



The AIESEP Position Statement on PE Assessment

Presenter



Lars Borghouts

Discussants



Menno Slingerland



Gwen Weeldenburg



Fontys University of Applied Sciences, School of Sport Studies
Eindhoven, The Netherlands



Main contributors



- Ann MacPhail, University of Limerick, Ireland
- Hans van der Mars, Arizona State University, U.S.A.
- Dawn Penney, Edith Cowan University, Australia
- Víctor López Pastor, Universidad de Valladolid, Spain.
- Ivo van Hilvoorde, Windesheim University of Applied Sciences, The Netherlands
- Peter Iserbyt, KU Leuven, Belgium
- Jacalyn Lund, Georgia State University, U.S.A.



What is an AIESEP Position Statement?

<https://aiesep.org/scientific-meetings/position-statements/>

2009 AIESEP Position Statement on Continuous Professional Development

2012 AIESEP Position Statement on Sport Pedagogy

2014 AIESEP Position Statement on Physical Education Teacher Education

2020 AIESEP Position Statement on Assessment in Physical Education

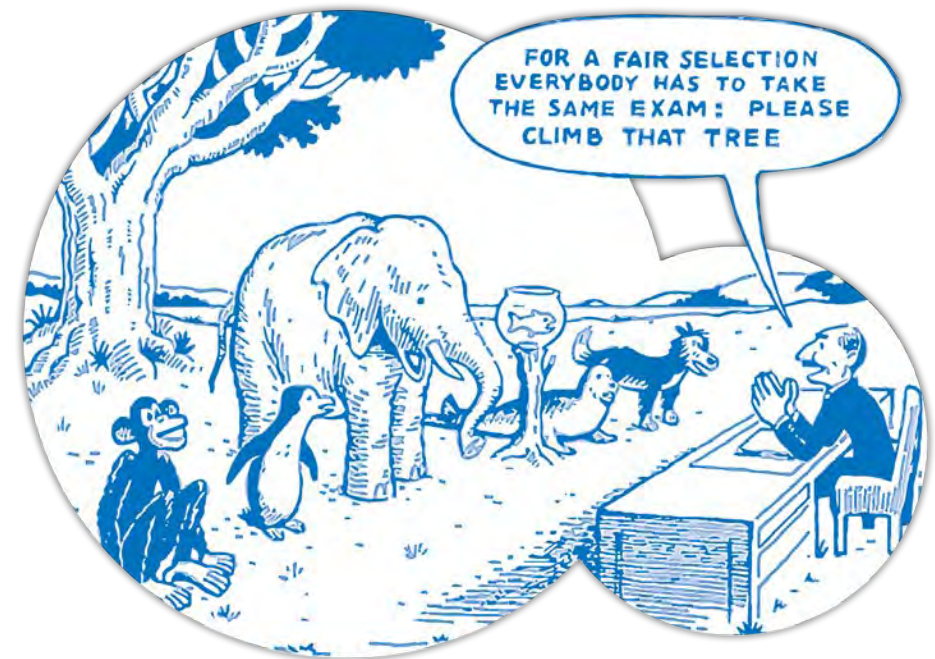


The purpose of the AIESEP Position Statement on Assessment in PE

- To advocate internationally for the importance of assessment practices as central to meaningful, relevant and worthwhile physical education provision
- To advise the field of PE about assessment-related concepts informed by research and effective practice;
- To identify pressing research questions and avenues for new research in the area of PE assessment;
- To provide a supporting rationale for colleagues who wish to apply for research funds to address questions about PE assessment or who have opportunities to work with or influence policy makers.

Target Group of the AIESEP Position Statement on Assessment in PE

- PE teachers,
- PE pre-service teachers,
- PE teacher educators,
- PE researchers,
- PE administrators,
- PE policy makers,
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How was the AIESEP Position Statement created?



