

Skill and Fitness Assessment - Part 2

Now let's look at some of the sample assessment report cards that you could use templates. So you have here student name, gender, class and section and date of assessment. You have your fitness components. What are the fitness components that we have assessed? Which was the test that was used? What is the score? You can also write the unit. So for beep test, it was laps. For muscular strength, for push-up, it was repetitions.

Set and reach, it was 18 centimeters. For BMI, this is the..

. You can also give the legend of the BMI that 18.5 falls in healthy category and 22 and below could be... For 23 and below forations, it is slightly.

.. modified. So that reference you can give at the back of the assessment report card. Then you can have remarks or you can also have remedial measures or you could have grading. But before you give grading, ensure that you have provided that formative feedback, you have done those continuous assessments, given a chance to students to develop and improve their skills. The second section of this particular template has locomotive skill, your manipulative skills, your non-manipulative, which was the fundamental movement skills.

and then we have given a rating and we have given a remarks. So, this rating as you recall we have given the rating based on the criteria that we had set, it goes grade A, B and C. So, here you can just tick mark or you can just write the rating achieved by the students and then you have a sports specific skill assessments section as well and you can specific feedback This is a more generalized report card. This is another report card used by Sports Village where you have your name, gender, class, month of assessment. There's a student ID that we spoke about.

So there's a specific ESID that is given. Then you have your fitness assessments, the score, the grade, the description of the grade. You have skill assessments in the grade. You have your something called talent quotient also, which is TQ at the bottom, which is a combination of fitness and skill. And you have remedial measures as per the grade and as per the class.

So it's that specific. And then you have the talent quotient chart where it demonstrates where the students stand within that age group and gender. This is a sample report card for the age group from the foundational stage, from nursery to one, where we are only assessing your action balance and coordination because fitness testing is not recommended for such a young age group. So you have gradings across various fundamental movement skills only. And it also depicts the activity chart that we have done with the kids and allowed them to improve on the skills.

Now coming to assessing social and emotional or life skills, we have a separate module altogether for SEL assessments. We'll just do a very brief introduction since we are doing assessments. So SEL assessments could be on your intrapersonal and interpersonal skills. So it could be your self-discipline, self-regulation, your impulse control, teamwork, collaboration, interacting with others, taking initiatives, connecting to your leadership qualities, and critical thinking or problem solving. So in this example, we have the assessment metric, which is your understanding instructions.

That is what we want to assess. So what are the indicators or the criterias, right? So listening attentively, responding appropriately, able to repeat instructions and retention of the instruction. So you have beginner developing proficient and advanced. So advanced is somebody who does not need any intervention. Proficient is able to do the task, listens attentively, is able to respond appropriately, repeat instructions, is able to retain information.

partially and makes efforts to improve. So with one or two nudges, he's able to do that. In advanced category, the student was doing it most of the parameter performance on its own in his daily behavior in class. And developing is somebody who needs more than two times of support or nudges. And a beginner is somebody who requires a number of interventions and even then he is not able to or she is not able to meet the criteria.

So this is just a sample of how you can also assess life skill or SEL skills in children. This is another example, here we are doing, this is a more simplified version of the criteria. So, the assessment parameter is cooperation and it has three criteria, very simplistic which is shares equipment with others while being in PE class. and then works with others towards a common goal. So you have in physical education classes, you have more of cooperative play and the child is working, collaborating with others to reach the objective of that particular activity.

Outcome three, so the child includes all group members in the activity. So there is no discrimination or bias towards anybody not to include that person in the activity based on skill, talent, background, ethnicity, anything, right? So, this is a more simplified version of the SEL assessments that can be applied. So, these are two templates that we have discussed and rubrics also. So, these are basically the criteria which constitute the rubric for cooperation and previously we have covered for understanding instructions. So this is how you can also assess social and emotional skills.

You may even complete these assessments with help of class teachers because they are interacting more and they have more opportunities to observe some of these criteria in action but as PE teachers we are in a very special place where you know the child is more free and more expressive in a PE class than in classroom and hence we should capitalize on this position of being so close to that behaviour when child is in complete freedom to act as he wishes to and that's where behaviour traits and all these competencies, criterias play out

and we are able to see this more closely and provide feedback and assess them on these kids. So what are the key takeaways for this unit, which is fitness, skill and SEL assessments? So there are three key areas of skill is fundamental movement skills and your sports specific skills. And as you progress towards higher grades and based on the number of sports that are being deployed in your school, you can design the assessments in depth accordingly. Fitness assessment main components is your cardio, your sprint capacity, strength, flexibility, endurance, and body composition. And then social and emotional skills is your interpersonal, which is your teamwork, communication, and your intrapersonal, which is your self-regulation.

So you standardize fitness tests like beep test, sit and reach, BMI, push ups to track progress. Rubrics help measure skill competency and send benchmarks for student improvement. Encouraging self and peer assessments and builds student reflection and accountability. So grading should not be judgmental. It should provide an opportunity to start the reflection process and improvement process with students.

