

Assessment 1: Portfolio

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Rationale

Physical literacy is widely recognized as essentially the foundation of lifelong participation in young children's development. Physical literacy is multidimensional, meaning not only does it assess physical competence but also highlights children's confidence, their motivation, and their engagement in physical activity. From Yin et al. (2025), physical literacy is said to be essential for a number of different body movements as well as the main predictor of a young child's competence.

The purpose of this rubric is to give teachers a tool to assess children in grade 5 against the learning outcomes in the physical literacy domain of the BC curriculum. The rubric's main theme was physical literacy but in particular drew from the main bullet points: (1) Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments (B.C. Curriculum, n.d.); (2) Develop and apply a variety of movement concepts and strategies in different physical activities (B.C. Curriculum, n.d.); (3) Develop and demonstrate safety, fair play, and leadership in physical activities (B.C. Curriculum, n.d.); and (4) Know and understand how to monitor and adjust their exertion levels in physical activity (B.C. Curriculum, n.d.). The rubric is a tool for teachers, and the type of assessment this rubric is based on is criterion referenced, as the children are judged in relation to a set of criteria. It is so crucial that children develop said skills at a young age, as again, these skills are essentially the building blocks of our lives. From Salters and Benson (2022), they noted that children who received less or no instruction regarding motor skill use may experience development delays, impacting their future. Salters and Benson (2022) mentioned that physical education teachers play a huge role in the development of these possible delays during primary school to plan and present appropriate activities that promote "motor competence and the ability to participate in

and accomplish increasingly complex tasks." Beyond my rationale, I will dive into and discuss relevant literature, scholarly articles, and research that backs up my chosen criteria for the formation of my rubric, the application of it, and the effectiveness and setbacks that resulted from it.

Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments

Fundamental movement skills are essentially the building blocks for basic actions and physical movement. It is widely researched and known that mastering FMS at a young age is key for children's overall development. FMS gives children the ability to explore their surroundings and learn about the world around them, encouraging physical activity while supporting cognitive and social development throughout childhood (Zhang et al., 2024). Moreover, it is important to note that experiencing a variety of diverse motor activities between 3 and 6 years of age is a key stage when children can learn, develop, and improve these skills to set themselves up for success for their future. (Piotrowski et al. 2025). Continuing, as children grow in age, particularly the ages of 6 to 8 years, they should already have the skills to achieve proficiency in FMS skills (Piotrowski et al. 2025). Recently, there has been a notable decline in the use of FMS in schools, which has had a big impact on the children's ability to participate in physical activity. There are many factors that are contributing to this decline. Firstly, Yin et al. (2025) listed factors including the availability and quantity of equipment and having the space to use it, but in particular it is the dependence on the teacher's instruction and knowledge. With that being said, it's so important that teachers and instructors are equipped with proper knowledge and instruction to not only teach but also assess FMS. The main reason I added this box to my rubric was because of this recent decline and the importance of resolving it. Having a tool like a rubric can give the teachers

a clear and easy structure to follow to assess the children so that they are setting their children up for success for the future whether that's in physical education or outside of it.

Develop and apply a variety of movement concepts and strategies in different physical activities

Secondly, the development of movement concepts such as spatial awareness, effort, relationships, and tactics is a crucial part of the students' understanding and their decision-making. It's important to know that physical literacy is multidimensional, it is not just about the physical component, as it also includes the strategies and tactics. Harvey and Jarrett (2013) mentioned how important it is not just to learn what to do in the situation but also to learn the tactics alongside. This highlights the point that decision-making skills and tactics are key for physical skills. Without them, when you do the physical skill, it will fail. Continuing, movement competence requires children to integrate skills with space and time, which are better developed through a variety of different activities. In more traditional physical education, we see that children's lessons tend to look like learning one skill a day, isolating a certain movement. This is not necessarily bad but can become problematic, as children may then struggle to transfer to real game-like situations. Furthermore, this circles back to the idea of TGFU, as it is all about not just focusing on the physical skills but focusing on their critical thinking, tactical awareness, and teamwork skills (Durdan-Myers, 2025). The reason behind why I made one of my skills this objective was because of this tendency to follow the traditional ways of physical education, where teachers only focus on the execution of the skills rather than the why and the how behind them. I think having a box within the rubric dedicated to using multiple movements and strategies and tactics will benefit children overall, as you can pinpoint where they have some

challenges and combat them, which will benefit them for the future within physical education and beyond.

