



# Assessment practices in PE

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# PE-objectives Netherlands

- Motor/technical and tactical skills
- Supporting skills
  - referee, instructor, safety assistance
- Social behaviour
- (Self) knowledge
  - training principles, health, ...
  - preferences, abilities, ...
- Prerequisite: fun
  - Intrinsic motivation





# Introduction

- Learning targets, teaching methods and assessment in PE should be coherent (Chroinin & Cosgrave, 2013).
  - 'Constructive Alignment Theory' (Biggs, 1999).
- Assessment *for* Learning vs. Assessment *of* Learning (William, 2011).

# Introduction

Lopez Pastor et al. (2012): assessment is  
*“one of the most fraught and troublesome issues  
physical educators have had to deal with over  
the past 40 years or so”.*

# Introduction

High quality assessment is characterised by:

- clear purpose,
- clear achievement targets,
- sound design,
- effective communication.
- student involvement (Melograno, 2007, Stiggins, 2007).

# Introduction

- Quantative research into PE assessment practices relatively scarce.
- Most of these studies were small and/or are at least 10 years old (Veal, 1988; Matanin & Tannehil, 1994, Desrosiers et al. 1997; Kneer, 1986; Mintah, 2003).
- No studies to date have attempted to ‘objectively’ measure the quality of assessment in PE. The lack of a questionnaire specifically developed to this aim may have prevented such research.

# Objective

Determine assessment practices and assessment quality in secondary PE in the Netherlands





# Methods

- Questionnaire construction:
  - Theoretical framework
  - Identification of themes
  - Expert consultation (18)
  - Revision of themes and questionnaire construction
  - Expert consultation (18), Questionnaire revision
  - Pilot testing (25 PE teachers), Questionnaire revision
  - Expert consultation (18), Questionnaire revision (minor)



# Methods

- Online version created using Survey Monkey-webtool
- Pre-testing by 25 PE-teachers from 3 schools
- Removal number of items on feasibility due to questionnaire > 20 minutes to complete
- The final questionnaire contains the following sections:
  - General information on the PE teacher and school;
  - Quality of assessment;
  - Intended functions of assessment;
  - Actual assessment approaches;
  - Intended goals of PE.

