

ASSESSING PRIMARY PHYSICAL EDUCATION

WHAT CAN WE ASSESS?

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All too often some teachers expect Physical Education (PE) assessment to be the assessing of technically accurate physical sport-based skills, when often some of those teachers do not have the knowledge of what the technically accurate skill should look like in the first place. Chances are, in this situation, you can probably already name your students who can catch and throw accurately, or pace themselves to run long distances for example. You don't need an assessment to tell you this. In fact, the child probably won't either. And neither will the parent.

Consider this. Do we ...

- Prioritise assessing reading over any other learning in the English learning area?
- Prioritise assessing measurement over any other learning in the Mathematics curriculum?

Why is it then that we prioritise, year after year, assessing physical skills in Physical Education over all the other rich learning opportunities offered in this learning area?



What teachers do know is the curriculum. You are experts in this! An assumption can be made that your students, whanau, and community have limited knowledge of how well they or their child can demonstrate their skills and abilities across the wide range of PE AOs. That is where you can shine. Learning with parallel assessment connected to the curriculum will give your students the opportunity to learn more about themselves to share with their parents.

Key points about assessment that you probably already know:

- Learning drives the assessment, assessment shouldn't drive the learning
- Planned from the beginning, not a last minute add in
- Formative and summative are both valuable and have their place
- Curriculum based – use the AOs to support the development of 'what' to assess

What you might not have realised however is that this all looks the same in Physical Education.

Curriculum related assessment examples across Levels 1-4

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Level 1

Strand A: Safety management

I can ...

- Describe safety practices when at school, at the pools, crossing the road and at home
- Use safe practices at school, home, the pool and when crossing the road
- Identify people who can help me at home, at school, at the shopping centre.

Level 2

Strand B: Science and Technology

I can ...

- Use modified equipment in the activities we play (e.g., T-ball using the playground as bases, Pattern Ball using only equipment from the classroom, Rob the Nest using homemade newspaper balls, or Netball using a frisbee)
- Explain why or how the equipment is modified
- Identify how this does or does not enhance my experience of the activity
- Identify how it might enhance or not enhance the activity for others.

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Level 3

Stand C: Interpersonal Skills

I can ...

- Participate in a range of activities and experience different situational pressures
- Identify pressures that impact on how I interact with others (e.g., having time limits, adding in competition, changing rules, not being allowed to communicate verbally, having to work with small or large groups)
- Identify basic assertive strategies to manage my response to these pressures
- Demonstrate basic assertive strategies to manage my response to these pressures
- Identify others demonstrating assertive strategies to manage their responses.

3

Level 4

Strand D: Community Resources

I can ...

- Describe the hauora model of wellbeing
- Investigate a range of local community facilities and organisations that support wellbeing
- Access multiple local facilities and participate in the programmes they provide
- Identify the impact the programmes I participated in had on my wellbeing and the wellbeing of my classmates
- Evaluate the contribution of the facility or organisation to the wellbeing of my local community.

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Looking for more:

Look the assessment example in 'Health and Physical Education for All' (Essential resources) by Carla Werder and Ricky Bakker.

It contains a great assessment rubric used with Year 7 and 8 students.



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