

# EXEMPLAR II

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## PE Assessment in a Primary School

### Rationale

- ◆ To provide a comprehensive and systematic school-based PE assessment.
- ◆ To assess students in various PE areas to encourage all-round development.

### Background of the School

- ◆ An established co-educational primary school with three PE teachers.
- ◆ Each teacher teaches all classes of the same level in an academic year.

### Objectives of Assessment

- ◆ To help students set learning goals in accordance with the assessment criteria.
- ◆ To motivate students to learn and practise actively for better performance.
- ◆ To facilitate student learning by identifying their strengths and weaknesses in PE, and help them excel and improve in an on-going manner.
- ◆ To use a profile record to monitor students' progress and development

### Content

Area	Content
Sports Skills	Ball games, athletics, dance, gymnastics, swimming and games
PE Knowledge	Subject matter, safety precautions and sports news
Performance in Class	Tidiness, discipline, co-operation, attitude, etc
Physical Fitness	<ul style="list-style-type: none"><li>• Astride jump (in 30 seconds)</li><li>• Bailey bridge (in 30 seconds)</li><li>• Sit and reach</li><li>• 9-min run/walk (P4-6)/6-min run/walk (P3)</li></ul>

## Allocation

Area	P1	P2	P3	P4-6
Sports Skills	50%	80%	50%	30%
PE Knowledge				20%
Performance in Class	50%	20%	18%	18%
Physical Fitness			32%	32%
Total	100%	100%	100%	100%

## Planning

- ◆ With reference to the past school-based experience and learning targets, assessment contents and criteria will be set prior to the commencement of each academic year.
- ◆ The marking scheme may be adjusted in accordance with the student's previous performance and school-based fitness norm data.
- ◆ A Student PE Profile Report is designed for recording and describing individual student achievement in different aspects. A sample report is illustrated as below:

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## Student PE Profile Report (2001-2002)

Class: P4A

Name: Chan Tai Man

	Content	Performance*
1st Term	Ball Games: Basketball - Passing and receiving - Dribbling - Shooting	2 2 3
	Gymnastics: Balance Beam - Forward walk - Hold 5 seconds - Backward walk - Pivot turn	1 2 1 2
	Written Test: - PE knowledge	3
	Performance in class: Co-operation, tidiness, concentration and collaboration, etc.	2
2nd Term	Athletics: Long Jump High jump Throwing	
	Written Test: PE knowledge	
	Performance in class: Co-operation, tidiness, concentration and collaboration, etc.	
3rd Term	Gymnastics: Forward roll on vaulting box	
	Dance: Creative dance (Duet) (Creativity, cooperation, dedication, synchronise to the music)	
	Written Test: PE knowledge	
	Performance in class: Co-operation, tidiness, concentration and collaboration, etc.	

\* 1 - Exceed requirement    2 - Fully meet requirement    3 - Nearly meet requirement

Physical Fitness Test	1st Term	2nd Term	3rd Term	Standard	
				Boys	Girls
Astride Jump	41			40-43	41-44
Bailey Bridge	20			18-21	19-22
Sit and Reach	27cm			26-31cm	30-35cm
9 min run/walk	1200m			1150-1300m	1100-1350m

Representative of Inter-School Activities:

Five-a-side Football Competitions for Primary Schools

Parent's Comment:

Teacher's Signature:

Parent's Signature:

## Implementation

- ◆ Students will be informed of the assessment contents and format at the beginning of each term.
- ◆ Assessment will be conducted in each term according to the teaching schedule.
- ◆ For Skill Tests, students will be given marks in the range of 1 to 10 for each test. These marks are calculated by computers and converted into "performance indices" as shown below:

Description of Performance	Marks	Performance Index
Exceed requirement	9-10	1
Fully meet requirement	6-8	2
Nearly meet requirement	1-5	3

- ◆ PE knowledge will be assessed through written tests in the form of multiple-choice questions, filling in blanks, matching, short questions, etc., depending on the purposes of the tests and the abilities of the students.

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- ◆ Performance in class will be assessed throughout the whole term continuously by teacher's observation in terms of tidiness, discipline, cooperation and attitude.
- ◆ Physical Fitness will be assessed in the four aspects as shown previously.



*Students act as test officials in helping teacher count the number of jumps in the test item "Astride Jump".*

### Follow-up

- ◆ Each term, parents will be given a profile report which shows a full picture of their children's achievement during the term, so that teachers, parents and students can work together to enhance learning motivation and effectiveness.
- ◆ An evaluation meeting will be held among PE teachers at the end of each academic year to review the effectiveness of learning, teaching and assessment.

### Impact on Learning

- ◆ A detailed profile report shows parents how well their children perform in PE.
- ◆ Individual PE profile reports for each school year from P1 to P6 constitute a comprehensive student PE learning profile.
- ◆ Continuity of assessment across all levels is ensured.
- ◆ Comprehensive coverage of content in assessment ensures all-round development in PE for students.

## Relation to the Curriculum Reform

- ◆ The involvement of parents in the assessment process is helpful in enhancing student learning, particularly in non-formal learning.
- ◆ Different generic skills such as creativity, collaboration and the attribute of aesthetic appreciation can be further developed through PE assessment, especially in dance and gymnastics.
- ◆ Apart from teacher assessment, self and peer assessment could be included in areas such as sports skills and physical fitness. Project work is a good instrument to assess PE knowledge.
- ◆ The profile record of learning in primary school is a useful reference for secondary PE teachers.
- ◆ This exemplar illustrates "Assessment for Learning" by showing a completed learning and assessment cycle. By allowing students to know the assessment content and criteria in advance, students can set learning goals better. They would be better motivated to exercise and practise more. After assessment takes place, they set the goals in learning for the next stage.

*Adapted from The True Light Middle School of Hong Kong (Primary Section)*