Specialist Seminar Future Directions in PE Assessment

Eindhoven, October 18-20, 2018



Specialist Seminar | Future Directions in PE Assessment



- 71 (expert) participants
- 20 countries
- Keynotes & discussion sessions, assessment-related research presentations
- Themes:
 - PE assessment policy and enactment: International overview
 - Accountability and policy: proving that PE works?
 - Instructional alignment: the guiding principle?
 - Assessment for learning: The holy grail?
 - Assessment in PETE: how do we prepare the teachers of the future?
 - Technology and Assessment: 21st century PE skills?
- Refer to www.pe-assessment.com for recorded lectures

First draft:

- Qualitative 'analysis' of discussion sessions, written input (minutes, sticky notes)
- Contributions from (keynote) speakers
Ann MacPhail, Dawn Penney, Jacky Lund, Hans van der Mars, Peter Iserbyt, Ivo van Hilvoorde, Petter Leirhaug

Second draft:

- Input from participants specialist seminar



Third draft:

- Input from 2019 AIESEP International Conference, Adelphi University, Garden City (NY)

AIESEP Board approval May 2020.





Position Statement on Physical Education Assessment

- Assessment in PE: what do we know from research?
- Assessment Literacy
- Accountability & Policy
- Instructional Alignment
- Assessment for Learning
- Physical Education Teacher Education (PETE) and Continuing Professional Development
- Digital Technology in PE Assessment
- Directions for future research

Accountability & Policy

Accountability has been defined as a (national, or state or provincial) government's mechanism for holding educational institutions to account for the delivery of quality education. As such, it is often viewed that accountability contributes directly to improvements in education, and this view underpins policy. However, some also believe that accountability systems can produce negative impacts on education.

In many countries, assessment data are used as accountability measures. For PE, even more than for most other subjects, this carries the risk of an assessment scope that is either too narrow or lies beyond its sphere of influence as defined by curriculum frameworks. It is important to be aware that assessment can undermine, as well as encourage, learning. Assessment creates and shapes what it measures.

At the same time, in many regions accountability in PE is low. Strong assessment policies, that help to create and implement reliable, valid and authentic ways to assess student learning, will provide opportunities for PE to 'prove its worth'.

AIESEP advocates for PE to be held accountable for:

- All students having opportunities to achieve intended learning outcomes and to evidence their learning progress,
- All students receiving feedback and being supported to act on it,
- All students feeling valued and supported as learners in physical education,
- Assessment focusing on equipping students as lifelong participants in physical activity and sport.

AIESEP believes that:

- Assessment should be embedded in the local (i.e., national, state, province) PE content standards/objectives.
- PE benefits from strong policies and guidelines on 1) PE goals and purposes and 2) PE assessment. If clear policies and guidelines are in place, PE can be held accountable to provide evidence of student learning toward the goals. This accountability can support quality PE by ensuring alignment between intended learning outcomes, pedagogy and assessment.
- External accountability measures for school PE assessment should reflect equity and inclusiveness of all students. As such, they need to be context-specific, realistic, and appropriate.
- Teachers need a sufficient level of support and autonomy to adapt policies and guidelines to the local context and translate them to the level of students, allowing for equality and inclusiveness.
- Evidence of learning in PE should address individual achievement and learning growth and come from multiple, fine-grained and varied sources and take into account student differences.



The AIESEP Position Statement on PE Assessment

- How can we disseminate the position statement to as many stakeholders as possible, internationally?
- What opportunities and barriers do you see for the enactment of specific statements and/or the position statement as a whole?
- Specifically for PETE: to what extent does your PETE institute already comply with the AIESEP statements on PETE?





What do we know from research?

- **Assessment quality in PE is worrisome.**
(Hay and Penney 2009; Thorburn 2007; Veal 1988)
- **Physical educators struggle to meet the demands for a reliable and valid grading system.**
(Annerstedt and Larsson 2010; DinanThompson and Penney 2015).
- **Research suggests poor instructional alignment in PE.**
(Matanin and Tannehill 1994; Georgakis and Wilson 2012; Borghouts, Slingerland and Haerens, 2017).
- **Predominance of assessment based on the subjective evaluation of aspects such as effort, preparedness, and sportsmanship.**
(Veal 1988; MacPhail, Tannehill and Karp 2013; Borghouts, Slingerland and Haerens 2017; Van der Mars et al. 2018).
- **Students seem confused or ill-informed about PE goals and what its assessment is based on.**
(Erdmann, Chatzopoulos, and Tsormbatzoudis 2006; Redelius and Hay 2012; Zhu 2015).

Assessment Literacy

Teachers' assessment literacy is an important prerequisite for assessment quality. Assessment quality is paramount for teachers and students to be well informed and be able to make valid judgements about the learning process and its outcomes.

AIESSEP therefore advocates the need for investment in assessment literacy for PE teachers.