The next unit is Khelo India assessments. As you know, Khelo India have been running a scheme for schools to encourage sports participation, fitness, not just with school students, but across various stakeholders. And it's essential that we also cover this in the school based on the infra, obviously, that you have. So Khelo India Fitness assessment in school battery of test for let's say for age group five to eight year, which is class one to three. So the focus again is on fundamental movement skills as we had discussed earlier and leaving the learning of specific physical activities to later stages which means that early specialization is not recommended and fundamental movement skill or FMS provide the building blocks for many physical activities and It basically makes you ready to take up sport in future and are key to success for most of the physical activities and sports.

So abilities of children in class 1 to 3 which needs to be measured and tracked are as per Khelo India are body composition, coordination which is the plate tapping test. Then you have the balance with flamingo balance, which are important for controlling the body in various situations. So it's kind of a dynamic balance test. Then for age group 9 to 18 years, for class 4 to 12, now here we expand broaden the physical fitness coverage and so we have more physical tests here apart from body composition now we've added for core strength you have your abdominal strength which is your partial color in earlier test we had seen a setup test for muscular endurance you have push-ups test for boys, modified push-ups for girls, flexibility again the same test, sit and reach, cardiovascular you have 600 meter and you have the walk test but in case if you don't have 600 meter then it would be wise to switch to beep test because of school infra challenges . then again for speed you have 50 meter again if you have infra challenges that you could go for 30 meter test but that will not be recorded for khelo india khelo india has these specific tests but i'm saying we should not be discouraged that if you don't have that much infra that you will not be able to do tests but you can still do fitness tests you can modify the distance and there are other standard tests with shorter distance Some of the do's and don'ts preparing for assessments.

So we've already covered this through pre, during and post checklist during fitness assessments in the early unit. And so it will be a good time to revise again. So to participate in fitness assessments, it's recommended that assessments are done twice a year. We've spoken about baseline and endline assessments. and the minimum gap should be at least four months.

Find out what is required. Most fitness still will require a combination of evaluation to assess speed, endurance, stamina, strength, flexibility, other fitness parameters. You need to do an in-depth and how do you correlate various tests. Determine the current abilities. Pretend you are taking their test today and perform each exercise. Note how close they came to the goal and how much further they need to go.

Again, coming back to your same principle of your formative and summative assessments. Making children aware of the rubrics, the scores, goal setting, and doing those formative assessments in a manner that you're preparing them for summative assessments. Calculate the time you have to prepare. You need adequate time to prepare for the test, to conduct the test as well.

Participants must pace themselves. Maintaining a constant tempo is crucial for completing long and repetitive exercises like curl-ups, push-ups, 600-meter run-walk test. If you work too fast at the beginning of the exercise, you may become fatigued quickly. It is more effective to maintain a steady pace throughout. As we had discussed during the beep test also when it's a progressively build test where you have in level one the speed is slow and then increases as you move up the levels. Important to tell the students to maintain a steady pace throughout this test and not to rush in the initial phase of the test.

Participants should be encouraged to practice for few weeks with emphasis placed on concept of pace. Results are usually better if the participant can maintain consistency in performance during this period. So, before a test, get appropriate clothing, participants to wear comfortable clothes and sport shoes. In case shoes are not available, which should not be the case because it could be if you're a teacher in a government school and you have these challenges, it's more important to take precaution because those grounds are not maintained outside the school, especially if you're using a common public ground and it can lead to injury. this should not be a case where they they are doing but in care then you need to ensure that something like this never happens uh right appropriate sports shoes not leather shoes get clothes that are comfortable to wear run or bend t-shirt comfortable fitting trousers similarly to girls get them the right clothes so they are they feel comfortable and secure or wearing socks that will keep the feet dry safety measures If you want to plan for a group of people, decide date and time and when you want to do the test.

Ensure that the playfield is flat, clear and stone-pointed objects that may injure you. Again, we are reiterating this point because it can become a huge issue for you. This constitutes a

child abuse and we have covered this in Module 2, Child Safety in Physical Education. Ensure that the equipment required for the tests are available at the place where you want to and they are in the right condition. And have a first aid box as we discussed, drinking water facility, a nurse facility if possible.

Then resource planning. So as we had discussed during the pre-assessment checklist, what are the resources you will do, orientation with them, what is their role. So let us see how many resources are required. For body composition, you need one test administrator, one recorder. So one who is running the test and one is just recording the score. Then you have for coordination plate tapping test, one test administrator, one recorder.

For balance, flamingo balance test, you have one test administrator, one recorder. For flexibility, sit and reach test, again one test, one recorder. Same as for strength, muscular endurance, you have one test recorder and one test administrator. Now it depends on the number of stations also that you've created. If you have more number of students, some schools have more than 4,000 students, you may not then be sufficient with these kind of resources and you might have to do multiple stations and more test administrator and recorders are required.

So first find out what is the time that is allowed or given to you to finish assessment for a given number of sections or total number of students and that will decide the number of stations that and then which decides the resources required. Yeah for cardiovascular endurance 60 meter run walk one person at start one person each at lean finish. Or similarly, as we had discussed for the BEEP test, speed meter was for speed test, 50 meter. We have one person at start, one person each lane at the finish line. And obviously no participant with no medical problems are allowed to take part in the test.

