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Building a tool to test and evaluate learning outcomes on the topic Basketball for 3rd grade students towards capacity development

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Abstract

The purpose of this study is to provide a process for testing and evaluating the learning outcomes of physical education in high schools in Vietnam and to develop a toolkit for testing and evaluating the learning outcomes of physical education for 3rd grade students. And the research result is to build a set of tools to evaluate learning outcomes on elective sports topics for 3rd grade students in Vietnam. This toolkit received very high approval from teachers, making it easy for teachers to use in testing and evaluating learning outcomes in physical education in general and elective sports topics in particular for students.

Keywords: Building a toolkit, testing and evaluating, learning outcomes, physical education, primary school students, Vietnam

Introduction

For elementary school students, innovation in testing and evaluation can be considered an important breakthrough in the teaching process. Evaluation and assessment aim to determine the level of achievement of the goals of the teaching process and contribute directly to promoting and perfecting the teaching process such as: Helping students have the ability to self-evaluate and participate in each other's comments; self-study, self-adjust learning style; how to communicate and cooperate; Increase interest in learning and practicing for continuous progress. Help students' parents participate in the process of regular assessment and evaluation of their children's learning and training results, the process of forming and developing their children's qualities and abilities; actively cooperate with schools in student educational activities. Contribute to publicizing the quality of education; helps social organizations and communities capture accurate and objective information, promoting social resources to invest in school development in particular and education in general. Innovating assessment and testing in the direction of developing the qualities and abilities of elementary school students that are realistic, accurate, and objective will help elementary school students be confident, enthusiastic, and improve their creativity in learning.

In Vietnam, the 2018 general education program stipulates that Physical Education is a mandatory subject to be taken from grades 1 to 12. Physical education at the elementary level is implemented with the goal of "Helping students know how to take care of their health and physical hygiene, initially forming basic motor skills, exercise habits, actively participating in physical education and sports activities to develop physical qualities, serve as a basis for comprehensive development and discovery of sports talents." In the 2022 - 2023 school year, grade 3 students will begin to apply the 2018 general education program, in which the grade 3 physical education subject is designed with three content strands: General knowledge of physical education, basic movement and elective Sports. Therefore, implementing testing and evaluation in the direction of developing capacity is obvious for teachers participating in teaching this subject.

However, in reality, observations show that during the process of conducting testing and evaluation in recent school years, teachers still have many difficulties and limitations in using methods, forms and tools. Assessing and evaluating students, most teachers still use the method of assessing and evaluating mainly based on teaching content.

This is the assessment view according to the old curriculum, so it does not meet the correct goals and orientation of the program issued by the Ministry of Education and Training.

Methods

Document analysis and synthesis method: The project uses this method to analyze and synthesize relevant documents to form a theoretical basis, build scientific hypotheses, identify tasks and find data to analyze and evaluate research results.

Interview method: During the research process, we used the interview method in two forms: direct interview and indirect interview to receive information and consult experts, administrators, physical education teachers, elementary school students, through a question-and-answer format between researchers and individuals about research issues.

Pedagogical observation method: The method used in the project is to collect information related to the current status of physical education work of primary schools in Thai Nguyen city, and at the same time, observe class time as well as testing and evaluating time of learning outcomes in physical education subjects at school to collect information to solve the tasks of the topic.

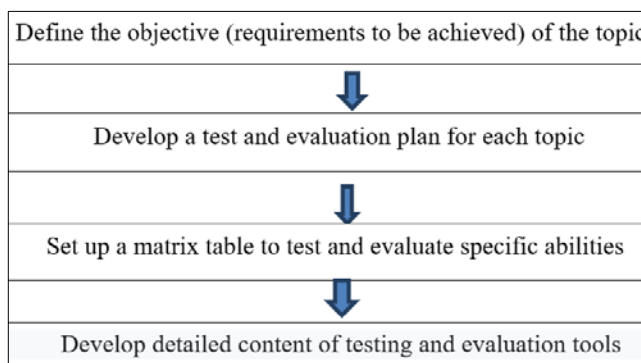
Statistical mathematical method: During the research process of the topic, we used this method to analyze and process the collected data. We analyze and process the data collected during the research process using Microsoft Excel software installed on the computer.

Results

Process of building a toolkit to test and evaluate learning outcomes on the optional sports topic of physical education for 3rd grade students

Based on the characteristics of the physical education subject, the requirements of the 3rd grade program and the theoretical basis, we propose a process to build an assessment tool for the topic of Basketball in PE grade 3 for local primary students in Thai Nguyen city, specifically as follows:

Process of building a Testing and Evaluation toolkit



Step 1, determine the goals and requirements to achieve the topic Basketball in PE grade 3, from that goal develop specific goals in each lesson. Determining goals for each lesson is also relative because there are goals that can be achieved after finishing a lesson, but there are also goals that must be achieved only after studying the topic. These goals must be approved by all physical education teachers of primary schools so that when teaching, they stick to the goals and disseminate them to students so they know what they are asked to do and how they will be evaluated. The content has been determined and presented in Table 1. Step 2, develop a plan to test and evaluate each topic of Basketball in PE grade 3 in the direction of developing student capacity.

