

ID	2913
Curricular Unit	Educational Assessment
Regent	José Manuel Fragoso Alves Diniz
Learning Outcomes	<p>Analyse the central role of assessment in learning improvement.</p> <p>Acknowledge and understand the relations between assessment, learning theories, curriculum theories, PE conceptions and teaching models.</p> <p>Analyse the purposes and effects of assessment FOR learning, assessment OF learning and assessment AS learning.</p> <p>Understand the dimension of PE assessment constructs.</p> <p>Understand the key factors of assessment FOR learning</p> <p>Understand the way assessment may inhibit the improvement of learning.</p> <p>Understand the key elements of the feedback process and their impact in learning improvement.</p> <p>Design “authentic” PE assessment tasks.</p> <p>Acknowledge the impact of summative assessment in learning motivation.</p> <p>Looking for and interpreting evidence based in validated frameworks.</p> <p>Acknowledge self-assessment and self-regulation as essential elements for learning improvement.</p> <p>Design and/or critically analyse summative or formative assessment protocols by reference to the PE curriculum guidelines.</p> <p>Design and build assessment tools: pedagogical and technical specifications.</p> <p>Design rubrics aligned with the constructs and assessment purposes.</p> <p>Identify and acknowledge mistakes to be avoided in PE evaluation practices.</p> <p>Understand and use “direct observation” to gather PE learning evidence: specifications, models and techniques.</p> <p>Interpret assessment results to improve learning.</p> <p>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.</p> <p>Purposes of assessment FOR learning, OF learning and AS learning.</p> <p>Assessment FOR learning - features and functions.</p> <p>Teachers and students (mis)conceptions about formative and summative assessment.</p> <p>Formative and summative assessment principles and their connection to the teaching/learning purposes.</p> <p>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.</p> <p>Summative assessment principles and requirements by reference to the PE curriculum guidelines.</p> <p>Key factors of assessment FOR learning.</p> <p>Inhibiting factors of assessment on the improvement of learning</p> <p>The feedback process - features and impact on learning.</p> <p>Learning self-assessment and self-regulation.</p> <p>PE assessment construct and its relation with the learning theories and PE conceptions.</p> <p>Summative assessment and frameworks design.</p> <p>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.</p> <p>Standards for the definition of PE success and their operational features.</p> <p>PE department decision-making concerning assessment.</p> <p>“Authentic” PE assessment tasks.</p> <p>“Direct observation” in the learning context.</p> <p>Results as a way of identifying learning problems.</p> <p>Summative and formative assessment protocols.</p> <p>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.</p> <p>(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.</p> <p>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.</p> <p>(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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