

What guides our assessment decisions?

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ACHPER Conference 2018

Assessment in HPE - An exploratory investigation into teacher assessment practices in the motor domain

- Master of Philosophy (Research)
- Qualitative study: observations, interviews and focus group sessions.
- Findings will document current assessment practices and beliefs amongst Junior Secondary HPE teachers, enabling a more informed discussion about assessment practices including their reliability, quality, consistency and validity.

What guides our assessment decisions?

Assessment in the HPE context

What is currently happening in schools?

Possibilities for assessment in HPE

What guides our assessment decisions?

The phenomenon of the
“*GUT* Instinct”



A definition

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts”. (QCAA, 2017)

Questions

- What should we teach in junior Health & Physical Education?
- Should we assess the physical performance of students' in years 7-10?
- What should we assess?

The Queensland Context

What do we need to know?

KLAs (HPE trial 1997) were the first attempt to develop a National Curriculum - Outcomes based

2007-2013 QCAR Framework - Essential Learnings & Standards

2008 - National Curriculum - Australian Curriculum: Health and Physical Education (AC:HPE)

- NAPLAN

2019 - The introduction of ATAR (Year 11 students)

Australian Curriculum - Health & Physical Education

- Syllabus is organised under two strands: Personal, Social & Community Health (PSCH) and Movement and Physical Activity (MPA)
- Syllabus endorses physical activity as an effective medium through which students can learn the curriculum and mandates that students from Prep to Year 10 should participate in physical activity on a weekly basis.
- Achievement standards should be used to guide judgements made about student performance.

(ACARA,2018)

What does the research tell us?



- Historically, the academic credibility of Health & Physical Education has been questioned.
- Research into the area of assessment within Health and Physical Education has been limited and is almost non-existent within the junior secondary context.
- In Queensland schools, it is common practice that secondary educators (including HPE teachers) teach across all year levels.
- Teacher assessment behaviours can be influenced by both external and internal factors. Highlights the question of Validity, Reliability & Consistency?

What else do 'we' know?

- Many teachers have learnt to assess as a process of trial and error
- Many secondary teachers teach across more than one subject area and a number of these educators do not have experience within these fields
- There is increased accountability placed on teachers in regards to student performance
- Mandated policy vs school policy

What is currently being done to support teachers?

- QCAA training, workshops and support materials - online, some associated costs
- Moderation - internal and external
- Professional development - individual
- Individual school support systems

What are teachers doing?

Research suggests that standardisation and moderation practices are integral to developing teachers' assessment literacy (QCAA, 2017; DeLuca et al, 2016; Klenowski & Wyatt Smith, 2010)

Although a valid solution to a global concern, the suggestion that teachers' will develop their professional ability in situ, still poses the question

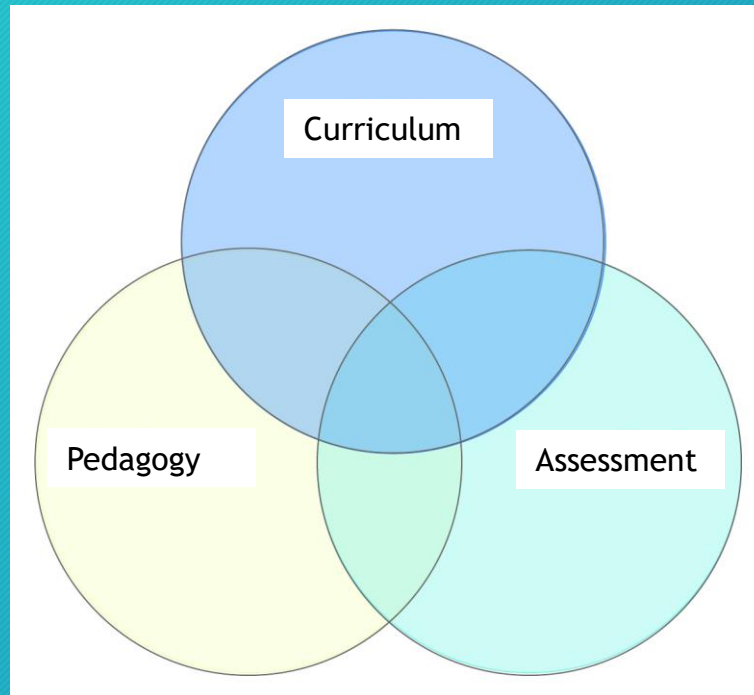
Responding to the research

How do I teach my students to assess?

Responding to the research



3rd Year Bachelor of
Education Students
(HPE major)
Curriculum subject



Bernstein's 3 Message Systems
(1971)



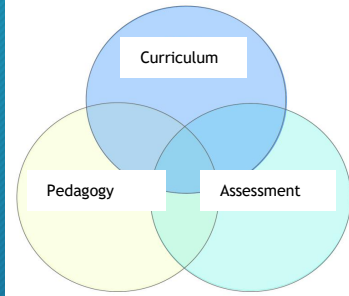
Reflective practice

Learning to assess

Task

- Create and teach 4 lessons (one lesson per week) to junior secondary school students
- Each teaching session was followed by self reflection and peer reflection
- Unit/lesson development guided by the 3 Message Systems
- Reflective Essay - Unit assessment

Learning to assess



Front end the assessment

- What do we want the students to demonstrate by the end of the unit?

Backward map the curriculum

- Identify relevant achievement standards - content descriptors (and possibly elaborations)

Lesson planning

- Warm up - pre test
- Body - learning experiences (formative assessment - internal voice)
- Cool down - post test

Anecdotal data

- Students found the implementation of formative assessment strategies within the lesson helped develop their ability to:
 1. Design activities which allow *all* students to demonstrate learning
 2. Articulate what they wanted to observe in order to assess whether or not lesson objectives or individual student learning goals were achieved.
- The process of reflective practice encouraged conversations about the quality, reliability, validity and consistency of their chosen activities in addressing student needs and meeting curriculum requirements.

Summary

- Junior Secondary Health and Physical Education is an under researched area.
- Teacher behaviors need to be observed to identify what is occurring in schools and how this influences assessment behaviours.
- Collecting data on teacher assessment behaviours will add to the conversation about how assessment can be best used in schools to bring about quality teaching and learning.

Where to from here?

Data collection to inform the following questions:

How do teachers assess performance in HPE?

- What processes do teachers engage in when assessing the physical performance of students?
- What influences affect teacher judgement?
 - I. External
 - II. Internal
- How do teachers learn to assess students?



Questions or feedback?



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