

Illinois State University

ISU ReD: Research and eData

Theses and Dissertations

2017

Students' Perception of the Self-Assessment Process in High School Physical Education

Caitlan Peyton

Illinois State University, peytonce@myunit5.org

Follow this and additional works at: <https://ir.library.illinoisstate.edu/etd>



Part of the [Other Education Commons](#)

Recommended Citation

Peyton, Caitlan, "Students' Perception of the Self-Assessment Process in High School Physical Education" (2017). *Theses and Dissertations*. 770.

<https://ir.library.illinoisstate.edu/etd/770>

This Thesis-Open Access is brought to you for free and open access by ISU ReD: Research and eData. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of ISU ReD: Research and eData. For more information, please contact ISUReD@ilstu.edu.

STUDENTS' PERCEPTION OF THE SELF-ASSESSMENT PROCESS IN HIGH SCHOOL
PHYSICAL EDUCATION

Caitlan Peyton

30 Pages

According to SHAPE America's Executive Report (2016), the goal of physical education is to address the needs of the whole child, by helping students exercise both their bodies and minds, ultimately impacting all aspects of health. Within education, students are becoming significantly and detrimentally disengaged, specifically within the assessment process. An implicit aim of education is to enable students to become better judges of their own work by engaging in self-assessment. The purpose of this study was to understand students' perception of the self-assessment process in physical education. Qualitative data was collected using a questionnaire consisting of items relating to students' perception of self-assessment in physical education. Significant themes emerging from this study were that self-assessment helps improve future performance, increases motivation and self-efficacy during physical education, and increases communication between student and teacher. This study is significant in that it provides evidence of the relationship between students' perceptions of the self-assessment process and their ability to make accurate judgments of their participation and performance during physical education, as well as throughout life.

KEYWORDS: Motivation, Physical Education, Self-Assessment, Self-Efficacy, Student Perception

STUDENTS' PERCEPTION OF THE SELF-ASSESSMENT PROCESS IN HIGH SCHOOL
PHYSICAL EDUCATION

CAITLAN PEYTON

A Thesis Submitted in Partial
Fulfillment of the Requirements
for the Degree of

MASTER OF SCIENCE

School of Kinesiology and Recreation

ILLINOIS STATE UNIVERSITY

2017

© 2017 Caitlan Peyton

STUDENTS' PERCEPTION OF THE SELF-ASSESSMENT PROCESS IN HIGH SCHOOL
PHYSICAL EDUCATION

CAITLAN PEYTON

COMMITTEE MEMBERS:

Skip M. Williams, Chair

Margo M. Coleman

Mary L. Henninger

ACKNOWLEDGMENTS

There are several people I would like to thank for their continued support throughout the process of furthering my education. First, I would like to thank Dr. Skip Williams, my thesis chair, for his constant encouragement and dedication to my success as a physical educator. I would also like to thank the other members of my committee, Dr. Mary Henninger and Dr. Margo Coleman, for their ongoing guidance and patience while completing the graduate program. Lastly, I would like to thank my entire family, especially my husband Ryan, for their endless encouragement and support to achieve my master's degree. This incredible accomplishment would not have been possible without everyone's willingness and commitment to help me along the way.

C. P.

CONTENTS

	Page
ACKNOWLEDGMENTS	i
CONTENTS	ii
CHAPTER I: STUDENTS' PERCEPTION OF THE SELF-ASSESSMENT PROCESS IN HIGH SCHOOL PHYSICAL EDUCATION	1
Introduction	1
Methods	4
Participants	4
PE Setting	4
Instrumentation	5
Data Collection Procedures	5
Data Analysis	7
Results	7
Discussion	12
CHAPTER II: EXTENDED LITERATURE REVIEW	17
Self-Efficacy and Assessment	17
Value of Assessment	19
Motivation and Assessment	20
Conclusion	21
REFERENCES	23
APPENDIX A: INFORMED CONSENT	25
APPENDIX B: AEROBIC PROJECT DESCRIPTION	26

APPENDIX C: AEROBIC PROJECT SELF-ASSESSMENT	28
APPENDIX D: VALUE OF ASSESSMENT QUESTIONNAIRE	30

CHAPTER I: STUDENTS' PERCEPTION OF THE SELF-ASSESSMENT PROCESS IN HIGH SCHOOL PHYSICAL EDUCATION

Introduction

The National Commission on Excellence in Education referenced the United States as becoming “academically obsolete” compared to other nations (Hushman, G., Hushman, C., & Carbonneau, K., 2015). This statement sparked a nationwide effort to develop standards that measure knowledge acquisition in specific content areas. The National Association for Sport and Physical Education (NASPE) responded to the reform by creating the national content standards for Physical Education (SHAPE America, 2016). Other states across the nation have since adopted or created similar State specific physical education standards. (SHAPE America, 2016). The system of standards is based on competency of motor skills, knowledge development, and affective elements students need to achieve and maintain healthy lifestyles (Hushman et al., 2015).

According to SHAPE America’s Executive Report (2016), the goal of physical education is to address the needs of the whole child, by helping students exercise both their bodies and minds, ultimately impacting all aspects of health. Physical education (PE) class is a logical place for students to achieve high levels of physical activity (PA), which is widely associated with a variety of health benefits, most importantly in the prevention of obesity and future chronic diseases (Olivares, Cossio-Bolanos, Gomez-Campos, Almonacid-Fierro, & Garcia-Rubio, 2015). Physical educators’ roles have been established as a major influencing factor in the promotion of PA both in and outside of school. Unfortunately, students’ engagement in the learning process has been shown to decline from elementary to high school, which many researchers credit to the depersonalization of learning (Kearney & Perkins, 2014). The improvement of teaching and

assessment strategies in physical education is essential to actively engage students in the learning process and ultimately promote higher levels of PA in students.

