

<b>ID</b>	531
<b>Curricular Unit</b>	Assessment in Physical Education and Sport
<b>Regent</b>	José Manuel Fragoso Alves DIniz
<b>Learning Outcomes</b>	<p>To define and differentiate the concepts of assessment, research, measure, test, and grade;</p> <p>To explain the evolution of the concept of assessment, by identifying reference authors;</p> <p>To explain the central role of assessment in the teaching-learning process;</p> <p>To explain the interdependence of the assessment processes regarding pedagogical conceptions, learning theories, curriculum orientations, and teaching models and strategies;</p> <p>To identify the subjects, objects, functions, moments, and climates of assessment;</p> <p>To explain the characteristics of norm, criteria reference or ipsative interpretation;</p> <p>To analyse validity, assurance, and objectivity of the tests with reference to norm and with reference to criterion;</p> <p>To establish assessment criteria and to know how to identify valid markers;</p> <p>To select and to design adequate and valid assessment tools;</p> <p>To identify the main sources of error in the assessment process</p>
<b>Syllabus</b>	<p>The subjects, objects, functions, moments, and climates of assessment – assessing teaching, assessing learning, behaviours, values, attitudes, pupils, teachers, curricula, text books, and assessment processes;</p> <ul style="list-style-type: none"> <li>- Context, input, process, and product assessment;</li> <li>- Assessing learning in Physical Education and its interdependence with the National Programmes and with curricular decision instruments;</li> <li>- Initial assessment – Objectives, methodological implications, and recording instruments;</li> <li>- Characteristics, purposes, and relationships between diagnosis and prognostic assessment, and formative and summative assessment;</li> <li>- Characteristics of norm, criteria referenced or ipsative interpretation</li> <li>- Criteria validity and assessment markers;</li> <li>- Assessment criteria and success references proposed by the National Programmes;</li> <li>- Validity, reliability, and objectivity of assessment;</li> <li>- Designing adequate and valid assessment instruments</li> </ul>

Weekly we have a theoretical lesson (2h) and a practical lesson (1:30h). In theoretical classes are transmitted the main contents and in practical lessons is held its implementation and consolidation. The practical lessons are targeted by worksheets developed by students organized in working groups and presentations to the class of subjects prepared either in group or individually.

## Evaluation

Assessment: - Group Work - During the practical sessions are requested reflections on six themes, on which should be drawn up (in a group) a written summary and an oral presentation to the class; - Individual Work - Each student must also prepare a written work on one of the themes proposed by the teachers; - Written Test - To be carried out at the end of the semester. The final grade (FG) is established by the following formula:  $FG = 30\% \text{ work group} + 30\% \text{ individual work} + 40\% \text{ written test}$

## Bibliography

BAUMGARTNER, T. A. & JACKSON, A. S. (1999). Measurement for evaluation in physical education and exercise science (6th ed.). Boston: WC/McGraw-Hill.

ESTRELA, A. & NÓVOA, A. (1999), Avaliação em Educação: Novas perspectivas, Porto: Porto Editora.

FERNANDES, D. (1997), Avaliação na Escola básica Obrigatória: Fundamentos para uma Mudança de práticas in Cunha, P. , Educação em Debate, Lisboa: Universidade Católica Portuguesa

PERALTA, H. (2002), Como avaliar competências? in Abrantes, P. & Araújo, F. (coord) Reorganização Curricular: Avaliação das aprendizagens - Das Concepções às práticas, Lisboa: Ministério da Educação - Departamento da Educação Básica.

PERRENOUD, P. (2001), Porquê construir competências a partir da escola? Desenvolvimento da autonomia e luta contra as desigualdades, Porto: Edições ASA

VILHENA, T. (1999). Avaliar o Extracurricular. Porto: Edições ASA.