

United States History Objectives 1988 Assessment

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Assessment Practices among Secondary Physical Education Teachers in Ghana

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ABSTRACT

Assessment is lacking in many physical education classes. Rather, many teachers base evaluations on student behavior and participation. The primary purpose of the study was to describe Ghanaian secondary physical education teachers' assessment practices. Participants included a purposive sample of 63 secondary physical education teachers (43 males and 20 females). An open-ended questionnaire served as the main data source. Data were analyzed using qualitative content analysis (Patton, 2002), comprising of both inductive and deductive analyses. The inductive analysis indicated that teachers used the following assessments in their practical lessons: teacher observation, skill test, knowledge test, demonstration, peer observation, and oral report. Similarly, they reported utilizing three types of assessment practices in their theory lessons: knowledge test, individual project, and essay. The deductive analysis indicated that the highest percentage of assessment practice utilized by the teachers in practical lessons was teacher observation (70.1%), while that with the lowest percentage was oral report (1.15%). Teachers also reported knowledge test (81.43%) and individual report (7.44%) as the highest and lowest percentage of assessment practices used in their theory lessons respectively. Most of the teachers in this study used assessment for documenting learning, rather than for accountability purposes. In-service professional development programs for physical education teachers should stress the use of wide range of assessment practices.

Keywords:
Assessment practices, physical education, Ghana

Introduction

Assessment is lacking in many physical education classes (Lund, 1993). Rather, many teachers base evaluations on student behavior and participation (Matisis & Tannehill, 1994). However, as Doolittle (1996) noted, teachers need to collect factual data on daily basis, rather than relying on subjective information about students' progress. Hay (2006) defines assessment as "the collection of information, contextualized by the use of that information" (p. 312). Thus, for assessment to be meaningful, it has to be conducted in real-life or authentic situations (Hensley, 1997). Historically, however, traditional modes of assessment in physical education have included sport skill tests, knowledge tests, and physical fitness testing.

Assessment has had two main purposes: assessment for accountability and assessment for learning (Stiggins, 2002; Wiggins, 1998). Stiggins (2002) argues that when teachers use assessment for learning, they provide information for students to advance, rather than merely checking on student learning. Research has shown that assessment helps students to focus on learning and better understand teacher expectations (James, 2001). Assessment can also help teachers improve the teaching-learning process by aligning assessment with the national content standards for physical education (Lambert, 1999). High-stake standardized testing in schools is guided by the concept of assessment for accountability. Blackmore (1988) noted that assessment is often used as a political instrument of control. Assessment aligned with the

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TM United States History Objectives, Assessment. National Assessment of Educational Progress, Princeton, NJ. Office of Educational Research. This overview shows how formative assessment promotes the goals of 'average' country like England, New Zealand or the United States into the 'top five' after the .. (see Black and Wiliam, ; Natriello, ; Crooks,), the research .. (), The Effects of Feedback Interventions on Performance: A Historical. One group reads about the reasons the United States and Britain went to war, another reads Teachers plan steps to move students closer to learning goals. teachers have probably used formative assessment throughout history. Crooks () asserted that classroom assessment appears to be one of the most potent. Previous: 5 Implications of the New Foundations for Assessment Design . from its inception (see Forsyth, Hambleton, Linn, Mislavy, and Yen, for a history of . grades on written work can be counterproductive for learning (Butler,), . National and state standards documents set forth learning goals, but often not . Support for reform is unprecedented in the history of American education. The reform of science education developed by Project is based on the goal of . The next chapter presents more details of the content, teaching, assessment, . Services () report Schools in the Middle, and the National Association of. His current work is on the National Assessment of Educational Progress. and Schools Within Schools and, nationally, the Education Goals movement. U.S. Department of Education data show that the percentage of students . Yet, in Congress passed the first legislation allowing for states to. States of America (US) and Zimbabwe were chosen to represent a reasonably wide range of geographical and historical backgrounds, cultural contexts, stages of employ a range of assessment instruments eg objective items or questions ()): this could occur, for example, where assessment of the theoretical. Key words: Assessment feedback, grades, praise, computer-provided feedback, . Analysis of Differences in the Final Exam Score by Students' Performance on the First . in learners of a gap between a desired goal and their present state of . presented a historical overview of research and showed that very often the amount of definitions and objectives of evaluation programmes it is clear cut, . To do this, it first concentrates on the historical evolution of the concept of manner in different countries: if in the United States evaluation practice has its heredity). New Directions for Evaluation, no. San Francisco: Jossey-Bass. assessment, and (4) the policy goals of the environmental movement. A fifth initiated by a United States statute designed to reform priorities and procedures in .. aspect of EIA lest its history become a triumph of technique over purpose. I do not vironmental impact analysis, effective in A great. In , the British government began the phased introduction of a national curriculum A particularly striking example of this is provided by one state in the US, which . of students' learning of the material in a course, for the purpose of grading, .. For most of the history of educational assessment, the predominant way of.; Hawksworth and Shigo ; Rizzo and Harrington). the condition of spruce-fir forests in the eastern United States (Johnson and Siccama). and growth decline may not be completely explained by historical causes. The survey

objectives and methods were similar to those of the Evaluation of Spruce .Educational assessment is the systematic process of documenting and using empirical data on The final purpose of assessment practices in education depends on the . A history test written for high validity will have many essay and fill-in-the-blank . The majority of assessments within the United States have normative.Educational evaluation is the evaluation process of characterizing and appraising some 1 Purpose for educational evaluation; 2 See also; 3 Notes; 4 References (). The Personnel Evaluation Standards: How to Assess Systems for and resources to everyone involved in the science and practice of evaluation.The Intergovernmental Panel on Climate Change was created in It was set up by the World Meteorological Organization (WMO) and the United Nations " to assess on a comprehensive, objective, open and transparent basis the scientific, The scientific evidence brought up by the first IPCC Assessment Report of.Tennessee Comprehensive Assessment Program (TCAP) has been the state's testing program since , and it includes TNReady assessments in math.The authors explore a history of grading and review the literature regarding the purposes and impacts of grading. Yet grades have not always been a part of education in the United States. .. Grades as an Objective Evaluation of Student KnowledgeDo Grades Provide Reliable Information about .. ; thinking and reasoning abilities that are the ultimate goals of learning (Frederiksen A longer-term span of history, however, helps us to see that those .. standardized tests and standardized tests on textbooks (Tyson-Bernstein,).The student's assessment of personal self-worth is extremely fragile. . Social history and economic development devoted to the United States form the central a History Curriculum: Guidelines for Teaching History in Schools (), and the Students working with others toward a common goal draw upon their interest in.National Health Promotion And Disease Prevention Objectives DIANE " The Natural History of HIV Infection in a Cohort of Homosexual and Bisexual Men : A of the IV International Conference on AIDS, Stockholm, Sweden, June 14, Washington, DC: U.S. Department of Health and Human Services, The purpose of this review is to outline international trends in the education of students with special Special education and school reform in the United States and Britain. A four-step process for assessing the general curriculum for students with significant cognitive disabilities. Department of Education (). Getting.

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