The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning (SHAPE America, 2016). Traditional forms of assessment practices are being questioned and educators are realizing the importance of engaging students in the assessment process. According to Kearney (2013), students are significantly and detrimentally disengaged during the assessment process, which is most likely the result of traditional assessments that lack clear indicators of effectiveness.

When only teacher-assessment occurs, the student does not understand his or her role in taking responsibility to improve subsequent performance (Boud, Lawson, & Thompson, 2013). By creating a learning environment where there is a shared understanding of the assessment process and the criteria for success, students become actively engaged in the learning process rather than simply observing scores on a given evaluation (Kearney, 2013). Kearney (2013) defined self-assessment as students' involvement in identifying standards and/or criteria to apply to their work and the ability to make judgments about the extent to which they met the criteria and standards. Through this process, physical educators are empowering students to critically reflect on their performance of a specific task (Kearney, 2013). According to Lopez-Pastor, Fernandez-Balboa, Fraile-Aranda, and Santos-Pastor (2012), self-assessment requires higher levels of student accountability, both in the design of their own learning and the assessment of the learning process itself. By involving students in the assessment process, they become stakeholders in their education. Rather than simply being assessed, they learn by conducting assessments.

When considering student academic motivation, self-efficacy has proven to be a valuable student outcome that can improve during classroom assessment. Self-efficacy refers to students' judgments of how well they can perform a specific task, and how it influences their effort and persistence (Alkharusi, Aldhafri, Alnabhani, & Alkalbani, 2014). When students have the skills to make good judgments about their work, they are more prepared to know why and how their performance can be improved (Boud et al., 2013). If assessment in physical education emphasized the process of learning as much as the content of what is being learned, it would increase students' motivation and self-efficacy towards being successful learners and performers during physical activity (Kearney & Perkins, 2014).

Professional organizations and public health agencies continue to advocate for and justify the importance of physical education in our schools. With this increased support there is increased accountability on physical educators to demonstrate the importance of physical education (Welk, 2008). Research has asserted the significance that assessment has in supporting and enhancing student learning and motivation. Welk (2008) proposed that if used properly, physical activity and physical fitness assessments can enhance individual commitment to physical activity, as well as provide valuable outcome measures to support home and community participation in physical activity. For students to truly become physically educated, teachers must increase students' motivation and self-efficacy in the performance and evaluation of a variety of health enhancing behaviors and skills (Lund & Shanklin, 2011).

Students spend a large amount of time engaging in assessment tasks; therefore, it is necessary to look into the relationship between students' perceptions of the assessment tasks, as well as their self-efficacy towards assessment tasks during physical education (Alkharusi et al., 2014). Teachers' understanding of the role of assessment in students' self-efficacy and

motivation could be enhanced by examining whether students who engage in self-assessment increase their ability to make judgments of their participation and performance during physical education. While assessment has been heavily researched, little work has been done to study what occurs when students engage in self-assessment. The purpose of this study was to examine students' perception of the self-assessment process in physical education.

Methods

Participants

The school where the study took place has a population of approximately 2,090 students. Data for the school indicates the following demographics: 66.1% Caucasian, 11.9% African American, 7.7% Hispanic, 8.6% Asian, and 5.8% Multi-Racial. Additionally, 27% of the student population is on the free/reduced lunch program. Participants were students ($N = 34$) in one intact high school physical education class ($n = 34$ / F-33, M-1). The average age of participants was 16 years old. The class, Dance Fitness, is one option students have when enrolling in physical education. The school and participants were selected due to convenience sampling. One certified PE teacher with eight years of experience conducted the self-assessment assignment.

PE Setting

This study was conducted at a high school in the Mid-Western United States (U.S.). One fitness room and one classroom was used for this study. Students were in a cultural dance unit and given an assignment to create an aerobic routine and then self-assess their individual performance of the routine. All students completed the same project, self-assessment, and questionnaire in the same setting.

Instrumentation

Aerobic project description. Students were given a copy of the project description prior to creating their aerobic routine (see Appendix B). This instrument included students' expectations throughout the process of completing their aerobic project. The project description also included specific due dates.

Aerobic project self-assessment. The self-assessment consisted of a rubric that was used by students to self-assess his or her individual performance (see Appendix C). The rubric was based on a 3 point scale, with 3 points being "exceeds", 2 points being "meets", 1 point being "does not meet", and 0 points being "missing". The following criteria were included in the self-assessment: sequence of movement, dance concepts, performance, cues, energy and focus, cultural theme, and time requirement.

Value of assessment questionnaire. The questionnaire consisted of eight open-ended questions relating to students' perception of the self-assessment process in physical education (see Appendix D). The demographic information assessed in the questionnaire included gender and age. For purposes of this research study, self-assessment referred to students' involvement in identifying standards and/or criteria to apply to their work and making judgments about the extent to which they met these criteria and standards (Kearney, 2013).

Data Collection Procedures

Prior to the initiation of the research, approval was granted by the University, IRB and district/school administration. A letter explaining the study procedures was sent home to parents/guardians. Parents/guardians were provided the option to opt their student out of the study. Students and parents were asked to sign and return the consent form if they chose to not

participate in the research study. All students completed the project, self-assessment, and questionnaire, but only those with parental consent were analyzed for the research study.

Participants in this study were currently in a cultural dance unit. Students were taught several cultural dances by the teacher, who followed the same guidelines and expectations given to students for the aerobic project. Participants had multiple opportunities to practice each criteria listed in the self-assessment rubric during this time. Students were provided a copy of the project description, verbal explanation of the assignment, and the self-assessment rubric approximately two weeks prior to videotaping. These documents were used to fully explain expectations during the creation of students' aerobic projects.

