

ID	2913
Curricular Unit	Educational Assessment
Regent	José Manuel Fragoso Alves Diniz
Learning Outcomes	<p>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 and build assessment tools: pedagogical and technical specifications. Design rubrics aligned with the constructs and assessment purposes. Identify and acknowledge mistakes to be avoided in PE evaluation practices. Understand and use “direct observation” to gather PE learning evidence: specifications, models and techniques. Interpret assessment results to improve learning. Analyse key assessment articles, mobilize and integrate knowledge to solve teaching/learning problems.</p>
Syllabus	<p>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. Summative assessment and frameworks design. Framework design (summative and formative) and its principles: interface between PE curriculum and assessment; focus on competence development; focus on what the student CAN do; transparency and clarity; respect for eclecticism and multiple development; respect for the adaptability of formative routes. Standards for the definition of PE success and their operational features. PE department decision-making concerning assessment. “Authentic” PE assessment tasks. “Direct observation” in the learning context. Results as a way of identifying learning problems. Summative and formative assessment protocols. Assessment tools and rubrics - pedagogical and technical requirements.</p>
Evaluation	<p>Approval in this unit can be achieved in two different ways: (1) continuous assessment or (2) final exam. (1) Continuous assessment - 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 requirements means the student will have to pass a final exam. Assessment tasks can include: individual or group works; tests; presentations. 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. (2) 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.</p>

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