

THE ACHIEVEMENTS EVALUATION OF 3RD-GRADE STUDENTS IN THE PRIMARY CYCLE OF STUDIES, IN THE SUBJECT "PHYSICAL EDUCATION, SPORTS AND HEALTH"

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Abstract

In the framework of the changes and developments that have occurred and continue to occur in the field of education, a particular importance is also being given to the approach to curricula and teaching programs. This new approach, such as learning with competencies, is also found in the subject "Physical Education, Sports and Health" of primary education.

This concept, in contrast to the traditional learning process, aims to place the student on the focus, to make him a researcher, selector and documenter of individual contributions, in learning activities oriented to the competencies of the field.

The aim of this paper is the achievements evaluation of 3rd-grade students in the primary cycle of studies, in the subject "Physical Education, Sports and Health" through the learning with competencies process.

The methodology of the paper is based on literature research, observation, testing of the constituent elements of the program of the Physical Education, Sports and Health subject, analysis, comparison and discussion regarding the achievements and expectations of the students during a 3-month period.

The paper ends with the conclusions of the approach to this new concept, in the curriculum of the primary cycle, as well as the necessary suggestions and recommendations for students and teachers in the field of Physical Education and Sports.

Keywords: Physical Education, Sports and Health, learning with competencies, assessment of achievements, primary education.

1. Introduction

In the context of the changes and developments that have occurred and continue to occur in the field of education, a special importance is also being given to the approach to curricula and teaching programs. This new approach, such as learning with competencies, is also found in the subject "Physical Education, Sports and Health" of primary education.

The continuous improvement of the physical education subject educative, formative and integrative values have been perceived as requirements and challenges of drafting curricula and making it suitable for different student cycles and age-groups. The school years, especially those of the 9-year school, are distinguished for the high intensity of students' relationships with the motoric and sportive experiences. Their interest and participation in curricula of different grade of difficulties have been motivated by some trends suchlike: physical, esthetical, psychological entertaining, social ones, etc.

Therefore, our education institutions it is required to consider the strong need for sportive and motor activities. To meet these needs and to promote the development of the students sportive and motoric needs, they should widely use the open activities of games, offering students possibilities to play in groups, to run, jump, crawl, etc. The numerous studies to this field show that the greatest physical body changes in children occur from 3 – 12 years of age and they are demonstrated via the desire to run, jump, and clamber in natural ambiances.⁶ Such movements effect both to strengthen muscles and to support the growing of the cardiovascular and respiratory capacities as well as those other vital organs for the normal growth of children.

The learning process, built on the main lines of student development, such as: linguistic development, physical, cognitive, and social-emotional, aims to further develop the child's personality and positive attitude towards this process, as a basis for the development of the key competence "Learning to Comprehend".

In this regard, assessing students' achievements serves as an instrument to help the teacher in assessing their objective, identifying needs and supporting directions in overcoming difficulties in the learning process.

2. Body of manuscript

2.1 Assessment levels of students' achievements

Motor skills development cannot be a spontaneous and unload activity as children need care, instructions and appropriate programs to develop them in the direction of the desired way.⁷ The first years of the involvement of children in motor activity are very important, as they may be called, referring to a remarkable statement as "the golden years of the development of skills".

In our schools, the curricula programs are designed in fundamental lines, each having a certain volume expressed in percentage and hour, where students are assessed for their achievements, in each line from the beginning of the school year to its conclusion, based on fulfilling specific objectives.

The assessment of the students is conducted in three quarterly periods, three times a year, which approximately coincide with the months of December, March and June (depending on the beginning and end of the school year).

It is performed on 5 levels, which are⁸:

- **Level 1.** "Dissatisfying achievement" for students who do not meet any of the basic learning objectives (this corresponds to a "Poor" rating or a grade 4).
- **Level 2.** "Achievements that need improvement" for students who meet only a few of the basic learning objectives and require constant support from the teacher (this corresponds to a "Sufficient" rating or grades 5 and 6).

⁶ Kosanke, N., Warner, N., 1990

⁷ Grineski 1992; Bredkamp, & Copple, 1997

⁸ IZHA, 2014. Nivelet e arritjes së kompetencave (shkalla 1 dhe 2).

- **Level 3.** "Satisfactory achievement" for students who meet the average learning objectives and with the support of the teacher, achieve progress (this corresponds to a "Good" rating or grade 7).
- **Level 4.** "Very satisfactory achievement" for students who meet most of their learning objectives (this corresponds to a "Very Good" rating or grades 8 and 9).
- **Level 5.** "Excellent achievement" for students who meet their learning objectives (this corresponds to an "Excellent" or Grade 10 rating).

