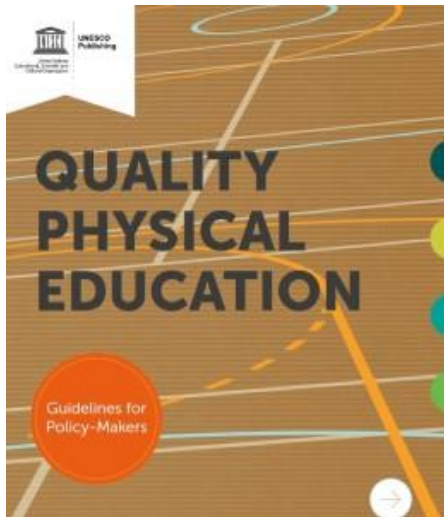


What to Assess in Physical Education?

Dylan Blain

“Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”



(Whitehead, 2016 from IPLA Website)

Physical Literacy Journey

A physically literate individual has the motivation, confidence, physical skills, knowledge and understanding to take part in physical activities for life. The progression steps along their personal physical literacy journey identifies what they are able to do, what they need to do next, and how to improve to become **healthy and confident** individuals in society. [For further information click here.](#)

Start of the Journey

How to guide
CLICK HERE

WATCH AMELIA



<https://www.physicalliteracyjourney.wales/>

**PHYSICAL
SKILLS**



**CONFIDENCE &
MOTIVATION**



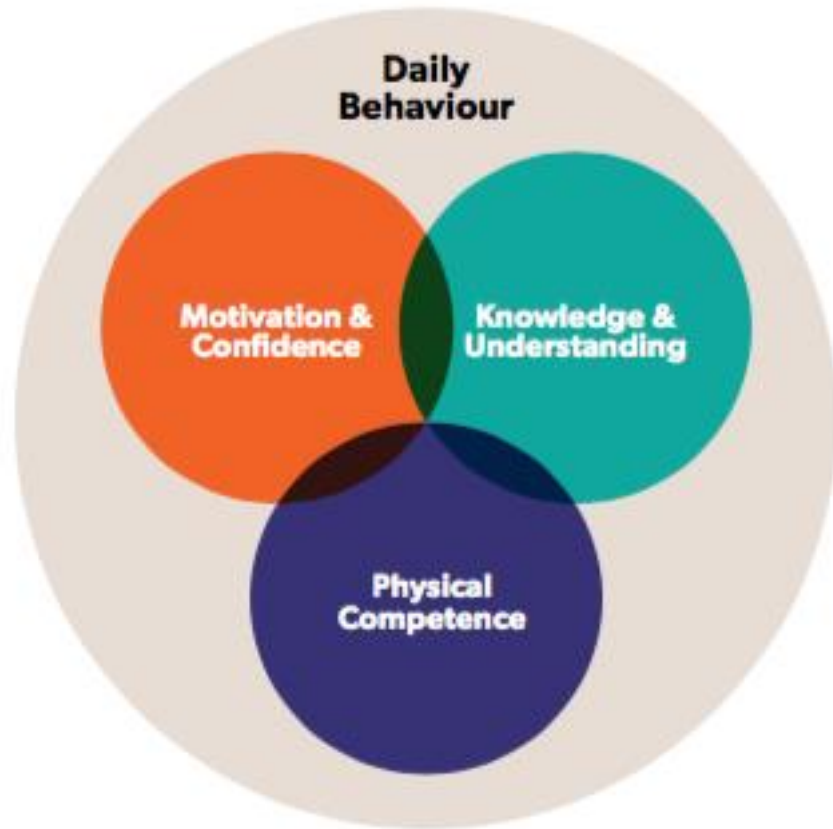
**KNOWLEDGE &
UNDERSTANDING**



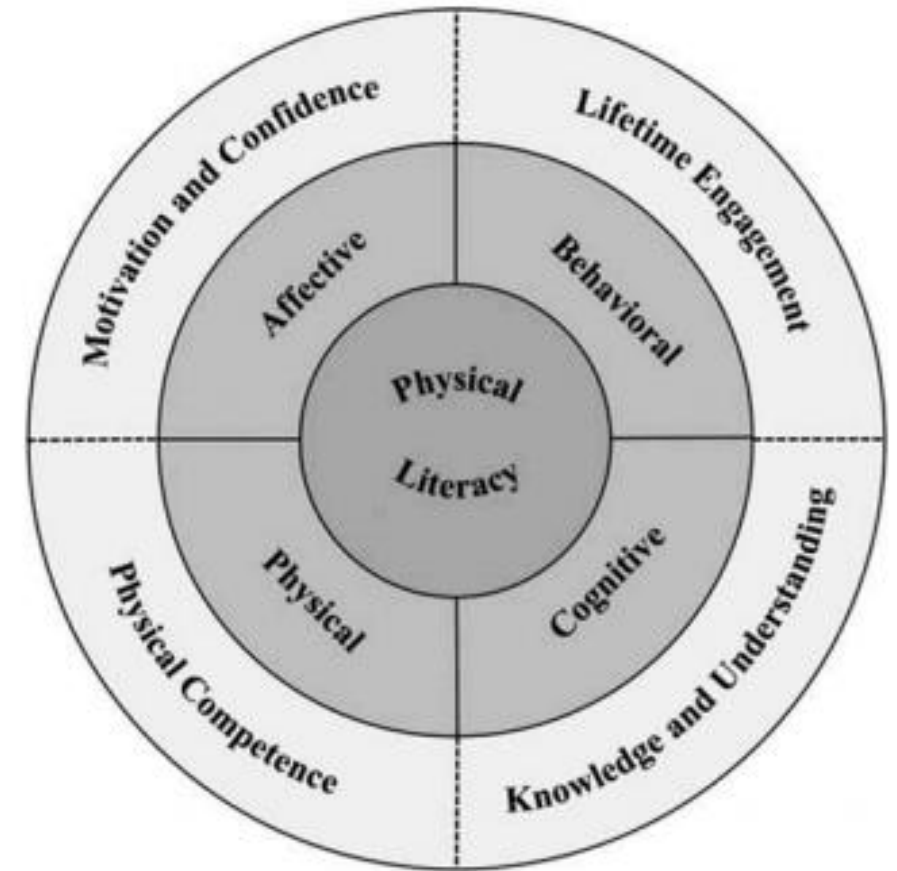
**LOTS OF
OPPORTUNITIES**



Figure 1: The Core Domains of Physical Literacy



(Healthy Active Living and Obesity Research Group, 2016)



