



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Assessment in Physical Education (2)

Dylan Blain

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

The

**WHY...
WHAT...
HOW...**

*of Assessment in Physical
Education*



Outline

- Recap
- Assessment *FOR* Learning (Black & William, 2001)
- Assessment *OF* Learning
- Important concepts related to assessment
 - Types of assessment
 - Accountability
 - Validity & reliability

Types of Assessment

- Formative
- Summative

Assessment FOR Learning

- Assessment forms a key part of the teaching and learning process (Lockwood & Newton, 2004)
- Appeared in late 1970s early 1980s (Hay, 2004)
- “formative”

Assessment OF Learning

- Assessing the learning of a pupil in respect of specific outcomes (lesson or unit)
- “summative”

Purposes of Assessment

- Guidance & feedback
- Diagnosis and evaluation
- Grading and prediction
- Motivation
- Selection of pupils for grouping
- Formal reporting

Which are “assessment OF learning” and which are “assessment FOR learning”?

To be effective at assessing teachers need:

- Thorough subject knowledge and understanding
- Ability to set appropriate criteria
- Ability to observe
- Ability to make judgements about what pupils have done in respect of criteria

(Lockwood & Newton, 2004)

Good assessment:

- Should achieve a clear purpose and should be fit for purpose
- Is clear what performance is being measured against
- Is valid & reliable

(Lockwood & Newton, 2004; Lockwood & Bowler, 2013)

Assessment FOR Learning

- Black & William (1998)
- Type of assessment that promotes pupil learning, understanding and attainment.
- Feedback that builds from pupils' current level of mastery and identifies how further progress can be made.
- **VITAL** element of your work as a teacher
- Requires ability to **observe and judge** instantaneously (this requires learning/development/experience)

(Lockwood & Bowler, 2013)

Characteristics of Assessment for Learning

- Spackman (2002)
- Shared Intended Learning Outcomes
- Questioning
- Feedback
- Pupil peer- and self-assessment

Assessment OF Learning

- Record of attainment at a current time (Lockwood & Bowler, 2013)
- For:
 - Evaluation
 - Grading
 - Prediction
 - Selection
 - Formal reporting

To be effective at assessing teachers need:

- Thorough subject knowledge and understanding
- Ability to set appropriate criteria
- Ability to observe
- Ability to make judgements about what pupils have done in respect of criteria

(Lockwood & Newton, 2004)

Good assessment:

- Should achieve a clear purpose and should be fit for purpose
- Is clear what performance is being measured against
- Is valid & reliable

(Lockwood & Newton, 2004; Lockwood & Bowler, 2013)

Important Concepts Related to Assessment

Types of Assessment/Measuring Achievement

- Norm-referenced –judged in relation to the performance of others
- Criterion referenced – judged in relation to set criteria
- Ipsative – measuring against an individuals previous work

(Lockwood & Bowler, 2013)

Accountability

- Teacher
- School
- Local Authority
- National Government

Validity and Reliability

- If an assessment does not provide you with the information that you want then it is not a **valid** assessment
- An assessment is **reliable** if you can get same results when carried out by another teacher
- Definitions:
 - Validity – “the degree to which a test or instrument measures what it purports to measure” (Thomas, Nelson & Silverman, 2015, p. 203).
 - Reliability – “pertains to the consistency, or repeatability, of a measure (Thomas, Nelson & Silverman, 2015, p. 208).

Time Phases of Assessment

- Immediate/Short Term
- Medium term – schemes of work
- Longer term – year or multiple years

Building Assessment into Unit Planning

- Assessment is not a “bolt on” process but **INTEGRAL** to effective teaching and learning
- Day to day assessments...
- All assessments should be built into structure/framework of the unit & should be carried out throughout the unit.
- All objectives from the unit should be evaluated

References

Green, K. (2008). *Understanding physical education*. Thousand Oaks, California: Sage.

Hattie, J. (2012). *Visible learning for teachers: Maximising impact on learning*. London: Routledge.

Hay, P. J. (2006). 'Assessment for learning in physical education' in Kirk, D. Macdonald, D. & O'Sullivan, M. (Eds.) *The Handbook of Physical Education*. Thousand Oaks, Ca: Sage. pp. 312-325

Lockwood, A. & Bowler, M. (2013) 'Assessment for and of learning' in Capel, S. & Whitehead, M (Eds). *Learning to teach physical education in the secondary school*. London: Routledge.

Metzler, M.W. (2011). *Instructional models for physical education (third edition)*. Scotsdale, Arizona: Holcomb Hathaway.

Thomas, J., R., Nelson, J. K., & Silverman, S. J. (2015). *Research methods in physical activity*. Champaign, Illinois: Human Kinetics.

Reading for Next Week

Lockwood, A. & Bowler, M. (2013) 'Assessment for and of learning' in Capel, S. & Whitehead, M (Eds). *Learning to teach physical education in the secondary school: A companion to school experience*. London: Routledge.

Library catalogue as e-book

William, D. (2018). Embedded formative Assessment, Chapter 2: The Case for Formative Assessment

Library catalogue as e-book