

**Course Nam - Bachelor of Physical Education**  
**Year - IInd (Part-1)**  
**Paper Name - Methods of Physical Education**  
**Topic Name - Lesson: Plans**  
**Topic No. - Section - D**  
**Paper No. - IIIrd**  
**Lecture No. - 21**

### **Lecture Title**

#### **Evaluation of Effectiveness of the Teaching Process**

Hello and Welcome to yet another module on Physical education and today we will be discussing something very important that is evaluation planning which is fundamental for physical education training.

One of the fundamental elements of all educational processes is its evaluation, which if done properly, enables the parties involved to learn from their mistakes, highlights the positives and enhances a further development of the achieved gains, which are cornerstones of individual development. However, in practice, not everyone likes to be assessed, particularly if this implies rewards and punishments. But a certain degree of reflective critique (both peer but also self-reflective) has to be applied if any progress is to be achieved. Evaluation is also required as it places a pupil within the context of their classmates and enables them to realize their place in the group. The grade received is also a message for pupil's parents (carers) that their son/daughter is good/not so good in the class at this particular subject (task) it may read.

Feedback given in a lesson (or after the end of each phase or unit of work) enables pupils to gain an awareness of where improvements are needed and to ensure that pupils fully understand the purpose of the task carried out. In the long term, this will also help to build their self-confidence and one has to remember that goal-setting is a powerful facilitative tool in bringing (and maintaining) motivation and perseverance and gives both teachers and pupils sense of long-term direction. This cannot be achieved with a simple, single, mark often given for some physical merits (i.e. for a result in a 100 metre sprint).

But it has to be both teachers and pupils, who need to use their observational skills to recognize,

check, analyse and alter aspects of their performance and there should be carefully planned progression if fluency, mastery and individual responsibility for developing skillfulness and creativity are to be achieved [Chedzoy 1996].

## **2. Physical Education Teachers**

Physical education teachers usually assess their pupils on the basis of physical efforts. Running (both short and long-distance) will give some information on pupil's motor abilities (speed and endurance) but giving it a mark (a school grade) may cause some confusion with less motor-capable pupils. Much will depend on the form of evaluation and the criteria the pupils will be evaluated against. If the norm they are going to be compared against is a performance-related norm this will obviously support the fittest, those with the highest motor abilities and trainability and undermine those who are less fit. But will this really be proof of the teachers educational endeavours? What, then, should the teacher be assessing? Genetically inherited potential or progress made in a training cycle? What about the rest of the class? Will individuals remain motivated to carry on their efforts in pursuit of their individual excellence when they have been set against the standards of the most sporty pupils in the class? On the other hand, if the teacher wants to use the criterion-norms, (which are supposed to set some standards, from the point of view of demands required to achieve positive changes) what reference group should they choose? (i.e. population norms may sometimes be misleading if norms are low, one's scores may be high, but still lower than the European average for example). So there are many problems, which have to be carefully considered prior to the teaching/learning process.

## **3. Motor Testing**

Motor testing is only one of the problems with the evaluation of the pupils; there is a whole range of skills that need to be assessed in order to tell the pupils where they stand, what the level of their competence is and what their good and not so good qualities are. One needs to remember that in the end, all of this should lead to increased self-confidence and a sense of comprehensibility and manageability in organizing their own physical activity in later life.

Therefore, no matter how simple a skill testing may seem, it has to be done with caution. Before engaging in the process of evaluation, the teachers should ask themselves if they have done everything to provide the pupils with every possible opportunity to achieve the objectives set for them prior the lesson. The teacher has to analyze their professional manner the way the content

was taught, the methods used, whether the pace of teaching was suitable for every learner, whether the material was appropriate and even if the task the teacher has designated for pupils was challenging enough to emotionally involved them. Evaluation may come in different forms depending on what is to be evaluated. Sometimes the teacher will have to subject pupils to public exposure by asking them to perform in front of a class. On other occasions they will be evaluated for efficiency in cooperation with other members of a team. Assessment of skills requires good performance technique, but knowledge may be tested in various contexts in a game by asking a pupil to organize a game, to referee a game or by answering random questions after every exercise during the lesson or even by completing a simple multiple choice schedule after it. However, even evaluation of some skills might be difficult, because of its subjective nature. Reflecting on pupil's moral skills (fairness, sense of equity, loyalty) or social skills (responsibility, respect) will be difficult, but this should not discourage teachers from carrying it out. The better the teacher is prepared in the teaching/learning process, the more effective she/he will be in achieving valuable educational outcomes. If the pupils are clear about what is expected from them this will also make the process of evaluation easier. The question of tools is secondary, though still very important. For example self-reflective questionnaires may be used, even a simple sheet of paper pinned on one's back as a platform, where everybody is welcomed to write their comments (the idea is that once the sheet is on your back, you can't see who is writing what on it). This task also includes the teachers having a sheet of paper on their back as well, so the pupils can write their comments without fear of the consequences.

Nevertheless in any situation, pupils need to be made clear what the criteria are at the beginning of the process so they will not be surprised when it comes to the assessment. However, in the end, it is the teacher and the pupil together who should set the objectives for an each individual pupil, make them aware of clear targets.