Below we have presented an evaluation model of the third-grade student's achievements, in the primary cycle of studies, on the subject "Physical Education, Sports and Health".

Subject: Physical Education	Grade: III
Total of hours for each three-month period	105
	± 35

The student receives the rating for each of the following lines⁹:

- Knowledge of physical education;
- Basic mobility skills;
- Manipulation of movements;
- Moving games;
- Simple rhythmic movements.

3. Methodology

The methodology of the paper is based on the research of contemporary literature, observation, testing of the component elements of the course program, analysis, synthesis and discussion of the expectations and achievements of students over a three-month period.

The paper covers the period April-June 2022, with about 150 third-grade students of the primary cycle, of several middle schools in Elbasan city (respectively, "S. Harri", "B. Popa", "F. Gurmani", "A. Paralloi"). In the implementation of this paper, the following mentioned school directors and physical education teachers: E. Merxha, A. Miraku, B. Xhelili, A. Shaka, helped and collaborated.

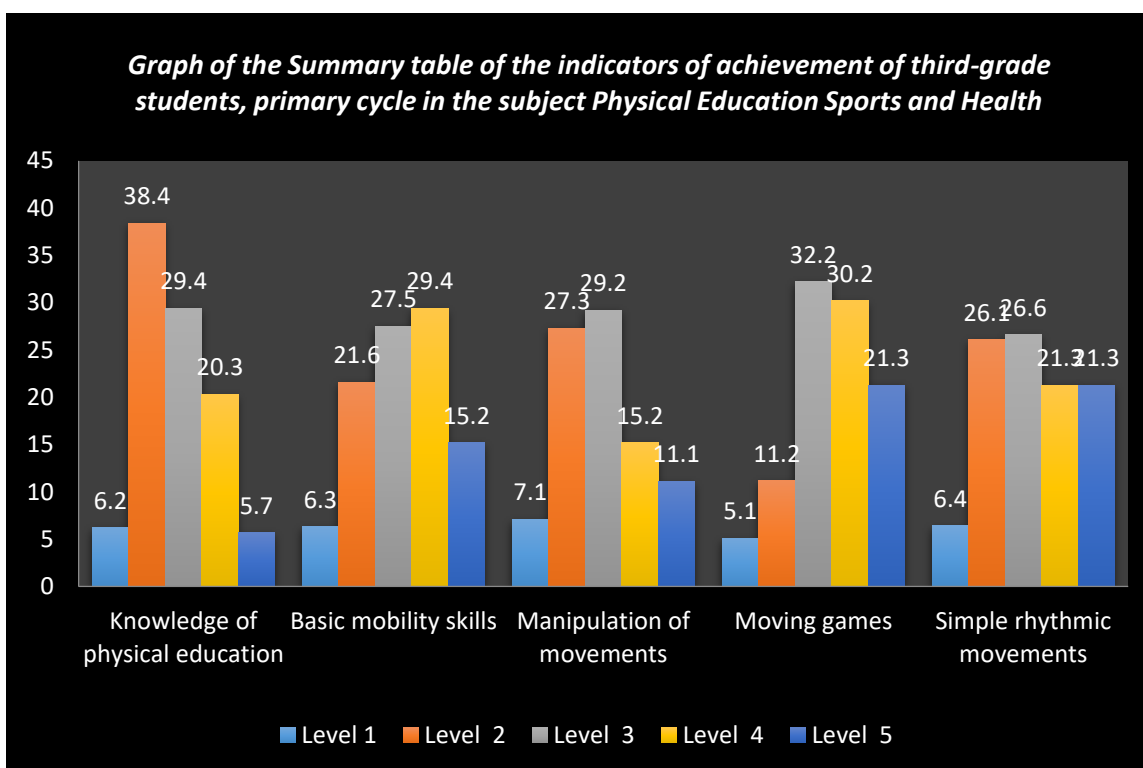
The data are the result of measurements of student's achievement indicators in the main lines of the field, statistical computational processing and are reflected in the summary table accompanied by the corresponding graph.

⁹ IZHA, 2016. Kurrikula e bazuar në kompetenca. Lënda: Edukim Fizik, Sporte e Shëndet. Shkalla II, klasa III.