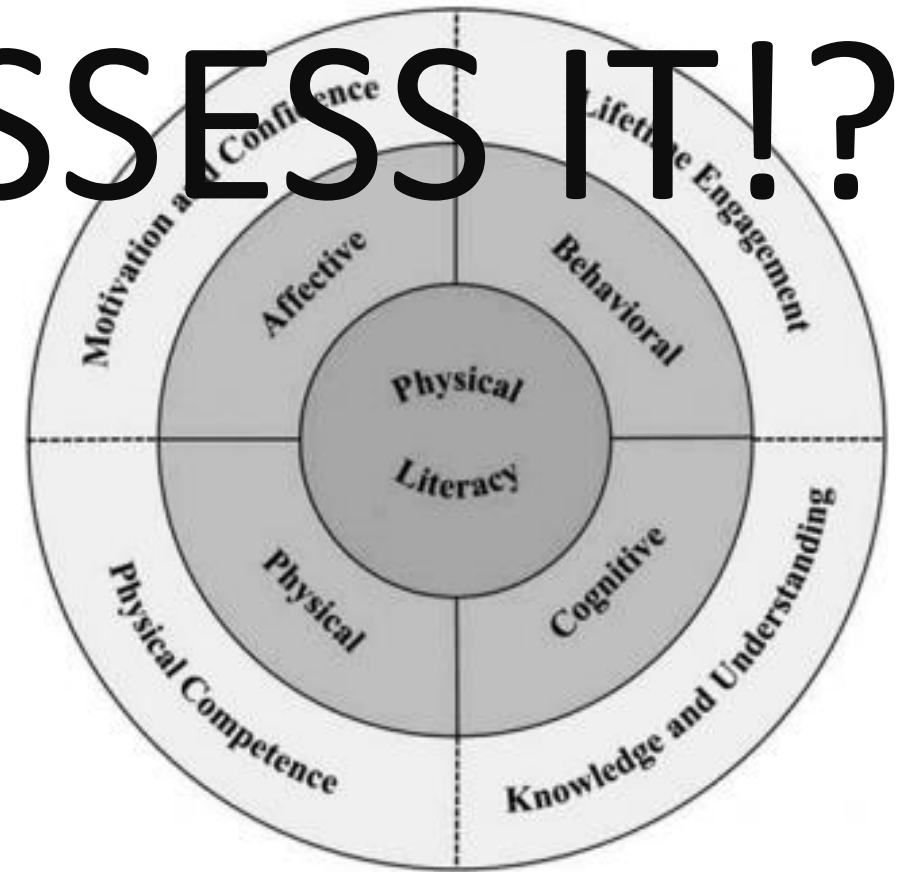
(Robinson & Randall, 2016)

Figure 1: The Core Domains of Physical Literacy

HOW DO WE ASSESS IT!?



(Healthy Active Living and Obesity Research Group, 2016)



(Robinson & Randall, 2016)

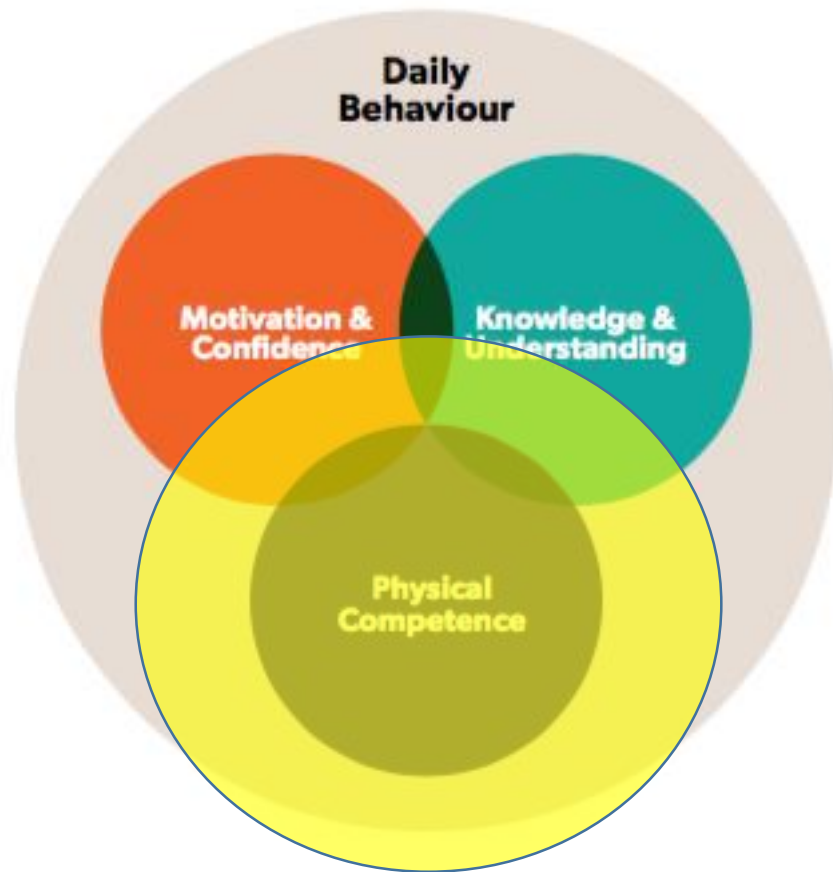
Assessing Physical Competence

Dylan Blain

Readings (on moodle)