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Accountability & Policy

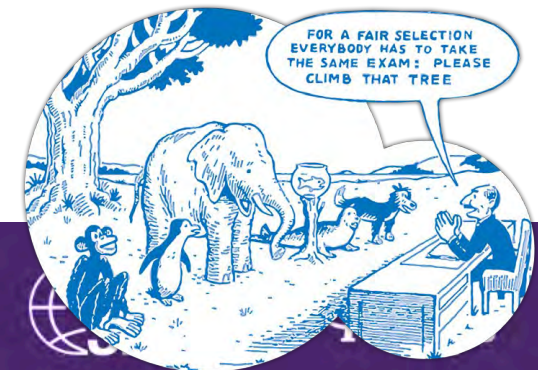
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Accountability & Policy

AIESEP believes that:

- Assessment policy should be informed by research, and its construction should involve practicing teachers, PE scholars, as well as PE's professional organisations.
- There is a need for a broader research base on PE assessment to inform policy.

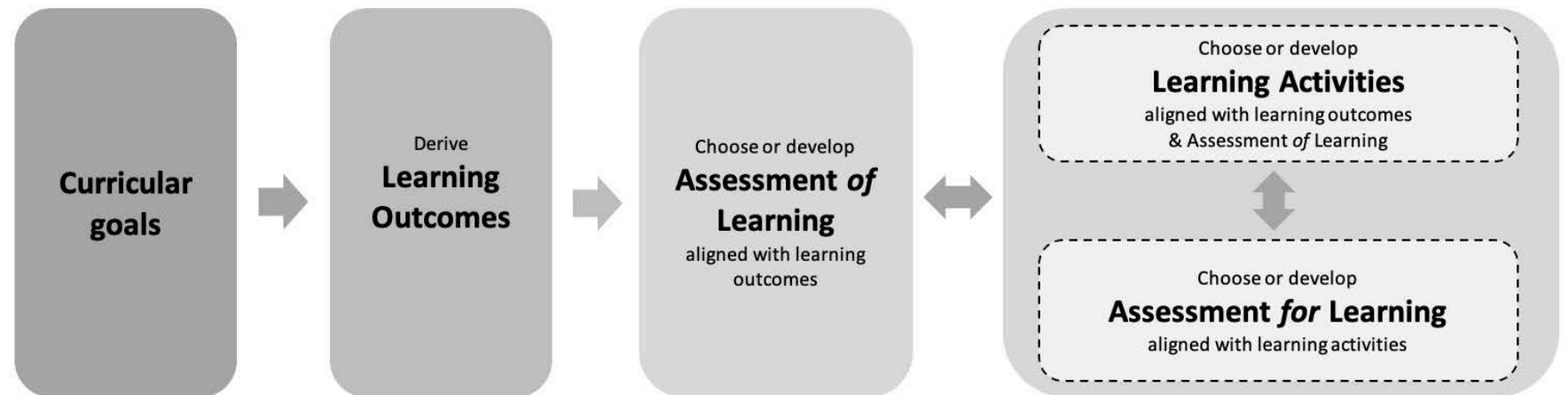


Instructional Alignment



AIESEP states that:

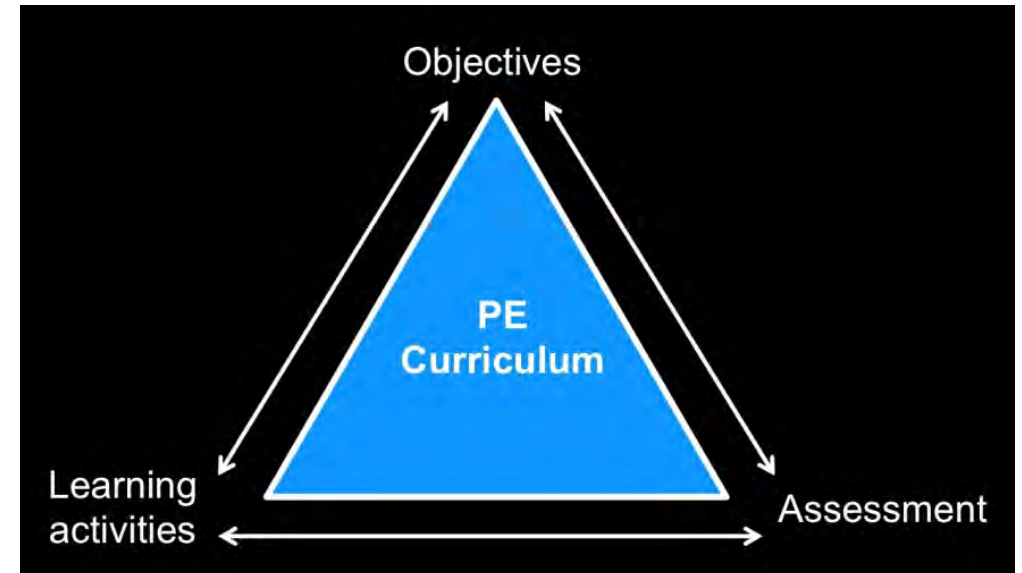
- Assessment is an integral part of the instructional process, it is not an add-on. Intended learning outcomes should be derived from the curricular goals. Teachers should develop assessments that are a valid and feasible representation of those intended learning outcomes and should subsequently design or select learning activities in line with those learning outcomes and assessments.