Table 1. Summary table of the indicators of achievement of third-grade students, primary cycle in the subject Physical Education Sports and Health

Total yearly hours	105	Assessment based on levels in %				
		1	2	3	4	5
Total of hours for each 3-month period	+35	-	-	-	-	-
Knowledge of Physical Education	Survey Testing	6.2	38.4	29.4	20.3	5.7
Basic mobility skills	22 - 22	6.3	21.6	27.5	29.4	15.2
Manipulation of Movements	22 - 22	7.1	27.3	29.2	25.3	11.1
Moving games	22 - 22	5.1	11.2	32.2	30.2	21.3
Basic rhythmic movements	" - "	6.4	26.1	26.6	26.3	14.6

Figure 1. Graphic of the summary table of indicators for the assessment of the achievements of the students of the third grade, of the primary cycle in the subject Physical Education, Sports and Health.



4. Analysis and discussion

The results show that:

The level of achievement of students in terms of *knowledge* related to health, well-being and community corresponds to level 2 (sufficiently) in figures 38.4% and level 3 (good) in figures 29.4%, while for level 4 the figures are declining and only 5.7% belong to level 5. These results, in our judgment, come as a result of insufficient work of teachers, in providing and handling knowledge or concepts related to health, nutrition, body care, environmental impact, etc., and in this respect, we think there is room for improvement in their work.

In terms of *basic mobility skills*, we have an approximate percentage of scores at levels 3, 4 (27.5% and 29.4% respectively), as well as a lower percentage at level 2 (21.6%). By analyzing the above results, we can say that student's achievements at levels 3 and 4 should be higher, although a significant increase in level 5 is observed compared to the indicator of theoretical knowledge of the field.

In terms of *manipulation of movement skills*, we notice a higher percentage of level 3 (29.2%), compared to levels 2 and 4. In general, this indicator is satisfying considering the fact that manipulative movements present somewhat high difficulty requirements in terms of orientation in space and time, of coordination of limb movements in relation to objects, and also many of these movements constitute the basis of the elements of pre-sports games. Given the importance and requirements posed by manipulative movements, we think teachers should pay more attention to their work on developing and improving these movements, especially at levels 3,4 and 5.

One of the components of evaluating student achievement indicators, which is somewhat higher than other elements, is that of the *skills shown in mobile and pre-sports games*, mainly at levels 3 and 4 (32.2% and 30.2%). We also have an increase in percentage on level 5 (21.3%). Judging from these data, we think that student's achievements are relatively higher, compared to achievements in other elements of assessment; this comes because of the fun and motivating character of these mobile games, but also, because teachers practice them intensely with their students.

In the indicators related to the evaluation of *rhythmic movements*, the data show approximate percentages at levels 2,3 and 4 (26.1%, 26.6% and 26.3%), which actually should be higher, although the nature and execution of these movements is difficult for students of this age, especially in terms of orientation and movable coordination. Therefore, an even greater attention and dedication of teachers is required in the cultivation of their development.

Finally, the rating table also reflects the assessment data of level 1 students (poor or with dissatisfying achievement) in figures around 5-7%. Here we should underline the fact that these data belong to the *category of students with learning difficulties*, who, although trying to participate and improve, thanks to the help and dedication of teachers, their parents and peers, present shortcomings and difficulties in their achievements.

5. Conclusions and recommendations

Based on the analysis, discussion and interpretation of data obtained through observation and testing of student's achievements in the subject "Physical Education, Sports and Health" we draw the following conclusions and recommendations:

- Evaluation of students' achievements, based on the concept of learning through competencies, constitutes one of the main pillars of our educational curriculum and is at the same time one of the measuring instruments to help teachers in improving the learning process.
- The model presented by us regarding the assessment of student's achievements in the field of physical education is a model based on the criteria and guidelines of the curricula on learning with competencies and helps teachers in this field objectively assess the level of achievements of students and determine the support directions to improve their achievements.
- The data obtained through the assessment of the achievements of third-grade students of the primary school, in the schools included in the study, serves to have a relative picture of the level of achievements of students in the field of physical education and to improve work in the learning process.
- The results of the descriptive evaluation identify the directions of intervention for improving achievements where, in our judgment, more work should be done by teachers to increase the percentage of students to levels 3 and 4 of the assessment, in almost all the foresought elements of the program, especially theoretical knowledge and concepts related to the field of physical education, health and sports.
- The process of continuous changes in the educational curricula definitely raises the need for the continuous qualifications and training of teachers, students, the parent community, or other social groups interested in increasing the results of students in the learning process and in this respect, the role of field specialists, lecturers of Physical Education and Sports, should be increased, at the Faculty of Education.

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