Additional volunteers, the thumb rule is that we need one per 20 participants. So if you're doing a larger group, then you need to have more volunteers. What is the list of equipment that we need to use for body composition? For height, you need a measuring tape, a weighing machine, and a non-slippery hard surface. The weighing machine should not be on a rough surface. For your strength, abdominal partial you need a yoga mat and a marking tape for six inches parallel strips why we need that we will see in the demo of the video that we are going to go through in a while then muscular endurance for push-ups you need a gym and a yoga mat flexibility sit and reach you need sit and reach box with dimension at the sides 12 and 10 front and back and 12 and 21 inches all of these units on the top and inscribe the top panel with the centimeter and millimeter gradations and then you need a yoga mat so based on the number of students taking the test simile you need those many sit and reach boxes Cardiovascular endurance, ideally you should have a 600 meter but you can also do it on 200 or 400 meter with 1.

2 meter minimum, 1 meter with track marking with starting and finish line, stopwatch also. For 50 meter, you need at least 60 meter because you need proper space for acceleration

and deceleration also at the end line. You need a stopwatch as well. For plate tapping, you need a table which is adjustable to height for the various students. You need two yellow discs, 20 centimeter in diameter.

and a rectangle to keep the hand which is a 30 to 20 centimeter and a stopwatch. For flamingo balance test you need a stopwatch, beam, a locally procured of a standard brick and shape and height. So let us go through the videos of these Khelo India tests. So body mass index, this refers primarily to the distribution of muscle and fat in the body. Body size, such as height, length, width are also grouped under this component.

Test performance, body mass index, which is calculated from your weight and height. So weight in kilograms and height in meters. And with this formula, you get your scores indicating. So this can be used in a template and you have a pre-fed formula in it and you can calculate this so here is the video for your body mass index To calculate the Body Mass Index, first open the Khelo India Fitness Assessor App.

Once the app is on, select the Take Test option. From various test options, select BMI. The app is now ready to calculate the Body Mass Index. Body Mass Index or BMI is used to measure the body composition, which refers primarily to the distribution of muscles and fat in the body. Body size such as height, lengths and girths are also grouped under this component. BMI is calculated by taking a person's weight and dividing by their height squared.

To measure the height correctly, a stereometer is required. If stereometer is not there, it could be done against a wall as well with measuring tape pasted on it. Should be done on a hard flat surface. The participant should remove shoes, bulky clothing, hair ornaments and unbred hair that could interfere with the measurement. Participant should stand with feet flat, together and back against the wall.

Legs should be straight, arms at side and shoulders level. The participant should look straight ahead and the line of sight should be parallel to the floor. The height should be recorded in centimeter. The rating of the height should be typed in at the designated place on the screen. To measure the weight accurately, a digital scale should be used. The scale should be placed on firm flooring rather than a carpeted floor.

The participant should remove shoes and heavy clothing. The participant should stand with both feet in the center of the scale. The weight should be recorded in kilogram and gram to the nearest decimal. The reading of the weight should be typed in at the designated place on the screen. Once both the readings are entered in the app, scan the ID card of the participant by tapping on the scan option. Once the age and gender of the participant is updated, save the record by tapping on the save option.

This completes the process to calculate the body mass index or BMI. The next is the plate

tapping test. So it measures your speed and coordination of your limb movement, your hand. And this is the demo video. The plate tapping test measures upper body reaction time and hand eye quickness and coordination.

It also assesses the speed and the coordination of limb movement. One table, two yellow discs of 20 cm diameter and one rectangular sheet of 30 x 20 cm size are needed to perform this test. The table height should be adjusted so that the subject is standing comfortably in front of the discs. The two yellow discs are placed with their centers 60 cm apart on the table.

The rectangle is placed equidistant from both the discs. The participant is encouraged to stand in a balanced posture. The non-preferred hand is placed on the rectangle. The subject moves the preferred hand back and forth between their discs over the hand in the middle as quickly as possible. This action is repeated for 25 full cycles.

The total time taken to complete 25 full cycles is recorded. The third is the Flamingo balance test. So ability to balance successfully on a single leg. This single leg balance test assesses the strength of leg, pelvic and trunk muscle as well as the static balance. If there is wind blowing then there could be a bit of dynamic balance also involved.

Here is the demo video of Flamingo balance test. The Flamingo Balance Test measures the ability to balance successfully on a single leg. Test assesses the strength of the leg, pelvic and trunk muscle as well as static balance. While balancing on the preferred leg, the free leg is flexed at the knee and the foot of this leg held close to the buttocks, standing just like a flamingo. The test should be done on a non-slippery even surface by standing on a beam or a brick.

The athlete keeps balance by holding the instructor's hand if required. The timer is started as the instructor lets go. The timer is stopped each time the athlete loses balance, either by falling off the beam or letting go the foot behind being held. If there are more than 15 falls in the first 30 seconds, the test is terminated. The number of falls or loss of balance in 60 seconds of balancing is counted and recorded.

Next is partial curl up for 30 seconds. So this test measures your core strength and endurance of your abdominals and hip flexors, important in back support and core stability. And here is the demo video of partial curl-up. To conduct the partial curl-up test, first open the Khelo India Fitness Assessor app. Once the app is on, select the take test option. From various test options, select strength and then tap on the partial curl up option.

