

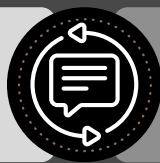
Assessment in PE

Assessment is "the process of gathering information about a learner's performance using a variety of methods & materials in order to determine learners' knowledge, skills, & motivation for the purpose of making informed educational decisions" (CAST, 2011, p.8). Traditionally, PE teachers associate assessment with grading fitness testing, performance, & motor skills (Matanin & Tannehill, 1994).

ASSESSMENT SHOULD...

WHAT THE LITERATURE SAYS...

Provide Feedback



Students are more likely to perform better when the feedback they receive is specific & when it shows the gap between where they are now & where they are going (Jung, 2023).

Use Students as a Resource



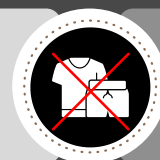
Students regulate learning by using self, peer, & co-assessments which can develop critical thinking, communication, & collaboration skills (Moura et al., 2020).

Give Options



Students that have choice when expressing their learning are more likely to increase performance (Patall et al., 2010). Student choice builds intrinsic motivation & self-directed learning (Jung, 2023).

Assess Student Learning



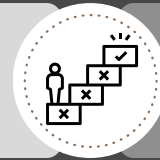
Attendance, effort, participation, & wearing a PE kit are often assessed in PE. Including compliance or participation in an achievement grade can be harmful to students' motivation & engagement (Jung, 2023).

Have Ongoing Formative Assessment



An increased focus on formative assessment has a positive impact on teaching & learning in PE (Moura et al., 2020) as it can increase student motivation (Chng & Lund, 2018).

Normalize & Celebrate Error



Self-monitoring performance can help students reflect & analyze their own movement. Connecting feedback to error can help students identify what they need to do next with their learning (Black & William, 1998).

Be Cooperative & Collaborative



A learning environment that is cooperative & collaborative creates a safe environment for students to learn (Jung, 2023). Students can work with teachers to develop & evaluate assessments (IBO, 2019).

Have Clear Success Criteria



Using assessment criteria that is unclear or not shared with students makes it difficult for students to understand what is expected of them to be successful in PE (Moura et al., 2020).

Place Emphasis on Individual Progress



Assessments should focus on an individual's progress rather than on competition with others (IBO, 2019). Students use their own learning intentions & success criteria for their process of learning (Jung, 2023).

Be Authentic



Learning experiences should connect with, & have meaning for, each students' lives (Penney et al., 2009). Assess essential skills & understandings (Jung, 2023) that students can use for their lifetime.

Include Student Voice



Assessments can have little or no student involvement (Moura et al., 2020). Including student voice in assessments helps with clarity & promotes personal relevance. (Jung, 2023).