Table 1: Testing and evaluation plan for the topic Basketball, PE in grade 3 for students of primary schools in Thai Nguyen city

No	Archiving requirements	Method of Testing and Evaluation	Tools of Testing and Evaluation	Time of Testing and Evaluation
Capacity Sports activities				
	- Be aware of basic knowledge about Grade 3 Basketball content. - Able to perform straight dribbling, change direction dribbling and coordination exercises of dribbling and shooting the basketball with both hands in front of the chest. - Can be applied in group activities	Oral; Observe; Learning Products	Questions; Rubrics;	Mid and end of semester II
Ability to be self-control and self-study				
	- Know how to observe the teacher's pictures and modeling movements to practice.	Observe	Notebook; Checklist; Scale	While studying the topic
Communication and Collaboration Competencies				
	- Actively participate in sports games that support your favorite sport.	Observe; Learning products	Scale	While studying the topic
Problem solving and creativity capabilities				
	The first step is to self-correct your movements through listening, observing and practicing.	Observe; Learning products	Notebooks; Checklist	While studying the topic

Step 3, create a matrix to test and assess the capacity of physical training and sports activities the matrix for

assessing the capacity of physical training activities on the topic of Basketball for grade 3 is presented as follows:

Table 2: Content matrix for assessing physical activity capacity

Level Element	Awareness (7%)	Understanding (9%)	General application (70%)	Creative application (14%)
3.1	3.1.1	3.1.2	3.1.3	3.1.4
5 questions (1+1+T+1)	Know and name some contents of the optional	Know the meaning and role of sports activities in life; The first step is to have	Perform the motor skills of the learned Basketball	Initial steps to apply basketball skills into group

	sport Basketball	basic knowledge about Basketball.	content	activities.
Total	1 question	1 question	2 practicing tests	1 question

Step 4, build the content of a toolkit to evaluate learning outcomes on the topic Basketball in physical education grade 3 towards developing student capacity:

Develop regular testing and evaluation tools

Purpose

- Evaluate students' diligence and positivity throughout the learning process and their level of knowledge absorption in the classroom to diagnose the difficulties students encounter and make timely adjustments.
- Encourage students' efforts in using their knowledge and understanding in the process of comprehending new lessons.
- Help students adjust their understanding and personal learning methods and help them remember lessons right in class.

- Testing and Evaluator regularly share part of the specific goals of the curriculum.
- Details of the Testing and Evaluation tools are presented as follows:

a) A notebook to record daily events

This tool uses a common assessment to assess all three general competencies. Every day, teachers work with students, observing and recording information about the learning activities of some students. Specifically:

Event Recording

Class: 3A

Full name: Ha Van Son

No	Event description	Expression	Notes
1	Slow to absorb movements.	Bad movements, wrong posture	
2	Often sits during exercise	Shows signs of fatigue while exercising	Inform your family about your health condition
3	Cooperative attitude with teachers when invited to express opinions	Say nothing when asked to speak by teachers	
4	When students participate in playing games	Do not actively participate in supplementary games.	

b) Competency assessment checklist "Self - control and self-study"

Put a cross (X) in the box in front of the sentences that show that students have an active practice process

1. Discuss with members to agree on how to practice the movements.
2. Listen and clearly understand the training goals and tasks.
3. Practice according to goals and requirements.
4. Self-assess your training results compared to your goals.

5. Actively volunteer to report training results.
6. Share your opinions with your friends, adjust yourself and make adjustments for your friends to practice movements better.

c) Competency assessment scale "Communication and cooperation"

Below are behavioral manifestations that can be observed in a student
(Choose only 1 out of 3 levels) 1= Needs effort (C); 2 = Pass (D); 3 = Good (T)

No	Specific manifestations are observed in communication and cooperation capacity	Level		
		1	2	3
1	Student has communication skills and is ready to help others during PE class			
2	Students actively participate in group/team work when performing the teacher's duties			
3	Students are easy to get acquainted with and easily make friends in class and outside of class			
4	Students actively and voluntarily completed the work assigned by the group in the practice organization according to the tasks assigned by the teacher.			
5	Students listen and easily negotiate with their group mates during group activities in Sports practice			

d) Competency assessment scale "Problem solving and creativity"

Below are behavioral manifestations that can be observed in a student

(Choose only 1 out of 3 levels) 1= Needs effort (C); 2 = Pass (D); 3 = Good (T)

No	Specific manifestations are observed in problem solving and creative capacities	Level		
		1	2	3
1	Identify and clarify new information and ideas when the teacher teaches new movement techniques.			
2	Detect and state problematic situations in sports practice and in life.			
3	Collect information related to the problem and form new ideas.			
4	Propose solutions to improve or replace training and competition methods that are no longer appropriate			
5	Propose solutions to solve the problem			
6	Implement problem solving solutions			
7	Apply the solution to the new context of class or extracurricular activities.			
8	Receive and evaluate the problem from different perspectives.			