The app is now ready for the partial curl up test. Partial curl up test measures abdominal muscular strength and endurance of the abdominals and hip flexors which is important in back support and core stability. A flat, clean, cushioned surface, two parallel strips six inches apart, is required to conduct this test. The subject lies on a cushioned, flat, clean surface

with knees flexed usually at 90 degrees with hands straight on the sides with palms facing downwards. It should be closer to the ground and parallel to the body.

The subject raises the trunk in a smooth motion, keeping the arms in position. curling up the desired amount at least 6 inches above ground. The trunk is lowered back to the floor so that the shoulder blades or upper back touches the floor. Once the participant is ready and is in position to take the test, the start timer option should be tapped. Participant is encouraged to keep normal breathing rate. Results are better if the participant can maintain constant pace during the activity.

Maximum number of sit-ups in 30 seconds is recorded. The timer automatically stops at 30 seconds mark. The number of sit-ups is recorded at the designated place. The ID card of the participant is scanned and the data is saved by tapping on the save This completes the partial curl up test. The next test is push up boys and modified push up for girls.

This tests your upper body strength, endurance and trunk stability. So for boys, you have your knees, you know, not touching the ground and the modified push up for girls can have their knees To conduct the push-up test, first open the Khelo India Fitness Assessor app. Once the app is on, select the Take Test option. From various test options, select Strength and then tap on the Push-up option. The app is now ready for the push-up test. The push-up fitness test measures upper body strength, endurance, and trunk stability.

A flat, clean cushioned surface or a gym mat is required to perform this test. The standard push-up begins with the hands and toes touching the floor. The body and legs should be in a straight line, feet slightly apart, the arms at shoulder width apart, extended and at a right angle to the body. Keeping the back and knees straight, the subject lowers the body to a predetermined point to touch some other object or until there is a 90-degree angle at the elbows, then returns back to the starting position with the arms extended. When the participant is ready, the start timer option is tapped on the screen and the participant starts the push-ups. The action is repeated and the test continues until exhaustion or until they can do no more in rhythm.

The number of correctly completed push-ups is recorded. For girls, the push-up technique is slightly modified with both the knees resting on the ground. Apart from this, everything else remains the same for girls as well. Once the participant is exhausted, tap the stop timer option and type in the number of correctly completed push-ups in the designated place on the screen. Scan the ID card of the participant and then save the record by tapping on the save option.

This completes the push-up test. Sit and reach test. This measures of your flexibility and specifically measures the flexibility of the lower back and hamstring muscles. So this test is important as because it tightens this area implicated in the lumbar lordosis and forward pelvic tilt and lower back pain. Here is the demo video of sit and reach. The sit and reach

test is a common measure of flexibility.

It specifically measures the flexibility of the lower back and hamstring muscles. A sit and reach box is required to perform this test. The sit and reach box should be 12 x 12 inches on sides, 12 x 10 inches on front and back and 12 x 21 inches on top. The top panel should be inscribed with centimeter and millimeter gradations. The test should be performed on clean cushioned surface or gym mat.

Shoes should be removed before performing this test. This test involves sitting on the floor with legs stretched out straight ahead. The soles of the feet are placed flat against the sit and reach box. Both knees should be locked and pressed flat to the floor. With the palm facing downwards and the hands on top of each other, the subject reaches forward along the measuring line as far as possible.

Firstly, the initial reach in the normal position is recorded. After some practice reaches, the subject reaches forward as far as possible and holds step position for at least two seconds while the distance is recorded. The next test is 600 meter run and walk. so it measures your aerobic capacity here is the demo video for 600 meter to conduct the 600 meter run test first open the Khelo India Fitness assessor app once the app is on select the take test option from various test options select cardiovascular endurance and then Tap on the 600-meter run option. Depending on the number of participants, choose same number of lanes on the screen.

The app is now ready for the 600-meter run test. The aim of 600-meter run is to measure the cardiovascular fitness and endurance. The test involves running a single sprint over 600 meters. Participants should start from a stationary standing position with one foot in front of the other. The front foot must be behind the starting line.

Participants are instructed to run 600 meters in the fastest possible pace. Once the participants are ready and motionless, the instructor gives the cue to start. There is no need to manually start the timer. The app is designed in such a way that the timer starts automatically at the sound of the Fox 40 whistle. Participants should be encouraged to practice running with emphasis placed on the concept of pace. Results are usually better if the participant can maintain constant pace during most of the run and use a strong closing effort.

Time taken to complete the 600-meter run for each of the participants is recorded. To record the timing for each of the participants, tap Split Timer every time a participant crosses the finish line. This screen shows the timing of participants in the order they finish the race. To record individual timing, tap the Scan option and then scan the ID card of the participant. The ID card is scanned in the same order in which they finished the race. Once we have scanned the ID card of all the participants, save the data to complete the 600 meter run test.

The next test is 50 meter dash. Obviously, this is for acceleration and sprint capacity. Here is the demo video for 50 meter dash. To conduct the 50-meter dash test, first open the Khelo India Fitness Assessor app. Once the app is on, select the Take Test option. From various test options, select the speed and then tap on the 50-meter dash option.

