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Chapter

Perspective Chapter: Evaluation Models in Physical Education in Portugal

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Abstract

Evaluation in physical education encompasses three stages: initial, formative and summative. The initial assessment diagnoses the level of knowledge and skills of students and can be identified as a starting point. Formative assessment is continuous and occurs throughout the teaching–learning process, providing constant feedback and allowing adjustments in teaching to better meet students’ needs. Summative assessment (final evaluation) occurs at the end of a stage, with the aim of measuring progress and acquisition of skills throughout the process. They not only measure students’ performance but also guide the development of their physical and cognitive capabilities in a more efficient and personalized context.

Keywords: initial evaluation, formative evaluation, summative evaluation, feedback, physical education

1. Introduction

Hearing about evaluation usually causes a certain type of embarrassment or fear for students, as they immediately relate it to assigning a passing or failing grade. We argue that evaluation is a broader process than assigning just a simple grade. In fact, evaluating is a process that seeks to help the student learn more and better. In other words, evaluating is more complex than taking exclusively the students’ -performance in a test and considering it pass or fail, especially because each student arrives at school and practices physical activities with a certain level of knowledge, carrying previous experiences and having personal characteristics [1]. Particularly, for physical education, evaluating involves helping the students to understand their strengths and difficulties; it aims to help them identify their progress in such a way that they can continue on advancing. We know that the problems we face today in education, or from an operational perspective in the educational system, need responses in distinct aspects, coherent and viable. To understand the phenomena, we must know how to integrate a vast set of themes, as well as master a set of tools, so that through these we can form a better person. Therefore, we consider it extremely important to understand how education can be a factor of production; as it is not and

cannot be innocuous, it must have intentionality, and we must be able to measure its productivity, namely whether it produces what it intends to produce and with what profitability. Evaluation can also be defined as the procedure that analyses the degree of adequacy between a set of criteria, suitable for a fixed objective, with a view to making a specific decision [2].

According to literature [1], it is evaluation that helps the students to learn and the teachers to teach. Thus, evaluation is an integral and regulatory element of educational practice, allowing a methodical collection of information that, once analyzed, supports appropriate decision-making to promote the quality of learning. Corroborating this idea, another author [3] states that evaluation is the systematic collection of information on which a value judgment can be formulated that facilitates decision-making.

Even though evaluation is a widely used term, there is no complete consensus regarding its exact meaning. The terms 'measurement', 'qualification' and 'classification' are often used interchangeably, and therefore, because they are not synonymous, they generate confusion. Evaluation is a more general term and implies measurement and classification. By evaluation, we mean the systematic monitoring of the teaching-learning process, as it allows obtaining information on how the process is occurring, with the aim of readjusting the educational intervention, according to the data obtained. In short, evaluation will allow you to make a judgment and make decisions. Teachers do not teach to evaluate, but they evaluate to teach better and guarantee the quality of learning [4]. Assuming that the teacher is the advisor, coordinator and simplifier of the teaching-learning process, for their guidance to flow on the processes of knowledge construction, they must be attentive to the mechanisms of interpersonal relationships in interactions with the students, respecting and adapting tasks to the needs and characteristics of students [5, 6]. Intervention, as a teacher, must contribute to the development of significant learning, enabling the construction of knowledge and the integral development of students [7]. Education, correctly analyzed and understood, must provide a global practice at all levels: bodily, intellectual, moral, civic, professional and esthetic [8, 9]. Student evaluation is an integral part of educational practice that allows the systematic collection of information and the formulation of judgments to make decisions appropriate to the needs of students and the educational system [10]. 'We cannot, at the level of intentions (for example: legislation, government programs and school programs) intend to develop the ability to adapt to different contexts, decision-making, critical and reflective spirit, creativity, autonomy, etc. and then we don't develop methodologies and have a praxis that allows it' [11].

Therefore, it becomes important to evaluate the processes, to know if we are fulfilling the objectives we set for ourselves. The evaluation should not be left to chance; otherwise, we will not be able to identify whether we obtain the results initially intended. Currently, the task of evaluation plays a preponderant role in any planning operation. The initial idea that it was enough to take notes and easily obtain values for each student was dissuaded.

