



## **A STUDY ON CONSTRUCTING STANDARDS FOR ASSESSING AND EVALUATING PRACTICE SKILLS FOR ATHLETICS SUBJECT OF THE PHYSICAL EDUCATION FACULTY**

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*Received: 02/5/2018; Revised: 02/6/2018; Accepted: 25/7/2018*

### **ABSTRACT**

*From a practical need during our teaching process, we have conducted a study on constructing standards for assessing and evaluating practice skills for students majoring in Athletics of the Physical Education Faculty, Ho Chi Minh City University of Education, including 100-metre short distance run, medium distance run (800 metres for females and 1,500 metres for males), the high jump, the long jump, the shot-put, javelin, the triple jump and hurdles. The rubrics are strictly set to be in compliance with the rules and to ensure reliability.*

**Keywords:** content, assessment, evaluation, skills, expertise, Athletics, Physical Education Faculty.

### **TÓM TẮT**

***Nghiên cứu xây dựng nội dung - Tiêu chuẩn kiểm tra đánh giá kỹ năng thực hành môn Điền kinh chuyên sâu cho sinh viên Khoa Giáo dục Thể chất***

*Từ nhu cầu thực tế trong quá trình giảng dạy, chúng tôi đã tiến hành nghiên cứu xây dựng nội dung – tiêu chuẩn đánh giá kỹ năng thực hành môn Điền kinh chuyên sâu cho sinh viên Khoa Giáo dục Thể chất Trường Đại học Sư phạm Thành phố Hồ Chí Minh ở các môn: Chạy cự li ngắn 100m, chạy cự li trung bình (800m nữ hoặc 1500m nam), nhảy cao, nhảy xa, đẩy tạ, ném đĩa, ném lao, nhảy tam cấp, chạy vượt rào. Các nội dung đánh giá được thiết lập tuân thủ chặt chẽ các quy tắc và đảm bảo độ tin cậy.*

**Từ khóa:** nội dung, đánh giá, kỹ năng, chuyên môn, chuyên sâu điền kinh, Khoa Giáo dục Thể chất.

### **1. Introduction**

Physical education is both one aspect of a comprehensive education and an integral part of the education system of the Vietnamese Communist Party and the Vietnamese government. Human beings are considered as valuable assets of the society; health is people's precious capital. The Communist Party and the government always care about activities of Sports in general and physical education in particular, especially of the

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education of the young generation. Article 41 Constitution of the Socialist Republic of Vietnam in 1992 mentioned the "regulations of mandatory physical education in schools and universities" [Congress, 1992]. Circular No. 8387/MOET on 08/09/1999 of the Ministry of education and training was also issued to implement physical education in 1999-2000.

Physical education in the school is an indispensable task, which always receives attention from the Party, the government and the educational leaders due to its goal to improve the structure and function of human body and to educate ethics, intellect, spirit and aesthetics, etc., to meet the goal of training people for comprehensive development for the industrialization and modernization of the country. Consequently, the construction of standards for assessing and evaluating practice skills for students majoring in Athletics of the Physical Education Faculty, Ho Chi Minh City University of Education is very necessary and important.

Starting from the above mentioned issues, we have conducted research on the topic: **“A Study on Constructing Standards for Assessing and Evaluating Practice Skills for students majoring in Athletics of the Physical Education Faculty, Ho Chi Minh City University of Education”**

## **2. Methodology and scope of the study**

**2.1. Research Methods:** to solve research tasks, the following research methods are applied:

- Data synthesis and analysis;
- Interview;
- Pedagogical examination;
- Mathematical statistics.

### **2.2. Research scope**

All contents of evaluating academic achievement of students, cohort 9 to 15, Department of Education of Ho Chi Minh City University of Education, period 2010 - 2017.

### **2.3. Research period**

The study was conducted from April 2017 to April 2018.