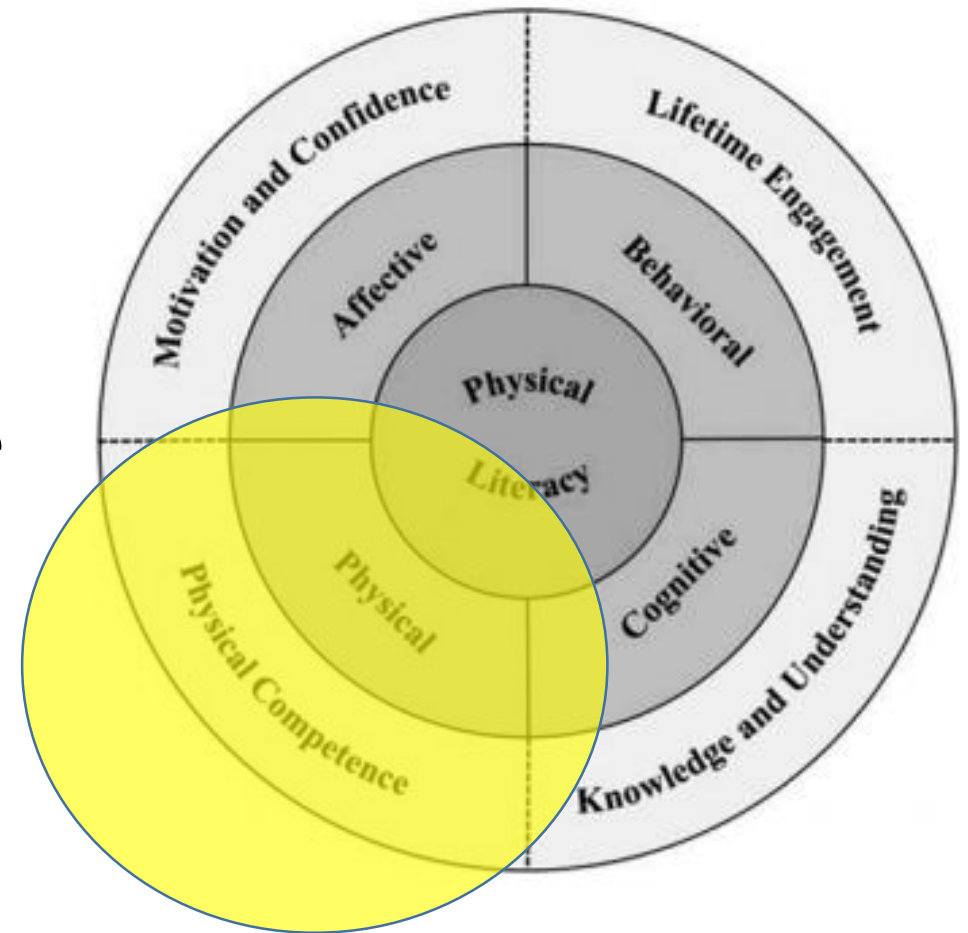
- Lloyd & Tremblay (2010)
- Robinson & Randall (2016)
- Edwards et al. (2016)

