

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	25	
2. Knowledge and Understanding Skills	25	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

1) Rationale

1.1 Introduction

This portfolio of work will present an assessment rubric for assessing a pupil in Physical Education who is moving on from the school they are currently at. The pupil will be referred to as ‘Pupil A’ throughout this portfolio who is in year 6. The assessment will be based on a variety of forms for assessment in PE. Quality literature from researchers such as Wiliam (2018) and Hay and Penney (2013) will be referred to whilst also discussing the strengths and limitations associated with different assessment practices. An assessment rubric will also be created, focusing on assessing the learning and development of Pupil A taking part in a PE lesson. This rubric will be displayed in the correct format and placed within this portfolio. An overall report will be devised establishing a narrative with the other schoolteacher and presenting the results and areas for improvement for the pupil. Their results will be displayed using a radar graph to convey which areas they have performed well in and what Pupil A needs to work on to improve their overall performance in PE lessons. Finally, reflection will take place to critically evaluate the purpose of the assessment, its effectiveness in assessing the pupil’s learning outcomes and also highlight the valued aims identified with PE.

1.2 What is Assessment?

Certain strategies have been explored and justified throughout this portfolio, with the process of assessing being of value when ensuring there is adequate educational experiences for every pupil (Lieberman and Houston-Wilson, 2017). Additionally, Hay and Penney (2013) discuss the practice of assessment and its contribution to the development of effective pedagogy for learning. Assessment such as a rubric can be an aid for the pupils to develop their learning in the lessons through forms of assessment for learning, which is more constructive and forward-thinking (Capel and Whitehead, 2010), whilst also being useful for parents and teachers in the form of a report which forms a pupil’s assessment of learning in the form of summative learning such as attainment (Hay and Penney, 2013). Similarly, Young et al (2021) discuss assessment discourse as a key driver for curriculum and pedagogy change and propose how Whitehead and her Physical Literacy (PL) notion is an example of how pupils

can become physically literate through their learning experiences. Longmuir et al (2015) refer to PL as a means to developing motivation, confidence, and physical competence in pupils. Additionally, their knowledge and understanding of lesson outcomes can also be harnessed through their engagement in the lesson and overall engagement in physical activity for life. The domains of physical, social, emotional, and cognitive are all interconnected and provide each individual child guidance and support for their lifelong participation in physical activity and movement (Whitehead, 2001; Physical Literacy for Life, 2021). Therefore, the rubric created focused on a physical literacy format, with the categories following a journeying pattern of ‘Beginning, Understanding, Progressing, Achieving and Excelling’. The Youth Sport Trust (2014) stated how this form of assessment was an opportunity for physical educators to shape their own assessment of pupils, however, a critical aspect of this was the uncertainty of what tasks to carry out. Furthermore, the Youth Sport Trust (2014) conveyed that although there are concerns with this form of assessing, assessment such as this puts the pupils at the heart of learning and provides a holistic view of the learner as a whole (p. 3).

1.3 Rubric

The concept of Physical Literacy (PL) has grown significantly (Longmuir et al, 2015) which denotes the need to monitor and assess it within children and through their PE lessons. The rationale for the rubric as mentioned previously followed a physical literacy journeying approach where each pupil was assessed on their progression through different categories. The ‘*what*’ to assess in PE focused on the skills pupils needed to continue their PL journey and lifelong learning. Therefore, movement skills were chosen whilst also assessing their engagement levels within the lesson. Additionally, their knowledge and understanding of how to apply these skills was chosen as an area for assessment, which is also why problem solving was chosen as a third category to assess Pupil A’s cognitive development. Finally, physical competence was also included and focused specifically on object control, locomotor, and balance. The concept of physical competence focusing on object control, locomotor and balance derived from the programme initiative in Wales called ‘SKIP Cymru’ (Wainwright et al, 2020) which focuses on kinaesthetic movements from an early age. Therefore, by implementing physical attributes such as these in the rubric, it will help to determine whether Pupil A has developed in these areas from their early movement experiences. Whilst underpinning the research, motivation and confidence was perceived as a key attribute

to assess for PL, further highlighting the SKIP Cymru programme as a useful resource in promoting these lifelong movement skills (Wainwright et al, 2020) which will help to harness a child's holistic development and overall physical activity participation (Wainwright et al, 2018).

