

The Portfolio of Assessing within Physical Education

Rationale

This portfolio is made up of four parts; the first part of the portfolio concerns the detailed rationale underpinning the creation of the rubric, by looking at what assessing is and then describing the creation of the rubric. The second part is an assessment rubric to assess outcomes within a physical education lesson involving a single participant. The third part is concerned with using the rubric to assess a pupil who is moving on from the school in order to produce a report which will record their current levels and the next stages of their learning. The fourth part is a critical reflection on the effectiveness of the assessment process undertaken.

Assessing

According to Hay (2004: 313) assessing is 'a collection of information, contextualised by the use of that information' but according to Green (2008: 78) assessing is 'a collection of information in order to establish whether and to what extent, something has been attained or achieved'. Metzler argues that the purpose of assessment is to find out how much the students have learnt from your lesson and what they are meant to learn from you (Metzler, 2011). We assess because it helps to indicate the student's strengths and weaknesses, to identify their needs, helps to improve the student's motivation and learning in classrooms, shows a progress in the students' performance and ability throughout lesson and also enables us to see if the student has met the unit and lesson outcomes.

There are two types of assessment, the first type of assessment is formative which is assessment for learning, this forms a key part of the teaching and learning process (Lockwood & Newton, 2004) and this appeared in the late 1970s to the early 1980s, (Hay, 2006). Assessment for learning is a type of assessment that supports the pupils learning, understanding and attainment of the activity given to them. The feedback is built up from the pupil's recent levels and identifies how further progress can be made by them (Black & William, 1998). The characteristics of assessment for learning are shared intended learning outcomes, questioning, feedback and pupil peer and self- assessment. The second type of assessment is summative assessment, which is assessment of learning; this is assessing the learning of a pupil in respect of specific outcomes e.g., lesson or unit. Assessment of learning records the attainment at a current time (Lockwood & Bowler, 2013). This is for evaluation, grading, prediction, selection, and formal reporting.

The domains for learning and doing are cognitive, affective, sensorimotor, social, and unified, the process of the cognitive domain is thinking, the context of it is intellectual, the purpose is to expand thinking within the pupils and the goal is to gain knowledge of the movements, skills, and activity they are doing/ going to do. The process of the affective domain is feeling, the context of it is emotional, the purpose is to enhance feeling within the pupils and for others around them and the goal is to develop self- understanding. The process of the sensorimotor is to sense and move, the context of it is physical, the purpose is cultivating senses and movement and the goal is to nurture self- expression. The process of the social domain is interacting, the context of it is sociocultural, the purpose is to enrich relationships between teammates, classmates and teachers/coaches and the goal is to cultivate socialisation. The process of the unified domain is doing, the context of it is holistic, the purpose is to optimise potential, and the goal is to realise self- fulfilment (Dettmer, 2005).

The assessing movement competence is shown with a qualitative diagnosis of human movement which has four sections, the first section is preparation which gathers the relevant knowledge of the activity to identify critical features and goal of the movement, the knowledge of performers and relevant systematic observational strategies. The second section is observation which develops a systematic observational strategy are situation, vantage points and number of observations and extended observation. The third section is evaluation and diagnosis which professional critical thinking that evaluate the performance by ranging a correctness of critical features by their strengths

and weaknesses, the diagnosis of performance priorities weaknesses and rationale of prioritising. The four section is intervention which strategies for improving performance, this selects an appropriate intervention like feedback, visual models, modifying the task and conditioning, the principle for providing feedback and translate the critical features into cues (Knudson, 2013).

The criterion referenced assessment is judged in relation to set criteria some of the examples are the day to day assessment which is self and peer assessment, periodical assessment which is the end of term tests or exams and end of key stage levels and the transitional assessment which is GCES and A levels, the advantages of criterion referenced is it self- assessment they shows how they can improve, the disadvantages of criterion referenced is it limits the creativity of the skills the pupils are doing and the language that the teachers used (Lockwood & Bowler, 2013). Criterion referenced assessment in Welsh National Curriculum for PE (Wag, 2008), which are foundation phase the pupils in this stage are aged three to seven, Key Stage 2 the pupils in this stage are aged seven to eleven, Key Stage 3 the pupils in this stage are aged eleven to fourteen and Key Stage 4 the pupils in this stage are aged fourteen to sixteen.

Rubric

The type of rubric is based on a holistic rubric, which uses a rating scale with the criteria to include evaluation, such as beginner, improver, competent and advanced, which is based on the overall judgment of the student's work. The advantages of holistic rubrics are that they place the students on what they can demonstrate within the lesson, and it saves time on the number of decisions that are being made; the disadvantages of holistic rubrics are that they do not provide detailed feedback for the students to improve and it is difficult to select where the students are scoring as they might be working in multiple levels within the criteria, (NC State University, 2023).