2. The evaluation itself

The act of evaluating consists of substantiating, knowing, clarifying, negotiating and legitimizing the information collected [11–13]. Evaluation is an instrument for controlling the teaching-learning process, which allows the students' potential and

the teachers' pedagogical act to be valued [14]. In the teaching–learning process, evaluation aims to verify the students' level of learning and identify their learning with the function of diagnosing, controlling and classifying [15, 16]. We quickly realized that the evaluation process is complex and continuous and that the distinct stages (diagnostic evaluation, formative evaluation and summative evaluation) must be carefully carried out so that indicators that reveal evidence of learning can be obtained. The classification is intended to be objective and impartial, free from emotional noise and giving meaning to the teaching–learning process. Therefore, it is up to each teacher to choose the teaching methodologies that suit their students, according to their characteristics, the program to be developed, the training received, their professional path, personality characteristics, their thinking regarding education and the philosophy of life. This path must be accompanied by constant observation and analysis and exchange of impressions with professional colleagues regarding the methods, allowing an openness to changes, aiming at the objectives to be achieved [8, 10]. To do a decent job as a teacher and obtain better quality and effectiveness in our physical education classes, it is necessary to know different mechanisms and instruments to evaluate our students to adapt them to their characteristics and their evolutionary reality. For this, it is necessary to understand education as a factor of production (production of innovation, adaptation, understanding, social integration, development of man as an individual) and develop and implement processes that allow us to verify its development at the level of the physical education discipline; we can only say that something is produced if we systematically evaluate the processes, and for this, we need to know “what to evaluate” and “how” [17]. Evaluation constitutes a fundamental element in educational practice and allows, at each moment, to collect information and make value judgments necessary for guidance and decision-making about the teaching–learning process. It is important to note that evaluation is a process that must be conducted in a continuous and personalized manner, based on student learning, as well as teaching processes. Furthermore, evaluation is not limited to a single aspect but develops throughout the entire educational process.

For this evaluation to be as complete as possible, it is necessary to use several techniques and evaluation instruments. It is clear that the objective of evaluating our students, in physical education classes, is to provide information, as close to reality, as the students do during the educational process. It is only possible to say that an evaluation is truly formative if students, through it, become aware of possible differences between their present state in relation to learning and the state that they are intended to achieve [18]. Through the evaluation, students will have more and better awareness of their body and its movements, both important pillars of physical activity, thus contributing to the integral development of students; as through motor work, we also focus on the affective and cognitive domains. Evaluation concepts have evolved, and the progressive standardization of physical education in the school context, as well as the predominance of its pedagogical character, over other previous influences (medical, hygienic, military, etc.) has made physical education professionals increasingly concerned to equate its teaching and didactic methods with other school subjects and disciplines. Thus, this process of ‘didactic reorganization’ has positive aspects, such as the systematization of objectives and contents, the growing concern to develop didactic situations adapted to students, but, as is logical, it also has negative aspects such as excessive artificiality in the framing of activities and tasks, among others. One of the most relevant consequences, in our understanding, is the importance, sometimes disproportionate, that evaluation in the physical education discipline can

have. Perhaps the result of a certain inferiority 'complex', physical education professionals believe in quantifying and objectifying skill levels, which are a way to equate ourselves with the other subjects that make up the curriculum, which is why, in some cases, they have more negative consequences than positive ones. Evaluation processes in physical education have evolved a lot over time, so much so that before the twentieth century, it was not part of the educational process and its only purpose was to prove the intended level and the level actually achieved by students. Subsequently, evaluation began to be understood as a process of valorization that facilitated educational change and focused not only on students but also on teaching-learning processes and teachers. Currently, the general opinion is to consider that evaluation in physical education, in most cases, must be continuous and global, the result of an analysis and interpretation based on necessary evidence and measurements of the successes achieved by our students [19–21]. This evidence and measurements must offer us information about all the elements that intervene in curriculum development, to know it better, understand it and intervene appropriately. However, to achieve this, the evaluation must respect certain characteristics: be global and continuous; consider all elements of the curriculum; have a guiding nature; be flexible and accept possible modifications through feedback, with the aim to improve; and respect the learning rhythms of each and every student, according to their limitations. So, it can be said that evaluation must be individualized.