The inclusion of these categories highlights how movement is an important factor for children to develop (Wainwright et al, 2020), furthermore, how their engagement and understanding will enable them to effectively implement movement into their learning. Longmuir et al (2015) conveyed how if a child is physically literate, they should move with confidence and begin to understand how to progress, achieve and excel through physical activity opportunities. In supporting this, The Canadian Assessment of Physical Literacy development (CAPL) was devised to determine reliable data on PL which encompassed each of the four domains of learning which consist of physical, emotional, social, and cognitive development. These categories are used to inform pupils on instruction and formative assessment opportunities (Wiliam, 2018) which benefits both teacher and pupil as the pupils are involved in their own learning whilst the teacher acts as the facilitator. This type of feedback also allows for pupils to receive correction and positive feedback at each stage (Wiliam, 2018); however, this must occur during the learning process.

2) Assessment Rubric

(Please see Table 1 in Appendices for the assessment rubric).

3) Report

3.1 Introduction

In this report the details of the current level of 'Pupil A' have been identified and discussed and outlined in specific categories following the rubric. Furthermore, an explanation of each area of the rubric has been given to give an overall picture of where Pupil A is at with their learning. These areas will be discussed individually below and consist of the following categories:

1. Engagement with Physical Activity.
2. Motivation and confidence.
3. Knowledge and understanding.
4. Problem Solving.
5. Physical competence (which specifically includes Object control, Locomotor and Balance).

Having assessed Pupil A for the last few weeks it is clear to see their improvement and development across each category. During this report, each category will be discussed, highlighting the learning Pupil A achieved, evidence of this learning, their areas for improvement with a target on how to achieve this and finally resources and initiatives aimed at helping Pupil A to progress in their weaker categories.

3.2 Rubric

3.3 Engagement with Physical Activity

Pupil A has demonstrated good engagement levels throughout the block of lessons and has progressed from a beginning level to developing more of a progressive understanding of the activities and tasks. Each week Pupil A was dressed in appropriate kit highlighting their engagement to taking part fully. Moreover, they ensured that they listened to the instructions of the teacher when taking part in the warm-up which demonstrated their willingness to learn and understand the initial task. Figure 1 indicates that their engagement level is at a level 3, and when referring to the rubric shows this to be at a progressing level. This demonstrates Pupil A's willingness to participate with their peers during the lesson and engaging throughout the lesson. Furthermore, this level highlights Pupil A's understanding of being physically active and how they enjoy participating in physical activity. A target for Pupil A to work on here is to keep their engagement at a consistent level throughout the lesson. It was seen that Pupil A lacked engagement when presented with a game making task in which the teacher adopted a learner-initiated task which involved being on task with fellow peers. Although Pupil A's engagement decreased, their willingness to work with their peers resulted in them creating a game and remaining on task.

3.4 Motivation and Confidence

Pupil A exhibited good levels of motivation throughout the lesson, beginning to show their confidence level when on task. With that, they progressed to more of an understanding level, which denoted Pupil A was working at an understanding level 2 for their overall motivation and confidence, shown in figure 1 on the radar graph. This continued at this level throughout the lesson. Likewise, their motivation grew when presented with an activity they enjoyed and demonstrated a confidence in their overall attitude to the lesson. In ensuring their motivation continues to grow,

it is vital for Pupil A that they receive guidance from the teacher throughout the lesson to ensure confidence does not drop and for Pupil A to remain on task throughout the whole lesson.

3.5 Knowledge and Understanding

Pupil A continually worked at a progressing level for their overall knowledge and understanding. Figure 1 indicates that this category was one of Pupil A's strongest areas. This gave an idea to Pupil A's willingness to understand how to perform activities which were easy for them and those which they found more challenging. Their understanding of the different equipment was very good, and they were able to identify each piece of equipment and use it correctly. Furthermore, when challenged to complete a circuit type activity, Pupil A's knowledge of how to set up cones, hurdles and the use of a stopwatch demonstrated excellent knowledge in using more advanced equipment. There was a tendency to lose focus at times however, which is when Pupil A began throwing a ball around when they should have been on task. This was identified by the teacher who brought the focus back to the activity which prompted Pupil A to regain their understanding of how to perform the task.

3.6 Problem Solving

This category was Pupil A's strongest in terms of the level they were working at which was level 4 as shown on the radar graph displayed in figure 1 of the appendices, with Pupil A working at an achieving level throughout the lesson. They displayed excellent problem-solving skills by setting up the equipment needed for that activity, talking with peers whilst actively telling others what to do, and demonstrating an awareness of what problem-solving tasks require. Likewise, they exhibited a good and appropriate application of problem-solving throughout the lesson as highlighted in the rubric and overall engagement was excellent in achieving the lesson outcomes.

