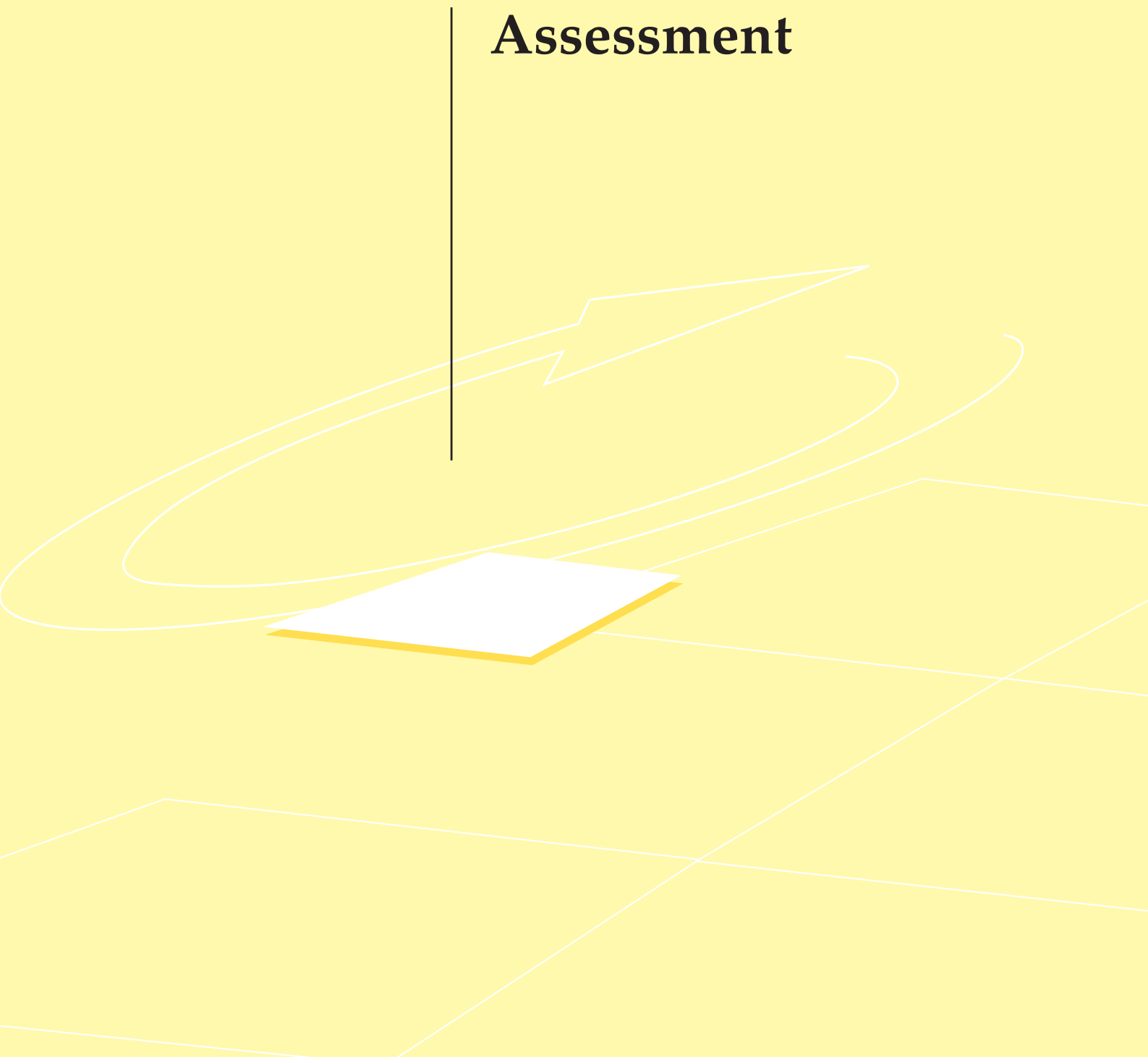


Chapter 5

Assessment



5. ASSESSMENT

Assessment is a vital and continuous process in learning. An effective assessment can reflect the learning progress of students and help students understand their achievement in learning. Assessments allow teachers to investigate and review the effectiveness of teaching and the learning difficulties of students for revising the learning objectives and the curriculum. It also acts as a basis for counselling, provides feedback for students in understanding their own strengths and weaknesses, and amends their personal learning progress and goals accordingly. Teachers may adopt diversified strategies and modes of assessment including daily ongoing formative assessment and summative assessment. Teachers, students, peers and parents can be involved in assessment to evaluate students' performance in skills, knowledge, values and attitudes; and the effectiveness of learning and teaching as well as the curriculum. For detailed information on the development of assessment policies in schools, please refer to Booklet 5 School Policy on Assessment – Changing Assessment Practices of the **Basic Education Curriculum Guide – Building on Strengths** (2002).