Depending on the number of participants, choose the same number of lanes on the screen. The app is now ready for the 50-meter dash test. The aim of 50 meter dash is to determine the acceleration and the speed of the participant. The test involves running a single sprint over 50 meters. Start from a stationary standing position with one foot in front of the other.

The front foot must be behind the starting line. Participants are encouraged to not slow down before crossing the finish line. Once the participants are ready and motionless, the instructor gives the cue to start. There is no need to manually start the timer. The app is designed in such a way that the timer starts automatically at the sound of the Fox 40 whistle.

Participants should be encouraged to practice running with emphasis placed on the concept of pace. Time taken to complete the 50-meter dash for each of the participants is recorded. To record the timing for each of the participants, tap Split Timer every time a participant crosses the finish line. The screen shows the timing of participants in the order they finished the race. To record individual timings, tap the Scan option and then scan the ID card of the participant.

Make sure the ID card is scanned in the same order in which they finished the race. Once you have scanned the ID card of all the participants, save the data to complete the 50 meter dash test. So hope these videos are available in public domain on Khelo India channel on YouTube. So you can refer to these videos again. Move on to the usage of Khelo India mobile app and portal.

You have the assessor app, the school portal and the parent app. So the assessor app, first you need to download the Khelo India school version assessor app from Google Play Store step two is your sign up Khelo India Assessor app this is used for recording and submission of data few things to keep in mind while recording of the data to be done on Khelo India Assessor app make sure that the mobile is connected to internet you can proceed further if the internet is available. So ensure that wherever you're conducting tests, you're conducting on ground, you need to have steady internet connection. Log in with your username and password issued to you through your principal.

Choose your school. Choose the test that you want to take, say speed 50 meter dash. Get students to stand in a line as instructed. Start the test as per the instructions. In case of timers, start the timer. In case of multiple students taking timer-based tests, use the start and split timer functionality in the app. Once they have finished the test, click on save data

button and tap on refresh button to synchronize the assessment data.

Enter the performance against each test if required. In case of timing-based tests, split timer, stop timer to be used. After you finish taking the test, click on go to dashboard by logging to schoolfitnesskheloindia.gov.in. Scan the QR code of the student from his ID card and in case he doesn't have the ID card with QR code, choose a class and section name and the ID number will automatically build up.

Fitness dashboard of students will get updated. Parents can log into School Fitness Khelo India by using their username and password issued to them. Make sure that you are saving the data after every test. Do not forget to click on go to dashboard button which will prepare your fitness dashboard and refreshes it. Then you have the school principal portal. This is just for your knowledge that there is a school principal portal also where school registers themselves, self-registers for Khelo India program by providing basic details.

So you can also go through the link because principals are committed to other important tasks in their roles. So you can assist school principals to register the schools. And there is a Khelo India parent app, so you can also do a parent orientation and take parents through a step-by-step guide on the installation of the parent app and how to use the app, how to log in and how to see the child's dashboard. So what are the key takeaways of this module? Khelo India assessments, it's a government initiative to track and enhance students' fitness across schools in India. It's divided into two age groups.

First is your 5 to 8, which focuses on fundamental movement skills, balance, coordination, BMI. Then you have 9-18+ years. This evaluates overall fitness, cardio, flexibility, strength and endurance. So the test includes your BMI plate tapping flamingo balance for five to eight years, push up 600 meter, your partial curl up, modified push up for girls. The data recording is digitally through Khelo India Assessor app for easy tracking and reporting. And school must conduct assessments twice a year with a gap of four months and involve parents in the student fitness tracking through the Khelo India app.

So the next unit is Holistic Progress Card, also known as HPC. So the National Education Policy 2020 recommends pedagogical and curricular restructuring of school curriculum as 5-3-3-4 to make it more responsive and relevant to the developmental needs and interest of the learners at different stages of the development. The age group 3 to 8 years comprises the foundational stage. And the National Curriculum Framework for Foundational Stage NCFFS 2022 recommends age appropriate pedagogy, curriculum and assessments. So, this recommends holistic progress card or HPC. which is an individualized and comprehensive reporting of a child's progress based on evidence and gathered through classroom activities over a period of time.

So the HPC is a 360-degree multidimensional report of a student's progress capturing cognitive, affective, social, emotional, and psychomotor domains. It moves away from the

rote memorization and focuses on competency-based learning. Promoting the learning and development of our students and evaluating higher order skills such as analysis, critical thinking and conceptual clarity. The primary purpose of the assessment will indeed be for learning so that the teachers and the entire schooling system can continuously revise the teaching learning process for the holistic progress of students.

So, let us see the comparison between the traditional report card and holistic progress card. The traditional assessment process of the report card focuses only on marks grading which are more summative in nature. The holistic progress card on the other side includes competencies, learning outcome based on observations and continuous learning. Traditional report cards or assessments are one time assessments. On the other hand, holistic progress card are continuous tracking of your learning, observing and making changes to the methods of teaching and content.