3.7 Physical Competence

Pupil A's overall physical competence was assessed on three categories which were object control, locomotor, and balance. The assessment of all three provided an overall level of their competence when being physically active, as shown in figure 1 on the radar graph. Pupil A's object control displayed a good progressive understanding on how to catch, throw and pass effectively. They demonstrated the basic skill required to throw underarm into a target and how to differentiate the equipment if they required a bigger or smaller object to throw. This illustrated their own competence level and what they needed to do to develop their own physical activity skills for life. Therefore, overall object control was natural, and they developed on to an achieving level by the end of the lesson.

When assessing Pupil A's locomotor skill development, they were similarly at an appropriate level for their development in that area. Moreover, Pupil A progressed throughout the lesson and had an appropriate understanding of movement skill, with the ability to travel forwards and sideways with a good level of competence. Likewise, they demonstrated progressive levels of competence in regard to Fundamental Movement Skills (FMS) such as hopping, running, and jumping, completing each movement with a natural ability and confidence. An area to work on for Pupil A is travelling backwards. When assessing for this, Pupil A displayed a lack of awareness when attempting to travel backwards, which signified a lack of confidence in this type of movement and also a lack of knowledge in how to perform the movement. For future development, learning how to travel backwards and developing an awareness will be needed to move them up to a progressive, achieving level. Means for doing this could involve creating travelling games where Pupil A must travel backwards to reach a specific zone or target in a game format.

The final category for assessing Pupil A's physical competence was balance. This due to the nature of the lesson and activities chosen was not assessed in the same way as the others due to Pupil A not working on their overall balance skills. During the warm-up activity, there was some evidence of balance skill and body control when performing stretches, playing a warm-up game such as following the leader which required Pupil A to manipulate their body to copy the different movement patterns and balances of the teacher which Pupil A performed to a good standard. However, there was not enough evidence during the lesson activities to assess fully the extent to Pupil A's development of balance and learning how to control their body. This is something which can be implemented into future lessons to enable an overall assessment of Pupil A's balance.

4) Reflection

It is critical to reflect on the overall effectiveness of the process of assessment. Moreover, Hay and Penney (2013) discussed previously how effective pedagogy is the result of the contribution of assessment in practice and how it promotes valued learning outcomes for the learner (Hay and Penney, 2013, p. 9). When reflecting on the use of a rubric as a form of assessment, it was questioned by Silvestri and Oescher (2006) how the predetermined categories for assessment included in a rubric may only reflect what the assessor wants to find out from the assessment. However, its positive stance for learning development ensures targets for pupils to develop their performance further (Silvestri and Oescher, 2006). Additionally, giving them targets to work towards. The framework of a rubric was deemed a positive aspect for assessing a pupil due to the opportunity for continued feedback from the teacher to the pupil, whilst forming levels for the pupil to improve and work towards. The rubric here was used as a visual aid to inform the pupil on the exact level they were at in terms of progression and the criteria needed to move on to a higher level.

A critical aspect to this overall assessment process was the choice of activity/lesson available for assessment. The lessons covered were weekly athletics sessions, consisting of throwing activities such as the javelin, target games, running and jumping and problem-solving tasks which involved Pupil A working collaboratively with their peers. Due to this, the assessment was forced to focus solely on athletic skill attributes as previously mentioned, which heavily involved throwing and running.

In terms of other forms of assessment, Pupil A's fitness was not actively assessed with components of health such as cardiovascular endurance, muscle strength and flexibility not being included. With schools considered as the key institution to develop physical activity levels in children (Cale and Harris, 2009) it raises questions surrounding the use of fitness testing as a form of assessment in PE and whether their implementation directly affects pupils' future participation in physical activity (Pate, Oria and Pillsbury, 2012; Mercier and Silverman, 2014). This is due to the negative connotations surrounding the use of fitness testing in young people and the negativity on comparing pupils to normative data. When choosing the best form of assessment for assessing a pupil, using a rubric form of assessment was viewed as the best option due to the

opportunity for positive feedback and formative learning opportunities. Likewise, the journeying approach adopted by the notion of physical literacy, used as the main concept of the rubric, evoked the importance of physical activity opportunities for Pupil A to continue throughout life.

Additionally, a critique of this assessment was the amount of lesson time given to assess, whilst also considering the weeks which Pupil A was absent from the lessons. This is a criterion out of the assessor's control and one which must be discussed. The reliability of assessment, in this case a rubric assessment must be questioned due to not gaining enough data for each category. With this in mind, Silvestri and Oescher (2006) convey how assessing the learning of a pupil over a set number of weeks can be viewed as a questionable form of assessment due to the longevity of assessing, the reliability of the pupil being in the lesson and also the validity of the assessor themselves in collecting enough evidence to comment on each category effectively.