Figure 1: The Core Domains of Physical Literacy

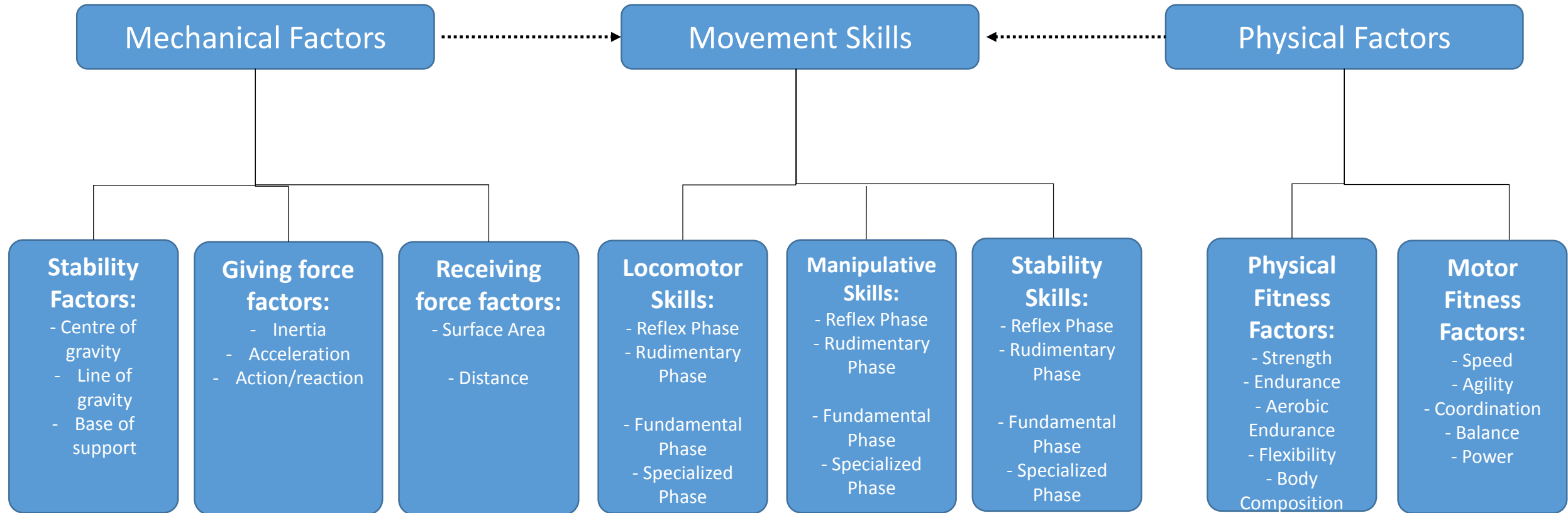


Physical
Competence

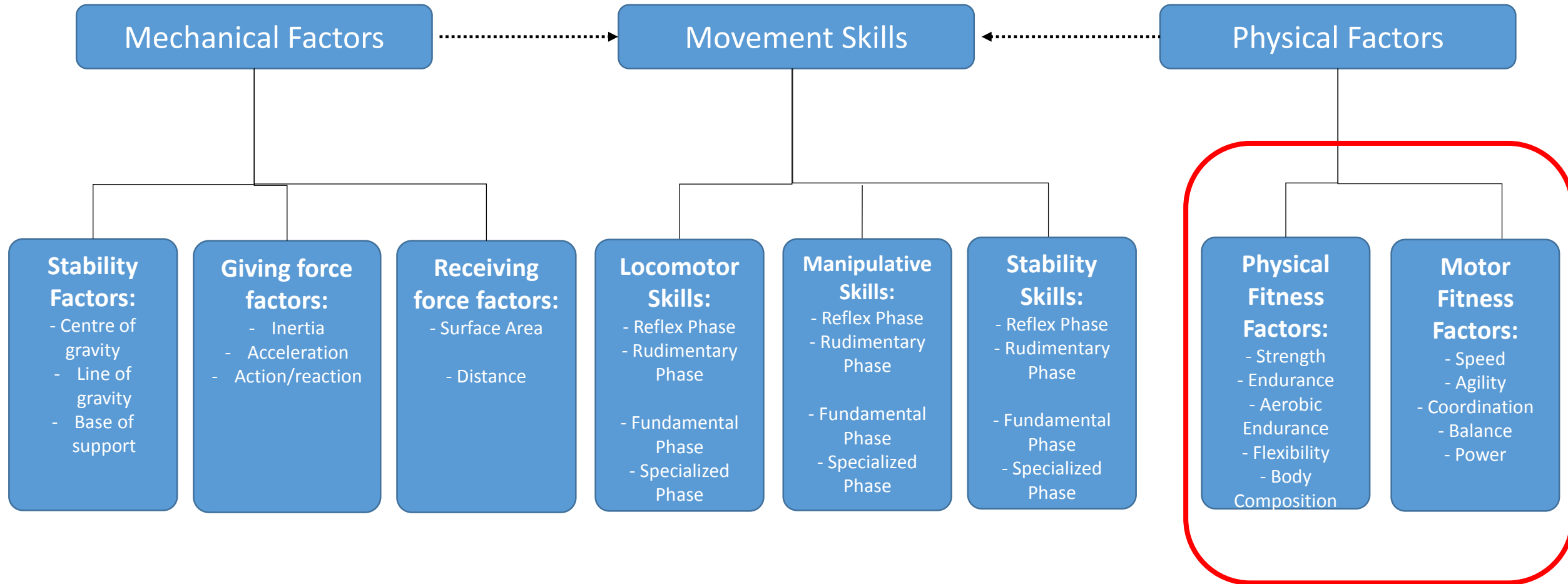
(Healthy Active Living and Obesity Research Group, 2016)



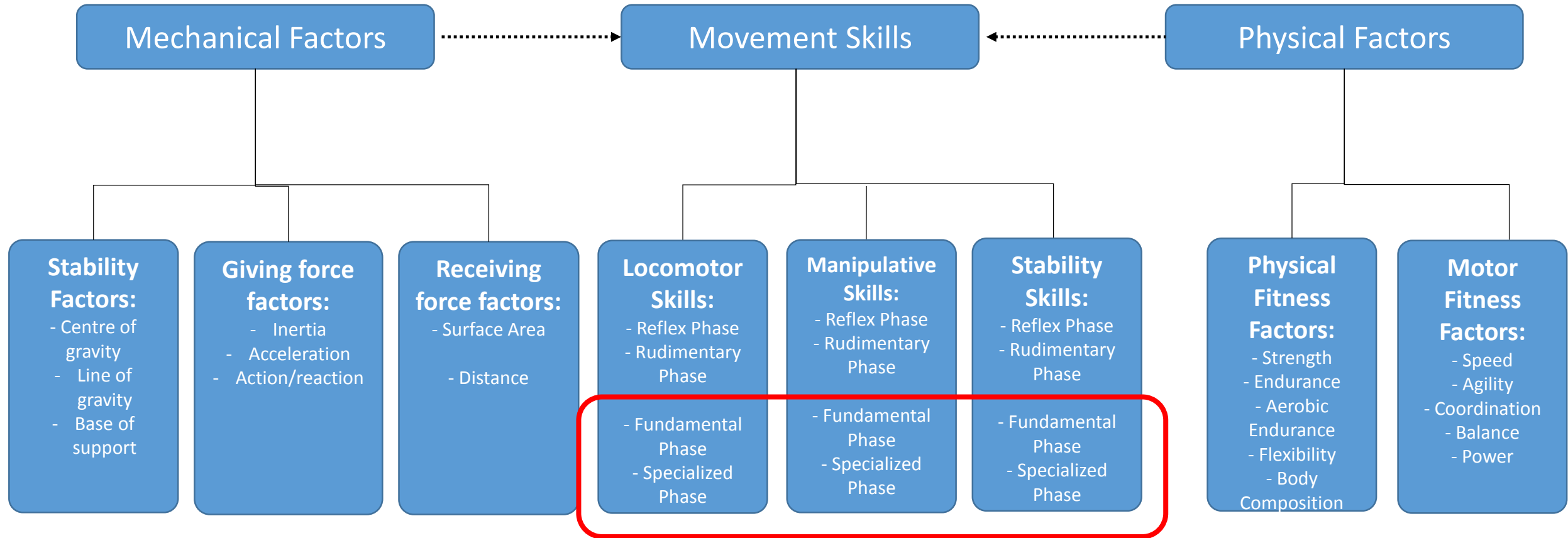
(Robinson & Randall, 2016)



