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| **ID** | 2541 |
| **Curricular Unit** | Educational Assessment |
| **Regent** | José Manuel Fragoso Alves Diniz |
| **Learning Outcomes** | Analyse the central role of assessment in learning improvement. Acknowledge and understand the relations between assessment, learning theories, curriculum theories, PE conceptions and teaching models. Analyse the purposes and effects of assessment FOR learning, assessment OF learning and assessment AS learning. Understand the dimension of PE assessment constructs. Understand the key factors of assessment FOR learning Understand the way assessment may inhibit the improvement of learning. Understand the key elements of the feedback process and their impact in learning improvement. Design "authentic" PE assessment tasks. Acknowledge the impact of summative assessment in learning motivation. Looking for and interpreting evidence based in validated frameworks. Acknowledge self-assessment and self-regulation as essential elements for learning improvement. Design and/or critically analyse summative or formative assessment protocols by reference to the PE curriculum guidelines. Design |
| **Syllabus** | Evolution of the assessment concept through the evolution of learning and curriculum theories. Purposes of assessment FOR learning, OF learning and AS learning. Assessment FOR learning - features and functions. Teachers and students (mis)conceptions about formative and summative assessment. Formative and summative assessment principles and their connection to the teaching/learning purposes. Assessment for decision making in PE teaching and learning regulation: Initial assessment as support for planning decisions; Initial assessment protocol - principles and methodology; Formative assessment planning. Summative assessment principles and requirements by reference to the PE curriculum guidelines. Key factors of assessment FOR learning. Inhibiting factors of assessment on the improvement of learning The feedback process – features and impact on learning. Learning self-assessment and self-regulation. PE assessment construct and its relation with the learning theories and PE conceptions. |

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| **Evaluation** | Approval in this unit can be achieved in two different ways: (1) continuous assessment or (2) final exam.<br>(1) Continuous assessment<br>(2) A 10 points grade or above means the student is approved. A grade below 9,5, failing to complete all proposed assessment tasks or failing to fulfil attendance requirements1 means the student will have to pass a final exam. Assessment tasks can include: individual or group works; tests; presentations.<br>The final grade will be obtained adding 60% of the average of the group tasks grades to 40% of the average of the individual tasks grades.<br>(3) Final exam – passing grade is 10 marks or above. Grades between 7,5 and 10 marks will require an oral assessment in which a passing grade of at least 9,5 is needed. |
| **Bibliography** | Programas de Educação Física<br>Araújo, F. & Diniz, J. (2015) Hoje, do que falamos quando falamos de avaliação formativa? In Boletim da Sociedade Portuguesa de Educação Física, pp.41-52<br>Andrade, H. (2010). Students as the definitive source of formative assessment: academic self-assessment and self-regulation of learning In H. Andrade e G. Cizek (eds). Handbook of Formative Assessment. (pp. 90-105) New York: Routhledge.<br>Assessment Reform Group [ARG] (2006) The role of teachers in the assessment for learning. http://www.aaia.org.uk/afl/assessment-reform-group/<br>Assessment Reform Group [ARG] (2002). Assessment for Learning: 10 principles. Cambridge: University of Cambridge Faculty of Education. http://www.aaia.org.uk/afl/assessment-reform-group/<br>Assessment Reform Group [ARG] (1999). Assessment for Learning - Beyond the black box. Cambridge: University of Cambridge, Faculty of Education. http://www.aaia.org.uk/afl/assessment-reform-group/<br>Association for Achievement & Improvement Through As |