

Assessment Portfolio

Rationale

Within the subject of physical education, like any other subject within a school curriculum, the use of assessment is important and is fundamental to the education and health fields (Lloyd & Tremblay, 2010). Assessing students covers multiple domains, and is key towards identifying many important areas such as strengths, weaknesses, progression, as well as to identify whether lesson aims have been met. It is also important to note that assessment within physical education does not solely focus on the physical aspects of the subject, but also the social, cognitive, behavioral and motivational elements. Gathering this information is beneficial towards understanding a student's journey within the subject, and if the student is gaining from the learning experience. Having used information from the National Curriculum for PE in Wales (WAG, 2008), a rubric has been constructed for this portfolio with a specific focus on a Key Stage 2 student, about to transition to Key Stage 3. This rubric will be used as a self-assessment tool for the student after an athletics centered competitive activities lesson, meaning the rubric will be an assessment of their learning in a summative manner. The rubric focuses on five different categories: participation and engagement within the lesson, physical competence, physical fitness, engagement and interaction with peers and finally safety awareness. Having these five categories being assessed on the rubric not only shows that the physical domains are being covered, but as are multiple. The rubric takes into consideration not just the aims of Key Stage 2 physical education from the National Curriculum for PE in Wales, but an overall aim in ensuring that students are physically literate and remain so for life.

Physical literacy is key, as it proposedly influences important health outcomes such as cardiovascular fitness, strength, motor skills and weight

(Gately, 2010) as well as being associated with behavioral, psychological, social and physical variables (Edwards, 2017). The first category is participation and engagement within the lesson, which in terms of meeting the aims of physical education is crucial. If students are not participating within lessons or not participating whatsoever, they instantly miss out on the benefits that come with the subject. This is especially relevant in this instance, as it is secondary school students that frequently disengage from participating in physical education and physical activity (El-Sherif, 2013). There are multiple reasons for students not wanting to participate in physical education lessons and motivation is at the center of it, and if students are not participating at all then it becomes difficult for them to gain intrinsic motivation to continue being active. Studies show that perceived competence within lessons is positively associated with intrinsic motivation, if they feel competent then they have a positive experience (Hassandra et al, 2003). Therefore it is important to ensure that students do participate as much as they can, as they begin to gain motivation intrinsically and enjoy their learning experience whilst also continuing to pursue physical activity. Engaging within the lessons as much as possible is also key, as not only will their motivation grow, but their physical competence will also increase. Motivation and physical competence work hand-in-hand, as physical competence grows as does motivation, and motivation leads to physical competence. From a teaching perspective, it is important to note to students that there is no grand expectation for them, as children perceive themselves in different ways. Those who perceive themselves as competent are more intrinsically motivated to pursue high levels of challenge, are more persistent and less anxious during participation (Harter & Leahy, 1985). The opposite can be said for those who feel less competent about themselves, therefore it is essential to ensure that lessons are as inclusive as possible in order to allow those who are physically competent to thrive, whilst also allowing growth and improvement to those who are not initially physically competent. There is a clear link between participation in physical education lessons and physical competence, with motivation being at the center of both. Placing these on the rubric ensures that teachers know whether the student is willing to participate in lessons, but also where they perceive themselves in regards to their physical

competence. From this, a link between the two can be established; if they do not regularly participate, they may perceive their own physical competence to be low, therefore lessons can be tailored to benefit them and help them to improve.

The next category is physical fitness, which some see as a controversial topic within the subject of physical education. Fitness testing is a common practice within secondary schools with advocates claiming it comes with benefits such as promoting healthy lifestyles, physical activity and goal setting (Whitehead et al, 1990). These factors are indeed important when considering physical literacy, however fitness testing does also come with its negatives. The validity and reliability of each test is not strong, the link between performance fitness and health outcomes as opposed to physical activity is weak and factors influencing test results such as body composition are numerous (Rowland, 1995). Fitness testing can indeed affect participation, as students who feel less competent in their physical ability will try to avoid these tests. This rubric has a focus on a key stage 2 student, therefore ruling out any possibility of fitness tests which are seen in secondary school. Yet it is important to ensure that they are prepared for these tests which they may encounter at key stage 3, which is why assessing participation and physical competence is important in preparation. Due to this rubric solely focusing on key stage 2, it has been simplified with a main focus on cardiovascular endurance and muscular endurance which have both been combined and presented as 'energy' to the student. Assessing muscular endurance can help when considering physical competence, whilst cardiovascular endurance has more of a health focus as it not only aids in keeping the heart, lungs and circulatory system healthy but it also improves overall fitness (American Heart Association, 2018). By assessing this, not only does it give an idea of the students' fitness levels, but also their health albeit in a minor capacity.