All students had the same amount of time to work on their aerobic projects during class and submit a written copy of their individual routine on the specified due date. Each group was assigned a specific date to present their routine during class. During this time, each student was responsible for leading their individual routine, which was part of their entire group's presentation. The teacher videotaped each group's routine. After all projects were presented and videotaped, the teacher uploaded and shared each group's video via Google Classroom. Students were then asked to watch their group's video and complete the rubric by self-assessing their individual routine for each criteria listed.

Upon students' self-assessment of their individual routine, they used the questionnaire to respond to eight open-ended questions about the self-assessment process. The teacher administered the questionnaire during one class period. The questions took approximately 30 minutes, and was preceded by a brief set of instructions about completing the questionnaire.

Data Analysis

Data produced from the value of assessment questionnaire was used to examine students' perception of the self-assessment process in physical education. Participants' responses to the eight open-ended questions was analyzed through the process of open coding and constant comparative techniques to identify initial themes and categories. To maintain trustworthiness, students' responses on the self-assessment were kept confidential and assured their responses would not affect their overall grade for the project. Responses yielded little negative feedback and did not contradict findings of this research, which served as a validity check.

Results

Participants in this study completed a questionnaire examining their perception of the self-assessment process in physical education. The eight open-ended questions specifically looked at whether or not this type of assessment increases students' ability to make judgments of their participation and performance during physical education. After analyzing the questionnaire responses, three themes and commonalities emerged that are considered significant and meaningful to this research study. Significant themes emerging from this study were that (1) self-assessment helps improve future performance, (2) increases motivation and self-efficacy during physical education, and (3) increases communication between student and teacher. These themes are discussed below and are organized by each question from the value of assessment questionnaire. Question eight simply asked for additional comments regarding the self-assessment process, and did not yield any commonalities or trends amongst participants' responses.

Prior to this experience, have you ever been given the opportunity to self-assess your performance in physical education? Explain. Of the 34 participants, 24 stated that they have

not had the opportunity to self-assess their performance in physical education. Ten students responded yes, indicating they have had prior experience with this type of assessment task during physical education.

What aspects of the self-assessment process did you find valuable? Not find valuable? Explain. Question two indicated three main areas that participants found valuable within the self-assessment process: (1) Self-assessment helps improve future performance. One student stated, “I liked being able to see my flaws, and know what I could do better on. I also enjoyed that I could see what my peers saw from my teaching. I enjoyed giving myself helpful criticism”. The second area participants found valuable was that (2) Self-assessment respects students’ opinions. When explaining what aspects of the self-assessment process she found valuable, another student commented, “I take self-assessment seriously and I value it because it helps us understand that our teacher(s) know we put a lot of time and effort into this and respect our opinions and thoughts of how we did”. The last area participants reported as valuable was that (3) Self-assessment helps students better understand specific criteria on the rubric. There were two main areas participants reported as not valuable within the self-assessment process: (1) Not everyone will respond honestly, and (2) Self-assessment is time consuming. One student stated, “I found being able to critique myself allows me to improve. I am judging myself, therefore I know exactly what I need to do to improve AND how to improve. I believe the only non-valuable trait of self-assessment is the time it takes to do it. But, because it helps me truly improve and become a better student, I don’t mind the time too much”.

Does the self-assessment process encourage you to reflect on the learning that takes place during the process of completing a final product? Explain. In response to question three, 33 of the participants responded “yes”. When analyzing this question, there was one

common theme in participants' responses. Almost every student indicated that the self-assessment process helps improve performance, specifically by helping them successfully meet criteria on the rubric. One student stated, "The self-assessment process does encourage me to reflect on the learning because I am able to see how I perform tasks, which allows me to use this to improve or fix things I did not realize I do". Another student stated, "I felt like it encouraged myself to reflect. I had perceived my dance in a different way when I was performing it than I did when I was watching it". The one student that responded "no" did not provide an explanation.

Self-efficacy refers to your personal judgment of how well you can perform a specific task (Alkharusi et al., 2014). Does your perception of the self-assessment process increase your self-efficacy and motivation to improve performance during an assessment?

Explain. Of the 34 students, 29 indicated that engaging in self-assessment does help them improve performance. One student stated, "Yes, seeing how I did in this assessment allows me to focus on what to improve for another presentation. I can look at what I liked about my presentation and what I will improve next time". Another student explained her response by saying, "It helps my self-efficacy and motivation because when I watch myself over again and self-assess myself, I see my errors, and where I went wrong and how to fix it". One student that responded "no" stated, "To me personally it doesn't. The motivation for me comes from the grade I could potentially get from a teacher if I don't try hard".

How do you feel your participation in the self-assessment process will be or will not be beneficial for future assessments and learning in physical education? Explain. When analyzing students' response to question five, almost all students stated that the self-assessment process helps them better understand weaknesses of their performance and how those

weaknesses can be improved. One student stated, “I think it has helped me understand what the teacher is looking for us to do during performances and I also feel like I need to push myself a little bit more during the performances”. Additionally, several participants defended their response and indicated that the self-assessment process takes into account students’ “personal best”. One student stated, “I think it will be beneficial because it will let me know my capability, my current performance, and how I can get better in the future”. Another student explained, “It is beneficial to me. I am able to see what I did wrong because I know myself best. Self-assessments give me the opportunity to see what I need to do to improve”.

Two students’ indicated that while this type of assessment was beneficial for this specific project, they did not feel it was necessary for all assessment and learning in physical education. One student wrote, “I don't think it's needed for everything, but this is a good process for this assignment in particular”. Another student indicated that she did not feel physical education teachers will use the self-assessment process often because there were not a lot of opportunities to do so.