# Methods

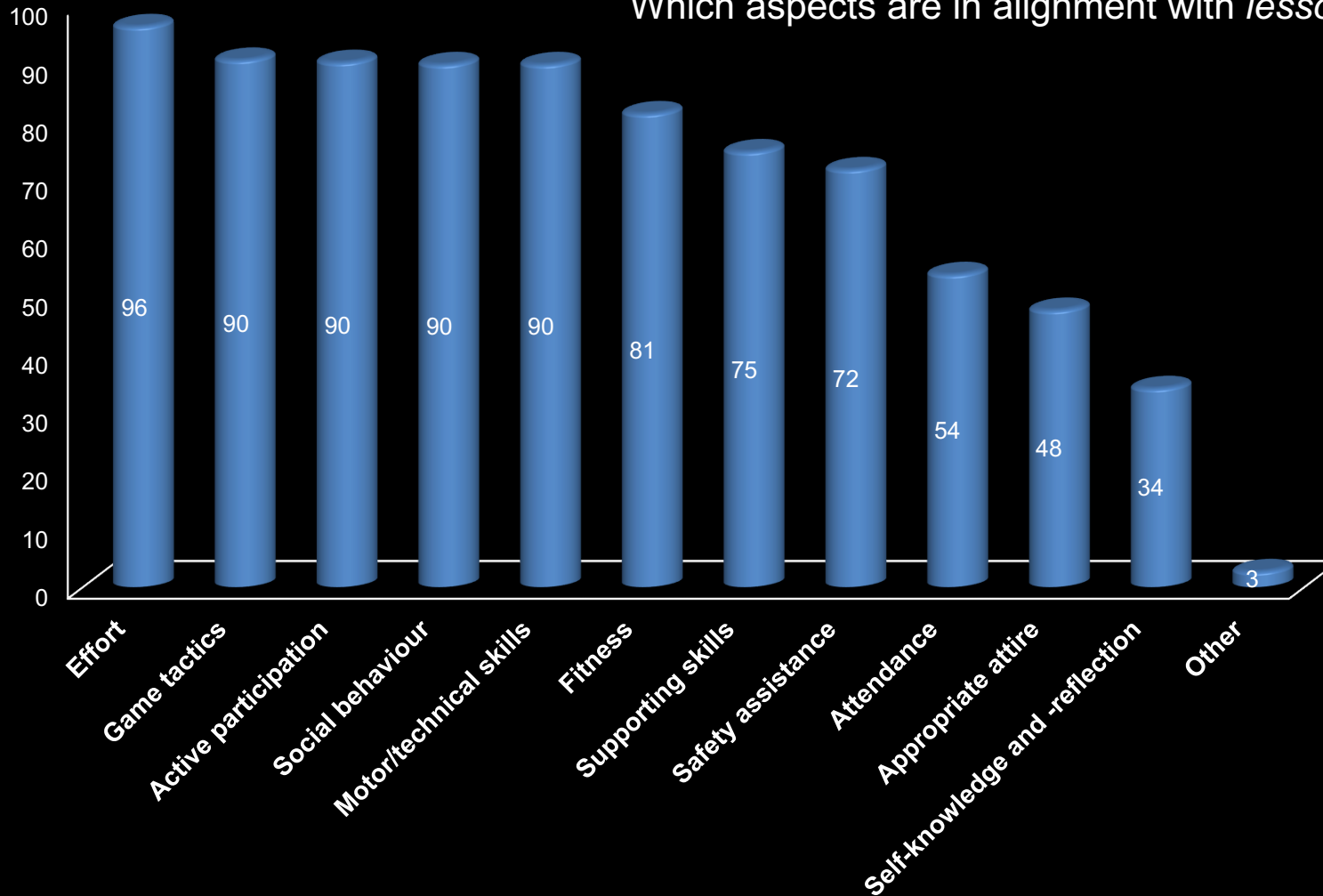
- Schools were approached through:
  - News letters
  - Direct mail
- One PE-teacher per school
  - Doubles were removed afterwards
- Focus @AIESEP on quality aspects

# Results

Number of secondary schools	260
Number of students	292,878
% of all secondary students	31%
Teacher yrs. of experience	16 ± 10

# Results

Which aspects are *prerequisites* for learning?  
Which aspects are in alignment with *lesson objectives*?



# Results

Aspect	Aspect score (mean $\pm$ SD)
Clear purpose	3.9 $\pm$ 1.0
Clear achievement targets	3.6 $\pm$ 1.0
Sound design	3.8 $\pm$ 0.8
Effective communication	3.9 $\pm$ 0.9
Student involvement	2.9 $\pm$ 0.8