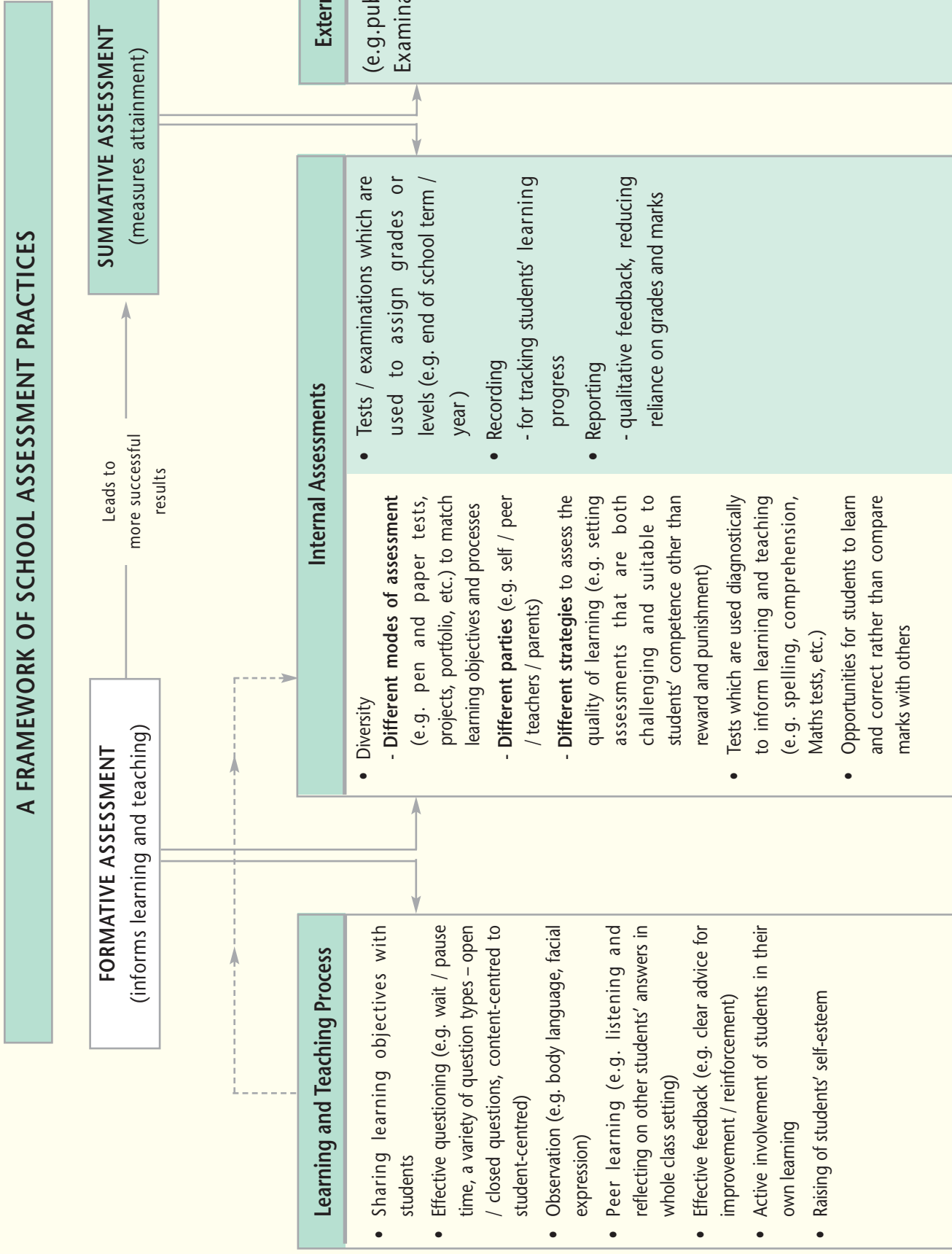
5.1 Principles to Guide Actions

- ◆ Assessment is part of learning and teaching of Physical Education (PE). It aims to collect information and analyse the learning progress of students in skills, physical fitness, knowledge and attitudes. Assessment should be regarded as an opportunity to promote learning rather than a final judgement on the student performance.
- ◆ Assessments should be designed to evaluate how well the expected learning targets have been achieved. It can reflect the strengths and weaknesses of students and provide information for further improvement. Assessment tools should be valid, reliable and practical.
- ◆ Students could set their learning goals together with teachers. They are encouraged to participate actively in the process of assessment and thus having a better understanding of their own progress. This also allows them to review their learning from different perspectives (please refer to Exemplar II PE Assessment in a Primary School).
- ◆ For students with special needs, appropriate assessment strategies should be designed so as to bring out their best potential (please refer to 4.3 Catering for Student Diversity – 4.3.3 Assessment).

