

ADDRESSING QUALITY ASSESSMENT TO SUPPORT THE DEVELOPMENT OF PHYSICAL LITERACY SKILLS IN HEALTH AND PHYSICAL EDUCATION

GOAL OF A QUALITY HEALTH AND PHYSICAL EDUCATION CURRICULUM

The goals of the Health and Physical Education Curriculum focus on supporting students in developing the skills and knowledge necessary to be active and healthy throughout their lives.

The Ontario Health and Physical Education Curriculum



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PROVINCIAL PHYSICAL LITERACY ASSESSMENT KEY MESSAGES

The following key messages provide educators with guidelines for the appropriate use of assessment methods and tools within the Health and Physical Education program with the aim of assessing the degree to which students are achieving the curriculum expectations and planning for instruction to adjust their instruction based on the results of the assessment.

1

Physical and emotional safety is a precondition for effecting learning in Health and Physical Education.

2

Assessment is an educational process for the purpose of improving student learning.

3

Assessments should engage students in learning, provide multiple opportunities for students to demonstrate their learning over time and provide meaningful information for educators to make informed instructional decisions.

4

Physical fitness assessment results/scores should not be used as a grade.

5

Assessments should be used to support the development of Living Skills.

6

The assessment of Body Mass Index (BMI) is not the role of the educator.

7

Assessments used should be inclusive, student-centered, personalized and consistent throughout the year.



To read the complete ADDRESSING QUALITY ASSESSMENT TO SUPPORT THE DEVELOPMENT OF PHYSICAL LITERACY SKILLS IN HEALTH AND PHYSICAL EDUCATION position paper visit <http://www.ophea.net/advocacy/positionstatements> or <http://www.oasphe.ca>.