

Session 1 (19th November): Pedagogical principles of a learner-oriented approach to teaching and assessment in GBAs: an introduction to scaffolding as a pedagogical resource

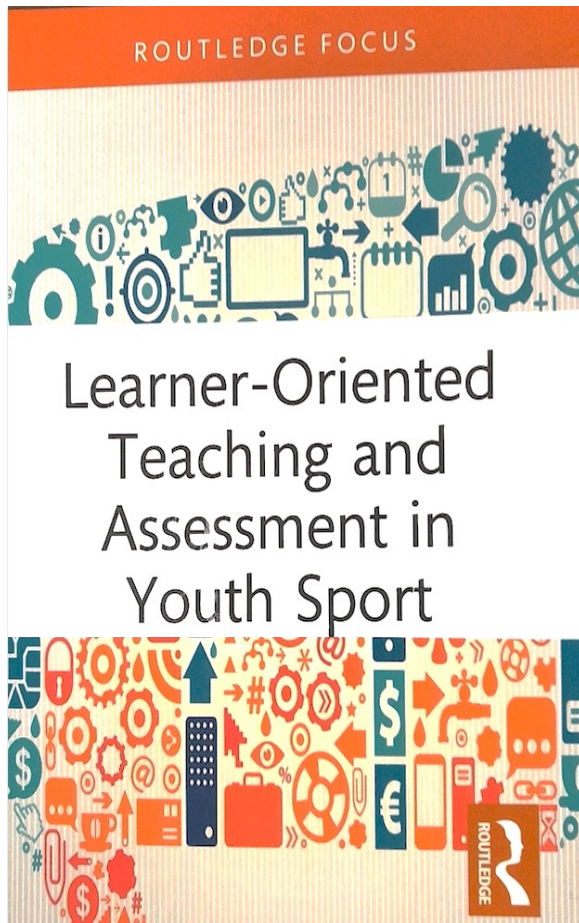
Session 2 (26th November):
Learner-oriented Instructional and social scaffolding in GBAs

Session 3 (3rd December): Learner-oriented instructional appropriateness and creativity in GBAs

Session 4 (10th December): Learner-oriented assessment in GBAs

Part IV

Learner-Oriented Assessment



CHAPTER 10:

Harmonizing the teaching-assessment learning cycle

Patrícia Coutinho, José Afonso, Ana Ramos, Cristiana Bessa, Cláudio Farias and Isabel Mesquita

CHAPTER 11:

Implementing learner-oriented assessment strategies

Cláudio Farias, José Afonso, Ana Ramos, Patrícia Coutinho, Peter A. Hastie, Pedro Esteves, Bruno Travassos and Isabel Mesquita

Learning is not linear

(same task conditions
promoting different
movement outcomes in
different learners)

