

TOWARDS THE DEVELOPMENT OF AN ASSESSMENT FRAMEWORK IN PHYSICAL EDUCATION

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ABSTRACT

The study described and analyzed assessment practices of physical education teachers in De La Salle University – Dasmariñas for developing an assessment framework in physical education. The study utilized descriptive-developmental research methodology. Data were collected through qualitative measures, such as: interviews, observations, and document analysis. Simple statistical procedures, like frequency, mean, mode, and percentages were also employed in interpreting the data. Aside from the assessment framework, sample rubrics were also developed and validated.

All of the PE teachers (N=24) served as the informants of the present study. The study investigated assessment practices of PE teachers in the different phases of the teaching-learning process, which are as follows: identification of objectives, pre-assessment, formative assessment, measurement, and evaluation. Meanwhile, purposive sampling was used in selecting validators of the set of rubrics developed

The result of the study revealed that PE teachers are more adept at using traditional assessment methods. One of the strengths of present assessment methods is the use of team competition, written exams, fitness test, observations or on-the-spot correction. The gaps lie, however on the use of reliable instrument that will make existing assessment practices reliable.

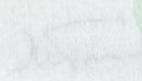
In light of the results of the study, an assessment framework was developed which highlights the acceptable practices, and includes alternative assessment that will enhance existing assessment practices.

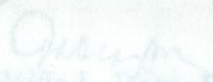
The set of rubrics validated in the study were appropriate and usable based on the ratings given by the validators. None of the rubrics received a rating below than 4.0

which is more than satisfactory. Likewise, the overall mean of the set of rubrics for each criteria in validating the rubrics received a rating of above 4.0 which is also more that satisfactory.

In consideration of the assessment framework developed, it is recommended that a complete set of model building activities be used to enhance the assessment framework. Furthermore, investigations of PE classes in elementary and high school or from other universities can enhance it as well.

In connection with the sample rubrics developed, it was recommended that teachers be trained on its use. Teachers from other schools are encouraged to use the set of rubrics developed in the study in the hope that it can help current practices. Lastly, the points of inquiry raised in this study can serve as a starting point for future researches in PE, such as development of other validated assessment instruments that can uplift the quality of assessment in PE.


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