Instructional Alignment

AIESEP states that:

- In order to facilitate meaningful and effective learning in PE, teachers should ensure the alignment between learning outcomes, assessment activities and learning tasks within the curriculum.



Instructional Alignment

AIESEP states that:

- AIESEP is committed to finding ways of contributing to, supporting and disseminating an emerging evidentiary base that can inform the design and delivery of high-quality assessment and instructionally aligned PE curricula.



Assessment for Learning

AIESEP states that:

- Assessment *for* Learning (AfL) and Assessment *of* Learning (AoL) serve different purposes, and they are not mutually exclusive. However, since AfL is a key for learning focus and goal attainment, purposeful learning in PE should always include (aspects of) AfL.
- Assessment *of* Learning can be used to map student progress or to evaluate curricular and teaching effectiveness. This can aid in legitimising the subject-area within the educational system and society as a whole.

Assessment for Learning

AIESEP states that:

- At the very least, students should know and understand the learning goals and quality criteria at the start of their learning process (i.e. assessment transparency). However, in order to achieve optimal learning experiences, students should be actively involved in the assessment process.

For example by:

- Determining their learning priorities,
- Choosing when and how to demonstrate their learning progression,
- Having a part in the construction of assessment tasks and/or criteria,
- Self- and peer-assessment,
- Reflection tasks,
- Etc.

Assessment for Learning

AIESEP states that:

- More tools, instruments and examples should be developed to aid the implementation of contemporary assessment theory into everyday practice. PE teachers are encouraged to share good practices, as this can accelerate the uptake of innovative assessment approaches.



Physical Education Teacher Education (PETE) and Continuous Professional Development

AIESEP states that:

- PETE should allocate a sufficient amount of time to the topic of instructionally aligned assessment for teacher candidates to gain a deep understanding of the role and function of (different forms of) assessment, and for them to learn how to design and implement valid, reliable and feasible assessment in PE-practice.

AIESEP states that:

- PETE should strive to embed assessment in the learning process (AfL) throughout the curriculum.
- Assessment in PETE should be aligned with its intended learning outcomes and instructional practices.
- PETE assessment should include meaningful, authentic tasks (applied in the context of PE), where possible taking place in authentic, real-life learning contexts (e.g. schools).
- Teacher educators should ‘practice what they teach’ and aim to be exemplary in their own assessment practices.
- PE teachers have both the right and responsibility to be engaged in effective continuous professional development on PE assessment throughout their careers.

Digital Technology in PE Assessment

AIESEP states that:

- When using digital technology in PE assessment, it is essential to align the technology with the specific learning outcomes, pedagogy, and assessment tasks.
- PE teachers can and should play an important role in adapting digital technologies to the PE assessment practices, and at the same time resist letting digital technologies dictate what and how they assess.