Does the self-assessment process increase communication between you and the teacher? Explain. When asked if the self-assessment process increases communication between students and the teacher, 27 students responded “yes”. Specifically, students felt that this process helped clarify criteria on the rubric and answer questions during the process of completing the final project. One student stated, “I think it does because we can ask the teacher what the rubric means and ask how to accomplish something on the rubric”. Another student stated, “Definitely! I think it is great to have this with a teacher because it opens a new door to understanding”.

A second theme in students’ responses to question six was that they appreciated how the self-assessment process considered their personal perspective. One student stated, “Yes, I think

so because it gives another perspective on assessing ourselves. Such as, how I assess myself could be different on how she assess' me but we both have reasons behind it and then we can both can come up with a way to make me better". Another student wrote, "Yes, it gives the teacher the perspective of how the student feels about their performance, which should be an important factor when grading (in my opinion)".

Few students stated that the self-assessment process does not increase communication between the student and teacher, specifically because it only does so if there are discrepancies between the students' assessment and teacher assessment. One student stated "I don't think so because we are probably just going to talk about the assignment when we have different opinions on the rubric and I would probably talk to her as well if we didn't do the self-assessment and I wouldn't agree with my grade". Another student explained, "It doesn't really communicate any communication between me and my teacher because all I do is fill out my self-assessment on paper and hand it in for my teacher to look at. The only time it ever increases communication with my teacher is if I put down something different than what my teacher has down".

Do you feel the self-assessment process incorporates meaningful tasks that represent real-world performance? Explain. Almost every students' response indicated that they felt the self-assessment process incorporates meaningful tasks that represent real-world performance. Specifically, students feel that self-assessment is necessary in all aspects of life. One student stated, "I think that by doing this self-assessment now allows me to mentally think about how well I need to do things in the future. In the future, I may not sit down and physically have a piece of paper to self- assess myself, but rather a mental chart to think about during day to day life". Another student explained, "The only thing that the self-assessment incorporates that is meaningful is getting real with yourself and coming face to face with your work so you can

really see for yourself how you really did. Often times students will just look at their grade and if they see a good grade they move on and don't think any further about their performance but self-assessment forces you to look at the work that you did to get to the grade you get”.

There were three students who responded “no” to this question, but they did not provide an explanation in their response. Some students indicated they felt indifferent to this question. One student stated, “Yes and no at the same time because in the real world most likely you will have a boss judging and grading your work but at the same time you have to be responsible enough to judge your own and see if it is up to par”.

Discussion

The results of this study provide evidence of the relationship between students’ perceptions of the self-assessment process and their ability to make accurate judgments of their participation and performance during physical education. The results are based on the perceptions of physical education students who participated in the self-assessment process for this study. The consensus among participants was that the self-assessment task does increase students’ ability to make judgments of their participation and performance during physical education, ultimately enhancing self-efficacy and motivation. There were few participants who reported negative perceptions of the self-assessment process, but these students’ responses are considered valuable and are discussed below to provide insight on how to improve areas within the self-assessment task.

Almost all participants in this study believed that engaging in the self-assessment process helps improve future performance in physical education. This is significant because it supports SHAPE America’s (2016) theory that the primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning. Actively engaging

students in the assessment process increases students' ability to understand his or her responsibility in improving subsequent performance. According to Kearney (2013), teachers can create a learning environment where there is a shared understanding of the assessment process and the criteria for success, which engages students in the learning process rather than simply observing scores on a given evaluation. Previous research has indicated that if teachers want students to become stakeholders in their education, there needs to be increased student accountability in the learning process itself (Lopez-Pastor et al., 2012).

To increase student accountability, however, educators must discuss the value of self-assessment and the importance of student honesty when engaging in the self-assessment task. A common concern among participants was that not everyone will be honest when self-assessing their performance. One student stated, "I think this helped you realize what you did good on the assignment and what you could have done better. It helps you for future assignments like this. This could be bad if someone gives themselves a grade that is better than what they deserve". Educators must provide multiple opportunities for students to learn skills and increase knowledge of engaging in the self-assessment process. When students value these skills, self-assessment will become more significant and provide reliable data that allows for a meaningful analysis of and value towards the learning process (Kniffin & Baert, 2015).

Research continues to defend the significance that assessment has in supporting and enhancing student learning and motivation. Most participants in this study indicated that engaging in the self-assessment process increases their motivation and self-efficacy in the performance and evaluation of a variety of health enhancing behaviors. This is significant because it supports previous research and shows that by creating a shared understanding of the assessment process and the criteria for success, students have increased effort and persistence

towards being successful learners and performers during physical activity (Kearney, 2013). To truly enhance students' individual commitment to physical activity, it is incumbent upon those in the field to understand the role of assessment in students' self-efficacy and motivation.

Some students indicated they felt the self-assessment process neither increased nor decreased their self-efficacy and motivation to improve future performance during an assessment. Specifically, students felt that regardless of what environment they are in, there will always be a superior to assess them and that is where motivation comes from. When asked if the self-assessment process incorporates meaningful tasks that represent real-world performance, one student stated, "In some cases, yes. For example, when you are just doing day-to-day tasks, as an individual you have to assess it because someone doesn't do that for you. But, in work, one typically has a boss to assess him or her". While there is truth to this statement, involving students in the self-assessment process empowers them to critically reflect on their performance of a specific task and increases their ability to make judgments about the extent to which they met the criteria and standards for that task (Kearney, 2013). When students have these skills, they become active participants in their own learning and are more prepared to be successful learners and performers in all aspects of life.

