

## 3.9 Example 1: Assessment of Athletics Learning

(This is an example implemented in a school. When formulating a school- based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)

### Objectives

- Use an assessment form for self and peer assessment to reflect students' performance and promote learning
- Enable teachers to improve the effectiveness of learning and teaching, and promote student learning
- Help students design their individual learning targets and actively improve their own performance

### Background of the School

- A co-educational primary school
- A teacher is responsible for all the PE classes at the same level (e.g. P4) in a school year

### LOF Level

- Long jump: Level 3

### Implementation

- Provide students with relevant learning outcomes and assessment criteria before the start of the athletics unit
- Let students set their individual learning targets (see assessment forms)
- Run relevant learning and teaching activities
- Enable students to make self and peer assessment using the assessment record form

### Impact on Learning

- With the record form, students can reflect on their own performance before and after learning. They can therefore identify the learning objectives for improvement
- Let parents understand the performance of their children in PE
- Enhance students' motivation and efficiency in learning
- Assessment results will help teachers set the next teaching target and strategy to achieve it

(Source: Mr CHAU Wai-sheung, The True Light Middle School of Hong Kong (Primary Section))

## Assessment Form

Event: Long jump

Name of student: SHEUNG Kin-Hong

Overall Level: 3

Learning Outcomes: *Students are able to demonstrate a short run-up, a hop, and landing with both legs*

Assessment Criteria	Put suitable marks in the appropriate boxes: “O” for self assessment / “Δ” for peer assessment		
	Can do so regularly/ consistently	Can do so but irregularly/ inconsistently	Cannot do so
1. Smooth run-up	O Δ		
2. Jump up on one leg	Δ	O	
3. Land with both legs and bent knees	O Δ		
4. Leave the pit at the far end	O Δ		

Name of assessor: WONG Siu Keung

## Learning Log

Try to assess your own overall performance in the event after learning it.

	6	5	4	3	2	1	Date
a) Before learning				3			<u>3/4</u>
b) After learning		5					<u>15/5</u>

Remark:

Grade	Content
6	Smooth movements; can fully perform the above skills and fully reach the expected level
5	Can fully perform the above skills and fully reach the expected level
4	Can regularly/consistently perform most of the above skills and sometimes reach the expected level
3	Can perform only some of the above skills and sometimes reach the expected level
2	Can perform only some of the above skills but cannot reach the expected level
1	Cannot perform the above skills

		Date
1. Learning target	: <i>To jump a longer distance</i>	<i>3/4</i>
2. Expected performance	: <i>Objective achieved</i>	<i>15/5</i>
3. Learning points	: <i>Be careful about the landing or you may hurt yourself.</i>	<i>15/5</i>
4. Views about the teacher and facilities	: <i>Teacher taught well and the venue was suitable for long jump.</i>	<i>15/5</i>
5. Parent's views and signature:	<i>The recording method allows systematic learning and sharing experience with others. It is definitely more effective than the traditional method and one can acquire more knowledge of physical activities.</i>	<i>15/5</i>

(Source: Mr CHAU Wai-sheung, The True Light Middle School of Hong Kong (Primary Section) and Dr CHAN Wan-ka, The Chinese University of Hong Kong)