## **3. Research outcomes**

**3.1. Assessing the current state of examining and evaluating professional skills of students majoring in Athletics of the Physical Education Faculty, Ho Chi Minh City University of Education (2010 – 2017)**

The current state of examining and evaluating professional skills of students majoring in Athletics of the Physical Education Faculty, Ho Chi Minh City University of Education is as follows:

The in-depth training program for students majoring in Athletics of the Physical Education Faculty, Ho Chi Minh City University of Education, consists of 4 modules: semester I of year 2, semesters II and III of year 3 and semester IV of year 4.

Module 1: Teaching Methodology Athletics major 1 (120 periods): Discus throw, High jump ‘back through the bar’, Methodology of curriculum design and teaching in Athletics (advanced)

Module 2: Teaching Methodology Athletics major 2 (120 periods): Hurdles - 100mH, Triple jump, Discus throw.

Module 3: Teaching Methodology Athletics major 3 (120 periods): Short distance run-100mR, Medium distance run - 800mR, High jump, Long jump, Shot-Put, Arbitration methods.

Module 4: Teaching Methodology Athletics major 4 (60 periods): Fields of expertise (choose 1 of 5 contents: 100mR, 1500mR, High jump, Long jump, Shot-put), Theory of Athletics.

Based on the results of the assessment of the professional skills of students majoring in Athletes of the Physical Education Faculty, Ho Chi Minh City University of Education from 2010 to 2015, we found that the program had all the basic subjects in Athletics, the technical examination and assessment process for all subjects is not seriously conducted. There was also a lack of correspondence between theory and practice and of correlation between technical scores and performance scores. Furthermore, the process was not comprehensive enough to measure all groups of skills. Besides, the Physical Education Faculty, Ho Chi Minh City University of Education does not have their own standard rating system. The current rating system is based on a number of other universities (such as the University of Physical Education and Sports) to evaluate students’ learning outcomes. Therefore, transparency and objectivity have not yet been demonstrated and the reliability and validity of assessment activities have not been established.

In terms of students’ learning activities, most Athletics major classes are not fully enrolled. Students are psychologically reluctant to study Athletics due to the nature of this subject, i.e. learning activities are performed outdoors with extensive exposure to direct sunlight. In addition, this subject requires perseverance, high spirit, exertion and activity. Physical exercises can cause fatigue and they require students to complete numerous activities. As a result, it’s difficult for students to make high academic achievement and the scores of this subject are often lower than those of other subjects.

### 3.2. Constructing standards for assessing and evaluating practice skills for students majoring in Athletics of the Physical Education Faculty, Ho Chi Minh City University of Education

In order to address the research objectives, during the study, we conducted the following tasks:

Based on the regulations of the Ministry of Education and Training, the training objectives, the current state and students' competency at Ho Chi Minh City University of Education, the Physical Education Faculty should change the assessment standards of performance skills for the students of the faculty, including skills related to Javelin, High jump, Hurdles, Triple jump, Discus throw, Short distance run, Medium distance run, Long jump, and Shot-put:

- The assessment criteria of Athletics must fully reflect the four skill groups: theoretical knowledge of sports, the knowledge of curriculum design and lesson plans, organizing methods of competitions and arbitration, skills of sports and competition strategy;
- The correspondence between theory and practice should be enhanced;
- Assessment and evaluation standards should include techniques and performance;
- Performance scores should be determined according to students' level and ability.

*Figure 1. Marking rubrics and guidelines for semester I and*

No.	Subjects	Guidelines	Criteria	Scores
1.	Javelin	Technical performance (1-10 points)	<ul style="list-style-type: none"> <li>- Run-up skill</li> <li>- The "Pre-Delivery Stride" skill</li> <li>- Technical coordination skill</li> </ul>	30%
		Technique A: no point deduction		
		Technique B: deduct 1 point for every mistake		
		Technique C: deduct 2 points for every mistake		
		Technique D: deduct 3 points for every mistake		
Technique F: deduct 5 points for every 3 mistakes				
2.	High jump	<ul style="list-style-type: none"> <li>- Student's performance is scored based on athletics rules (marking rubric)</li> </ul>	<ul style="list-style-type: none"> <li>- Running-jump skill</li> <li>- "Push-off" skill</li> <li>- Clearing-the-bar/</li> </ul>	60%

		- Technique (deduct 1 point for every single mistake)	Bar-rotation skill - Landing-on-the-mat skill	
3.	Attendance and practice	- Full attendance: 5% - Active practice: 5%		10%

From the above background and requirements, we have developed standards for assessing and evaluating basic skills for athletes.