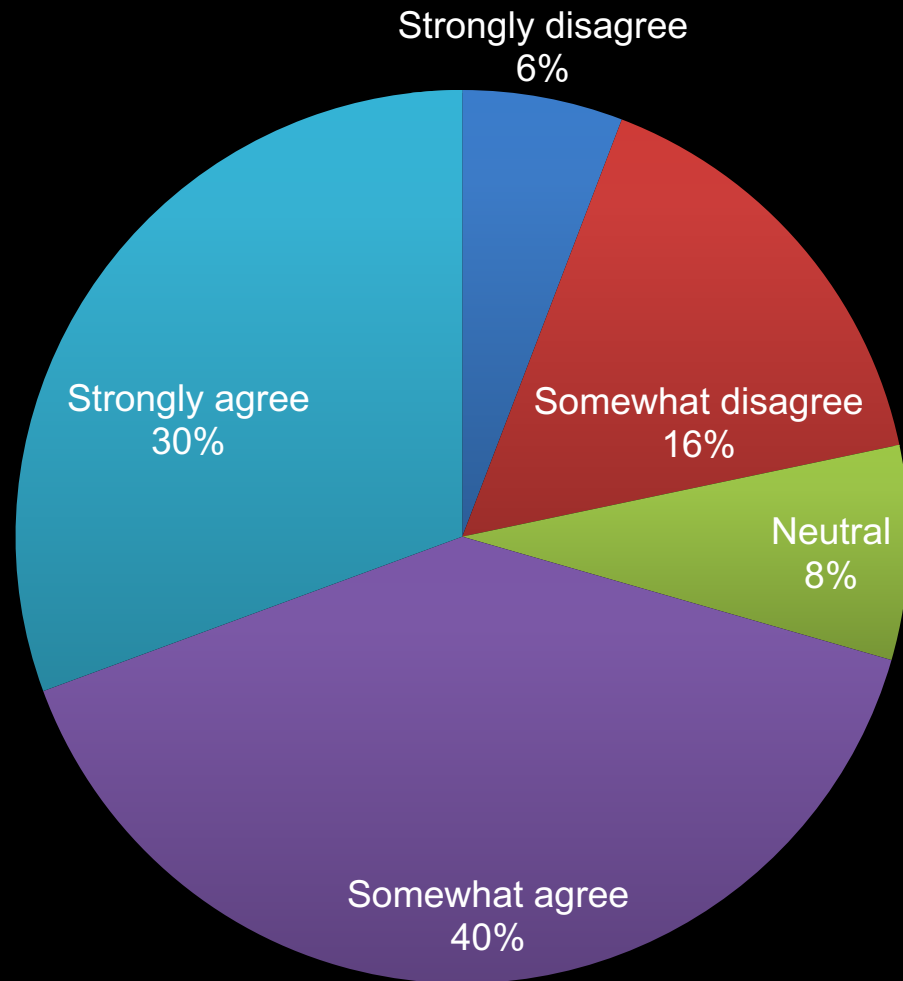
Mean Assessment Quality 3,60  $\pm$  0,63

16% of schools scores  $\leq$  3,00

# Results

clear targets

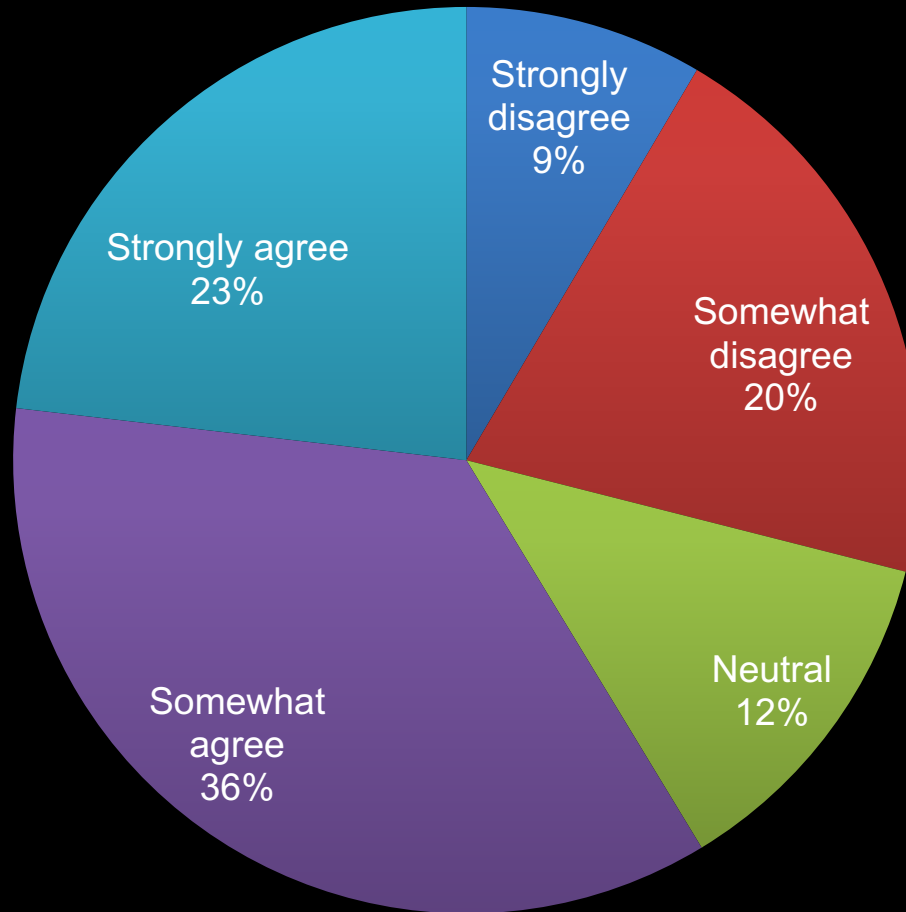
**All PE teachers in my school use identical criteria for assessment.**