2.1 Formative evaluation

Physical education has a series of peculiarities that other subjects do not have. In addition to involving the student fully (cognitive, motor and affective), in our classes it is easier to appreciate whether the student is participating in the activities and, therefore, whether he or she is integrated and active in the teaching process. In the same way and, thanks to feedback, it is possible to prove your results and efforts class by class [22, 23]. '[T]he teacher must explain the objectives to his students ... as it is essential that students know what is expected of them, the objectives they pursue, as well as the distance they are from their implementation'. In the evaluation process we know that whoever evaluates must make known the objective and the way in which they will evaluate as well as the goals, as any evaluation process must be transparent [24, 25]. On the other hand, this evaluation, in addition to having the previously mentioned characteristics, has to fulfill a series of functions: identification, as students must recognize their capabilities, abilities, possibilities and limitations as closely related to their identity. Another function will be diagnosis, as this will serve, for example, to prove the level of development of the learning conducted. It also has a guiding function because, through evaluation, the student obtains data to correct or improve their activities. As for us, as professionals, it will help us to improve the aspects necessary to perform our work. Finally, evaluation must stimulate students' desire to evolve and, at the same time, motivate them by highlighting the successes they have achieved. By encouraging students, we obtain significant learning. In this way, it is the teachers' role to prepare and guide a process in which permanent adaptation is necessary, without losing an evolutionary sense, a critical analysis of the processes in order to provide adequate and adjusted responses in a timely manner [26]. Without a doubt, experience and taste for the profession have taught us, over the years, that, sometimes, evaluation is a little subjective given the fact that the calculation of the final grade, through the application of continuous evaluation records, doesn't always provide a real perception of what we have from the student.

We think that the ability to analyze the real evolution of students' skills is the factor that most distinguishes us from other disciplines. This is because summative evaluation moments do not always reflect the students' real capabilities. Their behaviors are affected by variables such as mood, intellectual or physical fatigue, stress and anxiety. In this way, the final moment of the evaluation sometimes ends up being a disappointment that does not reflect the students' real performance throughout the academic period. It is our role, as teachers, to express this sensitivity so that we can evaluate the acquisition, or not, of the mentioned skills and consider which scenario to choose, that is, the most positive one for the student.

Another author states that the evaluation of students' needs allows the teacher to focus attention on the most salient problems, facilitating planning and making the use of resources more effective [27]. We believe that this is indeed a factor that distinguishes the physical education teacher from other peers, in that their evaluation, which is more practical, closer, more informal, with less expository and more collaborative development strategies, facilitates teacher–student closeness and relationships. This often allows for deeper knowledge of the real problems that affect the students and the class, which often end up being reasons for failure in academic activities. Physical education professionals have the ability to balance the environment, whether through the relaxing potential of the physical activity carried out in their classes or through the trusting relationship they develop with their students. In our discipline, we were given, for some time, the tendency to evaluate the product (summative evaluation) and forget, or at least not correctly value, the process (formative evaluation) [27, 28]. We also tend to carry out a quantitative evaluation, disregarding the qualitative evaluation. In the learning context, the teacher must make evaluation not only a control instrument but also a training instrument. The student must feel encouraged to achieve their objectives in class and learn to build their own learning path, thus feeling co-responsible in this teaching–learning process. The evaluation must be considered an integral part of that process. The above is essential in any education proposal. However, pedagogical practice is often disconnected from this process. Therefore, we believe that evaluation in physical education is a broad and extensive process and is not limited exclusively to the student as it is transversal to the entire educational system. It is necessary to admit that evaluation is a help to improve the teaching process, as it will be necessary to specify in which specific aspects it can be useful [28, 29]. The evaluation must provide the following:

- *Know*: the student's performance. As it is well known, proving performance was traditionally the sole purpose of evaluation. Grades were almost exclusively used. We are, therefore, convinced that accepting the principles of personalized education will allow us to value the achievement of each student, their performance in relation to their curriculum and their development.
- *Diagnose*: as the first moment of the evaluation process, it aims to determine the level or place the student in relation to certain parameters. In physical education, the diagnosis must focus on three aspects: general diagnosis, at the beginning of the school year in order to determine the level of physical and motor fitness of our students; specific diagnosis (prepared according to the different didactic units and prior to teaching) and diagnosis of fragile points (to correct any deficiencies in the learning process, as it is essential to discover the deficiencies, to study their causes and be able to resolve them) [29, 30].