Student involvement is minimal in traditional report card or assessment process. On the HPC side, it includes self and peer assessments. Limited teacher feedback, holistic progress card encourages detailed progress narratives, observations for students. Parent teacher meetings are rare and limited to the final PTM after the final exam, no other real time interaction takes place in the traditional method of assessing. On the HPC side, parents are actively involved in the learning journey and meaningful conversations based on HPC card details happen with teacher and parents.

Let us go through the assessment guidelines for HPC. As we have discussed the purpose of assessment at this foundational stage are not meant to provide grading or scores, but it is to track a child's growth learning across key learning outcomes and competencies. The assessment approach focuses on understanding progress in a way that is both descriptive and analytical rather than just numerical. The insights gained will contribute to creating a holistic progress card for each child which highlights that their developmental needs across physical, cognitive, social, emotional and other skills. As PE teacher we are more focused on the physical, cognitive and the social emotional rubrics.

So, the first guiding principle for HPC is that these assessments are natural and integrated. They should feel like a natural part of learning, blending seamlessly into activities. They are less formal and focus on observations rather than traditional tests. So, as PE teacher you can monitor students, movements, balance, agility, assess their strength, flexibility and coordination, identify students needing additional support in physical development. You will need to create rubrics around all these major components of fitness skills and share it with students, observe their progress on these rubrics and provide continuous feedback, discuss this with their parents as well.

Explicit exams and tests are not appropriate at this stage. Diverse and flexible methods, there is a teacher, lot of teachers autonomy provided here, where teachers can choose between various tools or the kind of assessments or methods such as observations, records

for recording key learning moments, checklists, portfolios, and give them task based assessments to see whether these learnings are being applied to real life scenarios. Third is keeping a detailed record keeping. Maintain consistent and organized records of each child progress. This practice is essential for tracking their development over time. So, you could as PE teachers you could maintain the progress of various skills, you could also keep video recordings during the skill sessions, you could also record the fitness sessions.

And you also need to encourage parents to give you that evidence whether these exercises, especially home exercises are being done by children on a regular basis. Fourth is minimizing pressure. Assessment should not add stress to either students or teachers. Ensure that there is a light and supportive approach which encourages growth without adding unnecessary pressure.

Let us discuss the objectives of qualitative assessments. First is that it provides insight into learning achievements. It helps gain an overall understanding of each child's learning progress within the classroom setting or your on-ground PE class setting. Helps in tracking learning progression. Helps in monitoring child progress over a period of time and consolidates that information for a holistic view of each child's growth. Third is that it helps in identifying individual needs.

It recognizes individual interests, preferences and any potential learning challenges early on. Fourth is, it helps you create a plan for targeted support. Using these assessment results observations to create tailored learning plans. Choosing appropriate content and collaborate with other educators, classroom teachers, other PE teachers for resources and additional support if necessary. Fifth is goal setting and guidance.

It provides opportunities to students to set personal goals in regards to their fitness goals or their skill goals, skill targets. So, let us say a great third for an aerobic capacity right now with your observation and scores uh he is at a beginner stage with five laps right how do we set a more challenging goal which will help him graduate to the next uh you know learning phase which is developing or proficient and what are the prep exercises and what is the goal ladder the interim learning outcomes to reach that uh next level goal So, it supports planning for individualized instruction, enabling teachers to address any learning gaps effectively. Lastly, but most importantly, parental involvement engages parents through meetings, regular meetings and the HPC to foster holistic development, creating a shared responsibility in supporting the child's progress, both at home and school. Now HPC or the NCF National Curriculum Framework talks about various curricular goals at an age group level. to achieve these curricular goals across physical development, social and emotional and ethical development, cognitive development, language and literacy, aesthetic and cultural development and positive learning habits. So, as PE teachers we should first focus on physical, social, emotional, cognitive development and then try to cover positive learning habits and with help of our collaboration with classroom teachers we also address the language and literacy development, aesthetic and cultural development in our PE classes.

To achieve these curricular goals, we need to look into the competency that has been described in the NCF. So, competencies represent the specific abilities and learning achievements that teachers observe and assess in students using varied tools. They provide insight into child progress towards curricular goals. So, let us understand the design and the structure of curricular goals to competencies to learning outcomes. In this example, the competency for physical development is shows balance and coordination and flexibility in various physical activities.

To achieve this competency, you have four learning outcomes or interim milestones. which will help us to gain the ability or the competence to show balance coordination and flexibility in various physical activities. To start with, the first child needs to learn the basic control over body movements in simple activities such as walking on a straight line, balancing on one leg or stretching exercise. The second learning outcome is performing coordinated movements like hopping, skipping, jumping, rhythm-based or structured physical activities. These are fundamental movement skills along with movement concepts that the child learns. The third is able to execute flexibility and balance based movements such as front bends, side stretches, simple yoga poses with stability and control.

Lastly, applies balance and coordination, flexibility and dynamic sports or PE activities like gymnastics, obstacle courses and team games requiring multi-directional movement. So, by achieving these learning outcomes, a child is able to achieve the competency of balance coordination and flexibility and its implementation in various physical activities. So, competencies like this, several competencies will lead to achievement of a single curricular goal. So, shows balance, coordination and flexibility in various physical activity as you can see was the third learning outcome, third competency.