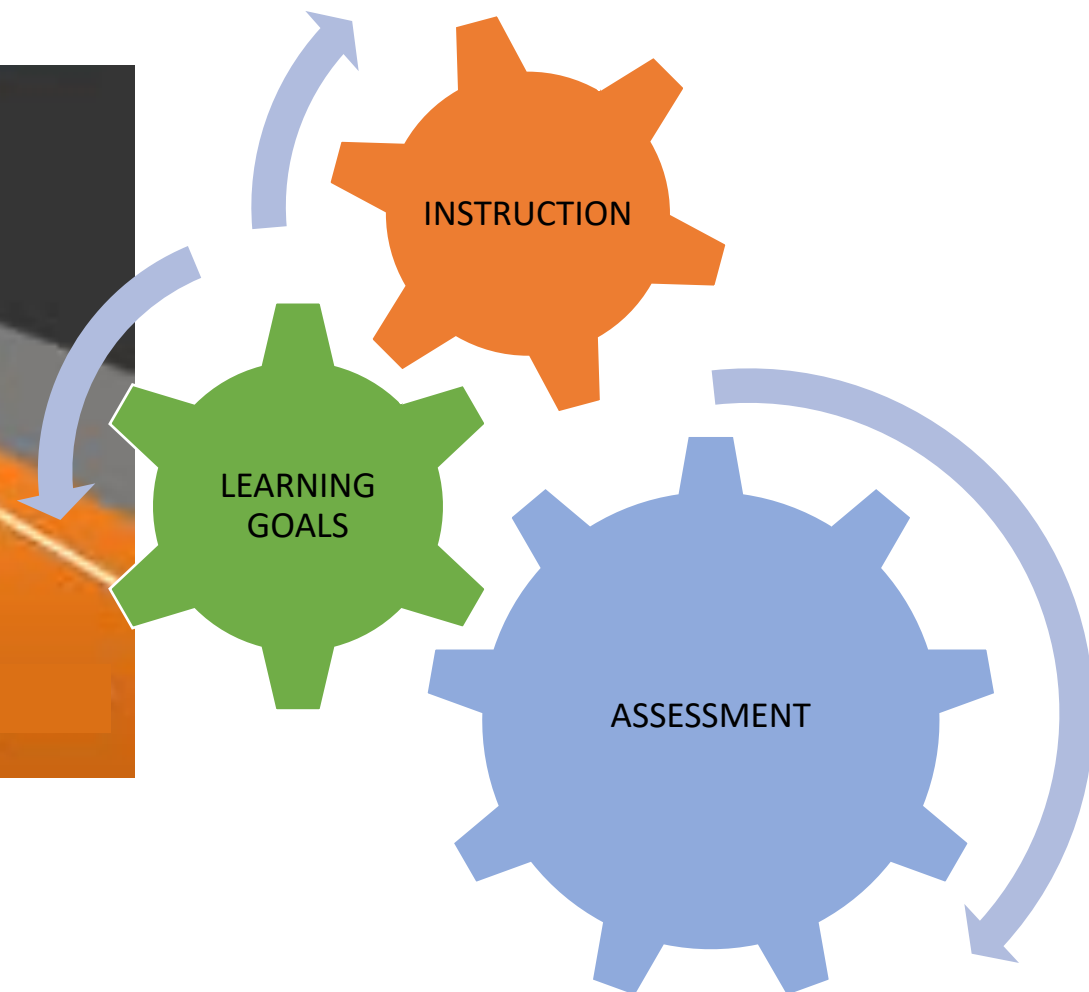


**Inter- and inter-
individual variability**

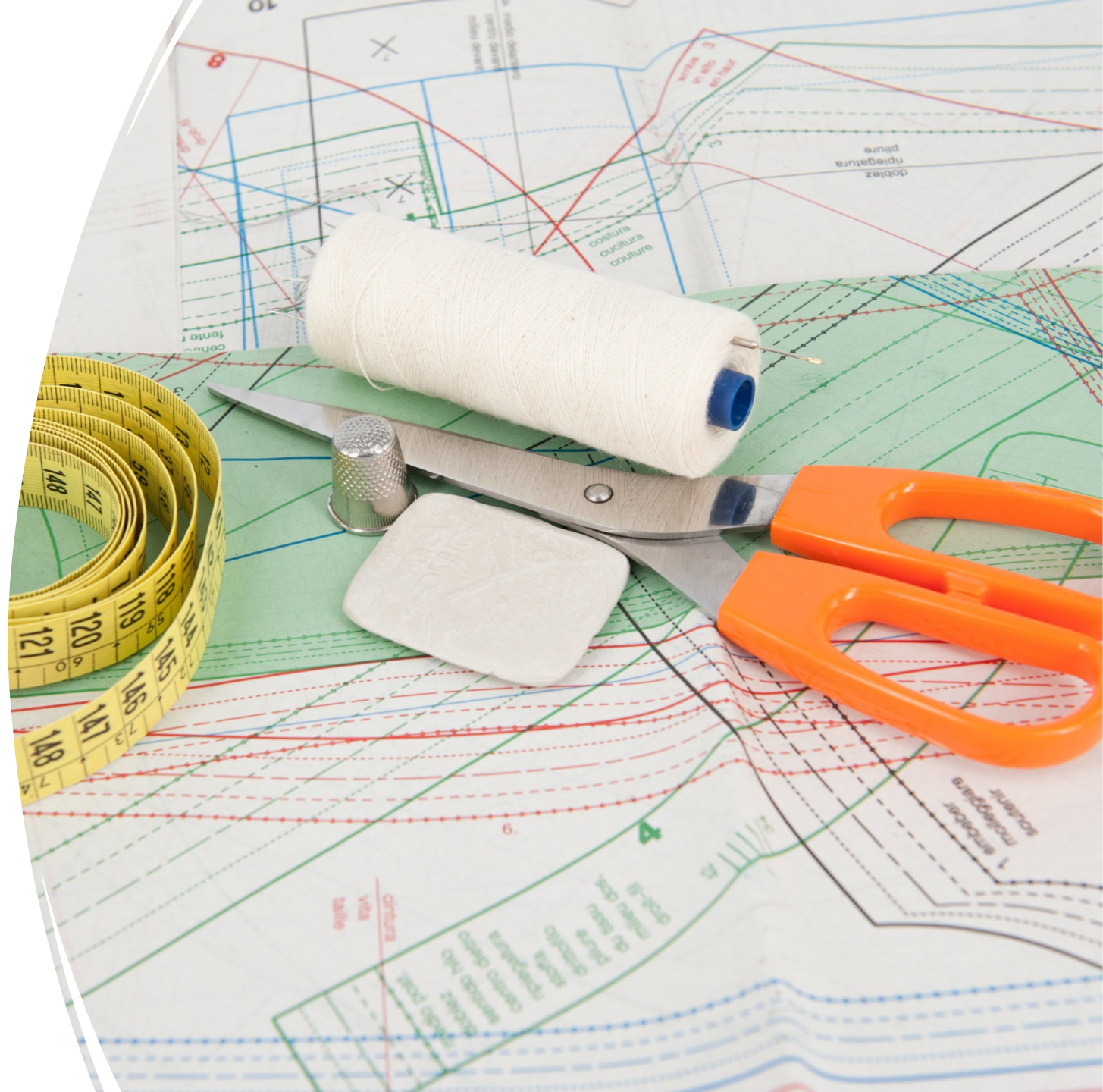
(age, experience, social
environment)

Tailor-made assessment strategies

Assessment in Physical Education and Youth Sport Contexts