The rubric concerns physical activity, which is developed for Key Stage 3 pupils and focusses on the National Curriculum Key Stage statements. It will be broken down into different tasks such as performance, participation, and attitude, cognitive and social. The rubric is sent out for the students to demonstrate different areas within physical activity by showing that they are willing to perform to their best ability and willing to participate with a positive attitude towards the activity, with the will to support others. The feedback the pupils will get will be individual feedback on what they have achieved and what they could improve on next time together with how to improve on the skills they will need in the future. The pupils will be graded as beginner, improver, competent and advanced and the feedback that the pupils receive will be based on where they are performing on the rubric framework.

	Beginner	Improver	Competent	Advanced
Performance	They can perform basic skills with confidence that have an effect on the outcome of the activity.	They can combine simple tactics into a range of activities with control and modify the skill whilst performing.	They can work for a long period of time on their performance of an activity or skill independently and with a group with support.	Can perform and develop a range of activities with advanced techniques for a period of time, working independently and with others, without the need for support.
Participation & Attitude	They are in suitable clothing and willing participants in the activities.	They are trying to engage in new activities with a positive attitude and being aware of why it is important to get involved.	They show respect and support for their classmates and PE teacher as well as telling us why it is important to get involved.	Show progress in taking responsibility for their learning. Understand why it is important to balance their involvement in physical activity to benefit physical, social and mental health in their lives.
Cognitive	Applies a little knowledge of fundamental movement skills into the activity they are doing.	Knows how to apply fundamental movement in activities with deeper knowledge and confidence.	They can make a direct choice when engaging in physical activity with support from others.	They can identify strengths and weaknesses for their performance and help others with theirs and suggest methods to improve their performance and those of others.
Social	Shows limited leadership abilities with help from others but lacks confidence at times when talking to classmates in a big group.	Shows more confidence when talking to a small group in suggesting ideas and leading the suggestions	Plans and delivers an activity with their group with confidence at all times.	Plans and delivers the session with motivation and is confident in communication.

Report on pupil X's Physical Education level during his time with us in Key Stage 3. This report will be split into the different areas within the rubric, that we have assessed him on, the level that he is at and what he needs to work on to get to the next level.

Performance:

During the time pupil X has been with us, he is currently at the Improver stage. Pupil X can perform exceptionally well in basic skills with confidence when performing an activity undertaken within a physical education lesson. Pupil X can combine simple tactics in a range of activities with control and can modify the skills while performing; unfortunately, pupil X struggles to work for a long period of time with others when performing an activity that is given to them.

Participation & Attitude:

During the time pupil X has been with us he is currently at the Competent stage. Pupil X is wearing suitable clothing and showing willingness to participate in warm-ups and shows a positive attitude when in engaging in a new activity. Pupil X tries to engage in new activities with a positive attitude and shows respect and support to all his classmates and to the PE teachers as well as being aware of why it is important to get involved within physical education. Unfortunately, after a period of time, pupil X starts to lack enthusiasm as the activity goes on, the pupil does need to be encouraged to get involved more when working with a group. Pupil X needs to work on showing a progression in taking responsibility for their learning and understanding why it is important to balance their involvement in physical activity to benefit the physical, social, and mental aspects of their lives.

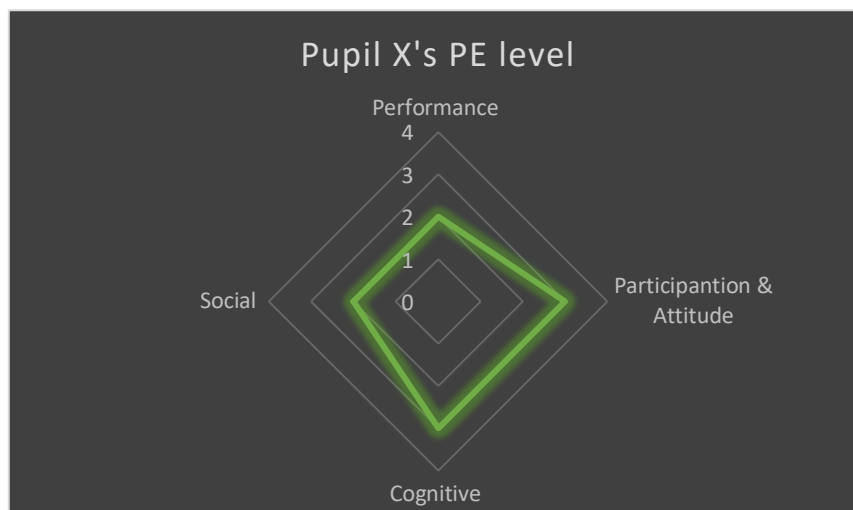
Cognitive:

During the time pupil X has been with us he is currently at the Competent stage. Pupil X can apply his knowledge of fundamental movement skills into the activity they are doing, such as jumping, throwing, and running and knows how to apply them in a deeper knowledge with confidence. Pupil X can make a direct choice when engaging in physical activity with support from others. Pupil X can identify the strengths and weaknesses of his performances, but he still need help with ways to improve his performances.