Likewise, we have one, two, three, four competencies which will lead to one curriculum goal. In the previous slide, we had learning outcomes. So, all these learning outcomes were leading to a single competency. Several competencies will lead to us a curricular goal. So, that is the relation between curricular goal, competency and learning outcomes. Here is an example of an actual competency laid down in the NCF document for the preparatory stage, this is for grade 3, 4 and 5. The curricular goal is that the students are able to demonstrate the use of basic skills, running, jumping, catching, throwing, hitting, kicking, participating in different physical activities to implement these skills.

So, these are FMS skills, fundamental movement skills or sports skills. To achieve that there is a competency developing a combination of movement, motor skills, manipulative skills like catching, throwing, hitting a ball towards the target, focusing on visual cues to hit the target. So, this particular competency is relating to catching, throwing or kicking, hitting a ball. So, this is from age 9 to 11. So, these are the several learning outcomes which will help us cover this competency.

For example, learning the learning outcome one is about throwing a ball. So, a grade three student will throw a ball with a developed sense of force, how much force is required to throw a ball. In grade four that sense of force is developed with the desired movement, the technique, the rubrics. where the non-throwing arm is, where is your torso, where do you start throwing from, you know it covers these additional point. And throwing a ball while developing a range for ball to travel as far as requirements of the activity.

So, now this talks about in grade 5, it talks about consistency of the throw, accuracy of the throw along with the rubrics. and likewise you have several learning outcomes. So, these are the observation that you need to make with each of the students and see where the student is a beginner, a developing or a proficient. So, these competencies are developmental, curricular goals are developmental and so are the learning outcomes. All learning outcomes have a development trajectory across every age group through the foundational stage.

Although we have taken an example of the preparatory stage, but these goals are not specific to a grade or a particular age. These goals are developmental. So, some students will be able to achieve these goals at varied paces. So, all children will not achieve same age wise learning outcome at same time. So, each learning outcome is observable and the learning outcomes need to be read as cumulative.

So, one skill builds the next progressive skill, that skill builds another skill. So, these are cumulative in nature. The child learning of the previous age group continues to be observed in later stages. For example, if the learning outcome of the age group 4 to 5 is kicking the ball accurately, this is assumed to continue for the age group 5 to 6 onwards as well. Then there could be sub learning outcomes also. So, let us say kicking a ball accurately at 5 meters could have various sub learning outcomes as well.

For example, the first set of learning or sub learning outcomes could be relating to basic technique and posture. This could include learning outcomes relating to a proper body posture, alignment while preparing to kick the ball. It could also include practice positioning of the non-kicking foot beside the ball and ensure securing a balance and stable position before the kick. The second set of sub learning outcomes could be relating to skill development and power generation. The student will practice striking the ball using the inside of the foot to generate controlled power aiming to reach a distance of 1 or 2 meters.

And then we will experiment with different kicking techniques, side foot instep to understand how to control the ball's direction and power. The third sub learning outcome could be relating to fitness and strength development. The student will engage in strength building strength and conditioning exercises such as squats, lunges, wall sets, leg raises to improve the lower body strength necessary for powerful kicking. enhance your core stability and leg power such as planking and explosive jumping relates to aid generating more force when kicking the ball. The fourth one could be relating to kicking a ball to the

actual target which is a close to actual target which could be 3 to 4 meters while maintaining accuracy and control over the balls range of 5 meters. lastly advanced control and endurance student will compete conditioning drills like interval sprint long long distance running since this is for foundational stage it could be limited to you know 400 meters with intervals and moving on to a higher distance to improve cardiovascular endurance helping to maintain energy and focus during longer training session and game situations Finally, the student will kick the ball at 5 meters with a high level of accuracy, ensuring the ball lands in a designated targeted zone, demonstrating full control over the ball's flight path.

So, this could be a learning outcome at grade 2, but not necessarily all children will achieve that in grade 2. So, they need to be observed cumulative in higher grades as well. So, as PE teachers focus and observe one competency per week and then see how many learning achievements are there to achieve that competency, do you require sub learning outcomes for slow learners and you need to create rubrics for that. Rubrics we have discussed in our earlier units in skill assessments. So, competencies can be picked based on the activities and timetable of the class.

Keep a record of the number of children making progress for competencies being assessed. Keep a record of those children who require further support with reason for the competencies being assessed. Include a qualitative narrative on what parental support is needed in a specific domain and how the child will be supported at the beginner level. So, once a teacher sees improvement in the attainment of the competencies, he or she can decide to move on to the next learning outcome or next competency. Ensure that the level of attainment is well explained and understood. So, you should share all these rubrics with children and share your continuous feedback and observation to children to let them know at what stage they are and what needs to be learnt further to achieve that learning outcome or competency.

So, to categorize and measure each child's development, teachers can assess competencies at three levels represented with simple icons. So, you have sprout which is your beginner level, leaves could be at your progressive or development, developing level and then tree at a proficient level. Beginner level is somebody who meets child attempts to meet the competency and learning of, but needs considerable support from the teacher. Progressive or developing. The child meets competency and learning outcome with occasional support.

