

Assessment & course design

What you will find

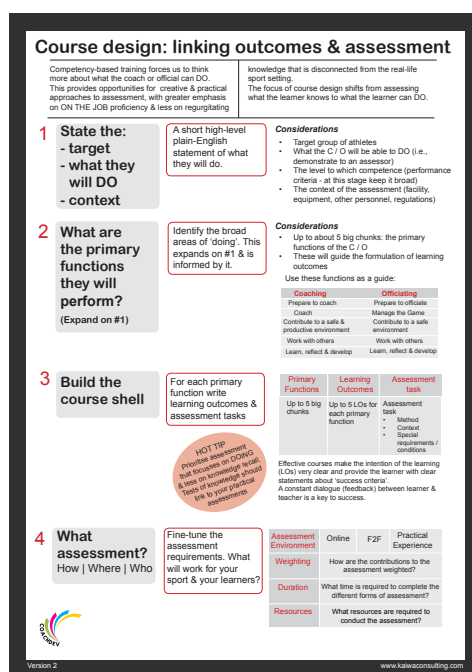
The graphic shows four steps to designing a course with **assessment** in mind.

Notice the shift to an emphasis on **practical skills**. That is, what the coach can DO. This involves integrating knowledge into practice.

Another graphic is needed to spell out:

- WHAT to assess (the weighting of knowledge & skills).
- HOW the assessment should be conducted (whether it is formative & supportive of the learning or whether it is *summative* leading to a grade or statement of competence).
- Another 'HOW' consideration is whether assessments should be **HOLISTIC** or focus on **PARTS** of a more complex activity.

It is important to note that coaches are required to make decisions and exercise judgement. Often about interpersonal and intrapersonal matters. These 'assessments' are often complex and not readily achieved by ticking a box. That is, be aware of the limitations of a competency-based approach to training and assessment.



Resources for coaches and officials

The resources below are provided for non-commercial use by people developing sport education programs/frameworks.

Gene Schembri

Don't forget to visit: coachdev.org



Course design: linking outcomes & assessment

Competency-based training forces us to think more about what the coach or official can DO. This provides opportunities for creative & practical approaches to assessment, with greater emphasis on ON THE JOB proficiency & less on regurgitating

knowledge that is disconnected from the real-life sport setting. The focus of course design shifts from assessing what the learner knows to what the learner can DO.

1 State the: - target - what they will DO - context

A short high-level plain-English statement of what they will do.

Considerations

- Target group of athletes
- What the C / O will be able to DO (i.e., demonstrate to an assessor)
- The level to which competence (performance criteria - at this stage keep it broad)
- The context of the assessment (facility, equipment, other personnel, regulations)

2 What are the primary functions they will perform? (Expand on #1)

Identify the broad areas of 'doing'. This expands on #1 & is informed by it.

Considerations

- Up to about 5 big chunks: the primary functions of the C / O
- These will guide the formulation of learning outcomes

Use these functions as a guide:

Coaching	Officiating
Prepare to coach	Prepare to officiate
Coach	Manage the Game
Contribute to a safe & productive environment	Contribute to a safe environment
Work with others	Work with others
Learn, reflect & develop	Learn, reflect & develop

3 Build the course shell

For each primary function write learning outcomes & assessment tasks

Primary Functions	Learning Outcomes	Assessment task
Up to 5 big chunks	Up to 5 LOs for each primary function	Assessment task <ul style="list-style-type: none"> • Method • Context • Special requirements / conditions

HOT TIP
Prioritise assessment that focusses on DOING & less on knowledge recall. Tests of knowledge should link to your practical assessments

Effective courses make the intention of the learning (LOs) very clear and provide the learner with clear statements about 'success criteria'. A constant dialogue (feedback) between learner & teacher is a key to success.

4 What assessment? How | Where | Who

Fine-tune the assessment requirements. What will work for your sport & your learners?

Assessment Environment	Online	F2F	Practical Experience
Weighting	How are the contributions to the assessment weighted?		
Duration	What time is required to complete the different forms of assessment?		
Resources	What resources are required to conduct the assessment?		