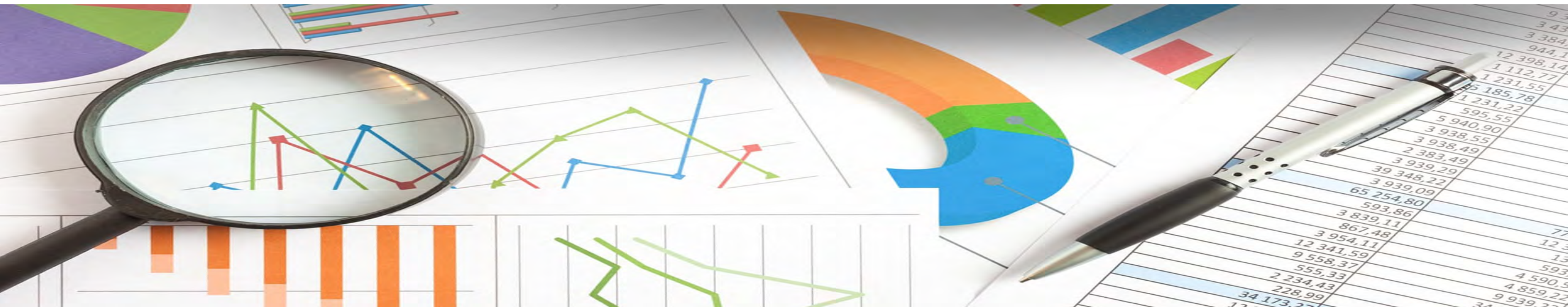
Digital Technology in PE Assessment

AIESEP states that:

- For an effective use of technology in PE assessment, it is important that PE teachers are digitally literate, and possess knowledge of the existence, components, and capabilities of various technologies as they are used in teaching and learning settings.
- PE teachers need to guarantee the protection of the data and the individual's privacy in the process of assessment, especially when using technology for data-collection.

Directions for future research

The following are some examples of relevant research themes around which a research agenda on assessment in PE can be built. AIESEP urges researchers to address these themes collaboratively across international boundaries:



- The research-based design, development and implementation of appropriate, effective assessment tools/practices.
- The impact of the various assessment strategies on learning outcomes and student motivation.
- How assessment informs and impacts teachers' curriculum design and pedagogy.
- Effective teacher preparation practices specific to educating pre-service physical educators.
- Effective continuous professional development for in-service physical educators specific to assessing students.

- The interplay between assessment data of student learning and (the development of) PE policy and enactment.
- Communities of practice addressing assessment between PETE faculty, researchers and PE teachers.
- Student engagement and student voice in the assessment process.
- Teachers' and learners' observational and feedback skills and their impact on learning progress.
- The use and impact of digital technologies within PE assessment.

Dissemination

Translations of the Position Statement into other languages

- Spanish (V́ctor L3pez Pastor);
- Portuguese (Jo3o Costa with Marcos Onofre, Nuno Ferro);
- German (Uwe P3hse, with Miriam Seyda, Erin Gerlach);
- Danish (Annemari Munk-Svendsen)
- French (Johanne Grenier, Marc Cloes)
- Greek (Aspasia Dania)
- Italian (Viviana Zito, Attilio Carraro)
- Dutch/Flemish (Lars Borghouts, Peter Iserbyt)

Propose to national
adopt the AIESEP
aforementioned tar

UN CAFF3 CON I COLLEGGHI DELL'AIESEP

L'AIESEP (International Association of Physical Education in Higher Education) organizza una discussione sulla Dichiarazione di Posizione della Valutazione in Educazione Fisica. Il webinar si terr3 Venerdi 28 Agosto 2020 alle ore 13.00 pm e sar3 condotto da alcuni esperti dell'Universit3 dello sport Olandese, Fontys University of Applied Science di Eindhoven. In allegato troverete la Dichiarazione di posizione sulla Valutazione dell'Ed. Fisica dell'AIESEP in ENG e anche la versione in ITA tradotta dalla Capdi & LSM. Per poter assistere all'incontro in lingua ENG: Clicca su Zoom Meeting <https://deakin.zoom.us/j/96946593847?from=msft> Meeting ID: 969 4659 3847 Password: 921192

[pdf Traduzione Statement on PE AIESEP in ITA \(1.50 MB\)](#)

[pdf AIESEP Position Statement on PE Assessment EN \(501 KB\)](#)



Dichiarazione di posizione sulla
valutazione in Educazione Fisica



Standpunt

over

Beoordeling bij Lichamelijke Opvoeding





Thank you for your attention



l.borghouts@fontys.nl

Fontys
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Discussion

Your comments, questions, suggestions, please!

- How can we disseminate the position statement to as many stakeholders as possible, internationally?
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- Specifically for PETE: to what extent does your PETE institute already comply with the AIESEP statements?

➤ Specifically for PETE:

To what extent is assessment practice in your PETE institute in line with the AIESEP statements? Do you agree with the statements?

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