Previous research has concluded that there are several benefits to using a variety of assessment methods to maximize student learning. One benefit, according to Kniffin and Baert (2015), is that using a variety of assessment tools can increase communication between the teacher and student. The findings from this research study support this idea, as several participants reported using the self-assessment process to prompt communication with the teacher regarding their participation and performance of the aerobic project. Numerous

participants stated that it also provided structure and improved effectiveness for feedback between student and teacher.

Most participants indicated in their responses that they did feel the self-assessment process prompted additional feedback between the student and teacher. One student stated, “The valuable part is that you get to assess yourself and give your input on how you did in a project. What I did not find valuable is that sometimes the teacher doesn’t talk to you about why you chose what you chose. They will just give you what they think you deserve”. Another student stated in her response, “Depends on what type of teacher it is. Some teachers just give the self-assessment to waste class time and nothing else. But some teachers would communicate with you to see why you graded yourself the way you did”. When used properly, self-assessment can increase communication between the teacher and student. For students to benefit in this area, educators must use this tool to provide individual students with feedback and knowledge of performance during PE. This form of assessment should be used to provide a structure that allows teachers to effectively interact with and personalize learning for students, which can provide valuable information regarding students’ progress and participation during physical activity.

Assessment in education is one factor that continues to impact students’ learning, and physical education is no exception. The findings from this study extend previous research in the field of assessment, specifically looking at the self-assessment process in physical education. Results from this study show that self-assessment helps improve future performance, increases motivation and self-efficacy during physical education, and increases communication between student and teacher. These are all traits of meaningful assessments, which help contribute to the perceived positive value of participating in PE (Kniffin & Baert, 2015). Previous research has

found that students who perceive assessment criteria as clear and attainable are more likely to show high levels of self-efficacy and motivation, and therefore approach the assessment with increased enthusiasm and persistence (Alkharusi et al., 2014). The findings of this research study support this notion within physical education, showing that when students perceive assessments as valuable, they are more likely to have positive attitudes toward future participation and performance during physical education.

CHAPTER II: EXTENDED LITERATURE REVIEW

Students spend a large amount of time engaging in assessment tasks; therefore, it is necessary to look into the relationship between students' perceptions of the assessment tasks, as well as their self-efficacy towards assessment tasks during physical education (Alkharusi et al., 2014). Teachers' understanding of the role of assessment in students' self-efficacy and motivation could be enhanced by examining whether students who engage in self-assessment increase their ability to make judgments of their participation and performance during physical education. The purpose of this study is to examine students' perception of the self-assessment process in physical education. This review of literature is organized into three sections: (a) self-efficacy and assessment, (b) value of assessment, and (c) motivation and assessment.

Self-Efficacy and Assessment

In their study of secondary school students, Olivares et al. (2015) reported that the maintenance of health enhancing behaviors during adolescence is essential for the prevention of obesity and the development of chronic diseases, therefore it is critical to examine what factors contribute to adolescents' participation in physical activity. Adolescence is an important period of time where habits are acquired, and many of these habits contribute to students' continued involvement and participation in physical activity. School-based physical education has been strongly endorsed by numerous public health agencies and professional organizations as an essential aspect of reversing the obesity epidemic in our youth (Welk, 2008). Physical education teachers have the opportunity to increase students' motivation to be physically active, both in and out of PE class (Olivares et al., 2015).

Teachers need to carefully consider how and why they are assessing. According to Kniffin and Baert (2015), assessment should measure learning, be continuous, informative, and

dynamic. There are several benefits to using a variety of assessment methods, all of which maximize student learning. According to Kniffin and Baert (2015), benefits include communication, engagement, ownership, value, and reflection. By recognizing these potential benefits, both the teacher and the student can be supported and the assessment tasks can help determine where students are in the learning process (Kniffin & Baert, 2015).

Historically, teachers have assessed to measure student performance and whether or not they are meeting the learning objectives, as well as to improve teaching strategies within the curriculum (Kniffin & Baert, 2015). According to Kniffin and Baert (2015), students benefit most when they are given the opportunity to carefully reflect on what they are learning. It is essential that teachers bridge this gap and facilitate the process by which students truly reflect on their performance, making them active participants in their own learning (Kniffin & Baert, 2015).

When used properly, assessment tools can increase communication between the teacher and student, which enhances the learning experience. According to Kniffin and Baert (2015), physical educators often assume that if students are moving, they are learning. The authors' research shows, however, that the basic principal of motor learning for any motor skill must be preceded by a cognitive understanding of what is to be learned and how to learn it. Using assessment tools that prompt the teacher to provide individual students with feedback and knowledge of performance during PE provides students with important information regarding their progress and participation during physical activity (Kniffin & Baert, 2015). Not only does this increase communication between students and teachers, it provides a structure that allows teachers to effectively interact with and personalize learning for students.

Value of Assessment

Researchers have long examined how students feel about themselves as people and as learners (Peha, 2006). Although few researchers have studied the relationship between self-efficacy and self-assessment, Munoz and Guskey (2015) state that the first goal of sound classroom assessment practices is to ensure that grades are meaningful. Engaging students in the assessment process increases educators' ability to meet students' evolving needs, as well as provides multiple opportunities for students to demonstrate a high level of understanding of content.

In order for students to value physical education and physical activity, assessment must be based on a quality standards based curriculum that is designed to meet the needs of all students. Physical education should provide students with the skills, knowledge, attitudes, and abilities to become physically literate and commit to a healthy and active life (Kniffin & Baert, 2015). According to Kniffin and Baert (2015), meaningful assessments, such as self-assessment, help contribute to the perceived positive value of participating in PE. According to Kniffin and Baert (2015), if students value the skills learned in class, assessments become more meaningful, which provide reliable data that allows for a meaningful analysis of and value towards the learning process. If students enjoy physical education and perceive the content as useful, they are more likely to have positive attitudes toward lifelong participation in physical activity.

