

Assessment PE

In Physical Education, all types of practical achievements accomplished by the pupils should be part of the assessment process.

Pupils should be aware of the learning objectives to be attained at the end of each cycle (see attainment descriptors, part 6).

Cycle 1 (S1 - S3)

During this cycle, assessment should focus on: participation, effort, progress, performance and social behaviour.

In all disciplines, assessment should mainly focus on technical demonstrations and/or elementary game situations.

Cycle 2 (S4 - S5)

During this cycle assessment is expressed as an **A mark** and a **B mark** of equal weight.

The **A mark** focuses on: attendance, participation, effort, progress and social behaviour.

The **B mark** :

- a) in team sports should focus on technical demonstrations and/or game situations including basic tactical skills,
- b) in individual sports should focus on advanced technical demonstrations.

Cycle 3 (S6 – S7)

The **A mark** focuses on: participation, effort, progress, social behaviour and the ability to be autonomous.

The **B mark** focuses on the student's performance in all activities linked to the learning objectives.

S 6:

During this year assessment is expressed as an **A mark** and a **B mark** of equal weight.

S 7:

During this year the preliminary mark (**C mark**) for the European Baccalaureate will be automatically calculated on the basis of the

A mark (40%) and the **B mark** (60%) (see document 2015-05-D-12-en, 6.3.3).



Definitions

Participation

The student is involved in and takes responsibility for the preparation of group or individual activities and participates with a positive attitude and commitment.

Effort

The student participates in class at an adequate level of his/her physical capacities.

Social behaviour

The student participates with fair play, respecting others and the rules.
He takes responsibility for himself and others as well as for materials/equipment. He cooperates with others and works towards a common goal.
He takes responsibility for the security of others.
He deals with conflicts constructively.

Ability to be autonomous

The student shows initiative in developing the group and individual activities.
He is also open to and objectively critical of initiatives presented by others.
He is able to work independently.
He is able to identify, select and apply work methods in a critical and creative way. He takes responsibility to complete tasks.

He understands the value of activities that involve effort, initiative and creativity. He is able to assess and control the development of the task undertaken.