- *Value*: the effectiveness of the education system, because when the majority of students do not reach the goals defined by the teachers' planning or those normally defined in the programmes, one of two things can happen: either the objectives were not adapted to the students' real possibilities or the teaching methods adopted by teachers were not the most appropriate. In either case, evaluating student performance also offers the teacher a reason to reflect on the activities conducted, the methodologies chosen and the teaching processes used.
- *Guide*: knowing that practicing sports requires observing a range of aspects, the expected values of which are often in opposition to the skills demonstrated at the time of evaluation, it is the teacher's mission to guide and advise depending on the profile and characteristics of each and every student.
- *Motivate*: One of the ways most used by physical education teachers to motivate students is to propose tasks for which students are prepared and can perform, with the aim of using success as a stimulus to conduct other tasks of greater importance and difficulty. This feedback is essential for performance progress.
- *Grouping*: the common process of grouping for the development of activities consists of distributing students into closed groups, established according to a certain criterion, normally by affinity. However, due to the major differences between students of the same age, these distributions should occur in a more homogeneous and objective way. We must never forget that chronological and biological ages do not always coincide, as the evolutionary process of children presents enormous individual differences due to endogenous and exogenous factors.
- *Investigate*: one of the services that physical education teachers can provide to science and the development of studies is the collection of data from which students can be characterized in relation to their biological (weight, height, body mass index, etc.), physical and motor (levels of physical performance and motor behaviors), psychological (attitudes, interests, etc.) and social characteristics. This data is fundamental to understanding and improving the teaching process, making it more effective as long as it is based on scientific knowledge.
- *Classify*: its objective is to inform parents, guardians and students about the progress of their training. It is important that this information contributes to reducing differences between students and reducing the increasing pressure from parents and guardians on their students. In the teaching–learning process, evaluation aims to verify the students' level of learning and identify their learning with the function of diagnosing (diagnostic evaluation), controlling (formative evaluation) and classifying (summative evaluation) [15]. Thus, after analyzing the characteristics and functions that evaluation must have, we can infer that there is no single type of evaluation because, depending on the use of one criterion or another, we will have distinct types of evaluation. We can distinguish three types: temporal evaluation, evaluation of subjects (students) and evaluation according to a certain standard (normative).

If we look at a temporal evaluation, we see that it takes place in three moments:

- Initial or diagnostic that is carried out before the beginning of the educational process;
- Formative or follow-up that provides information for the development of the teaching-learning process;
- Summative or qualifying that takes place at the end of each academic period.