# Results

sound design

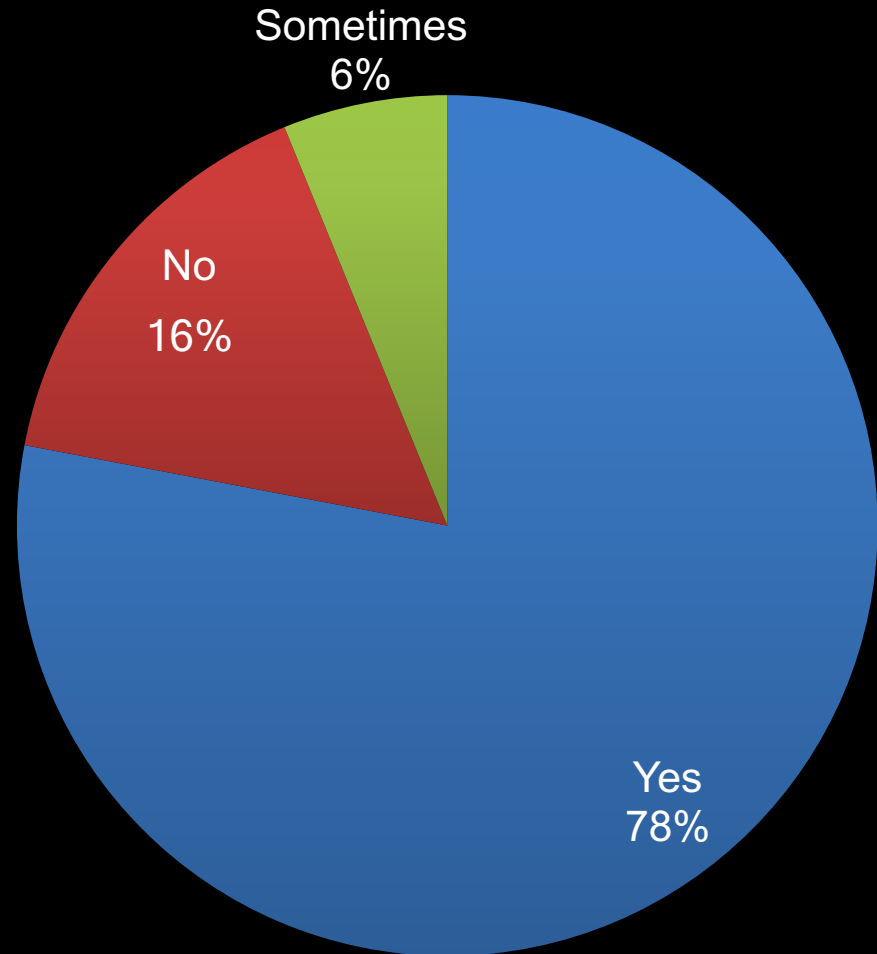
The grade a student receives is **NOT** dependent on which teacher is doing the evaluation.