So, one or two interventions are required where at the beginner level you need multiple interventions. And at the proficient level, the child is independently able to achieve that learning outcome or competency. Let us take an example of a PE class, this is relating to basketball dribbling. A beginner level will look, a student will look who is able to bounce the ball with one hand while standing still. So, he has a basic control and even with this he will need multiple interventions to help him dribble that ball with some basic control.

at a developing or progressing level student is able to dribble while walking without losing control and is able to do that with one or two interventions. So, here the progression is that from a basic stationary position the child is able to dribble the ball while adding a movement pattern. At a proficient level, the child individually is able to dribble while running and is able to change direction during a game. So, each learning outcome can be observed.

You can see whether the student is able to dribble, has a basic control, is able to add movement or is able to apply this in game. And the learning outcomes build on each other. So, they must first control the ball before they start moving or dribbling while running or applying them in a game situation. So, as PE teachers what are you supposed to do, how and when? So, we need to observe competencies across various domains such as physical development, social and emotional development, cognitive development, positive habits and then literacy and numeracy, aesthetical and cultural development. Using competencies tools such as observation checklist which helps in track students movement and participation. Anecdotal records, documents with skill progression over time as we have just seen in the example of basketball dribble, which skill or which stage is the student at creating individual observation records, giving them the task to measure abilities in real world physical activities, maintaining a portfolio of work with videos, logs and student reflection records.

Secondly is giving them task based assessments in PE. So, you can use game drills, fitness challenges, skill drills, shuttle run, strength test, coordination test and the various tests that we had discussed in the earlier unit of skill assessments. Then how do we ensure that a child is improving? We use the HPC to communicate with parents, share these physical reports with parents, encourage home-based activities or remedial measures based on the observation and the gaps in your formative assessments to reinforce these skills at home and provide recommendation for improving fitness and skills for each child. Just going back a bit on the formative assessments that how would you observe students? It has to be a natural play, it is not a summative assessment that you are taking. It is when your PE classes are on, you should be able to observe these learning outcomes at play.

Take notes on the strength in areas for growth and use checklist and peer reviews for assessing sportsmanship and effort. So, you need to map your classes in a way and use tools, select tools based on your environment in your school, the class size, class strength, where the physical activity takes place and is there additional manpower required to help you create these observation records and checklists. So, after you have made these observations, you know you need to identify students with extra needing extra support in fitness and motor development, planning remedial exercises for home as well as for school, for students struggling with movement patterns and just PE lessons to focus on areas needing improvement to achieve that learning outcome and competency. Create a structure around peer self and peer assessment, create various templates that we had discussed in the earlier unit of skill assessments.

And encourage students to reflect on their strengths and weaknesses. Teach them to set personal fitness goals, skill goals and track their own progress. And your structure of peer assessment for teamwork and sportsmanship will help you to evaluate the cognitive and life skills. So, how do you fill the HPC? Step one, you observe and document student progress. Step two is that you use different assessments methods, observation, checklist, portfolio, peer.

So, you have that autonomy to choose your own tool of assessment. Third is recording the competencies as beginner, developing, progressing or proficient. And gather feedback from parents and peers, teachers, classrooms, And regularly update the students portfolio. Summarize student progress and discuss in parent teacher meetings. These could be informal meetings as well, not necessarily the PTM meetings scheduled by the school, but you should be able to discuss this you know with a normal phone call and have zoom calls or you could invite parents for special meetings on these developmental needs. Finally, what are the key takeaways for this session to enhance your observation methods, formative assessment methods, take pictures of the activities and save them, organize them on Google Drive class wise, student wise.

It could be you know at what stage where the students are, it could be at a beginner level, developing level or a proficient level. You could have folders based on these three stages as well. Keep all resources as and when activities happen. Ask students to save their art and craft work also and this will also give you some ideas to plan your PE activities around those interests that students have already developed.

In this way, you will get a more 360 degree view of the child. Take feedback from parents periodically. Display patience and explain policy frameworks to parents whenever required. And fill in the assessment sheets based on observations and discussions with students over a period of time. Some more detailed input is that fill sheets for smaller students to take their inputs, peer and self after a discussion with the child. Encourage students to answer honestly on their own. Reflect and take notes immediately after an activity is over.

This is because the experience is fresh, the emotionals are high and a child is able to express more freely just after an activity. So, be open minded and encourage students to link on their own. with the activity and the observations that you have made. Give freedom of expression, be inclusive, give examples to initiate critical thinking about children. Be aware of the school context, the socio-cultural context of students while assessing them. Create opportunities in the classroom in the form of activities to observe competency and obviously based on your observations do modify the most relevant learning outcomes as per the requirement developmental requirement of the child.

Keep an open eye on child's behavior, monitor the smallest of changes that reflects meeting the learning outcome and the competency at any level. So, you are able to you are spinning

various plates simultaneously various learning outcomes to achieve a certain competency. So, you should be able to monitor changes in any of the learning outcomes. Then assess students with an open mindset, keeping the child's age and special needs in mind and the pace at which the student is learning. So that concludes our module for skill and fitness assessment in physical education. Thank you.