

## Chapter 5

# The Use of a Rating Scale as a Formative and Shared Assessment Tool in Physical Education

**Daniel Bores-García**

 <https://orcid.org/0000-0003-2522-8493>

*Rey Juan Carlos University, Spain*


**Raúl A. Barba-Martín**

*University of León, Spain*

**Gustavo González-Calvo**

*University of Valladolid, Spain*

**David Hortigüela-Alcalá**

 <https://orcid.org/0000-0001-5951-758X>

*University of Burgos, Spain*

### ABSTRACT

*This chapter presents the analysis of a formative and shared assessment experience in the subject of physical education in secondary education in a high school in Spain. In the assessment process, an assessment scale has been used as an assessment instrument, by means of which students have self-assessed themselves, have been co-assessed by their peers and have received a hetero-assessment from the teacher based on the criteria previously established in the instrument. After the implementation of this experience, a study was carried out on the students' perception of the formative and shared assessment process and the use of the evaluation scale. A discussion group was held, and the teachers' and students' diaries were analyzed. The results show a feeling of motivation and commitment in the students to the task and the group thanks to the feeling of being part of the process through the assessment.*

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## **ASSESSMENT, GRADING, AND BODY EXPRESSION**

The relationship between assessment and body language as content in the subject of Physical Education (from now on PE) has been a problem for teachers in recent years (Bores-García et al., 2021). On the one hand, the content itself is conflicting from a pedagogical point of view. A careful analysis of this tension reveals three frequent errors that cause this conflict (Lafuente & Hortigüela-Alcalá, 2021): firstly, not developing content that is associated with the collective achievement of the class. Secondly, not generating satisfaction in one's own bodily experiences. Finally, not implementing coherent proposals of a longitudinal nature. This last aspect is one of the main limitations of the projection of these contents since, as they are not applied with a certain logic and continuity, they do not allow learning outcomes associated with the interventions carried out to be obtained (Mattsson & Lundvall, 2015). In this way, it becomes especially complex to generate positive experiences in students since if the PE teacher himself does not give relevance to these contents, students cannot be expected to be motivated towards them (MacLean, 2018). On the other hand, and associated to the difficulty to work on these contents, is knowing how to evaluate them. One of the main problems that exist among PE teachers is the constant identification and homologation of assessment with grading (Álvarez, 2005; Hortigüela-Alcalá et al., 2019a). It should be possible to assess without having to grade everything, and this is a fact that generates many problems in the educational community, especially when working on the contents of PE, which cannot be based solely on surpassing pre-established marks. Assessment, especially in PE, must be synonymous with learning and, for this, the planning must be constructed from the beginning together with the methodological, organizational aspects and the tasks set (Brevik et al., 2017). However, the problem is that when this process is not carried out coherently with the contents to be worked on, the assessment and grading process tends to be hidden from the students (Barba-Martín & Hortigüela-Alcalá, 2022). In this sense, another problem associated with the confusion between assessment and grading lies in the use of assessment as a power mechanism of the teacher, who justifies being the only one competent to assess because he/she is the one with the knowledge (Fernández-Balboa, 2005, 2007). When this happens, the essence of teaching is lost, as students are not allowed to be an active part of a process of which they are a substantial part and it is difficult for them to develop important aspects of their learning such as autonomy, self-regulation, motivation and awareness of what they have learned (Leenknecht et al., 2020; Ozan & Kincal, 2018). This means that the body does not acquire all the necessary pedagogical dimension within the subject, and that on many occasions the result only responds to physiological criteria and is based strictly on motor performance (López-Pastor et al., 2013). A subject and assessment approach that is detrimental to students and their subsequent physical development outside the classroom (Beltrán-Carillo & Devís-Devís, 2019).

In view of this, a formative and shared approach to assessment are ideal for promoting aspects that relate to and encourage learning such as self-regulation, motivation, responsibility and awareness of learning on the part of the student on the one hand (Hortigüela-Alcalá et al., 2015; Leenknecht et al., 2020; Weldmeskel et al., 2016), and the extrapolation of learning to different contexts on the other (Chng & Lund, 2018). In this line, in the Spanish context in which this work is framed, in the Spanish context, in which this work is framed several studies in recent years have shown the benefits associated with these aspects of formative and shared assessment in primary and secondary education (Bores-García et al., 2020; Heras-Bernardino & Herrán-Álvarez, 2019; López-Pastor & Pérez-Pueyo, 2017; Bores-García et al., 2021) and in higher education (Barba-Martín et al., 2020b; Hamodi et al., 2018; Hamodi & Barba-Martín, 2021; Hortigüela-Alcalá et al., 2019b; Romero et al., 2017). In this way, it is

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