Physical and mechanical factors that affect the development of movement potential at all phases of motor development (from Gallahue, Ozmun & Goodway, 2012, p.81)

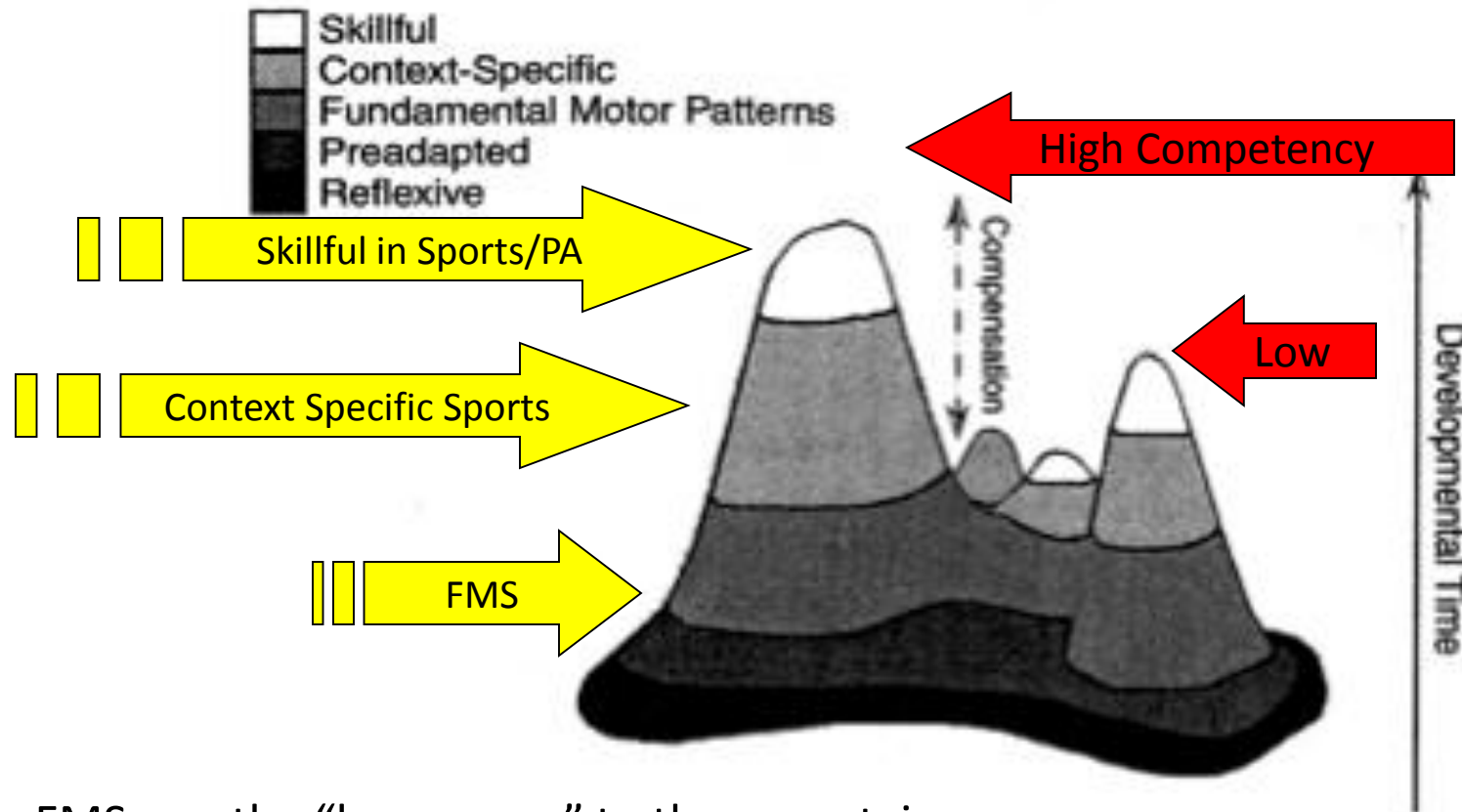


Physical and mechanical factors that affect the development of movement potential at all phases of motor development (from Gallahue, Ozmun & Goodway, 2012, p.81)



Physical and mechanical factors that affect the development of movement potential at all phases of motor development (from Gallahue, Ozmun & Goodway, 2012, p.81)