5.2 Mode of Assessment

- ◆ Diversified mode of assessment should be flexibly adopted to evaluate the overall performance of students in different areas.
- ◆ Both formative and summative assessments (please refer to 5.3 Formative Assessment and 5.4 Summative Assessment) should be used to facilitate students' learning by providing information about their achievements in relation to the learning targets. Schools may adopt the following framework of school assessment practices.

5. ASSESSMENT



(Adapted from Shirley Clarke)

- ◆ Teachers, students, peers and parents could all be the assessors.

Assessors	Ways of Assessment
Teachers	Teachers should assess the performance of students objectively according to the designed criteria of assessment for various activities.
Students	Teachers can set learning goals and assessment modes together with students, so that students can assess themselves according to the set criteria.
Peers	Peer assessment on various areas should be encouraged. Students can develop their critical thinking and logical mind, and have a better understanding of their learning.
Parents	Parents may give opinions on student performance in PE within and outside schools. Thus, parents would have a better understanding of the learning progress of their children and give them necessary counselling, advice and support.

- ◆ Teachers could assess the development of skills, physical fitness, knowledge, values and attitudes of students with regard to their daily performance. Oral questioning and feedback, observation checklist are the common tools for daily collection of learning evidences (please refer to Example 15: Observation Checklist: Underhand Serve in Volleyball).
- ◆ Students are encouraged to study various PE topics through project learning according to their interests and abilities (please refer to Example 12: Abstract from a Project Learning Report). Various skills in information collection, observation, analysis, studying, appreciation, presentation and other generic skills of the students could be assessed through project learning. For details of assessment in PE project learning, please refer to Exemplar III PE Project Learning in a Secondary School).

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- ◆ Teachers can encourage students to use tools such as learning logbooks and portfolios to record personal goals, participation in activities, methods of implementation, learning progress and completion dates for assessment. They serve as good means to help students formulate their learning plans (please refer to Example 16: Record of Sports Participation).
- ◆ The relationship between the methods of assessment and the areas of assessment is summarised as follows:

Methods of Assessment	Areas of Assessment			
	Skills	Knowledge	Physical Fitness	Attitudes
Teachers as Assessors				
Oral feedback	✓	✓	✓	✓
Observation checklist	✓	✓		✓
Project work	✓	✓		✓
Portfolio	✓	✓	✓	✓
Students as Assessors				
Oral feedback	✓	✓	✓	✓
Observation checklist	✓	✓		✓
Self assessment	✓	✓	✓	✓
Peer assessment	✓	✓	✓	✓
Portfolio	✓	✓	✓	✓
Parents as Assessors				
Project work	✓	✓		✓
Portfolio	✓	✓	✓	✓



Example 15: Observation Checklist: Underhand Serve in Volleyball

Teachers can make good use of the observation checklist for learning and teaching in PE. This may help students evaluate and diagnose their learning continuously. Teachers can design different checklists for the use of self assessment or peer assessment by students.

(Source: Department of Sports Science and Physical Education, The Chinese University of Hong Kong)

Observation Checklist: Underhand Serve in Volleyball

Skill Analysis		Date of Assessment / Rating			
	Key Points	Example	Initial stage		Final stage
Before the serve:					
1	Hold the ball with left hand at waist height (for right-handed player)	✓			
2	Swing right arm backward with left shoulder square to the net	✓			
3	Toss the ball to shoulder level in front of right shoulder	✓			
During the serve:					
4	Transfer the weight from the rear foot to the front foot when hitting the ball	○			
5	Hit the ball with the outstretched arm	○			
Hitting points:					
6	a) the heel of the hand with locked wrist b) the inside of the clenched fist c) the medial part of wrist	∅			
Effect of the serve:					
7	Direct the ball to the target zone	∅			

✓ = completed steadily / in a flow ∅ = completed unsteadily / not in a flow

○ = not completed

Observation Checklist: Underhand Serve in Volleyball

Rubrics		Date of Assessment / Score		
Rank / Score	Description	Example	Initial stage	Final stage
6	All the key points of the skills are performed steadily in a flow with sound effect, or the movement is applied skilfully in game situation.	3		
5	All the key points of the skill are performed steadily in a flow.			
4	Most of the keys points of the skill are performed, but the effect is unsteady.			
3	Some key points of the skill are performed but the effect is unsteady.			
2	Some key points of the skill are performed, but without effect.			
1	None of the key points of the skill is performed.			