In conclusion, whilst reflecting on the overall effectiveness of the assessment process, it is clear to recognise how a rubric is an effective form of assessing the learning of an individual pupil. In turn, it focuses on the learning styles which both teacher and pupil can develop (Wiliam, 2018) whilst promoting the role of evaluating performance through providing formative feedback opportunities throughout the whole learning. Capel and Whitehead (2010) reiterate the importance of formative assessment, which promotes constructive, forward-thinking learning which is structured around assessment for learning for the pupils. This is a vital aspect of learning for pupils and the predetermined targets set out in a rubric can be the catalyst in driving forward positive feedback and constructive learning provided by the use of a rubric to form assessment for learning of an individual pupil. Therefore, this reflection has justified the use of using a rubric for assessment for learning and highlighted formative assessment as a useful tool in providing feedback to a pupil which is constructive and allows for progression to be made by the pupil in their own learning.

Word Count – 3,000

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Appendices

Table 1: Assessment Rubric for assessing 'Pupil A'.

	Beginning	Understanding	Progressing	Achieving	Excelling
Category	1	2	3	4	5
Engagement with Physical Activity	Some evidence of engagement with the lesson. Wearing full kit ready to participate.	More of an understanding of how to engage in the activities. Understanding of how to complete warm up effectively.	Progressing on to participating fully during the lesson and progressive engagement with peers.	Engaging fully in the lesson and achieving all the lesson objectives whilst participating with their peers.	Fully engaged with the lesson and understanding the activities set and knowing what they need to do to excel at task.
Motivation and Confidence	Motivation is beginning to show and confidence to join in.	Understanding how to join in with lesson and confidence in talking with others.	Motivated to participate fully with lesson whilst still developing confidence to engage.	Achieving motivational outcomes of lesson with high levels of confidence.	Motivation and confidence are high from beginning of the lesson. Fully engaged.
Knowledge and understanding	Knowledge and understanding of the lesson objectives beginning. Some awareness of knowledge of the task and lesson activities.	More of an understanding of lesson objectives and learning outcomes. Awareness of knowledge to the understanding of activities within lesson still.	Progressing from beginning of the lesson to more of a knowledge and understanding of how to achieve specific aims and objectives of lesson.	Ability to achieve knowledge and understanding of what is being asked of them in lesson. Confident in the lesson and able to achieve learning aims and lesson objectives.	Knowledge and understanding are excellent and able to achieve all lesson outcomes and feel confident in their own understanding and ability in the lesson.
Problem Solving	Evidence beginning to show in problem-solving taking place. Some engagement in problem-solving tasks.	Understanding of how to work with peers and work together on a task. Some knowledge of what problem-solving tasks involve.	Progressive awareness of what problem-solving is and is progressing from little understanding to a medium awareness	A good and appropriate application of problem solving throughout lesson. Engaging with peers to achieve the problem-	Excellent application of problem-solving throughout the lesson. Ability to work collaboratively with others to complete the

			of how to work on a problem-solving task.	solving outcome of the tasks and activities.	tasks with good understanding of problem-solving skills.
Physical Competence					
Object Control	Some evidence of object control but ability to complete different activities is limited. Skill is currently not visible, and more work is needed.	More of an understanding of what object control is but finds it difficult to control objects of varying size. Confusion regarding how to control an object whilst performing a task.	Demonstrates the basic skill required to undertake object control task. Progression seen throughout the lesson and by the end more object control skills are evident.	Can effectively perform a variety of object control skills with different objects. Natural ability to control for example a ball and can execute the skill well.	Confidently performs object control tasks with a high skill level. Can perform all tasks excellently and object control remains at a high quality throughout the lesson.
Locomotor	Some evidence of locomotor skill and ability to travel. Limited understanding of this skill and how to execute.	More of an understanding of how to travel from different points. Can understand simple Fundamental Movement Skills (FMS) like walking and running.	Demonstrates higher skill level of locomotor competence and is able to progress to FMS skills such as hopping and skipping.	Can effectively achieve all locomotor movements and has an ability to travel from one point to another whilst completing an activity.	Confidently performs locomotor skills to a high quality and understands how to excellently apply them throughout the lesson.
Balance	Some evidence of balance skill and body control. Limited understanding of how to	Understanding of how to balance effectively. Still limited evidence of how	Demonstrates a progressive understanding of how to manipulate body to	Effectively achieves understanding of balance and how this	Excellent balance control and able to effectively perform

manipulate body correctly.	to transfer knowledge into activities.	carry out balances in activities.	develops their physical competence.	balances throughout the lesson activities.
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Figure 1: Radar graph indicating areas ‘Pupil A’ was good at and areas which require further development.

