.
- The end result should also be assessed and can be objectively scored (counted, measured, or timed such as "Is the soccer ball headed in the right direction with the appropriate height?)

HKCEE PE Examination

1. Swimming: 50m sprint

Assessment on-

Score = stroke performance + time

5. ASSESSMENT

Example 15: Observation Checklist: Underhand Serve in Volleyball

Teachers can make good use of the observation checklist for learning and teaching in PE. This may help students evaluate and diagnose their learning continuously. Teachers can design different checklists for the use of self-assessment or peer-assessment by students.

(Source: Department of Sports Science and Physical Education, The Chinese University of Hong Kong)

Observation Checklist: Underhand Serve in Volleyball

Skill Analysis	Date of Assessment / Rating		
	Example	Initial stage	Final stage
Key Points			
Before the serve:			
1. Hold the ball with left hand at waist height (for right-handed player)	✓		
2. Swing right arm backward with left shoulder square to the net	✓		
3. Toss the ball to shoulder level in front of right shoulder	✓		
During the serve:			
4. Transfer the weight from the rear foot to the front foot when hitting the ball	○		
5. Hit the ball with the outstretched arm	○		
Hitting points:			
6. a) the heel of the hand with locked wrist b) the inside of the clenched fist c) the medial part of wrist	⊗		
Effect of the serve:			
7. Direct the ball to the target zone	⊗		

✓ = completed steadily / in a flow ⊗ = completed unsteadily / not in a flow

○ = not completed

Observation Checklist: Underhand Serve in Volleyball

Rank / Score	Rubrics	Date of Assessment / Score		
		Example	Initial stage	Final stage
6	All the key points of the skills are performed steadily in a flow with sound effect, or the movement is applied skilfully in game situation.			
5	All the key points of the skill are performed steadily in a flow.	1		
4	Most of the key points of the skill are performed, but the effect is unsteady.			
3	Some key points of the skill are performed but the effect is unsteady.			
2	Some key points of the skill are performed, but without effect.			
1	None of the key points of the skill is performed.			

5. Self-Assessment and Peer Assessment

- Students can be taught how to assess their own skill.
- Students must understand how the assessments will be used and the necessity of accuracy and consistency.
- Teacher should do sampling assessment
- Take special note to time used in a PE lesson.
- Safety issue related to using pen & pencils

THE CURL-UP TEST

NAME _____ DATE _____

Blue

Green

Red

Yellow

Section 1: Important Parts of the Curl-Up

Any time you perform an actual curl-up test, you will follow these steps. Today, in Sections 2 and 3, your partner will give you one point for each step you do correctly. In Section 4, you will practice performing an actual curl-up test.

____ Body down position: Lie on back with knees bent. Keep feet on floor. Arms straight with hands on mat (palms down).



____ Curl-up position: Upper part of back curls up. Arms stay straight and fingers slide across the measuring card until fingertips reach the other side of the card. Keep feet flat on the floor.



____ Curl-down position: Curl back down until the head touches the mat.



____ Repeat: Alternate the curl-up and curl-down positions.



Section 2: Practice One Curl-Up

Practice one curl-up. Show your partner good form. Record your scores by giving yourself one point for each of the four correct parts (critical elements) of each try. Maximum score for each try is four points.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____

Section 3: How Many Can You Do?

Incorrect technique will stop the challenge.

1. ____ 2. ____ 3. ____

Section 4: Curl-up Practice Test

Use the curl-up cassette. How many curl-ups can you do in time with the tape? Try to keep up with the beeps and use good form.

Your score:

1. ____ 2. ____ 3. ____

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6. Portfolio Assessment

5. ASSESSMENT

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Observation Checklist: Underhand Serve in Volleyball

Rank / Score	Rubrics / Description	Date of Assessment / Score		
		Example	Initial stage	Final stage
6	All the key points of the skill are performed steadily in a flow with sound effect, at the movement is applied skillfully in game situation.	3		
5	All the key points of the skill are performed steadily in a flow.			
4	Most of the key points of the skill are performed, but the effect is unsteady.			
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(CDC, 2002)

Sharing good practice on PE assessment in school

1. Objective
2. Areas
3. Weightings
4. Implementation
5. Difficulties
6. Resolutions
7. Strength

Thank you for your Attention