2.2 Diagnostic evaluation

The main objective of diagnostic evaluation is to investigate students' new learning and, thus, verify what they already know, with the purpose of selecting and guiding future learning programmes as well as resolving current situations. Its function is to group students according to the performance demonstrated in the tests and, finally, to identify, during the process of a unit, reasons for failure of some students [28–30]. Diagnostic evaluation leads to the adoption of pedagogical differentiation strategies and contributes to developing, adapting and reformulating the class curriculum project, facilitating the student's school integration, supporting school and vocational guidance. It can occur any time during the school year, when combined with formative evaluation. In relation to diagnostic evaluation, it must be carried out at the beginning of the academic year, mainly in the modalities that students have already covered in previous years. Grids can be created to record data relating to this type of evaluation, containing reference parameters based on the annual objectives defined by the disciplinary group for the last year of schooling in which they had covered the modality, thus recording their level of performance. As an example, in our school we use a scale from 0 to 5: 0 corresponds to not performing, 1 to performing with great difficulty, 2 to performing with difficulty, 3 to performing satisfactorily, 4 to performing with some ease and finally 5 to performing correctly. This evaluation makes it possible to distinguish different level groups (according to the students' possibilities) for the subjects covered. This way, we will be able to work in a balanced way and suited to the needs of students, respecting the different learning rhythms. It is also important to highlight that after processing the data, it is always important to make students aware of the objectives we hope they will achieve, explaining them clearly. If we look at the evaluation of subjects (students), we find the 'commonly' used ones: self-evaluation and hetero-evaluation. In self-evaluation the student becomes aware of their limitations and possibilities, knows specifically what is expected of them and knows the objectives and success criteria of the tasks they perform [31–33]. Finally, in the evaluation, according to a certain standard, we have the so-called normative evaluation, whose objective is to compare the results of a student with the results of the group, and as a rule, it is customary to use standardized tables, whether prepared by us or recommended by the manuals or by the discipline syllabi. Also in this case, it is common to compare student results based on specific criteria (criterion evaluation) according to gender, age and test batteries, among others. We prioritize criterial evaluation, seeking to compare the students' performance with their own results or in relation to a previously established criterion, respecting the students' needs and learning rhythms. Now, we are convinced and we have confirmed, as a result of our own experience, that all of these types of evaluation, in themselves, will be limited if only one of them applies exclusively. It is, therefore, advisable to alternate, or use simultaneously, some or all of them depending on needs.

2.3 Summative or qualifying evaluation

But it is important to highlight that, as a result of legislative requirements, at the end of each academic period, we must classify students according to a certain scale. The so-called summative evaluation should be understood as the students' progress, which is intended to be measured at the end of a learning unit, with the aim of measuring results, already collected by formative-type evaluations, and obtaining indicators that allow the teaching process to be improved. Summative evaluation lends itself to classification, but it is not limited to it, nor should it be confused with it, and, obviously, there can be summative evaluation without classification. This corresponds to a final balance and an overall vision. 'Summative evaluation consists of taking stock of what the student has learned, in a global judgment about the development of the student's knowledge, skills, abilities and attitudes' [29]. This evaluation, by imposition, must occur in the three areas of physical education: physical activities, physical fitness and the area of knowledge. These two evaluations complement each other, with formative evaluation being an evaluation for learning, 'because it is deliberately organized to help students learn more and, above all, improve, through a diversity of processes that incorporate feedback and regulation of learning while summative evaluation is an evaluation of learning allowing to provide information, in a synthesized form, which is intended to record and make public what appears to have been learned by the students' [22]. Thus, we transform the formative evaluation data into a quantitative value. According to the general opinion, it would be extremely unfair to evaluate the students at the end of the didactic unit/block, not considering their commitment, their development, or their learning, thus summarizing the entire process to a class in which the student might not be in the best condition to practice physical activity, forgetting the path previously taken by the student. The evaluation is divided in three domains: psychomotor, socio-affective and cognitive, considering the students' activity and its effects [23]. Thus, in the area of physical activities, in practical situations we evaluate action skills, attitudes and knowledge; in the area of physical fitness, we evaluate the development of motor skills through physical fitness tests; and in the area of knowledge, we evaluate the knowledge of theoretical contents of discipline. We feel that what is defined in the final and intermediate objectives from the national physical education programmes and their contents, by year of schooling, defined in the disciplinary area, can serve as a guiding basis for conducting the evaluation and tabulation of data.

In relation to physical fitness, battery tests such as those from FitSchool, Fitnessgram, Ruffier–Dickson test, among others, must be applied. These tests must take place four times during the academic year: at the beginning and end of the first period, and then repeated at the end of the second and third periods. Based on the first test, goals must be set to be achieved throughout the year, for each student. Our objective should be the following: for the student to improve their physical condition and internalize what needs to be done to improve it. Finally, in relation to the knowledge area, students can take written tests on the modalities studied and on the theoretical contents covered, such as definition of the main motor skills, physical fitness tests, responsibility, cooperation and fair play, control of physical effort, sports injuries, sport as a social phenomenon and the areas that constitute the universe of physical activities. For each subject, it is recommended that a recording grid be drawn up, as the final grade should focus not only on a specific moment but rather on a continuous process, determining, in the summative evaluation, some doubts that were not clarified in the formative evaluation, readjusting certain details.

