

School of Sport, Health & Outdoor Education

Assessment Feedback Sheet

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Module: Assessment in Physical Education
Module Code: SHSS6078

Personal Evaluation – to support your academic progress please complete the section below BEFORE submitting your work.									
What do you consider to be the best aspects of this work?		The research that was done into what physical literacy is and the importance							
Which aspects do you consider could have been improved in this piece of work?		The rubric as it was a challenge for me to make my own							
What have you found most satisfying whilst undertaking this submission?		Finding out new information about physical literacy							
ASSESSMENT CRITERIA	Learning Outcome	GRADE							
		Poor 0-25%	Unsatisfactory 26-39%	Satisfactory 40 – 49%	Good 50 – 59%	Very Good 60 – 69%	Excellent 70 – 85%	Exceptional 86– 100%	%
Quality of rationale and detailed outline of assessment rubric	1, 2, 3								50%
Pupil report	2								25%
Reflections on the assessment process	1, 2, 3								25%
It is expected that students will present work that is proof read, correctly referenced and adheres to the Assessment Checklist . Therefore a range of 0 – 10 marks will be deducted for non-completion of any of the points on the checklist below .									
TUTOR COMMENTS:									
Submission date: via Turnitin		Return date: (at least within 4 weeks)		Tutor:			Mark:		

	Beginner	Competent	Advanced
Cognitive	• Learning how to apply fundamental movement skills in activities • Learning the simple tactics that can be used in games and aware on how to apply them in games • Can help to organise equipment and participants • Begin to recognise good performance and start to compare. Use this information to help improve their own performance	• Develop their knowledge and understanding of different PE and sport activities • Able to suggest how simple tactics can be used in a game • Show levels of creativity and imagination • Can make informed choices about engaging in physical activity, with some support • Students are able to compare their performances with others, are able to recognise a good performance and can use the information to make improvements on their own and others performance	• Pupil has gained new knowledge and has developed a better understanding of a range of different activities in PE and sport • Have become more aware of how tactics can be applied in a game • Pupil have good creativeness, imagination and creativity • Pupil can start making choices about engaging in physical activity with limited support • Pupil is able to discuss methods on how to improve their performance and others performance with support
Affective/Social	• Students start to develop their confidence and develop their interests in a range of physical activities • Have an awareness on the importance of exercise and leading a healthy lifestyle • Students engage with others in competitive and co-operative activities	• Acquired an increased interest and commitment to a variety of competitive and co-operative physical activities • Students show respect and support to fellow students • Development of their confidence and interests in a range of different physical activities • More awareness of the importance of exercise on a regular basis and living a healthy lifestyle	• Pupil adopts a motivating sporting attitude that also helps to motivate others • The pupil is enthusiastic for the activity and commits to the physical activities • Can understand the importance of a healthy lifestyle, and the importance of eating a healthy balanced diet

	• Able to communicate and collaborate with some confidence during activities		• A basic knowledge of the importance of physical activity for physical and mental health benefits
Physical	• Develop and apply fundamental movement skills • Increase competency and confidence • Able to apply simple tactics to games • Start to work by yourself and with others with some support • Exercise more frequent and live a healthy lifestyle	• Student can acquire skills quite well • Able to apply simple tactics to games • Pupil is physically fit, and has the ability to keep active for a reasonable period of time • Has the ability to work for an extended period of time, individually and with others, with some support • Participate in majority of PE lessons and are able to engage in a range of different activities	• Pupil starts to gain new skills very well • Are able to practice a variety of skills, and are able to apply them where they're appropriate in an activity • Have good levels of fitness, and are able to take part in physical activity for a period of time • Are able to work more independently and within a group with limited support and guidance • Pupil takes part in every PE lesson, and engage in a variety of activities

Rationale

Physical literacy is a holistic concept where the mind and body work and progress together as one. Whitehead (2010) described physical literacy as “motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life”. A physical literacy journey provides one with the ability of moving with confidence and competence, and they will use all of their physical assets that they’re able to use at the given time. Physical literacy journeys start in the early-years development process, it is a life long “cradle to grave” (Whitehead, 2013) journey that is something that can be achieved by all, and everybody’s journeys are unique to the individual. Physical literacy consists of four whole learning domains. Cognitive, Social and moral, Affective and Physical. All domains are important when someone is on their physical literacy journey, as they help to develop ones competence, motivation, knowledge and understanding, confidence, communication, team work, team work, self-esteem and helps them adopt a positive attitude when participating in physical activity.

Physical literacy promotion “has become an international initiative” (Gu, *et al.*, 2019) and various countries such as Britain, Canada, USA, Australia and New Zealand. Allan (2017) tells us that “it’s been agreed that physical literacy can (and should primarily) be developed within PE” but also along with other physical activities such as participating in sports teams and recreational activities. Being physically literate helps with the motivation to be physically active as Whitehead (2010) states “motivation to take part in physical activity is a fundamental attribute in being physically literate”, if you are physically literate you have a more positive attitude towards your own “embodied dimension”, that you will be more confident in your physical abilities to take part in physical activity, and are able to “carry out everyday tasks with ease”. Whitehead (2010) also states that if you are physically literate that it will contribute to a prolonged active life and your involvement in physical activity and it “adds to the overall quality of life”.