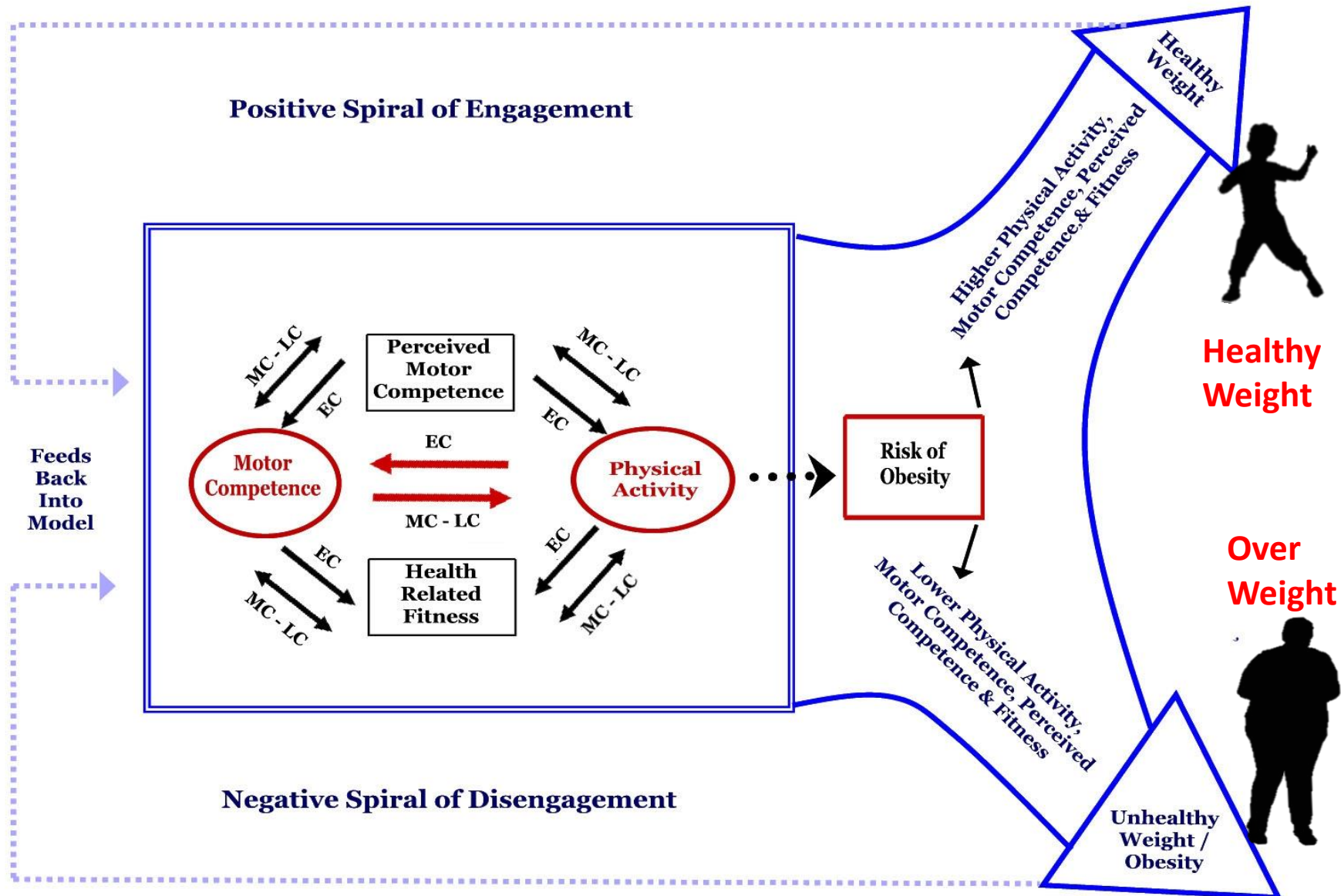
Mountain of Motor Development



FMS are the “base camp” to the mountain of motor development. Each child needs to develop MC to travel up the mountain to skillfulness.

Clark & Metcalfe (2002)

Synergistic Developmental Trajectory Model of Motor Competence and PA



Foundational Movement

Foundation Movement	Fundamental Sports Skills	Sport & Play Skills	Activities of daily Living
Squat	Vertical Jump, sprint, hop, dodge, side gallop	?	?
Lunge	Sprint run, skip, hop, dodge, kick, static balance, catch, side gallop	?	?
Push Up	Overarm throw, strike	?	?
Pull Up	Throw, catch, strike	?	?
Hinge	Vertical jump, overarm throw, kick, dodge	?	?
Rotation	Sprint run, overarm throw, kick	?	?
Brace	Static balance, overarm throw, kick, sprint run, dodge	?	?

(Tompsett, Burkett & McKean, 2014)

Hulteen et al. (2018). Development of Foundational Movement Skills: A Conceptual Model for Physical Activity Across the Lifespan