#### **4. Evaluation**

Evaluation is also about giving a pupil (or a student) a final grade. This requires a lot of attention and it is generally a good idea to allow the pupil to earn the grade by working systematically throughout the whole semester. In some schools there is a system of different assignments contributing to the overall final grade. Therefore, a pupil must participate actively in all (or most)

of the lessons and perform specific skills, which are assessed by the teacher.

It is understandable that in European educational systems the criteria, means and terms of evaluation differ. Generally, assessment is regarded as a process of acquiring either qualitative or quantitative information or both at the same time (which should be the case in all artistic domains like art, music or sport). Assessment may be based on a criterion-reference system of grading, where an outcome of one's efforts is compared to a criterion. This can obviously have some subcategories and divisions (ideally adjusted to the individual capabilities of each pupil). Benchmarks set the targets and expectations of what all pupils should know, be able to do/perform at the end of a certain level. A single lesson assessment is more often based on a system of grading, assigning a numeric grade to denote progress (or sometime regress). However, in physical education it is performance that is assessed rather than progress. This performance-based assessment is based on direct observation and often the subjective judgement of pupil's performance is undertaken by the teacher. These assessments replicate the actions required for actual performance of the task rather than reference the tasks indirectly. They require pupils to construct a response, create a product, or perform a demonstration. Sometimes there are some standards set (standard-based assessment) to determine whether, and to what extent, the pupil can demonstrate the standard required. It will usually end in a summative assessment, which is considered to be a culminating assessment for a unit or level, providing a status report on the degree of mastery according to identified standards [Mohnsen 2008]. In some subjects, pupils prepare a portfolio a collection of their works, papers, essays and other achievements aligned to the standards set by the curriculum.

It needs to be noted that there are also different grading systems across European countries. In England, at universities, evaluation and marking is divided according to the percentage. To be awarded A (excellent) one has to obtain more than 70% from assessed assignments. B (very good) is between 60-69%, C (good) ranges from 50-59%, D (satisfactory) from 45-49% and the final grade allowing a subject/module pass is E (sufficient) from 40-44%. Receiving F (insufficient/fail) with less than 40% stands for failure in the subject module. But in different European countries, grades vary in ranges and scales. In Poland, the grading system is based on 1

to 6 scale of grades, where 1 is a non-pass (fail) grade and 6 signifies excellence.

Evaluation sheet for the benefit of physical education lessons.

Evaluate your outcomes (and your planning) Comment

Intended learning outcomes are specific and assessable (pupil will learn, rather than will do) include verb, context, quality.

Key words are identified from the intended learning outcomes for this lesson and they have been informed by assessment data from previous lesson.

Action points are included for a sample of pupils.

Learning activities are differentiated for individuals/groups.

Learning points are related to what you expect to observe. These should also represent all the NCPE strands identified in the intended learning outcomes.

Full consideration has been given to pupil/equipment movement, taking into account of safety factors.

Evaluation and observation sheet for physical education lessons.

Evaluation criteria      Points

A. Selecting content for the lesson.

1. Accordance with the physical education curriculum.
2. Suitability for reaching the outlined objectives.

B. Methods and organization of the classroom

1. Appropriateness of selected methods and forms for the particular subject and specific conditions of the lesson.
2. Methodological innovativeness, own initiative, pupils creativity.
3. Introduction to the topic (manner of presentation and clarity of description of the tasks).

C. Organization of the lesson.

1. Have all parts of the lesson been covered sufficiently?
2. Teacher's ability to deliver contents in all aspects of the lesson objectives?
3. Following the basic principles of the PE lesson (holistic approach, gradually increased intensity and complexity of the tasks, emotional involvement and cooling down, building a long-term motivation to physical activity).

#### D. Teacher-pupils relationship and interactions

1. Teachers actions leading to increasing motivation (individualized, teamwork)
2. The way the pupils were approached (personalized/anonymous) gesture, mime, choice of vocabulary, voice timbre, methods of encouragement on failures and successes.
3. Criteria, methods and tools for assessments (were they clear before the lesson started, were they followed when evaluation was undertaken, did they have any educational/social follow ups?, was the teacher evaluated by anyone as well?)
4. Degree of pupil's participation in the process of selecting and preparing the teaching contents and the way it was delivered.

#### E. Formulation of objectives:

Professionalism in operationalization of objectives in the following areas:

- a) knowledge-related
- b) skill and motor-related
- c) socio-morally-related

#### F. Summing up the lesson outcomes

1. Self-evaluation on achieving the lesson's objectives (by the teacher).
2. Setting objectives for the future lessons in the unit of work.
3. Indication of further actions and motivation to after school leisure activation.

Total average (points)

## 5. Conclusion

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norm this will obviously support the fittest, those with the highest motor abilities and trainability and undermine those who are less fit.

So in this episode, we have discussed a lot about evaluation and its planning and its importance in physical education training. I hope the information provided was of some use to all of you.

Thank you so much for watching.