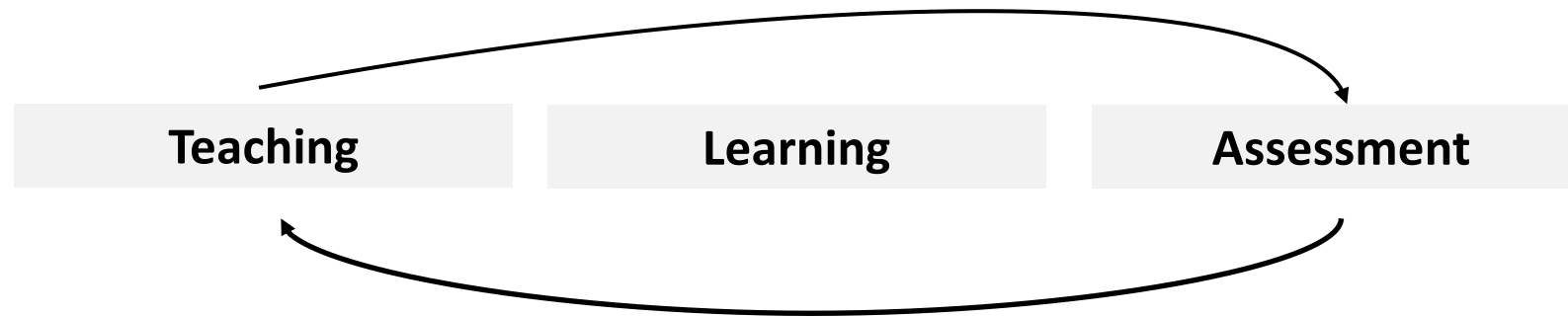


Learner-oriented assessment
strategies require a **taylor-
made approach** the content,
timings and forms of
assessment



Continuous, ongoing process

*Every learning activity is an opportunity for assessment.
Each assessment is an opportunity for learning.*



