

- 1) The key purposes of assessment within physical education (Lockwood & Newton, 2004) would be to indicate students' strengths and weaknesses when participating, to identify the needs of the pupil, to ensure you determine the students' progress that they're making and also determine what lesson outcomes are being met by them. The teachers should also inform their planning and identify where they should emphasise their teaching, and lastly teachers to reflect on what aspects of their teaching they have found effective and ineffective. Other key purposes would be, the guidance and feedback that the teacher supplies to the pupil, and how the teacher helps to motivate pupils to ensure they're doing their best to achieve the best outcome. Another key purpose to assessment would be the prediction of grades and grade outcomes, also formal reporting as it is key to keep track on students' progression throughout the year, and to see if they have reached their predicted grade. Lockwood & Newton (2004) state that in order for an assessment to be good, the assessment should have a clear purpose and be fit for the purpose of the assessment, to ensure that it's made clear what the performance is being measured against, and that it is a valid and reliable form of assessment.
- 2) The three different forms of assessment that teachers are able to use in physical education are norm-referenced, criterion referenced and ipsative (Lockwood and Bowler, 2013). With a norm-referenced type of assessment, the teachers will judge students' performances against other students' performances in the class, an advantage of this form of assessment would be that it is able to provide information to the teacher on how a pupil is performing in the assessment compares to the other students within the group, but the disadvantage of this form of assessment would be that it can only measure the progress of the pupils within the group. Criterion referenced assessment judges students based on a set criteria, it is able to be used day to day, periodically and transitionally. An advantage of using this type of assessment would be that it is able to track the progress of students in relation to the curriculum, and that tests are designed to match the objectives of the subject. Disadvantage of using this type of assessment would be that it is hard to make sure that reasonable standards are set for the students. The last form of assessment is ipsative, this type of assessment measures the students' work against their previous work. The advantage of using this would be it helps the students to improve, it will help encourage them if they see an improvement in their performances based off earlier attempts. The

disadvantage of this form of assessment would be that it is quite subjective, and it has low validity.

- 3) Rowland (1995) questioned the effectiveness of fitness testing in schools, and suggested that it is best to abandon it, but fitness testing still is common within the PE curriculum, as advocates for testing suggest that by doing the tests they promote a healthy lifestyle and prolonged physical activity, that could possibly motivate students to lead a lifelong interest in physical activity, and help them maintain or even enhance their physical fitness by doing so. Some disadvantages linked with fitness testing is that it could dishearten students, for example the bleep test, the first pupil to drop out could possibly feel embarrassed and then put them off participation in future physical education lessons. Also, fitness testing limits the test to seeing who is the most physically fit, they are often very specific on what they test, for example the Illinois test, it is specifically testing a student's agility and ability to run by weaving through cones as quickly as possible, and tests do not allow pupils to show how skilful they can be. Also, fitness testing are not a replica for the conditions that are required in competitive sporting competitions. One of the main benefits of the use of fitness testing in PE would be that it will allow students to gain an understanding on their physical capabilities and strengths, and help them to understand what areas they need to grow and improve on and will enable them to set goals for themselves to help achieve a healthy and active lifestyle, and enable them to become stronger. Also, Chen, Harris and Cale (2004) state that fitness testing can be positive, as it allows students to see their progress that they have made throughout the year of doing tests, this could bring a sense of achievement to the students and allow them to enjoy the thought of testing their fitness.
- 4) In order for teachers to devise effective and high quality assessment procedures, they must have significant knowledge of the assessment, they should know the correct sort of assessment to use and understand when to use a formative or summative type of assessment. The teacher must also have good knowledge of their pupils' levels, as this will allow them to assess them effectively on their competency and ability. The teacher must also have great knowledge on the types of activities they are going to assess, know the techniques, movement skills, the rules and in order to teach the tactical and technical elements of sport they must have good knowledge of it.

Understanding of the physical fitness requirements, and use the right terminology when teaching different sports. Lastly the teacher must have good knowledge of theory and also has their own experience in the area they're assessing. A teacher should assess of the multiple domains, which are behavioural, motivation, cognitive, physical and social.

- 5) To ensure that high quality physical education takes place, curriculum, pedagogy and assessment are all done well and effectively, or high quality learning does not take place. To enable high quality PE teachers, research, pedagogy, assessment and reporting, students etc. are all involved to make sure that the best learning outcomes are met. Penney (2009) states that assessment should focus on the student learning, and should be authentic, and it is important that students to know if what they are being assessed on is authentic to them. The assessments should also be inclusive of all learners, so it is accessible to all learners. And to ensure that the assessment is good, it should be valid, measures what it should, and also reliable, that the test is consistent and is able to be repeated and achieve the same results if carried out by another teacher. The authentic assessment, it is a part of the teaching and learning process which related to assessment for learning, as it should be at the heart of this process, and is also a part of it too. The students should also be a part of the assessment, and it promotes the students learning.
- 6) A) Physical literacy can be assessed through practical by observing their physical competence through taking part in physical activity, and also observing if they're able to carry out the tasks with confidence, if they maintain their physical skills throughout the task and also show understanding of what they have to do. A practical example of this is dribbling a ball in football, if you set the pupil the task to dribble to ball around the hall, focusing on if the student is keeping the ball on the floor, if they're keeping is close by their feet and maintaining control over the ball, whilst also being aware of where they're going and what's ahead of them. A teacher could measure the confidence the student has to go and take part in this task, can observe if the student keeps up their motivation to stay on task, and also check for understanding to see if they know what or how to dribble to ball.

B) Whitehead (2016) defines physical literacy as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life, so teachers must look out for these attributes for assessing levels of physical literacy.

Challenges teachers could face by assessing physical literacy is that every student is at a different point in their physical literacy journey, as every individual's journey is unique to them. The progression each student makes on their personal journey will identify what they are capable of doing, and what they need to work towards next, and teachers would need to determine what each student need to work on individually to help enable their physical literacy journey grow. Teachers must also look at the core domains of physical literacy and pupils daily behaviours of progressing it, must focus on students motivation and confidence when participating within lessons, testing their knowledge and understanding and challenging them throughout the lesson to see if they are progressing and also assessing their physical competence to carry out the tasks during the lesson. Teacher also need to assess how students value and take responsibility for their participation within lessons, and in a large group it could be hard to determine who values participation