5. ASSESSMENT



Example 16: Record of Sports Participation

Students are encouraged to participate in exercise regularly beyond PE lessons by joining the [All @ Sports Programme]. Students are free to choose and join one favourite sports training programme with not less than 16 hours of practical work. Students are requested to make records of their training sessions. After completion of the programme, the instructors or the persons-in-charge would assess students' performance. The completed logbooks should be submitted to PE teachers and this forms a part of PE assessment.

(Source: SKH Tsoi Kung Po Secondary School)

Record of Participation

Training Course: _____ Organisation: _____

Name of Instructor/Person-in-charge: _____

Dates	Activities	Time	Signatures of Instructor/ Person-in-charge

Please assess the performance of the participant accordingly.

	Assessment Scale:										
	[Very poor _____ Excellent]										
Punctuality	0	1	2	3	4	5	6	7	8	9	10
Commitment	0	1	2	3	4	5	6	7	8	9	10
Discipline	0	1	2	3	4	5	6	7	8	9	10
Inter-personal Relationship	0	1	2	3	4	5	6	7	8	9	10
Potential	0	1	2	3	4	5	6	7	8	9	10

This is to certify that _____ has completed the training course.
Name of Student

Signature of Instructor / Person-in-Charge : _____ Date : _____



Example 17: Assessment for Learning – Physical Fitness Award Scheme

At the beginning of the school year, parental consents are sought for student participation in the Physical Fitness Award Scheme. Teachers introduce the content and testing protocols of scheme in the PE lessons, and a pre-test is carried out to help students understand their fitness levels, set their learning goals and design personal exercise plans. Students are requested to record their participation in exercise within and outside school in their Exercise Logbooks. All students have to undergo the fitness test again on the Physical Fitness Testing Day. Selected students are trained to be testing officials. The two test results will be compared to review students' learning progress. The test results are counted as part of PE assessment.

(Source: Creative Primary School & Kindergarten)



PE teachers should provide positive oral feedback and learning cues for students in the daily PE lessons. Students would have a better understanding of their own progress and know how to improve.



5. ASSESSMENT

5.3 Formative Assessment

- ◆ Formative assessment is commonly used to monitor and diagnose students' learning and progress over a period of time.
- ◆ Informal and continuous assessment helps evaluate students' learning progress and diagnose the areas in which they may have difficulty.
- ◆ Formative assessment serves the purpose for promoting learning. Teachers can investigate whether the goals and objectives are appropriately set and achieved by students, and help them solve the learning problems encountered. This helps to inform students about their progress and suggestions for improvement so as to facilitate learning and enhance motivation (please refer to Example 17: Assessment for Learning – Physical Fitness Award Scheme).
- ◆ Oral feedback, observation checklist, portfolio learning and project work are some illustrative examples. Teachers could provide useful feedback and cues for students to identify their strengths and weaknesses in learning. Teachers may also develop plans for improvement together with their students.

5.4 Summative Assessment

- ◆ Summative assessment is commonly used in the assessment of learning in order to gather information and describe student's learning and performance at a certain point in time.
- ◆ Assessment of learning occurs after learning has taken place. It refers to the measuring of the end product of learning and teaching.
- ◆ Both the processes and the products of learning are important to students in their learning. They should complement each other for the betterment of learning. Teachers should strike a balance between formative and summative assessment so that it serves the purposes of promoting learning and reflecting the progress and achievement of students.

5.5 Reporting

- ◆ PE assessment can be reported by different methods. Observation checklist, portfolio, video and project learning reports are examples to record and report students' learning (please refer to Example 12: Abstract from a Project Learning Report).
- ◆ The performance of students can be reported in grades or marks, according to the predetermined set of criteria. Teachers can also provide written feedback to help students revise their learning strategies and plans.
- ◆ A clear, detailed and systematic PE assessment record and report can reflect the overall performance and progress of students. It can also assist students to diagnose and understand their strengths and weaknesses. The information can be used to revise their goals and promote learning.
- ◆ Parents can also better understand the development and performance of their children in PE through a clear and detailed assessment report. They can then offer appropriate advice and guidance for their children accordingly (please refer to Exemplar II PE Assessment in a Primary School – Student PE Profile Report).