The rubrics for Semester I to Semester IV are presented in figure 1 – 4.

**Figure 2. Marking rubrics and guidelines for semester II**

No.	Subjects	Guidelines	Criteria	Scores
1.	Hurdles	Technical performance (1-10 points) Technique A: no point deduction Technique B: deduct 1 point for every mistake Technique C: deduct 2 points for every mistake Technique D: deduct 3 points for every mistake Technique F: deduct 5 points for every 3 mistakes	- “Takeoff”-skill - leaping-over-the obstacles skill - Maintaining-speed-while jumping-over-the-obstacles skill - Clearing-hurdles and finishing skill	30%
2.	Tripple jump	- Student’s performance is scored based on athletics rules (marking rubric)	- Running-jump skill - Push-off skill - Technique coordination skill	60%
3.	Discus Throw	- Technique (deduct 1 point for every single mistake)	- Swinging and spinning skills - Releasing skill - Technical coordination skill	
4.	Attendance and practice	- Full attendance: 5% - Active practice: 5%		10%

Figure 3. Marking rubrics and guidelines for semester III

No.	Subjects	Guidelines	Criteria	Scores
1.	100mR		<ul style="list-style-type: none"> <li>- Starting skill</li> <li>Accelerating skill</li> <li>- Achieving and maintaining maximum and sub-maximum velocity skill</li> <li>- Finish line skill</li> </ul>	60%
2.	High jump "back through the bar"		<ul style="list-style-type: none"> <li>- Running jump skill</li> <li>- "Push off" skill</li> <li>- Clearing the bar/ Bar rotation skill</li> <li>- Technical coordination skill</li> </ul>	
3.	Shot-put	<ul style="list-style-type: none"> <li>- Student's performance is scored based on athletics rules (marking rubric)</li> <li>- Technique (deduct 1 point for every single mistake)</li> </ul>	<ul style="list-style-type: none"> <li>- Body positioning skill</li> <li>- Shot delivering skill</li> <li>- Technical coordination skill</li> </ul>	
4.	800mR (women) and 1500mR (men)		<ul style="list-style-type: none"> <li>- Starting and accelerating skill</li> <li>- Running-break-line skill</li> <li>- Speed-maintaining skill</li> </ul>	
5.	Long jump		<ul style="list-style-type: none"> <li>- "Takeoff"-speed skill</li> <li>- Pushing-off-the-board skill</li> </ul>	

			<ul style="list-style-type: none"> <li>- Flying-over-the-pit skill</li> <li>- Technical coordination skill</li> </ul>	
6.	Athletics theory	<ul style="list-style-type: none"> <li>- Know how to organize competitions and to apply arbitration methods in accordance with the current athletics rules</li> </ul>	<ul style="list-style-type: none"> <li>- Arbitration methods and foundation subjects</li> </ul>	30%
7.	Attendance and participation	<ul style="list-style-type: none"> <li>- Full attendance: 5%</li> <li>- Active practice: 5%</li> </ul>		10%