Timing of assessment

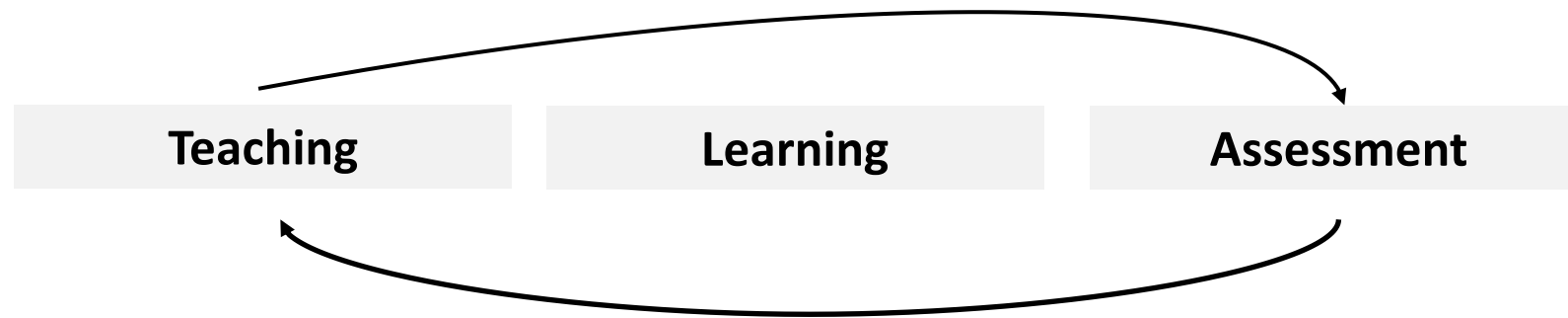
- In-action assessment.
- Post-action assessment.

Assessment responsibility

- Teacher-led assessment.
- Self-assessment (i.e., learner).
- Self-regulatory (i.e., implicit) assessment.
- Peer-assessment.

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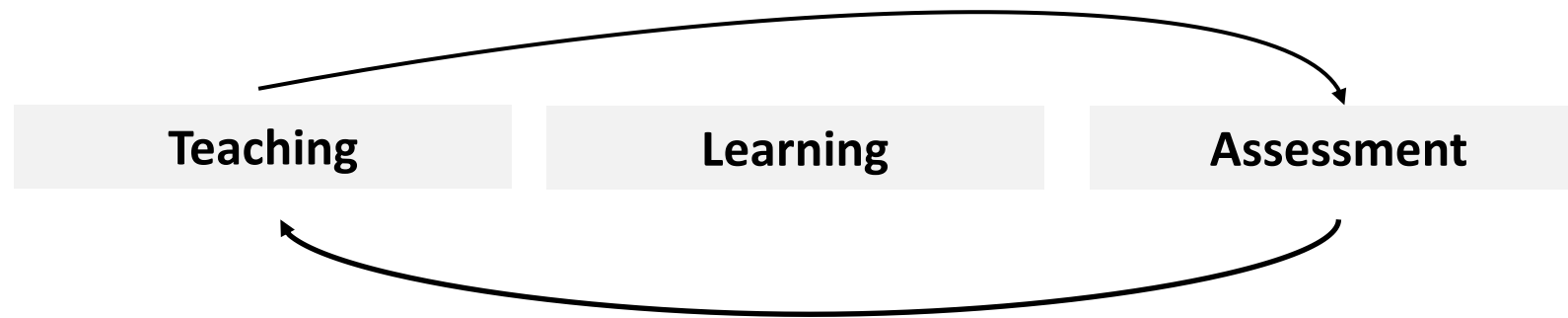
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Implementing learner-oriented assessment strategies



How am I doing as a learner-oriented sport educator?



Reflective diary

Map the more technical components of the teaching-learning process (characteristics of the tasks presented, learners' responses to them), but also their anxieties, struggles, critical reflections, pedagogical intentions, and their need-improvement issues

Sport Educator self-assessment

	Scaffolding self-mapping sheet
	Session number
Learner responsibility	
Content selection	
Task presentation	
Task monitoring (feedback)	
Task assessment	
Scaffolding means	
Demonstration	
Explanation	
Instruction	
Questioning	
Hints	
Exploratory-based	
Scaffolding setting and operations	
Pre/post briefing	
Guided practice	
In-task intervention	
Guided task structure	
Guided task presentation	
Corners' meeting	
Guided observation	
Group discussion	

Social development assessment



Equity and inclusion assessment

Game: Netball (4v4)									
Lesson/camera/ video nº: _____				Match total time: _____					
	Playing time								
Player:	in	out	Sub total	in	out	Sub total	in	out	total

Note: In each team, learners take turns in the analyst role using a stopwatch.