According to Welk (2008), the ongoing emphasis on health and wellness has identified the promotion of lifetime physical activity as the overall goal of physical education. To promote sustainable learning, it is recommended that all aspects of the teaching and learning continuum, including assessment practices, be directed towards engaging students in the process. Kearney (2013) elaborates on this idea, explaining that when we assess for the benefit of both the student

and ourselves, not in an exclusively evaluative way, we are able to engage students in the authentic manifestation of our class with regards to the real world application. Research supports the value of self-assessment and its' capacity to promote autonomous learning, which makes it a significant factor of sustainable learning and students' lifelong commitment to participation in physical activity (Kearney, 2013).

Motivation and Assessment

Within education, determining whether a student is progressing appropriately occurs through assessment. However, opinions' regarding assessment in physical education varies greatly (Baghurst, 2014). The process of assessing students' performance and knowledge has long been one of the main responsibilities of the teacher (Alkharusi et al., 2014). More recently, research has examined self-assessment as a valuable tool for students to learn how to critique their own performance against that of the teacher. Peha (2006) developed a framework that incorporates self-assessment into the grading process, turning a traditionally adversarial task into a cooperative process where both students and teachers can feel their voice is being heard. When carried out properly, the process of student self-assessment can be empowering and effectively contribute to student learning (Lopez-Pastor et al., 2012).

Given the importance of assessment in today's educational climate, teachers must find ways to increase the effectiveness of teaching and most importantly improve student learning. According to Boud et al. (2013), there are several methods of assessment, specifically those used for summative purposes, which effectively deny students the opportunity to take such responsibility. It is important that physical educators value assessment and do not simply assess on administrative criteria rather than assessing students on what was taught and learned. Kearney's (2013) research found that self-assessment is one method of evaluation that has shown

to increase students' critical thinking skills and help improve their understanding of the process of assessment. One of the implicit goals of assessment is to enable students to become better judges of their own work and performance, therefore research has long supported the idea that students have the ability to accurately assess their performance on assessment tasks (Boud et al., 2013).

When students are engaged in an assessment task, there is an increased probability of ownership and value. Kniffin and Baert (2015) state that when students are given the responsibility to monitor their own learning through self-assessment and/or shared assessment, they are investing in the teaching and learning process, which promotes student ownership of the lesson. This process increases student accountability and empowers students to improve (Kniffin & Baert, 2015).

Conclusion

Assessment in education is one factor that continues to impact students' learning, and physical education is no exception. When assessment becomes part of the learning process and not simply something that occurs at the end of a lesson, it can be seen as the enhancement of learning, rather than simply the documentation of learning (SHAPE America, 2016). Baghurst (2014) reported that assessment is necessary to help ensure a quality physical education program for students, to offer feedback to teachers concerning their performance and the effectiveness of their programs, and to provide program justification. Effective evaluation practices in physical education are essential to help students understand their progress in the achievement of health enhancing behaviors and levels of fitness (Welk, 2008).

SHAPE America's Executive Report (2016) states that effective physical education should increase students' physical activity in an environment that provides students with the

knowledge and skills they need to live a healthy lifestyle. According to Alkharusi, Aldhafri, Alnabhani, and Alkalbani (2013), students are exposed to a wide variety of daily assessment tasks within this environment, and it is during this time that they develop personal beliefs about the significance, utility, and value of the assessments. Physical education students are more likely to perform tasks they perceive as valuable and underpin a lifelong commitment to participation in physical activity. Alkharusi et al. (2014) examined students' self-efficacy, finding that traditional assessment methods tend to have a negative impact on students' self-efficacy and their perception of the relationship between the assessment and planned learning. Students who perceive the assessment criteria as clear and attainable are more likely to show high levels of self-efficacy and motivation, and therefore approach the assessment with increased enthusiasm and persistence (Alkharusi et al., 2014).

REFERENCES

- Alkharusi, H., Aldhafri, S., Alnabhani, H., & Alkalbani, M. (2014). Classroom assessment: Teacher practices, student perceptions, and academic self-efficacy beliefs. *Social Behavior & Personality: An International Journal*, 42(5), 835-855. DOI: 10.2224.
- Alkharusi, H., Aldhafri, S., Alnabhani, H., & Alkalbani, M. (2013). The impact of students' perceptions of assessment tasks on self-efficacy and perception of task value: A path analysis. *Social Behavior & Personality: An International Journal*, 41(10), 1681-1692. DOI: 10.2224.
- Baghurst, T. (2014). Assessment of effort and participation in physical education. *The Physical Educator*, 71(3), 505-513.
- Boud, D., Lawson, R., & Thompson, D.G. (2013). Does student engagement in self-assessment calibrate their judgment over time?. *Assessment & Evaluation In Higher Education*, 38(8), 941-956. DOI: 10.1080.
- Hushman, G., Hushman, C., & Carbonneau, K. (2015). Addressing educational reform: Exploring PE metrics as a system to measure student achievement in physical education. *The Physical Educator*, 72, 179-191.
- Kearney, S. (2013). Improving engagement: The use of 'authentic self- and peer-assessment for learning' to enhance the student learning experience. *Assessment & Evaluation In Higher Education*, 38(7), 875-891. DOI: 10.1080.
- Kearney, S. & Perkins, T. (2014). Engaging students through assessment: The success and limitations of the ASPAL (Authentic Self and Peer Assessment for Learning) Model. *Journal of University Teaching and Learning Practice*, 11(3), 1-16.
- Kniffin, K.M. & Baert, H. (2015). Maximizing learning through assessment in middle and high school physical education. *Journal of Physical Education, Recreation & Dance*, 86(4), 7-16. DOI: 10.1080.
- Lopez-Pastor, V.M., Fernandez-Balboa, J., Fraile-Aranda, A.F., & Santos-Pastor, M.L. (2012). Students' self-grading, professor's grading and negotiated final grading at three university programs: Analysis of reliability and grade difference ranges and tendencies. *Assessment & Evaluation in Higher Education*, 37(4), 453-464. DOI: 10.1080.
- Lund, J. & Shanklin, J. (2011). The impact of accountability on student performance in a secondary physical education badminton unit. *The Physical Educator*, 210-220.
- Munoz, M.A. & Guskey, T.R. (2015). Standards-based grading and reporting will improve education. *Phi Delta Kappan*, 96(7), 64-68. DOI: 10.1177.