*Figure 4. Marking rubrics and guidelines for semester IV*

No.	Subjects	Guidelines	Criteria	Scores
1.	Electives	<ul style="list-style-type: none"> <li>- Student's performance is scored based on athletics rules (marking rubric)</li> <li>- Technique (deduct 1 point for every single mistake)</li> </ul>	<ul style="list-style-type: none"> <li>- Performance in electives</li> </ul>	30%
2.	Theory	<ul style="list-style-type: none"> <li>- Complete all curriculum design and development (syllabus, lesson plan, arbitration methods, competing methods) (50%)</li> <li>- Implementation of lesson plan (i.e., content, methodology, facility and equipment, organizing) (25%)</li> <li>- Know how to organize competitions and to apply arbitration methods in accordance with the current athletics rules</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum design.</li> <li>- Lesson planning</li> <li>- Organization of competition and arbitration methods</li> </ul>	60%

Figure 5. Scoring for athletics

Subjects	Gender	Scores									
		10	9	8	7	6	5	4	3	2	1
100mR	Men	12''2	12''5	12''7	13''	13''3	13''6	13''9	14''2	14''5	14''8
	Women	14''8	15''	15''2	15''5	15''8	16''1	16''4	16''7	17''	17''3
1500mR	Men	5'05	5'10	5'15	5'20	5'27	5'34	5'41	5'48	5'55	6'02
800mR	Women	2'54	3'00	3'06	3'13	3'20	3'27	3'34	3'41	3'48	3'55
High jump (back through the bar)	Men	1m65	1m60	1m55	1m50	1m45	1m40	1m35	1m30	1m25	1m20
	Women	1m40	1m35	1m30	1m25	1m20	1m15	1m10	1m05	1m00	0m95
Shot-put 5kg	Men	9m40	9m10	8m80	8m50	8m20	7m90	7m60	7m30	7m00	6m70
Shot-put 3kg	Women	8m40	8m10	7m80	7m50	7m20	6m90	6m60	6m30	6m00	5m70
Long jump	Men	5m55	5m40	5m30	5m15	5m00	4m80	4m60	4m40	4m20	4m00
	Women	4m20	4m05	3m95	3m80	3m65	3m50	3m35	3m20	3m05	2m90
Hurdles 55m	Men	8''1	8''4	8''7	9''0	9''3	9''7	10''0	10''3	10''5	10''7
Hurdles 50m	Women	8''6	8''9	9''2	9''5	9''8	10''1	10''4	10''7	10''9	11''01
Javelin	Men	27	25	23	21	19	18	17	16	15	14
	Women	20	19	18	17	16	15	13	11	9	8
Discus throw	Men	27	26	25	24	22	21	20	19	18	17
	Women	22	21	20	19	18	17	16	15	14	13
Triple jump	Men	11m00	10m85	10m70	10m50	10m35	10m10	9m90	9m70	9m50	9m30
	Women	9m00	8m85	8m75	8m50	8m35	8m10	7m90	7m70	7m50	7m30

#### 4. Conclusion

Based on the results of the project, the following conclusions can be drawn:

In order to improve the quality of training for Physical Education teachers and to meet the current social requirements, Athletics majors should be evaluated according to four groups of skills: discipline theory, knowledge of curriculum design and lesson plans, competitions and arbitration methods, skills of sports and competition strategy.

The program had all the basic subjects in Athletics, the technical examination and assessment process for all subjects is not seriously conducted. There was also a lack of correspondence between theory and practice and of correlation between technical scores and performance scores. Furthermore, the process was not comprehensive enough to measure all groups of skills. Besides, the Physical Education Faculty, Ho Chi Minh City University of Education does not have their own standard rating system. The current rating system is based on a number of other universities (such as the University of Physical Education and Sports) to evaluate students' learning outcomes. Therefore, transparency and objectivity have not yet been demonstrated and the reliability and validity of assessment activities have not been established.

Based on common backgrounds, we have constructed assessment standards and evaluating practice skills for students majoring in Athletics of the Physical Education Faculty, Ho Chi Minh City University of Education

It is possible to use the standards for assessing and evaluating practice skills for students majoring in Athletics of the Physical Education Faculty, Ho Chi Minh City University of Education

❖ **Conflict of Interest:** Authors have no conflict of interest to declare.

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