The rubric goes on to assess the students' engagement and interaction with their peers, exploring the social domain. Participating in competitive activities is very beneficial when exploring the social domain, as it can require students to work within a group or a team, teaching important skills

such as leadership, communication and teamwork. The National Curriculum of Wales (2008) includes competitive activities for key stage 2 students, with aims for students to cooperate with others and observe the conventions of fairplay, equality and appropriate conduct in individual and group activities. Students should also evaluate their own and others' performances and ask relevant questions in order to improve and make progress (WAG, 2008). Should the student pursue competitive sport, the foundations will already be in place if social interaction is taken into consideration early on. The skills developed from social interaction are not just beneficial towards the subject of physical education, but across the school curriculum and also throughout life. The final category of the assessment rubric is safety awareness. As students progress from key stage 2 up to key stage 3, the subject of physical education changes. It may become more demanding, more intense and movements may become more technical. It is important to note whether students have the knowledge and understanding of safety when carrying out different types of movements, in order to keep themselves and their peers safe.

Rubric

Key Stage 2 (Year 6) Student

Competitive Activities (Athletics)

Category	%	9 - 10	6 - 8	5 - 1	0
Participation and engagement within the lesson	80%	I participated in the full lesson as much as possible and I always tried my best	I participated in the full lesson and I tried my best for most of it	I participated in most of the lesson but only tried when I was told to	I did not participate in the lesson
Physical competence	70%	I was able to complete each task without any help from my teacher	I was able to complete most of the tasks without any help from my teacher	I was able to complete the tasks with help from my teacher	I could not complete the tasks even when my teacher helped me
Physical fitness	90%	I felt energized for the whole lesson and I knew when to rest	I felt energized for the whole lesson but did not have time to rest	I felt energized for most of the lesson but I did get tired sometimes	I had no energy and I was very tired
Engagement and interaction with peers	50%	I really enjoyed working with my classmates and tried to help them as much as possible	I enjoyed working with my classmates	Sometimes I enjoyed working with my classmates but sometimes I did not	I did not enjoy working with my classmates
Safety awareness	50%	I understood how to keep myself and classmates safe and shared how be safe	I understood how to keep myself and my classmates safe	Sometimes I understood how to be safe but sometimes my teacher had to help	I did not understand how to keep myself and my classmates safe

Rubric Key - Scores

9 - 10	Consistent all of the time
6 - 8	Consistent majority of the time
5 - 1	Consistent less than half of the time
0	No participation

Student Scores per Category

Participation and engagement within the lesson	80%
Physical competence	70%
Physical fitness	90%
Engagement and interaction with peers	50%
Safety awareness	50%

Report

Report for: Student A

End of Key Stage 2 Level %: 70%

Student A has performed very well throughout physical education over the course of the year, partaking in a range of activities across multiple domains. Throughout the competitive activities module Student A participated with a highly positive attitude, which was significantly reflected in their physical education journey. Scoring an impressive 80% within the participation and engagement within the lesson bracket, Student A was eager to participate not just in this lesson in particular, but throughout the course of the module. The positive attitude shown towards the lesson was reflected by the high amount of effort that had been put in, and the willingness to engage within the lesson at all times. Student A showed much interest, and was willing to push themselves in order to learn a variety of techniques ranging in difficulty which are used in athletics, such as throwing and sprinting which they had particular interest in. Although there was a higher engagement within these two activities in particular, Student A was more than happy to participate in every activity. With a score of 70% in the physical competence bracket, Student A not only showed the willingness to learn these techniques, but also the ability to demonstrate them with little to no teacher guidance. Excelling in throwing and sprinting by demonstrating the correct motions and technique, Student A was confident enough to partake in these activities with no guidance. However teacher guidance was required for the long jump activity, particularly the landing motion. Nevertheless Student A was able to complete the task, showing great resilience and self-belief, further reflecting their positive attitude towards learning.