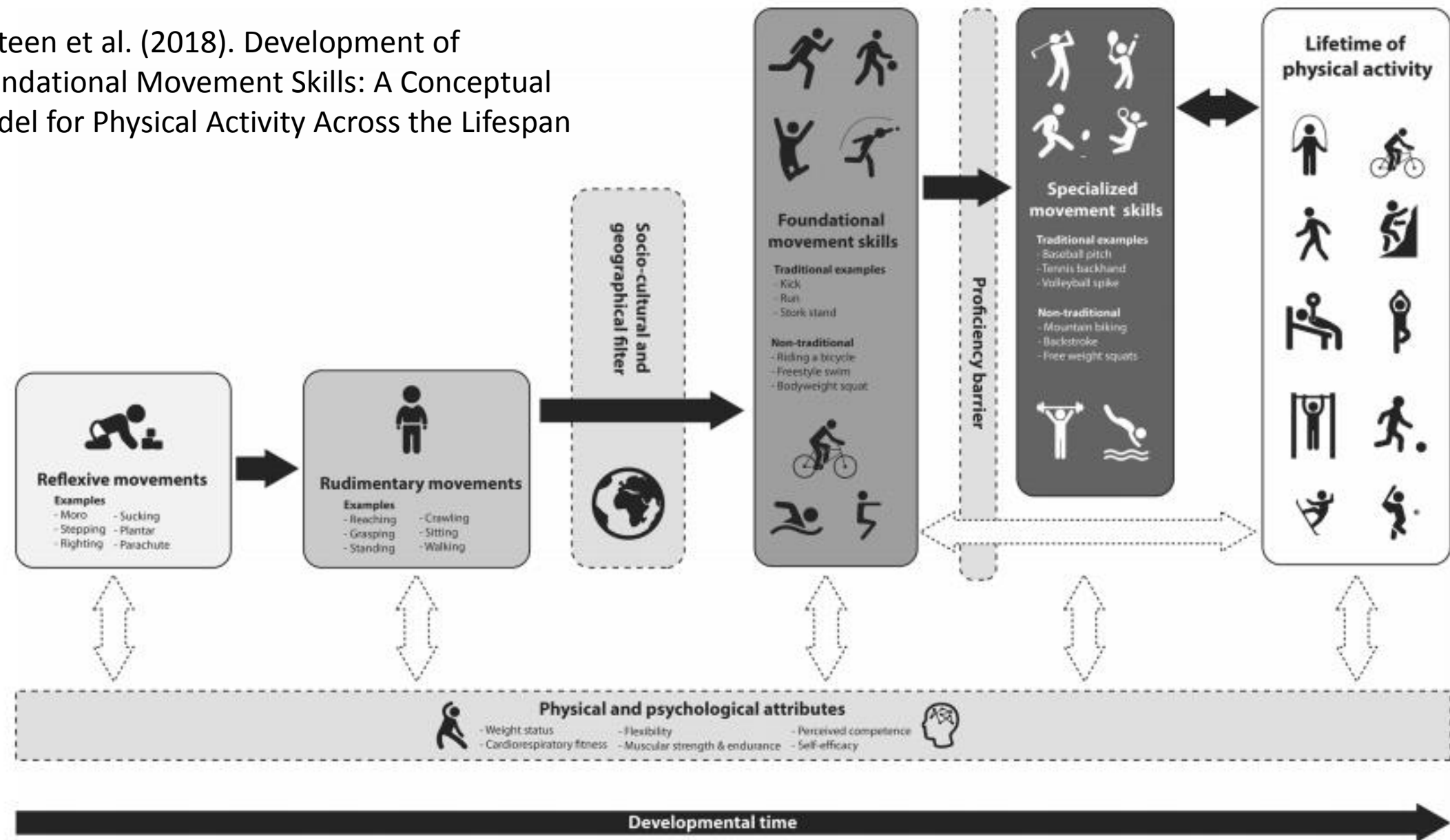


Fig. 1 Development of foundational movement skills for physical activity across the lifespan. *Black arrows* indicate previously hypothesized pathways; *white arrows* and *dotted boxes* indicate newly hypothesized pathways/components unique to this conceptual model

Hulteen et al. (2018). Development of Foundational Movement Skills: A Conceptual Model for Physical Activity Across the Lifespan