# Results

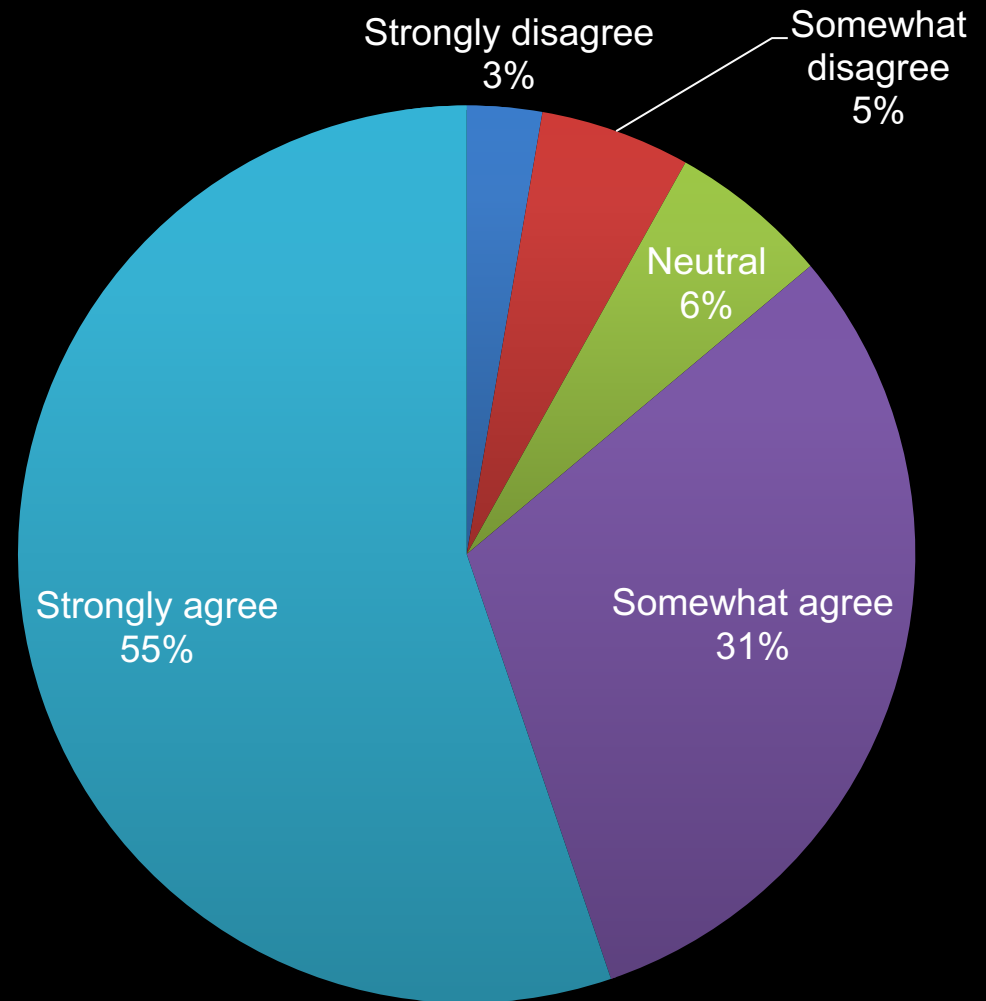
**Are PE grades taken into account for determining whether a student may enter the next year?**



