

Assessment of Physical Education in Primary Schools

1. Introduction

- 1.1 Physical Education (PE) is one of the Key Learning Areas (KLAs) of the school curriculum. The PE curriculum aims to develop students' sports skills and enhance their physical fitness, deepen their knowledge of physical activities and safety, and nurture their positive values and attitudes so as to achieve better health. To tie in with the World Health Organisation's (WHO) recommendation that children and adolescents aged 5-17 should accumulate at least an average of 60 minutes daily of moderate- to vigorous-intensity physical activities (i.e. MVPA60¹) across the week, the Curriculum Development Council revised the PE KLA Curriculum Guide (Primary 1 to Secondary 6) in 2017 to include the recommendation as a direction for the development of the PE curriculum.



- 1.2 The PE KLA curriculum framework is an open and flexible framework, comprising the elements of sports skills, physical fitness, knowledge and attitudes. It centres around physical activities, focuses on learning motor and sports skills, and takes enhancing fitness as priority. The topics relevant to the six learning strands below should be incorporated when appropriate:
- Motor and Sports Skills;
 - Health and Fitness;
 - Sports-related Values and Attitudes;
 - Knowledge and Practice of Safety;
 - Knowledge of Movement; and
 - Aesthetic Sensitivity.

2. Aims and Modes of Physical Education Assessment

Assessment in PE is a regular task and an integral part of the curriculum. The inclusion of PE in the “Internal Assessments” (IA) in primary schools can comprehensively reflect students’ performance in different KLAs and promote their all-round development. Furthermore, it can provide students with the motivation to understand and improve their physical fitness, thereby achieving the learning goal of “Healthy Lifestyle”. Schools should adopt diversified modes of assessment based on the school-based PE curriculum to allow students to demonstrate their learning outcomes in various ways, and to cater for the diverse potential, abilities and needs of students to enhance learning and teaching effectiveness.

3. Domains and Standard of Physical Education Assessment

- 3.1 The domains of PE assessment are abbreviated as F.A.S.K., including:

¹ MVPA60: at least an average of 60 minutes daily of moderate- to vigorous-intensity physical activities across the week

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pe/curriculum-doc/PEKLACG_e.pdf

- Physical Fitness (F);
- Attitudes (A);
- Sports Skills (S); and
- Knowledge (K).

- 3.2 The domains of PE assessment focus primarily on physical fitness and sports skills. For details, please refer to the relevant curriculum documents, including the *Physical Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6)*, *Physical Education Key Learning Area: An Overview of the Learning Topics in the Six Strands* and *PE Learning Outcomes Framework*.
- 3.3 Schools are required to formulate an internal assessment policy in line with the school-based PE curriculum, setting out clear learning objectives, scope of assessment, focus and format of assessment, and assessment criteria, etc. The policy should be discussed and agreed by the subject teachers and implemented in a practical and fair manner such that students and parents understand the relevant assessment criteria and arrangements.

Take “School A” as example

The weighting of PE assessment is Physical Fitness (40%), Sports Skills (40%), Attitudes (10%) and Knowledge (10%) respectively.

Physical Fitness:

Making reference to the four physical fitness tests² in the “School Physical Fitness Award Scheme” and assessing students’ performance based on the relevant norm tables.

Sports Skills:

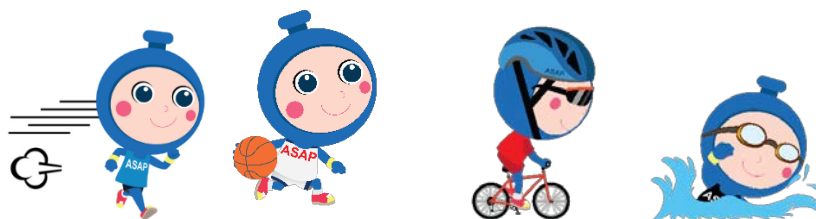
A variety of sports skills with appropriate content design in the Key Stage 2 could be assessed, taking into account the school’s tradition, environment and facilities, students’ interests and abilities, etc.

Making reference to relevant examples in the PE Learning Outcomes Framework and adopting the skills assessment rubrics to enhance the objectivity of assessment.

2nd term of Primary 5: Categories of Athletics, Ball Games (Racket Games)

1st term of Primary 6: Categories of Ball Games (Team Games), Dance

2nd term of Primary 6: Categories of Gymnastics, Others



² The four physical fitness tests include endurance run, hand grip / inclined pull-up, 1-minute sit-up and sit-and-reach.

Knowledge and Attitudes:

Students' knowledge and their related values and attitudes in PE are assessed through various means such as continuous observation, MVPA60 indicators, worksheets or simple verbal report.

4. Exemption Arrangements

Students' health and safety are top priorities. As a routine practice, schools are required to seek parental consent at the beginning of each school year through the issue of "Parental Consent on Participation in Physical Education Lessons", emphasising Physical Education as an integral part of the school curriculum. **If a student needs to be exempted from PE lessons due to health reasons, a medical certificate/recommendation letter from a registered doctor must be submitted, specifying the period for exemption from PE lessons and the recommendation/ intensity of physical activities suitable for participation (if applicable).** Besides, the EDB has formulated the "Special Arrangements for Internal Examinations for Students with Special Educational Needs" to cater for the diverse needs of students. Schools may report the special examination arrangements required by students upon assessment by relevant professionals.

5. Support Measures

To facilitate the inclusion of PE in the IA, the EDB will provide a series of support measures, including organising briefing sessions for schools and parents, setting up a professional network of "Primary School PE Assessment Learning Circle" ("Learning Circle"), sharing of interesting learning and teaching strategies and good practices in promoting physical activities. In addition, the EDB will continue to update curriculum documents; develop learning and teaching resources; organise professional development programmes on the topics of curriculum development, assessment literacy, physical fitness, safety in PE, etc. as well as the recent "Active Students, Active People" Campaign (ASAP) to further support the acquiring of active and healthy lifestyle among students. Details will be provided in due course.