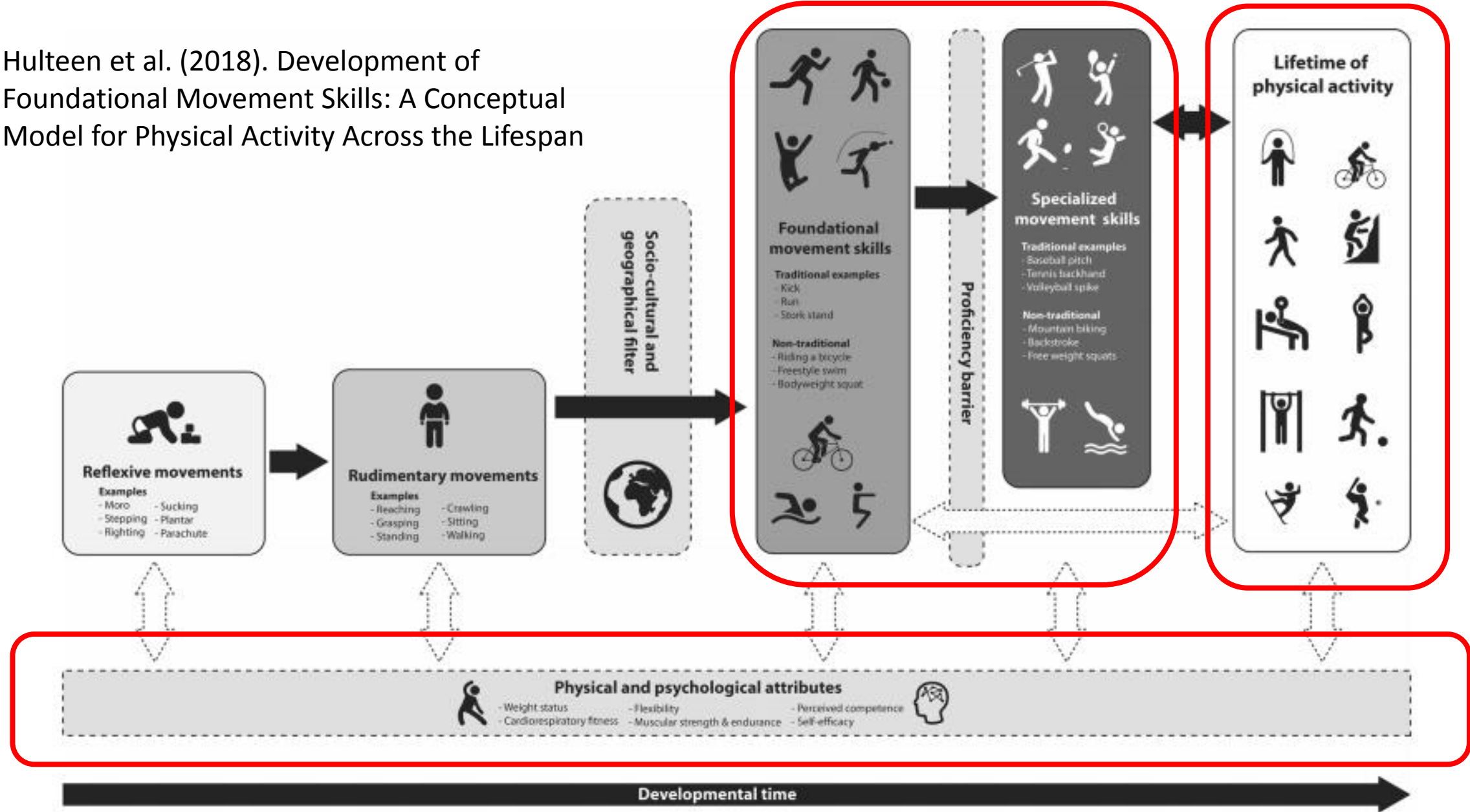


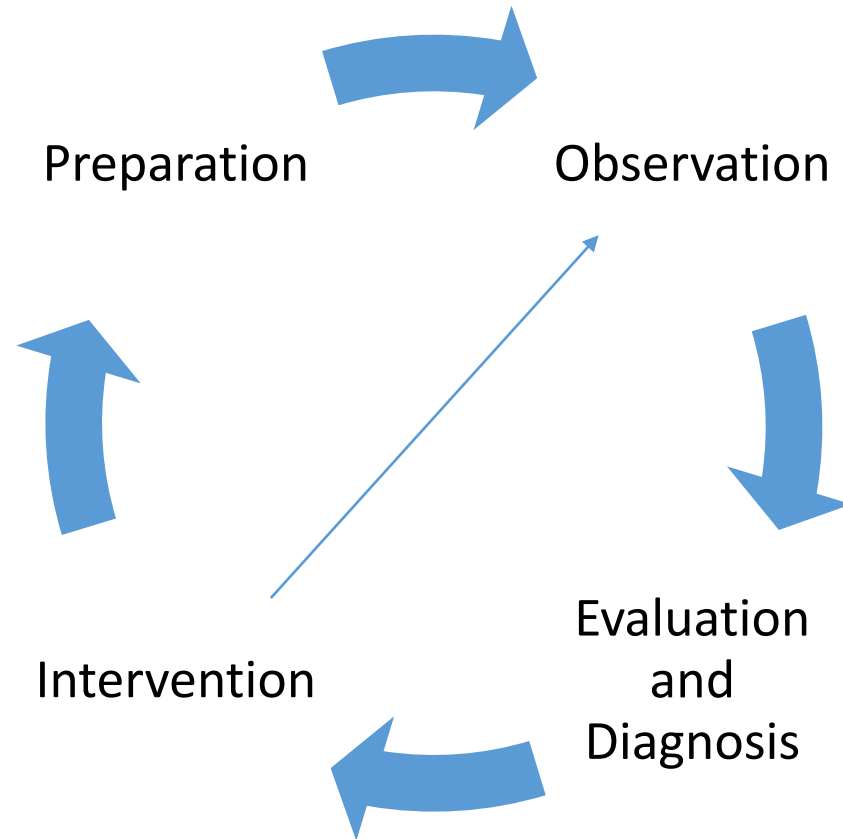
Fig. 1 Development of foundational movement skills for physical activity across the lifespan. *Black arrows* indicate previously hypothesized pathways; *white arrows* and *dotted boxes* indicate newly hypothesized pathways/components unique to this conceptual model



Assessing Movement Competence



Qualitative Diagnosis of Human Movement



(Knudson, 2013)

Preparation — gathering relevant knowledge

- Knowledge of the activity
 - Identify critical features
 - Goal of the movement
- Knowledge of performers
- Relevant systematic observational strategies

Observation — developing a systematic observational strategy

- Implement observational strategy
 - Situation
 - Vantage points
 - Number of observations
- Extended observation

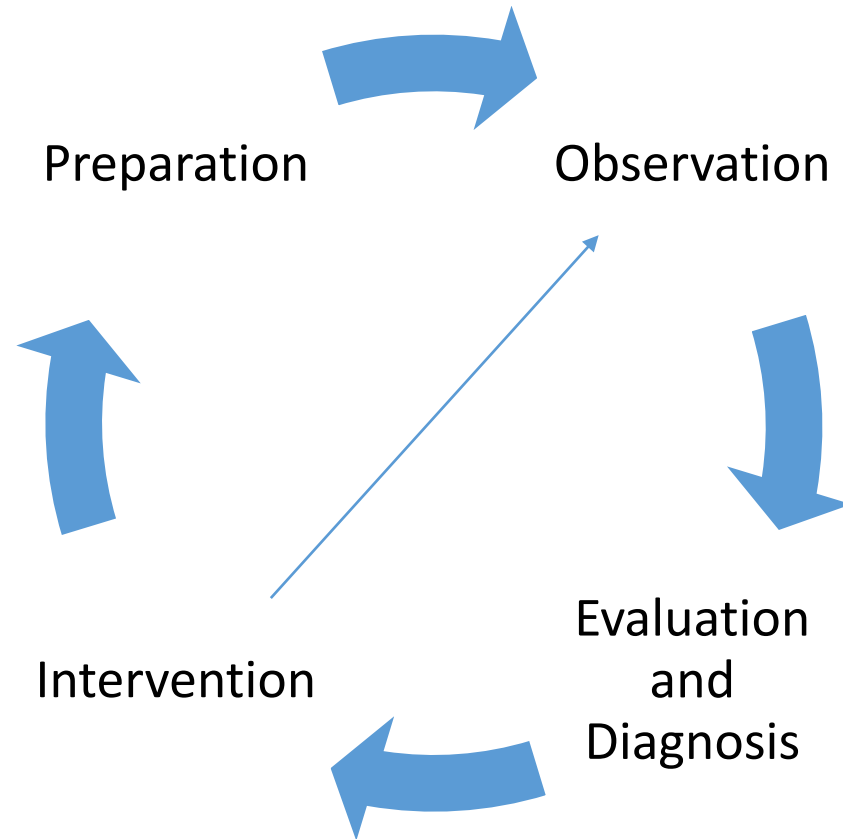
Evaluation and Diagnosis — Professional critical thinking

- Evaluation of performance
 - Range of correctness of critical features
 - Strengths
 - Weaknesses
- Diagnosis of performance
 - Prioritise weaknesses
 - Rationale of prioritising

Intervention — Strategies for improving performance

- Select appropriate intervention
 - Feedback
 - Visual models
 - Exaggeration
 - Modifying the task
 - Manual or mechanical guidance
 - Conditioning
- Principles for providing feedback
- Translating critical features into cues

Qualitative Diagnosis of Human Movement



(Knudson, 2013)

References

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Robinson, D. B., & Randall, L. (2016). Marking physical literacy or missing the mark on physical literacy? A conceptual critique of Canada's physical literacy assessment instruments. *Measurement in Physical Education and Exercise Science*. doi:10.1080/1091367x.2016.1249793