



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
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Assessment in Physical Education

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Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Outline

- Module outline
- Assessments
- Module structure
- Readings

The

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

of Assessment in Physical Education



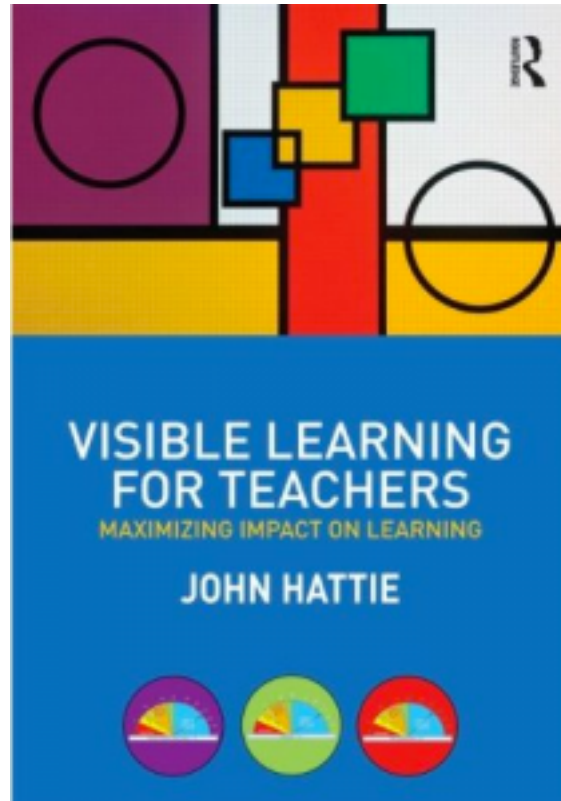
What is assessment?

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- “collection of information, contextualised by the use of that information” (Hay, 2004:313)

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- “collection of information, contextualised by the use of that information” (Hay, 2004:313)
- “a collection of information in order to establish whether, and to what extent, something has been attained or achieved” (Green, 2008: 78)

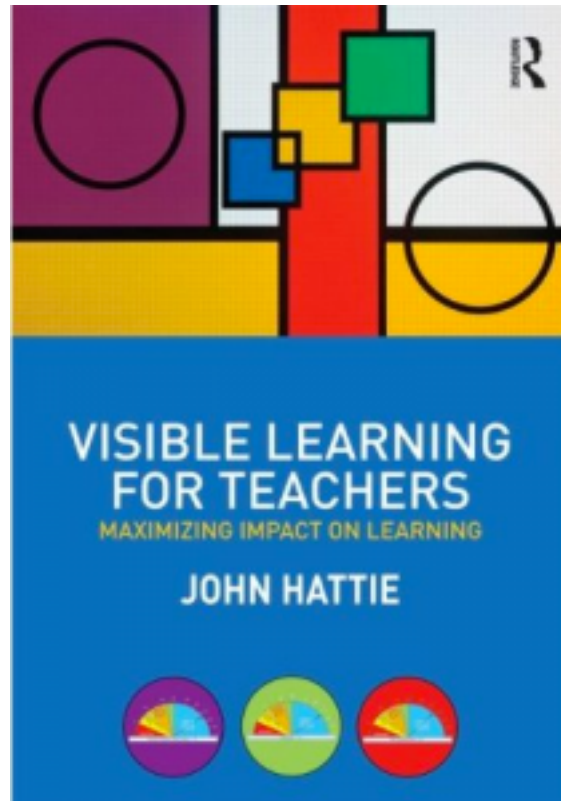


<https://www.youtube.com/watch?v=rzwJXUieD0U>

Hattie (2012)– visible learning for teachers: Maximising impact on learning

“the art of teaching requires deliberate interventions to ensure that there is cognitive change in the student; thus the key ingredients are being aware of the learning intentions, knowing when a student is successful in attaining those intentions, having sufficient understanding of the student’s prior understanding as he or she comes to the task, and knowing enough about the content to provide meaningful and challenging experiences so that there is some sort of progressive development”

(Hattie, 2012, p. 19)



“Know thy impact” (Hattie, 2012)

What is the purpose of Assessment?

Why do we assess?

“how do you know your students have learned what you intended them to learn?”

(Metzler, 2011)

Why Assess?

- Indicate strengths and weaknesses
- Identify needs of the pupils
- Determine the progress being made by pupils
- Determine the degree to which unit and lesson outcomes are being met
- Inform teachers' planning and identify where emphasis should be placed in teaching
- Judge what aspects of teaching have been effective and ineffective

(Lockwood & Newton, 2004)

Why Assess?

- To describe how much learning has taken place within a given amount of instructional time (a lesson, a unit, a year, or an entire programme)
- To judge or evaluate the quality of that learning (usually for grading)
- To make decisions for improving instruction when not enough learning is occurring (i.e., one or more standards are not being met at a satisfactory level)

(Metzler, 2011, p.70)

Guardian Article:

<https://www.theguardian.com/teacher-network/2018/jan/23/assessment-too-often-fails-to-prioritise-learning-lets-change-that>

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