- Olivares, P.R., Cossio-Bolanos, M.A., Gomez-Campos, R., Almonacid-Fierro, A., & Garcia-Rubio, J. (2015). Influence of parents and physical education teachers in adolescent physical activity. *International Journal Of Clinical Health & Psychology*, 15(2), 113-120. DOI: 10.1016.
- Peha, S. (2006). The 3P grading system: An easier, faster, better way to evaluate students and their work. *Teaching That Makes Sense, Inc.*, 1-53. Retrieved September 10, 2015, from www.ttms.org.
- SHAPE America (2016). *Shape of the Nation – Status of Physical Education in the USA*. Reston, VA: Author.
- Welk, G.J. (2008). The role of physical activity assessments for school-based physical activity promotion. *Measurement in Physical Education and Exercise Science*, 12, 184-206. DOI: 10.1080.

APPENDIX A: INFORMED CONSENT

Dear Parent and/or Guardian,

My name is Caitlan Peyton and I am your student's physical education teacher. I am currently a graduate student at Illinois State University under the direction of Dr. Skip Williams in the Department of Kinesiology and Recreation. I am conducting research to examine physical education students' perception of self-assessment and whether or not this process increases student's self-efficacy and motivation during physical education.

Students' performance of their Dance Fitness Aerobic Project will be videotaped during class. Following the videotaping, students will use a rubric to self-assess his/her individual performance. Students will also complete a questionnaire consisting of items relating to their perception of self-assessment in physical education.

I am requesting your student's participation, which will involve being videotaped and completing the self-assessment and reflection questions. Your student's participation in this study is voluntary. If you choose to have your student opt out, it will not affect his or her grade. Additionally, if your student chooses to withdrawal from the study at any time, there will be no penalty.

There are no risks associated with participation in this study beyond those of everyday life. This study may increase physical educators' ability to accurately and effectively assess student performance in physical education. Your student's name, responses, and data will be kept confidential and no personal information will be disclosed.

If you do NOT give your student permission to participate in this research study, or if you have any questions concerning your student's participation, please e-mail me at xxx@xxx.xxx. If you have questions regarding your student's rights as a subject/participant in this research study, or if you feel you or your child have been placed at risk, you can contact the Research Ethics and Compliance Office at Illinois State University at (xxx) xxx-xxxx.

Sincerely,

Caitlan Peyton

APPENDIX B: AEROBIC PROJECT DESCRIPTION

Dance Fitness, Spring 2017

Group Members:

Culture:

1. For this project, you will create an original aerobics routine with members of your group to be presented and taught to the class. **Presentations will begin the week of X (exact day TBD).**
2. Each group will be assigned a specific culture. Important aspects of your group's culture should be evident throughout your routine. Music selections should also represent the specific culture. More than one person should have access to your group's music. Everyone must have access to the music selection for their individual routine. **Group music selections are due X.**
3. All group members must be actively engaged in the preparation and presentation of your routine.
4. Each of you will submit a typed routine. Make sure you have your own copy, I will not return it. **Individual typed routines are due X.**
5. This assessment will include my evaluation of your individual routine, as well as a group evaluation of the entire routine. You will also complete a self-assessment of your individual routine.
6. Individually, you are responsible for creating and leading 5 minutes of instruction for your group's routine. You are then responsible for teaching and learning all group member's routine prior to class presentations.
7. Your group must be prepared to present at any time. If you are absent on the day your group performs, you will teach the class your section when you return.
8. I expect you to be well prepared for class and participate fully, as usual. Daily participation points must be earned. Expectations include:
 - Come to class every day, on time. Be in your crew when the bell rings, ready to participate.
 - Bring everything with you to class. You are not allowed to re-enter the locker room.
 - Follow directions the first time they are given.
 - Use your class time wisely. Otherwise, you will not be given class time.
 - Do not let phones be a distraction. They should only be used for this project.
 - Do not dismiss yourself at the end of class.
 - Always do your best.
 - Practice your routine the way you want to perform it.
 - ALWAYS BE UP AND MOVING. NO SITTING.
9. During presentations, I expect you to give 100%. Work hard and be respectful for other groups, especially if you expect the same in return.
10. After your aerobic project is presented, I will upload your routine and share it with each of you on Google Drive. As you watch your presentation, you will use the attached rubric to self-assess your individual routine.