# Results

effective communication

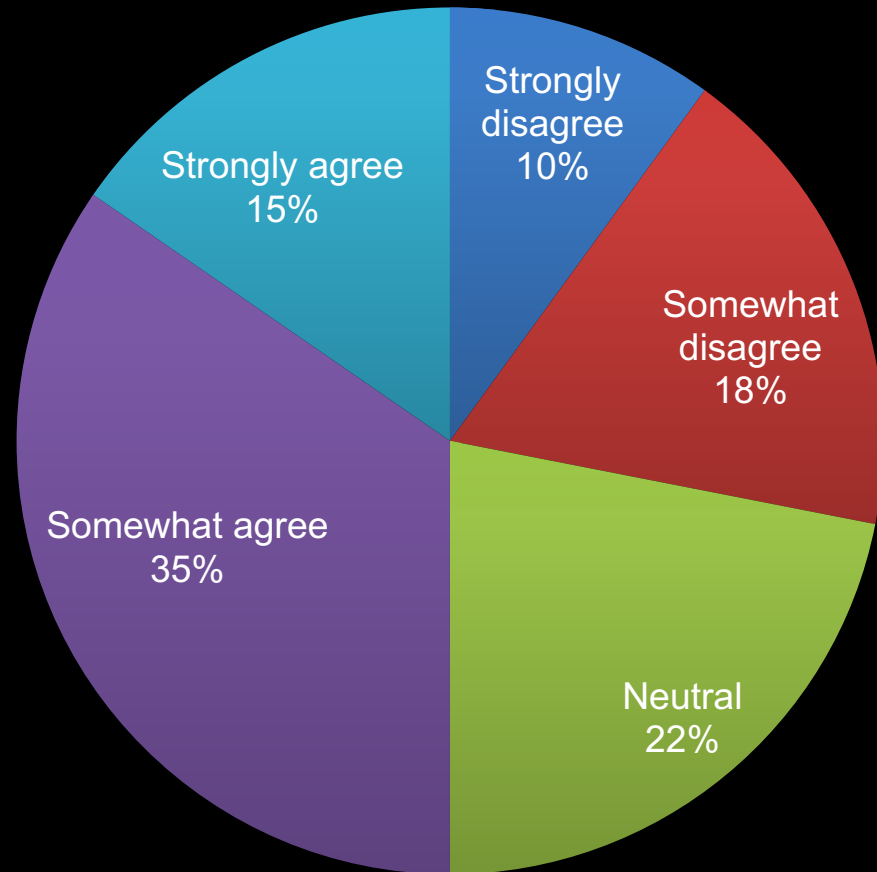
**Assessment criteria are shared in advance with my students.**



# Results

student involvement

**My students receive interim feedback when working towards a final assessment.**



# Results

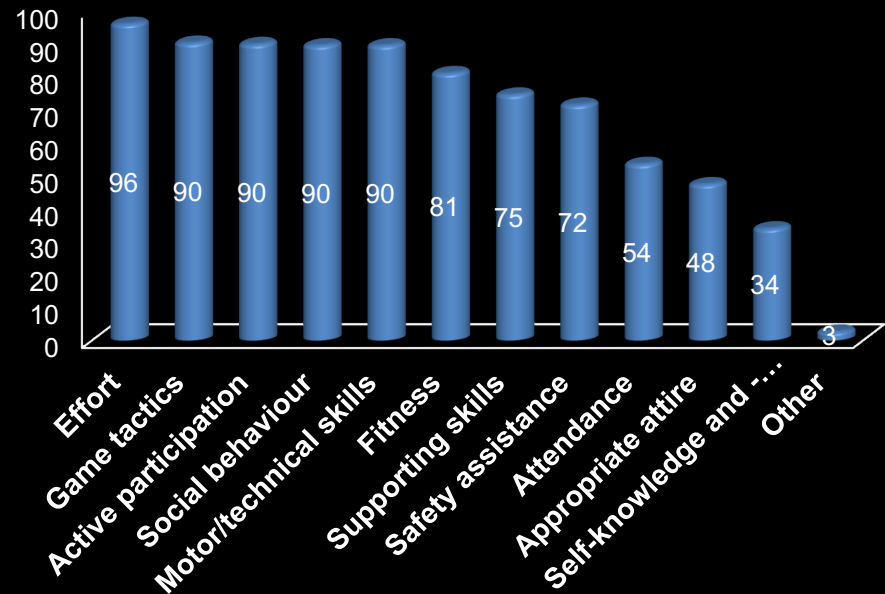
Assessment goals	Score
Selection of students (e.g. progress to the next year)	$2.4 \pm 1.3$
To inform adjustments to the content and delivery of my lessons	$3.3 \pm 1.2$
Justifying the subject within my school	$3.4 \pm 1.3$
Support student learning	$4.2 \pm 1.0$

# Discussion



# Discussion

- Which aspects are *prerequisites* for learning?
- Which aspects are in alignment with *lesson objectives*?
- Validity?