Regarding students' self- and hetero-evaluation, which concern the scope of both individual and collective attitudes, as instruments, the socio-affective evaluation forms stand out. The main function of these forms is to evaluate students' attitudes and their relationships with others. In fact, in our area, due to its characteristics, it is easier to observe students and verify the relationships between them, which can change attitudes and make them more (socially) "healthy" and supportive [24].

3. The evaluating instruments

Let us then address the mechanisms and instruments used in evaluation in physical education. Evaluation is intended to be an appreciation made within the teaching-learning process, after the teacher has collected a series of data related to the objectives, previously defined, and the skills that are intended to be achieved. This evaluation must be carried out according to a set of evaluation activities, which must always be included within and during normal teaching-learning activities.

Through a set of mechanisms and instruments, we will evaluate not only students' learning but also the teaching processes, as well as our teaching practice, and as is logical and desirable, the educational project and plans should also be evaluated, to adapt them to the characteristics and expectations of our students. We know that there is a wide variety of evaluation mechanisms and instruments and that some are more appropriate than others. Let us look at those in the cognitive scope. Using worksheets and written work, we can check the theoretical knowledge that our students have in relation to a given topic, and we can also assess the cognitive scope through assessment tests. With these instruments we will be able to understand the knowledge that our students should have in relation to a certain topic or modality. We also must be attentive, as these instruments must be adapted to the activities we carry out, the content transmitted and the characteristics of our students in order to achieve significant learning so that the assessment is as effective and real as possible. However, the physical education subject ends up being too privileged in the assessment and acquisition of knowledge, due to the significant nature it presents in the final calculation of the students' average (15–25%) [24, 25]. This is an issue that ends up being imposed by the need to adapt the specific criteria of the subject to those defined by the general criteria of the school where we teach. However, it would be more coherent to value practical activity, since it is in this approach that the student spends the largest percentage of training time, as well as physical fitness, which is only used as a mere measuring instrument and constitution of groups of work, not reversing its result in the students' final assessment. In relation to practical activities, the assessment of motor performance, essential in work, all activities that occur in the class must always be evaluated, from the simplest to the most complex: games, proposed activities, learning situations rather than just value, as usual, the day of practical assessment. It is very important that all students carry out the activities in the same way and have the same opportunities and motor experiences. In these learning situations, one must always measure what was aimed at, and to this end, observation and recording grids previously constructed according to the objectives can be used, without forgetting that these must be reliable and objective. In these cases, practical activity observation systems can and should be used, never forgetting that observation must be planned, systematic, complete and capable of being recorded. The grids that are used, or those that can be built, must meet a series of characteristics that, in summary, are listed: validity – they must measure what they propose, relating to a criterion; reliability

– ensure that in similar circumstances the same results are obtained; objectivity – your results must be independent of the observer's attitude or assessment; discriminatory – capable of registering differences between people at different levels; economic – allow temporal and material savings; comparable – allows to relate data from several students; useful – serve to improve the teaching–learning process. These grids can be of different types and have different functions; that is, in them you can write down what you observe, such as the events of the class; make judgments; use scales or use them as simple checklists of whether tasks and activities proposed to the students have been completed.

This evaluation must allow the regulation of teaching processes used by the teacher to adapt their pedagogical action depending on the learning processes and problems observed in the students. Confirming this concept, it is stated that this evaluation aims to determine the students' position during a teaching unit, with the intention of pointing out difficulties and providing solutions [25]. This type of evaluation aims to regulate the teaching–learning process, detecting and identifying maladapted teaching methodologies or learning difficulties in students. The feedback provided to the student constitutes a contribution to improvement and to their motivation and self-esteem. At the same time, it serves to control student learning. On the other hand, it must ensure that all students, during the same stage and function of the didactic unit/block, are observed, in order to record their problems or developments. Through observation of students throughout learning, it is essential to seek to flag difficulties as soon as they are identified, diagnosing the factors that gave rise to each student's difficulties and formulating, accordingly, adaptations and readjustments of pedagogical activities. This evaluation results in a very important educational resource that will serve to better regulate the teaching–learning process, adapting strategies and objectives whenever necessary. Given the fact that evaluation is a continuous process, it will also allow for unexpected situations to be avoided [25, 26].