GENERAL EXPECTATIONS:

- Movement should be continuous and without interruption- everyone should continue moving between pattern changes and transitions
- Speak loud enough for everyone to hear you- do not be wordy and use at least 5 cues that are effective in leading your choreography
- Have fun and be enthusiastic for the class- the class will feed off your energy
- *Refer to the attached rubric for detailed expectations*

INDIVIDUAL SECTION REQUIREMENTS:

1. Warm-ups

- No more/less than 5-6 minutes in length
- Gradually increase heart rate
- Include flexibility and stretching moves for all major muscle groups (upper body: abdominal, pectoral, deltoid, trapezius, latissimus dorsi, erector spinae, biceps, and triceps; lower body: quadriceps, hamstrings, gastrocnemius, soleus, and gluteus)
- Layer patterns and combine muscles when stretching- do not just stand and perform static stretches

2. Workout

- No more/less than 5-6 minutes in length
- Intensity should gradually increase and decrease, with the highest intensity in the middle of the routine
- Each person should transition in at a similar intensity of the previous routine
- Your goal is to get everyone in their Target Heart Rate Zone (140-185 BPM)
- Your individual routine should include multiple patterns that build on each other (layering).
 - Pattern 1: Start simple (wide bend walk with arms on hips), repeat left, add arms
 - Pattern 2: Start simple (point front, slide, lift up, find knee), add movement (add arms)
 - Combine pattern 1 and pattern 2
 - These two patterns create one set. You are expected to have at least eight patterns. Repeat this process throughout your entire section. Eventually you can combine sets, increase tempo, etc.

3. Cool-down

- Must be different from the warm-up
- No more/less than 5-6 minutes in length
- Gradually decrease heart rate
- Include flexibility and stretching moves for all major muscle groups (upper body: abdominal, pectoral, deltoid, trapezius, latissimus dorsi, erector spinae, biceps, and triceps; lower body: quadriceps, hamstrings, gastrocnemius, soleus, and gluteus)
- Layer patterns and combine muscles when stretching- do not just stand and perform static stretches

APPENDIX C: AEROBIC PROJECT SELF-ASSESSMENT

Name:

Origin of Dance:

Directions: After your aerobic project is presented, I will upload your routine and share it with you on Google Drive. As you watch your presentation, you will self-assess your individual routine for each criteria below.

Aerobic Project Self-Assessment

Criteria	0 Points (missing)	1 Point (does not meet)	2 Points (meets)	3 Points (exceeds)
Sequence of Movement	I made little or no attempt to create a clear sequence of movement in my routine.	I created little sequence of movement that included less than 8 patterns, with minimal layering and repeating.	I created a clear sequence of movement that included at least 8 patterns, with sufficient layering and repeating.	I created a sequence of movement that included more than 8 patterns, with exceptional layering and repeating.
Dance Concepts	I made little or no attempt to create dynamic movements, pathways, and/or different body levels in my routine.	My routine lacked dynamic movements and pathways, and did not incorporate each different body level at least 1 time (low, medium, and high).	My routine consisted mostly of dynamic movements and pathways, and incorporated each different body level at least 1 time (low, medium, and high).	My routine consisted primarily of dynamic movements and pathways, and incorporated each different body level more than 1 time (low, medium, and high).
Performance	I made little or no attempt to keep rhythm, perform smooth transitions, and/or demonstrate knowledge of my routine.	I showed little rhythm with the music and/or counts by having more than 2 errors during my routine and not performing smooth transitions between all sections.	I showed rhythm with the music and/or counts by having no more than 2 errors during my routine and performing smooth transitions between all sections.	I showed exceptional rhythm with the music and/or counts by having less than 2 errors during my routine and performing smooth transitions between all sections.

Cues	I made little or no attempt to use cues that were effective in leading my choreography.	I used less than 5 cues and/or cues were not effective in leading my choreography.	I used at least 5 cues that were effective in leading my choreography.	I used more than 5 cues that were effective in leading my choreography.
Energy and Focus	I made little or no attempt to demonstrate confidence, focus, energy, and/or expression in my routine.	I demonstrated little confidence, focus, energy, and expression throughout my routine.	I demonstrated confidence, focus, energy, and expression throughout my entire routine.	I demonstrated substantial confidence and focus, as well as exceptional energy and expression throughout my entire routine.
Cultural Theme	I made little or no attempt to incorporate dance moves specific to my group's culture.	My routine consisted of less than 3 dance moves specific to my group's culture, and/or my music selection did not effectively represent my group's culture.	My routine consisted of at least 3 dance moves specific to my group's culture, including my music selection.	My routine consisted of more than 3 dance moves specific to my group's culture, including my music selection.
Time Requirement	I made little or no attempt to meet the time requirement for my routine.	My routine was more than 1 minute under/over the time requirement.	My routine was no more than 1 minute under/over the time requirement.	My routine met the time requirement and was no more/less than 5-6 minutes.
Comments:				Total: /21

APPENDIX D: VALUE OF ASSESSMENT QUESTIONNAIRE

Directions: Respond to the following open-ended questions about self-assessment to the best of your ability (Kniffin & Baert, 2015). Self-assessment refers to your involvement in identifying standards and/or criteria to apply to their work and making judgments about the extent to which they met these criteria and standards (Kearney, 2013).

Age:

Gender:

1. Prior to this experience, have you ever been given the opportunity to self-assess your performance in physical education? Explain.
2. What aspects of the self-assessment process did you find valuable? Not find valuable? Explain.
3. Does the self-assessment process encourage you to reflect on the learning that takes place during the process of completing a final product? Explain.
4. Self-efficacy refers to your personal judgment of how well you can perform a specific task (Alkharusi et al., 2014). Does your perception of the self-assessment process increase your self-efficacy and motivation to improve performance during an assessment? Explain.
5. How do you feel your participation in the self-assessment process will be or will not be beneficial for future assessments and learning in physical education? Explain.
6. Does the self-assessment process increase communication between you and the teacher? Explain.
7. Do you feel the self-assessment process incorporates meaningful tasks that represent real-world performance? Explain.
8. Are there any additional comments you would like to make in relation to the self-assessment process and your own experience undertaking this form of assessment?