Equity and inclusion assessment

Game: Lacrosse (5v3 + goalkeeper)									
Match nº: _____					Match total time: _____				
Player:	Throw S	Throw N	Catch Y	Catch N	Dribble Y	Dribble N	Shot Y	Shot N	total

Note: A X is placed in each box per each player's on-the-ball actions. The participation rate represents the sum of successful and unsuccessful actions. A percentage of success can also be calculated (total success plays/total success + unsuccessful plays). Importantly, you can add an off-the-ball indicator (e.g., available but not passed/or targeted) to value players' effort in support moves. Total rate of play can also be calculated (total participation actions/total time played).

Descriptive narratives



Social responsibility

	Scoring		
Desired behavior	Emerging (1)	Approaching (2)	Target (3)
Seeks opportunities to learn			
Practices hard			
Accepts advice			
Participates enthusiastically			
Shows responsibility			
Cooperates with others			
Shows tolerance to others			
Commits to the team			
Plays fairly			

Leadership assessment

Peer Leadership assessment sheet		
		Score
Wizard	Promotes knowledge exchanges between teammates	3
	Shares decision-making with teammates	3
	Recognises that different teammates have different needs and personalities	3
	Leads responsible peer-questioning	3
Adventurous	Helps teammates to solve their problems	2
	Encourages teammates to be team players	2
	Leads by example not just by telling	2
	Leads responsible feedback to teammates	2
Explorer	Is critical of inequity and discriminatory attitudes	1
	Knows the strengths and weakness of each teammate	1
	Talks optimistically	1
	Leads responsible task presentation	1

Game competence assessment

Task: setting individualised assessment criteria

Setting: Field hockey 4v3 plus 2 floaters game form.

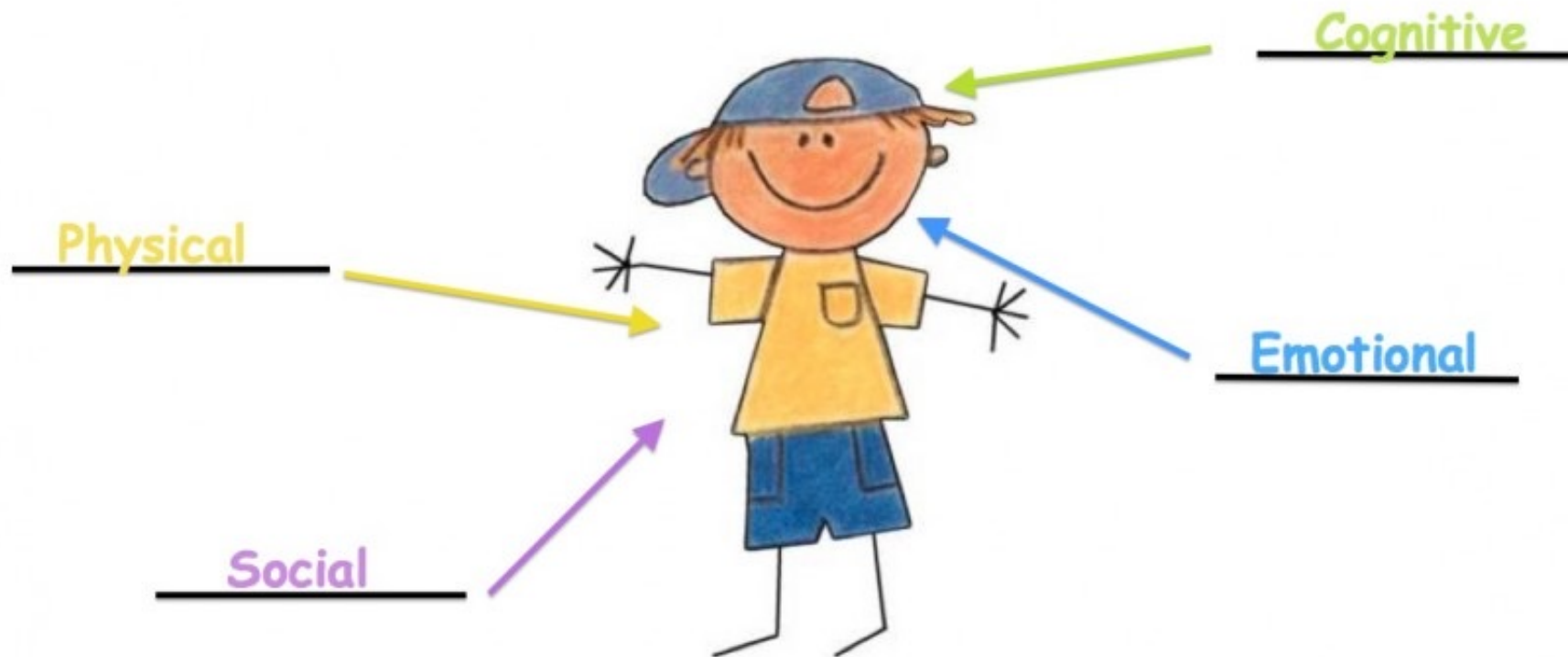
Assessment criteria: Low-skilled learners (Explorers) - uses basic grip to hold the implement; changes speed after passing; high-skilled learners (Adventurous) - attacks quickly with a pass to the side-lines, followed by a quick cut towards the goal.