Physical literacy is a goal of physical education, and PE lessons contribute to a child’s physical literacy journey. Teachers or practitioners don’t teach physical literacy “rather they plan, guide and support learner involvement in experiences that are rewarding, meaningful and develop self-esteem and self-respect” (Whitehead, 2010). Mandigo (2009) says that physical literacy is a priority and that both the education and sport system can share it as a bridge that is able to close a gap between PE and sport. Participation in physical activity contributes to the development of fundamental movement skills, which would progress one’s physical literacy journey, and “the learning of fundamental movement skills will lead to sport participation” (Lundvall, 2015) and the more active you are, the more physically literate you can possibly be.

Physical literacy was chosen as the content of this rubric as it's an important journey through your life, and it focuses on the "why physical activity is important and its resulting benefits"(PHE Canada, 2010) not just the understanding and practice of physical activity.

Also, physical literacy cannot be taught, so the rubric has been created to see how pupils are developing on their physical literacy journey, as it is "layers of physical competencies built up from birth" (Tefler, 2018) and the most significant window of opportunity for children to develop their physical literacy capabilities is between the ages of 0 and 7 years old.

Physical education lessons contribute to a child's physical literacy journey as it provides them with opportunities to be physical with a mixture of outdoor and indoor activities, they allow children to develop their team work as well as having the ability to work on their own initiative.

The domains being assessed in the rubric are the cognitive, affective, social and physical. To bring out the characteristics of these domains, PE lessons need to focus on motivating a pupil in lessons, developing their confidence in activities and their competence to carry out skills and lastly their understanding of the activity in place.

Bagoglu (2018) says that physical literacy educates individuals to manage their movements in changing and challenging environments, and this would help a child maintain their courage, balance, coordination and speed. This rubric will assess how students react to new challenges, how it affects their motivation in the activity, how their confidence will be affected, their competence to adapt to the challenge and their understanding of them being challenged and how it will help their physical literacy journey grow. Physical literacy is the "basis of skills or tools – social/cognitive, behavioural, and fitness related – that students need to acquire or extend with the aim of taking part in physical activity and sport for a lifetime of enjoyment and success" (Lloyd *et al.*, 2012).

Pupil Report

Pupil was assessed on the domains of physical literacy, affective, cognitive, social and physical. In the affective and social domain they were assessed on their enjoyment, motivation, communication during the lesson, how they worked in a group and took responsibility and how they valued physical activity. The cognitive domain assessed their knowledge and understanding of the lesson, and how they valued physical activity and how they took responsibility in the session. The physical domain then assessed their competence and ability to participate in the activity, and their skill set.

The purpose of this assessment is to indicate the strengths and weaknesses of the pupil, to identify their needs, to determine the progress the student has made.

During the lesson, the student was assessed on the domains stated previously. Throughout the session, the rubric was used to see where the pupil was reaching from beginner, competent and advanced in each domain.

To begin with the cognitive domain, the pupil over all was in the competent domain, they displayed a developed knowledge and understanding of the of the activity, they were able to make choices on engaging with physical activity in the session and showed the ability to recognize a good performance, and were able to use the information taken in to try and improve their own performance. In the affective and social domain, the pupil was reaching the competent domain. The pupil had started to develop their confidence and interest in physical activities, but was not quite confident in all aspects of the activity, but they showed an increasing interest in physical activity, and commitment to taking part. The pupil was aware of the importance of exercise and the benefits it has, and was also aware of the importance of living a healthy lifestyle. The pupil was also able to show respect to fellow students they were taking part with in the activity, and were able to support other students who were also lacking with their confidence.

In the physical domain the student is in the competent but reaching the advanced level. The student is able to acquire new skills very well, but can only apply simple tactics to game situations in activities. The pupil has good participation levels on a whole in PE lessons, and manages to maintain good levels of fitness and takes part in physical activity for longer periods of time without tiring too quickly, but still requires some guidance to working independently on in an activity, but is able to work within a group very well with minimal guidance.

Overall, the pupil is at a competent level across all the domains, they are able to display good knowledge and understanding when taking part in activities, showing they can take responsibility and show that they value the importance of physical activity. The pupil is able to enjoy physical activity whilst also maintaining motivation in the activities, they are also able to acquire new skills very good, but need to strengthen their confidence in lessons to apply tactics that they are aware of more confidently.

On the pupils next stages of learning, they need to work on being able to work more independently with less guidance from teachers, grow their confidence as the higher their confidence, the better their physical literacy journey will be, and will help lead them to a life filled with physical activity for longer.

Reflection

The assessment that was undertaken was somewhat effective to gauge where the pupil was on their physical literacy journey, as there is no form of assessment tool in place to use.

The end goal of physical education lessons is “to improve the physical literacy of students” (Sum *et al.*, 2016) and during the assessment of their physical capabilities and their physical literacy journey you were able to see that the pupil was competent to carry out daily activities, showing that they were on a positive physical literacy journey.

The assessment was somewhat effective, as from observing the pupil doing physical activities you were able to see that they're fundamental movement skills are progressing, but in the physical literacy area the pupil needs to work on their confidence in physical activities. To assess the pupil, the domains of physical literacy by Whitehead (2010) were used to help and see where the pupil is and how the pupil is progressing. During the assessment the decision on how to assess was to "prioritize the measurements of certain elements according to the purpose of the assessment and the areas of physical literacy which were of most interest" (Edwards et al., 2018) the pupil was measured on their knowledge and understanding of the activity, on how their motivation was affected when a challenge came about, they were also measured on how they value the importance of physical activity and the enjoyment they gain from taking part.

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