Building a toolkit for periodic testing and evaluation

The process of testing and evaluation the capabilities of Sports Activities is carried out during the process of teaching the optional sports topic Basketball of PE grade 3 program.

Purpose

- To evaluate the cognitive results of students after finishing the Basketball topic.
- Evaluate the degree of completion of the objectives of that topic in the program.
- Diagnose students' shortcomings and difficulties in that topic so that students can self-adjust and teachers can take measures to help.
- Diagnose limitations in teachers' knowledge and teaching methods so teachers can make adjustments.

Tool for testing and evaluating Basketball topics

a) Question

Question 1 (3.1.1)

During physical education classes, the teacher guides you in practicing the content of Basketball or lets you play games related to Basketball. Please name the content that you have

been instructed by the teacher during those Basketball-themed lessons.

Question 2 (3.1.2)

Teachers and parents really want you to participate in a certain sport, do you know why? Please circle the results you think are correct in the first letter of the line:

- a) Because that is the wish of my parents and teachers.
- b) Because that sport helps me become healthier
- c) Because that sport makes me happier and more excited
- d) Because that sport helps me have a beautiful body

Question 3 (3.1.4):

In addition to the sports taught during physical education classes at school, do you participate in practicing any sports outside of school time? Please circle the result in the first letter of the line:

A. Yes B. No

If you circle Yes, please explain why?

If you circle No, please explain why?

Rubrics for evaluating practice exercises

Content 1: Movement of dribbling the ball in a straight direction, dribbling the ball in a change of direction (3.1.3a)

Completed well	Completed	Not completed
Correctly perform dribbling in a straight direction and change direction; know mistakes and basically fix them in practice.	Can perform one or two movements of dribbling the ball in a straight direction, changing direction, know mistakes in practice.	No action has been performed yet.

Content 2: Coordination exercise of dribbling - shooting the basketball with both hands in front of the chest (3.1.3b)

Completed well	Completed	Not completed
Perform basically the correct coordination exercise of dribbling - shooting the basketball with both hands in front of the chest; know mistakes and basically fix them in practice.	Able to perform coordination exercises of dribbling and shooting the basketball with both hands in front of the chest; know mistakes in practice.	Haven't been able to do the coordination exercise of dribbling and shooting the basketball with both hands in front of the chest.

4. Survey the necessity and feasibility of the developed tools

In order to evaluate the necessity and feasibility of the developed toolkit, we conducted a survey to ask for opinions

from experts in physical education. The survey subjects included 20 primary school physical education teachers in Thai Nguyen city. The results obtained are presented in Table 3.

Table 3: Results of interviews with physical education teachers about the tools developed

No	Capacity assessment tool	Necessity			Feasibility		
		Very necessary	Necessary	Unnecessary	Very feasible	Feasible	Not feasible
General capacity							
1	Self-control and self-study	15	5	0	10	10	0
2	Communication and cooperation	17	3	0	12	8	0
3	Problem solving and creativity	14	6	0	13	7	0
Capacity for sports activities							
1	Question	16	4	0	6	14	0
2	Rubrics (evaluated according to criteria)	20	0	0	18	2	0

The interview results show that the majority of primary school physical education teachers believe that the tools that the project has developed are necessary (100%) and feasible (100%). Thus, the toolkit that we have built fully ensures the principles and is highly appreciated by teachers.

Conclusion

Based on theoretical research on testing and evaluating learning outcomes in physical education in the direction of

capacity development, based on the principles of building a testing and evaluation toolkit and based on the characteristics and structure and the content of the physical education program in elementary schools, we have developed a process for designing assessment and evaluation lessons in the direction of developing student capacity and at the same time building a toolkit for testing and evaluation of learning outcomes of the topic of Basketball in PE grade 3 in the direction of developing

student capacity. Specifically, the project has built 05 general capacity assessment tools (Autonomy and self-learning capacity; communication and cooperation capacity; problem-solving and creativity capacity) and 03 questions, 02 tests to evaluate specific abilities (Capacity for sports activities).

Tools for testing and evaluating learning outcomes on the topic of Basketball in PE grade 3 in the direction of capacity development are highly appreciated by primary school physical education teachers for their necessity and feasibility in the process of using to test and evaluate for students' abilities during the teaching process.

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