Note: During the game many different situations will occur, but in this task learners only score points for each time they fulfil the task criteria.

Game competence assessment

Game-play observation sheet																	
Analyst: _____		Analyst team: _____								Analyst score*: _____							
Task: Field hockey 4v3 plus 2 floaters		Criteria - adventurous: attacks quickly with a pass to the side-lines, followed by a quick cut towards the goal; used body feint in one-on-one plays								Criteria - explorer: uses basic grip to hold the implement (v grip); changes speed after passing							
Teams		Events															
A	explorers																
	adventurous																
B	explorer																
	adventurous																
Note: * Analyst self-assessment based on 'struggling a bit' (S), 'getting better (GB), 'I'm there', (IT). You can also self-assign a quantitative score for yourself (e.g., S = 1, GB = 2, on IT = 3).																	

Holistic development assessment



Role-playing assessment

Refereeing scoring sheet				
Referees	Referees' team	yes (3 points)	Not always but they tried (2 point)	No but they were friendly (1 point)
John and Liza	Blue bibs			
Were the referees fair to both teams?				
Do the referees know the rules of the game and the signs?				
Did the referees maintain a calm and moderate attitude throughout the event?				
	Total scoring			

Assessment in learner-designed games

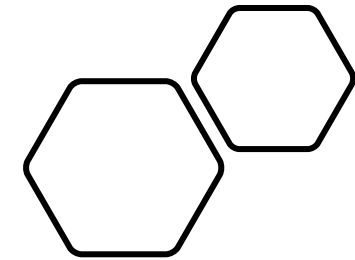
Boring	Exciting
Low Activity	High Activity
No challenge	Highly Challenging
Too Complicated	Easy to Understand
Bad Player Number	Playing Number Right
No Skill Developed	Develops Skills Well
Complicated scoring	Good Scoring System
Wrong Playing Area	Good Playing Area
Wrong Equipment	Good Equipment
Poor Safety	Safety Addressed

Team chart scoring

Sport: Softball						
Team name:		Session				
		1	2	3	4	...
Social scores (1 to 5)						
Responsibility						
Effort and commitment						
Equity in game-play participation						
Inclusive and peer support attitudes						
Game-play scores						
Getting on base						
Moving the runner						
Defending space by infield, outfield position						
Task criteria scores						
Role-playing scores (1 to 5)						
Learner (name)	Role					
	Session scoring					
				Total scoring		



Multidimensional assessment
of learners' development
considering their participation
in learner-oriented
pedagogies.



Technology in Physical Education and Youth Sports

Thank you!

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