Develop and demonstrate safety, fair play, and leadership in physical activities

It is so crucial that the young children understand what fair play is and why we use it. Through activities children participate in in their PE class, they not only develop key social and emotional skills, but they also learn to respect rules, how to work with their peers, and why it is important to both win and lose (Russo, Paganelli, and Cailiani, 2025). Having this element within the rubric is crucial, as you can see from early on whether or not the individual understands and shows they know what fair play, safety, and leadership look like in physical activity. Participation in sports teaches and allows children to learn about teamwork, smart decision-making, fair play, and social interactions (Russo, Paganelli, and Cailiani, 2025) with peers, all of which transition into the real world beyond sports. From Russo, Paganelli, and Cailiani (2025), it was noted that using certain ideas from social learning theory and structural-developmental teaching can be super beneficial for teachers to teach their students these concepts. Social learning theory puts an emphasis on modeling and reinforcement from teachers. Children pick up on tendencies and small things they see their parents, role models, and teachers do, meaning teachers should be demonstrating appropriate behaviors, safe and fair play within the classroom, and what a good leader looks like. The main reason I chose to have this as one of my boxes within my rubric is because these are skills that are very important beyond just physical education classes. Children need to know and understand these skills in order to be successful within any aspect of their lives.

Know and understanding how to monitor and adjust their exertion levels in physical activity

Monitoring and adjusting exertion levels in physical activity is crucial for ensuring children's safety, effectiveness, and their own personal goals. Within the gym setting, the ability to know what self-motioning is allows students to recognize where their body or mind is at and then bring themselves back to their normal state. Beck (2026) states that self-monitoring not only supports independence but also academic participation and functional behaviors in terms of both school and home. Additionally, it supports children's executive function, which refers to a set of skills or movements that are used together and that require practice and repetition to develop (Education Endowment Foundation, 2024). Education Endowment Foundation (2024) states that this allows children to take focus and be on task while resisting their impulses, as well as helping children remember and hold more information, as this can be useful when learning a new game or a set of rules. The importance of having the ability to know and understand overall leads to a safer and more enjoyable time when participating in games and activities, which can lead to more positive experiences in physical education and encourage participation in sports and activities beyond school. Lastly, the reason behind adding this box into my rubric was because I do not think it is looked at enough within physical education.

Rubric

Physical Literacy; BC curriculum (Grade 5)

Skill	4 ★★★★★ Extending	3 ★★★★★ Proficient	2 ★★ Developing	1 ★ Emerging
Fundamental Movement Skill Technique	Shows correct technique in all fundamental movement skills and uses them smoothly and	Demonstrates correct technique in most FMS movements and almost performs	Demonstrates some FMS skills and starts to understand what are the techniques, but	Demonstrates poor use of FMS (locomotor, non-locomotor, and manipulation

	consistently. - Can combine different movement skills to perform clear, controlled movement sequences	them consistently	inconsistently applies skills during activities	skills) with little control or coordination. Doesn't apply proper technique when executing FMS movements
Use of concepts and strategies (the application of them)	Consistently applies movement concepts and strategies (space, effort, positioning) and uses them effectively to support team play	Demonstrates appropriate use of space, effort, and positioning in most activities/games	Demonstrates some awareness of movement concepts and strategies during activities/games but uses them inconsistently	Barely use and has no/ limited awareness of space, effort, or positioning during activities/games. Little to no knowledge of the idea of concepts and strategies
Monitoring and adjusting exertion levels	Recognizes their effort levels, can monitors exertion and can adjust their play level accordingly on their own	Recognizes their effort levels during activities and uses simple methods (like pulse checks or an exertion scale) to monitor how hard they are working.	Sometimes recognizes effort levels when playing and checks exertion on their own, still needs reminders from supervisors	Has difficulty recognizing their effort levels and rarely checks exertion rates during activities without reminders from their supervisors
Develops + demonstrates fair, safe play	Consistently demonstrates fair play, respects classmates, and always allows for a safe environment for the class. Can do this without supervision	Usually follows rules, demonstrates safe behaviour, and respects classmates during activities	Sometimes follows rules and expectations and demonstrates safe behaviour but still needs reminders from the teacher	Has been taught rules but doesn't or rarely follows rules or safety expectations, disrespects classmates and needs frequent reminders from the teacher