The highest score for Student A was in the physical fitness category at 90%, which is undoubtedly linked to the continued participation shown throughout the year. Student A participated in the full lesson with high energy levels and the knowledge of when to rest, showing understanding of recovery. Overall Student A worked well with their peers, however there

was some frustration during the obstacle course activity. This activity was a timed group activity, and in a minor altercation frustration towards their group was shown after other groups scored lower times. However, there was still plenty of enjoyment within the activity. The positive competitive attitude is evident, however Student A must understand that each student ranges in ability and that fairplay and teamwork are two important values, particularly in competitive activities. The score of 50% in safety awareness consists largely of the landing technique during the long jump activity, in which balance was slightly off and the knee bending motion was overdone leading to falling. Student A was willing to listen to teacher guidance in order to improve, and improvement was most certainly made. It is positive to see that Student A can identify their strengths and weaknesses within each category and that the willingness to improve is there. Overall, Student A has performed to an excellent standard throughout Key Stage 2 and is showing plenty of confidence, willingness and excitement towards continuing their physical education journey in Key Stage 3. There is no doubt that there is an interest in competitive activities and team games, which sets Student A up well towards Key Stage 3 and their secondary school physical education.

Reflection

Overall this assessment process can be seen as beneficial not just from a teacher's perspective, but also from a students perspective. Having the option to complete a self-assessment takes a weight off of a students shoulders, taking away the pressure of being watched and assessed by a teacher in a subject that some students already find daunting enough. Self-assessment is among the most impactful processes in student learning (Otero-Saborido et al, 2021). This assessment has a focus on domains in social health, physical health and mental health which are all tied to physical literacy. The aim of physical education is to essentially ensure that students are aware of the importance of being physically active and remain so for life, therefore having an assessment which has a focus on all domains of physical literacy is important. As mentioned prior, links can be

made to each category within the rubric which can be beneficial towards a teachers point of view, with motivation at the helm. As a teacher, it is important to motivate students towards wanting to participate in physical education, in which they will become more competent and confident and eventually intrinsically motivated to continue being physically active. Teachers can aid in motivation by becoming autonomy-supporting. This means to identify, nurture and develop students' interests, preferences and personal goals (Van Doren et al, 2021). Lessons can be tailored to suit each student's ability, those who perform highly can participate in different tasks as opposed to those who are not as confident in their ability. The rubric is clearly presented for the student and each box is worded in a way that is easy for the students to understand, but also enough for the teachers to gain an understanding of where the students are in terms of their ability.

The information gathered can be used to identify students who are not participating within physical education lessons, who therefore would need that autonomy support. It can also be used to identify which students are physically competent, but also those who perceive themselves as physically competent but are potentially not quite. Teachers can use it as a tool to observe those who claim to be competent and assess whether they truly are. Those who are confirmed to be physically competent can be given an opportunity to progress, in order to prevent loss of motivation when participating in lessons which they perceive as being 'too easy'. Students safety is considered within the rubric which is important, in order to identify and prevent potential injury hazards whilst also improving technique and performance. Social engagement being assessed is key towards social wellbeing, particularly now with the new Health and Wellbeing curriculum. Being in a social environment and having interaction with peers comes with many benefits; it allows for communication skills to be developed as well as potential language skills in Wales, teamwork and leadership skills to be developed which are not only important within a sporting environment but are also transferable across the curriculum and are important life skills. Students working with peers also adds to the

enjoyment of the subject, and enjoyment is valuable towards any learning experience as it makes it memorable and meaningful.

The assessment is particularly beneficial in this scenario, as the jump from Key Stage 2 towards Key Stage 3 can be a big jump for some pupils. Gathering this information towards the end of Key Stage 2 can create a smoother transition towards the next stage of education, as not only will the students have an understanding of where they are in terms of their ability, but the next set of teachers gain an understanding as well. This can allow for crucial preparation time as knowing the ability levels, participation rates and overall competence and confidence of the pupils to come can provide teachers with the information they need to create a learning experience that every student will benefit from. It also allows for the teachers to identify any weaknesses and put them right; if there are low participation rates they would know to ease the students in with less strenuous activities, if group work feedback is positive then units such as competitive activities can be carried out for students to take part in. Those who are already excelling at Key Stage 2 would benefit automatically, as they would be prepared for the work at Key Stage 3. This assessment ensures that the subject is as inclusive as possible, and that there are opportunities for students of any ability to partake in. The subject of physical education should include every student and the learning experience should be as positive as possible for everyone, in order to ensure that students have a positive outlook on physical activity and that they remain physically active for life.

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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%)		