4. Teacher's self-evaluation

Finally, it is also important to talk about our own evaluation, as teachers, because whoever thinks about what they do, does it better. The mechanisms and instruments for evaluating our activity should serve to evaluate our own performance, as it is necessary to know teaching to improve our performance and achieve better quality teaching. In this case, we can use various methods, such as self-observation, external observation or student opinion. This analysis is extremely important for the development of our profession, which is why we must be as objective as possible, without fear of criticism and suggestions. Training must stimulate a critical-reflexive perspective, which provides teachers with the means of autonomous thinking and which facilitates the dynamics of participatory self-education [34–36]. In short, we think that the variety of specific criteria characteristic of physical education, and the range of instruments that we can use, have as their main objective to value the real evolution of the students, taking into account their participation in the acquisition of values and attitudes. Briefly, the evaluation should: allow students to be informed about their performance to facilitate their autonomy; allow the family to be informed, to encourage family-school collaboration; use information to adjust support for students and help them overcome difficulties; plan positively the route that students and the teacher have to take together; and inform about the results obtained and the process that was followed. Student evaluation is an integral part of educational

practice that allows the systematic collection of information and the formulation of judgments to make decisions appropriate to the needs of students and the educational system [30–32].

5. Conclusions

It is important to remember that evaluation only acquires meaning to the extent that it proves effectiveness and enables the improvement of the teaching role. In this sense, a key point of evaluation must be considered: not evaluating just for the sake of evaluating, but rather to improve our performance; our plan is to reorient/improve our performance. This concern for a constructive evaluation was and is a process in which we put a lot of effort into, as we see it as a review, transformation and analysis of education. One of the objectives we intend with this analysis is that it contributes to a correct and rigorous evaluation, knowing that the instruments and methods that we can use in our daily lives, with our students, employing the most appropriate evaluation methods so that we can, in this way, provide individualized teaching adapted to the needs of each person and rethinking the importance of evaluating the learning not only of our students but also that of teaching practice and the teaching process itself. With the use of the aforementioned mechanisms and instruments, we will be able to demonstrate the success of our students, their skills and the intended objectives, allowing us to focus our attention on the learning essential to that success. Furthermore, in our area, through knowledge, practice and appreciation of physical activity as a way of maintaining health, as a means of social relationships, it contributes to the development of skills and knowledge and interaction with the physical world. It is important to highlight the adequacy of the observation parameters to the evaluation functions, as well as the conception of rigorous and objective planning that promotes the perceptual refinement of the observation to the evaluation of the intended parameters and descriptors. Evaluating the rules is accepted in physical education games; the student participates in group activities, makes decisions and gives motor responses to activities, respects other opinions, helps his or her companions and lets them help in return, and accepts his or her differences and those of others. This allows us to evaluate social and citizenship skills, autonomy, personal initiative and ability to learn. With the help of our area, students get to know their bodies, value them and accept them as they are. Through the specific language of physical education, oral communication, in different contexts, which occurs between students and the teacher; and expressive communication, the spatial orientations that we conduct in games, allow us to evaluate linguistic and mathematical skills. In addition to proving the importance of a correct evaluation, we can also highlight the importance of our area and the essential contribution it makes to the acquisition of basic and transversal skills. Evaluation is a complex task that is not limited to taking tests or assigning grades. Evaluation as an instrument for democratizing teaching implies new configurations of time, space and pedagogical project, which consider historical-cultural aspects and face capitalist hegemony. Assessing learning is part of teaching; it is a way of checking how mediations are happening and what synergies occur to make the school a space for socializing knowledge socially elaborated by people in the humanization process. Just like education, evaluation carries within itself the contradiction of being a product of established materiality and, concomitantly, having the possibility of seeking and expanding spaces in a direction antagonistic to that established hegemonically. We can, therefore, conclude that the evaluation of learning

is a reflection on the level of quality of the teachers' silly schoolwork, as well as that of the students; it is something common among teachers, but many of them end up diminishing them to the point of considering them only as an approval criterion.

Conflict of interest

The authors declare no conflict of interest.


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