

STRATEGIES TO ASSESS PE IN YEARS 1-8

THERE ARE NO CLIPBOARDS AND CHECKLISTS HERE!



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Just as we carefully construct methods for data gathering in other learning areas, we can carefully construct ways of gathering data in Physical Education.

Ideally, if you are collecting data regularly, the students will become familiar with the data gathering processes and it won't put students in stressful situations where they feel they must get 'it' right at that exact moment in time.

Collecting data at the beginning of your teaching, during your teaching (multiple opportunities) and at the end of your teaching gives you a clear picture of progress of your students.

Using familiar ways of gathering data builds your students' confidence and they can become more efficient at displaying their learning and it becomes less about 'an assessment' and more about sharing their learning progress.

What can assessment look like?

Remember you don't have to physically record all the data you collect each time you collect it, nor report all of it either.

For example, you may choose to use emoji cards at the end of every PE lesson to have students describe how they felt about the game they played. By doing this at the end of every lesson, students become familiar with the process.

When recording assessment for your own data you may only record this information at the beginning, in the middle, and at the end of the teaching as a way of gathering assessment data. This will provide you with enough information to make a professional teacher judgement about where that students learning is at.



This data can then be used to

- A) help students understand where their learning is at
- B) inform your teaching
- C) to report to parents
- D) to report to senior leadership and/or the BOT

Strategies for gathering data (these can be used in both formative and summative ways)

- Oral – asking questions and having students share their thoughts with you, a buddy, a small group, or the class
- Written – developing a written format for them to share their learning. Students could complete this multiple times over a unit to show progress in learning or just different understandings gained
- Images – students can select an image from a set of images that reflects their learning. They then explain that connection and their learning.
- Feelings – using emoji cards that student can connect to and explain what impact the lesson had on them that day and why
- Playdough – creating a model something that reflects their learning
- Getting the kids to give you a thumbs up, down or in the middle
- Art – creating visual art pieces that reflects their learning
- Nature – collecting parts of nature or identifying parts of nature that reflect their learning
- Journal – creating and maintaining a journal over time
- Voice recording – speaking about their learning or answering set questions that probe into their learning
- Filming – students demonstrating their learning or talking about their learning while being recorded
- Observation – teacher or partner observation of student demonstrating their learning
- Rubrics – teacher developed or collaboratively developed with the students so students can self-assess.



There are a myriad of other opportunities.



To note

This is a follow-on article from Assessing in Primary PE.

You can find the link here:

<https://penz.org.nz/physical-education-in-new-zealand/years-1-8/>