Social:

During the time Pupil X has been with us he is currently at the Improver stage. Pupil X was given an activity to make an event with different equipment to be used; he showed a limited amount of leadership skills with help from others in the group and the teacher but lacked confidence at times when talking to classmates in a big group. Pupil X has shown more confidence when talking to a small group when suggesting ideas and leading the suggestions. Pupil X needs help with gaining confidence talking to a big group and struggles with planning and delivering an activity with a group with confidence as well as leading the plans and delivering the session with motivation and being confident in communication.

Here is a Radar graph showing Pupil X's Physical Education Levels during his time with us in Key Stage 3:



When it came to making the rubric it was hard to try and figure out which age groups/ key stage it was going to be based on so by looking at the different curriculum's from the different areas within Great Britain as well as looking at the different schools own rubric, I decided to base it on key stage 3 pupils I also looked at the different rubric from different schools to figure out what layout and level/ grading system I wanted to use. I realised after doing the first attempt of the rubric a few of the context need to be changed to fit with what we were assessing the pupils on but also keeping it as the context of physical education and the different aspects within physical education. So, I had to restructure the rubric to fit the aims of this assignment. I realised we're doing the rubric, a few of the grading context were not going to be meant by the pupil I was assessing, as we were only assessing them on the athletics aspect a physical education, but if we were doing other aspects of physical education, him might have been able to meet the higher grades and the contact that is in them.

Every Friday for four weeks, we were able to assess the pupils this gave us enough time to assess the different levels and skills that they can do and see where they are on the rubric grading scale in the different tasks and where they need to work on to get to the next great. When assessing the pupils, they were during athletics tasks activities unfortunately this made it hard to assess the pupils to their full ability, where if we were assessing them doing other aspects of physical education instead of what of the one aspect, we would be able to see the different abilities and the level the pupils can do within physical education.

During the assessing of the pupils they were put into groups most of the pupils wanted to work in their friendship groups but the teacher split them up which lead to some of the pupils not getting involved so the teacher then have to encourage them more to get involved and to join in with the activity as they were not with someone they normally talk to, but by doing group work according to the University of Birmingham (2023), is an efficient and fun way for the pupils to study this also enables the pupils to pull ideas and find the problems within a different perspectives. The pupils are able to combine a range of skills and tactical complex and large-scale problems they might face within the task it allows them the chance to learn from each other and allows the pupils to gain feedback from their peers. The generic skills that the pupils will gain from working as a group will develop organisation, delegation, effective communication, co-operation, leadership, and following skills. Even though there was some activities the pupils needs to encouraging to get involved most of the time the pupils were willing to participate which is important for them to do because it provides the pupils with a cognitive content and a instructed design for them to develop motor skills knowledge and behaviour for physical activity and physical fitness this will also provide the pupils with the ability and confidence to an activity lifestyle and active lifetime (Kirt, 2005). The performance area within the rubric was modified to be able to assess the pupils in that activities they were doing in athletics to make it easier to assess them. The advantages of performing is that it provides the pupils to do self-assessment it can motivate the pupils in the future and it can give the pupils practical intelligence skills and a chance for them to shine when doing an activity the disadvantages of forming is it requires a careful training of reviewers, it can be time consuming and it may make the insecure pupils not wanting to get involved (Wright, 2006). With the section on cognitive concept, it is important that the pupils to know that it will build their knowledge on the effects of exercise within they live and on health, it develops physical fitness to valve physical education and physical activity for enjoyment, self- expression, and social interaction. The purpose of cognitive activities in physical education has helped the pupils to understand the movement concepts and strategies that gains the development of their moto skills within an activity (Juniu, Hofer and Harris, 2012).

There is always advantages and disadvantages to assessment, the advantages of classroom assessment are it takes place at a Ground Zero of learning process to minimise the risk of the pupils it can be a formative benefit to the pupils it can provide feedback on what the pupils know and what they can do it will motivate the pupils to become active and stay active throughout their lives and it

can offer significant resources and support the disadvantages of the classroom assessment are it presents a challenge for generalising the programme or institution level (Wright, 2002).

There is always advantages and disadvantages of doing a portfolio, the advantages of doing a portfolio is that it highlights the pupils strengths and identifies their weaknesses only when the time is right portfolios can limited the pupils anxiety when doing a test it will increase the pupils participation when doing an assignment process it will give the teachers information on the pupils assessments and experiences and a reflective statement on what they can do can be used to gain information about the students abilities. The disadvantages of the portfolio is that it can be time consuming and can be hard to evaluate the pupils on each activity it will be hard for the pupils to remember to collect items it will cost a lot of time and effort in terms of evaluating and there is a chance that some of the work that is submitted is not only their work but can adhere Others measurements criteria (Wright, 2006).

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