# Discussion

- Assessment quality of moderate degree ('somewhat agree'-level)
- Reliability of assessment high enough for high stakes testing?
- Student involvement not very high > AfL vs. AoL
  - PE is examinable subject in the Netherlands, however
  - PE assessment 'must take into consideration students' possibilities'

# Discussion

- Data needs further exploration through qualitative research
- Student perspective?
- AfL interventions to study effect on students' motivation for PE and/or physical activity
- International comparisons?
  - 'PEAR-group'



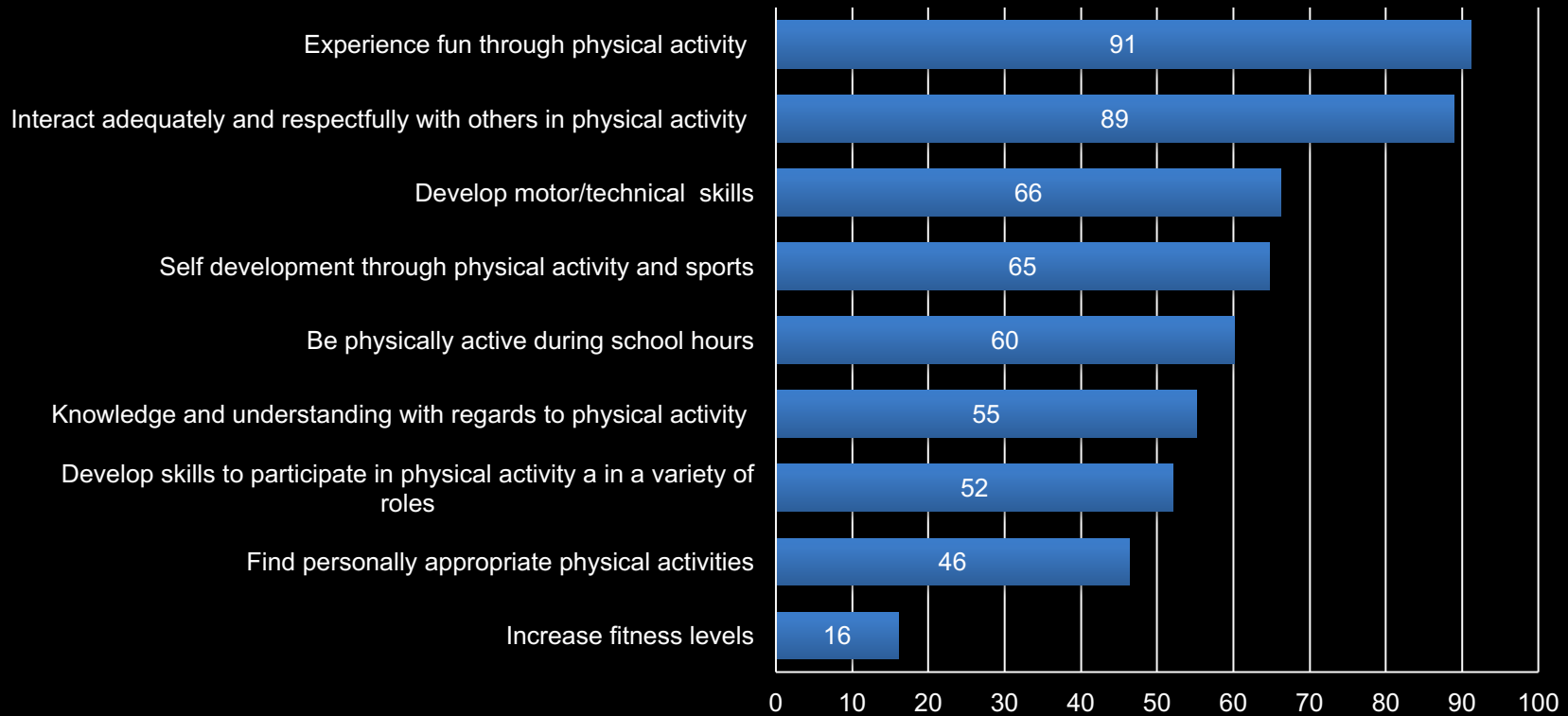


# Assessment practices in PE

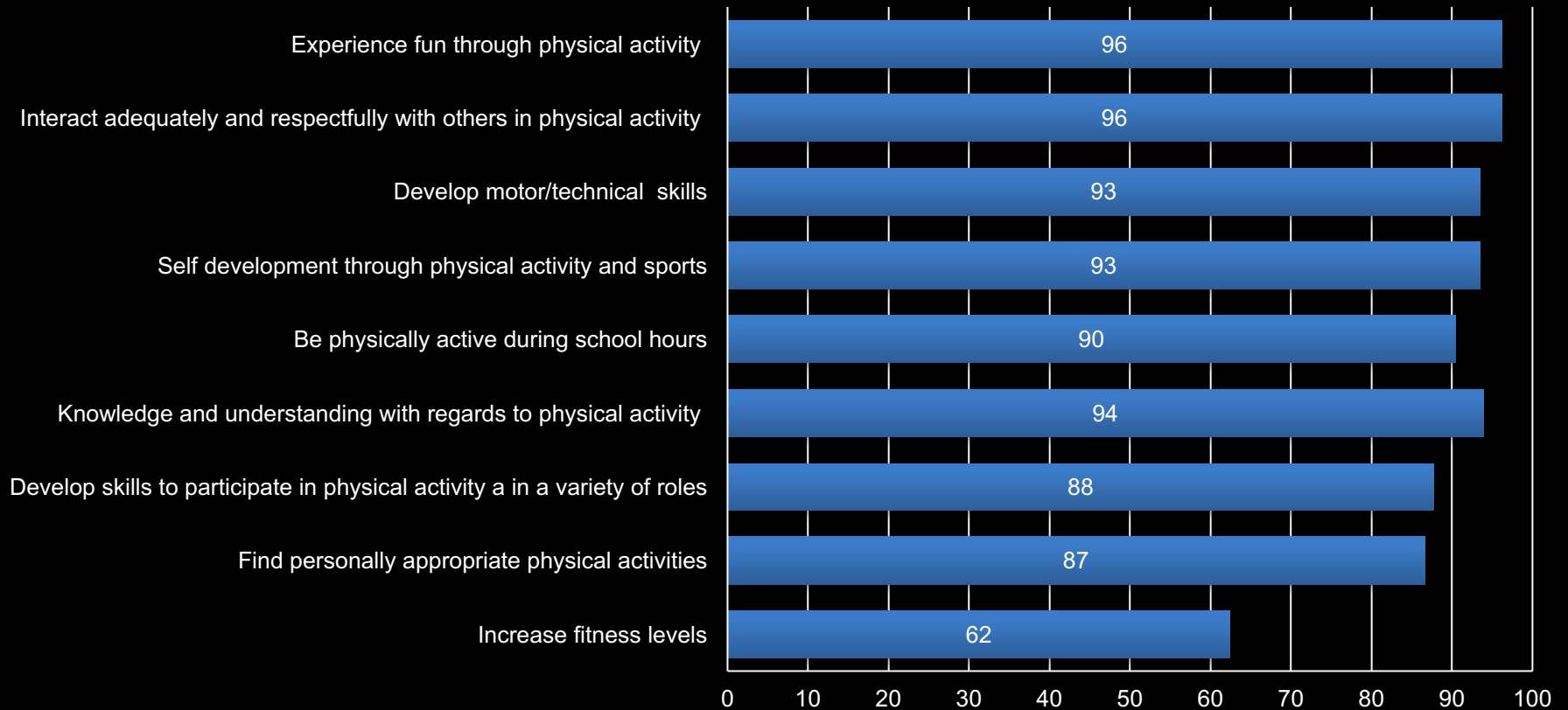
Contact:  
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## PE goals: strongly agree



## PE goals: strongly & somewhat agree



# References

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