Application of the assessment tool

The rubric was used and applied in a grade 5 physical education lesson in which the students participated in an invasion game called capture the flag. The game included fundamental movement skills (running, walking, throwing), demonstrated the use of strategies and safety, and showed a little bit of students monitoring their own exertion rates. The rubric was used to observe and assess children across the four key areas of physical literacy: movement skills, strategies and tactics, safety and fair play, and the ability to monitor and adjust their exertion levels. Based on the assessment, for the first box of my rubric, the student I chose demonstrated a proficiency in fundamental movement skills. In terms of FMS skills, the student was running, walking, and doing jumping jacks to set herself free when she got tagged. Continuing, the student was consistently using different movement strategies when working with their team to capture the flag. Examples include moving into open space, talking with her team, and sending different team members in at different times and in different areas in the gym. In terms of safety and fair play, she scored a proficiency as well. She demonstrated appropriate behavior amongst her team, though a few reminders were needed when she got tagged as she got upset. Lastly, through observation I noticed the student took breaks from running and capturing the flag by sitting down and having a water break. Overall, the chosen students demonstrated proficiency consistently throughout the one session I was able to attend. The game chosen was particularly useful in being able to showcase whether or not the student was capable of successfully doing them.

Critical reflection on the effectiveness of the assessment

Overall, the rubric was successful after using it in a grade 5 physical education class. The findings from the rubric showed that the students' performance I chose met the learning

outcomes. Through the four boxes of my rubric, she consistently scored proficiency, she showed a strong understanding of the tactics, strategies, and safe play, alongside the physical skills. The rubric was really easy to use during the lesson. I think that the way I constructed it, using 4 tiers and stars, it can be picked up by anyone and it can be easily understood. Continuing, I was able to assess most of the criteria within my rubric, but the last box of my rubric is very hard to assess whether or not they are monitoring their exertion levels. To assess this box, there needs to be a way to see them in a different context to really see if the children are successful in being able to do so. Furthermore, though it was only a one-time-use rubric, there are multiple improvements and additions that can be made. Firstly, one addition that could be added would be to add a self or peer evaluation, as this would allow the students' to assess their understanding on the criteria and not just their performance. Also, observe them in different contexts, such as different activities or games. I also think it would be more beneficial to assess smaller parts over multiple lessons.

If I'm critiquing the rubric more, I think that the rubric is a little bit too broad. Within my first box, I think slicing up those FMS movements further would make it clearer because, at the moment, there are too many criteria and it can make it difficult to really mark. I also do think that my rubric could be viewed as subjective, as different assessors might score differently because everyone's view on what "extending," "proficient," etc. can vary. Additionally, my rubric did not account for all learners, which is an issue for inclusion, particularly for those who are not able-bodied. The primary focus and function of my rubric were for teachers, as it was designed as a summative assessment, as it was only used once. However, Sullivan (2023) suggests that summative and formative assessment should be interconnected, as it is very possible to use them both together. The example that was given in this blog post was about a soccer match. If you watch one match, the player may have a few shots and a few good plays but score zero points.

Rather, if you were to watch him through an entire season, you would be able to see his decision-making skills, communication, tactics, strategies they use, etc. From this example, it has come to my attention that you can gain so much more information using ongoing formative assessments opposed to just one session of assessing. To link this back to the B.C. curriculum, which has a heavy emphasis on a more holistic approach, meaning to not only learn to value the physical performance and talent but also the students' knowledge, understanding, and development. When looking at my rubric, it reinforces the idea that teachers not only assess children on their physical competence, as physical education is so much more than that. Physical education is about their participation, their ability to develop lifelong transferable skills, and their attitudes. Overall, I do think that rubrics are a type of assessment that is easy for physical teachers to follow and can really indicate where students see their strengths and their weaknesses lie. While summative assessment can be used for a snapshot of students' understanding, formative assessment may be more useful in terms of overall improvement when considering an assessment like this one.

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