

This framework is drawn from a research project funded by the British Academy ‘Activating Health: Developing user-informed optimal teaching behaviours and health assessment for Health Optimizing Physical Education’ (Goodyear & Dudley). The framework is also in a paper under review; Dudley, D.A., Goodyear, V.A., & Baxter, C. (In Review). Quality and Health-Optimizing Physical Education can be two sides of the same coin: Using a clinical approach to teaching and assessment

Observable Learning Framework; A Quality and Health Optimizing Physical Education Assessment Framework

Progression	‘Prestructural’ The acquisition of unconnected information, which have no organisation and make no sense.	‘Unistructural’ Simple and obvious connections are made, but their significance is not grasped.	‘Multistructural’ A number of connections may be made, but the meta-connections between them are missed, as is their significance for the whole	‘Relational’ The student is now able to appreciate the significance of the parts in relation to the whole	Progression Threshold	‘Extended Abstract’ The student is making connections not only within the g subject area, but also beyond it, able to generalise and transfer the principles and ideas underlying the specific instance. Students have exceeded the cognitive, affective, social psychomotor expectations of the developmentally appropriate standard.
Learning Domain						
‘Cognitive’ The cognitive domain refers to intellect or mental abilities. Cognition involves receiving, processing, and organizing information that has been perceived through the senses and using the information appropriately.	Students do not adhere to simple rules/instructions of an assigned physical activity.	Students complete an assigned physical activity task within the rules and instructions assigned to that task.	Students understand multiple rules/instructions (both major and specific) of a physical activity. AND Students demonstrate the ability to solve essential tactical problems presented in the physical activity.	Students demonstrate different tactical and problem solving decisions in the course of their physical activity to adapt their performance to changing rules/instructions. AND Students demonstrate a capacity to develop strategy to improve their efficacy in the assigned physical task.	When students meet this level in any one of the Learning Domains, the context or complexity of the physical activity experience should change	Students can evaluate the effect different rules, tactics and strategy have in any given physical activity context. OR Students can create new strategies, tactics and rules for improving the quality and efficacy of physical activity. OR Students demonstrate how strategy, tactics and rules of play/movement can be applied in contexts beyond participation in physical activity context.
‘Affective’ The affective domain encompasses feelings and emotions, behaviours, independence, self-esteem, and temperament.	Students do not control their own behaviour in physical activity settings. They require constant prompting and supervision. OR Students require external rewards or incentives to undertake a health or skill-related task in a physical activity setting.	Students can move in appropriate ways, executing the required movements if they are prompted, reminded or the movement is modeled.	Students readily accept numerous movement challenges AND Students practice movement skills in a self-motivated way.	Students are able to work without supervision. They can relate their movement needs in any given physical activity context AND Students move in ways that will improve their health and/or skill because they understand the relationship between movement and many aspects of their well-being (i.e. emotions, self-esteem, temperament)		Students can evaluate the effectiveness of their movement improving their health and skill needs OR Students demonstrate that their movement decisions for health and skill might be adopted beyond their participation physical activity.
‘Social’ The social domain encompasses learning related to communication, teamwork, management and leadership It is	Students do not interact with others in physical activity settings.	Students control their own behaviour so that I don’t interfere with others. They do this without prompting and constant supervision. AND Students responds to others during a physically active task when initiated by another person	Students show respect for others and are also willing to play and move with others. AND Students participate in mutually meaningful rituals associated with the physical activity experience	Students are able to extend their sense of responsibility to others by cooperating, giving support, showing empathy or showing the inner strength to deal with adversity. OR Students are capable of managing assigned activities with equity and fairness by defining and allocating roles for participating in the physical activity		Students demonstrate effective and empathetic leadership their team/peers during physical activity OR Students see how their social learning experiences through physical activity may be adopted beyond their participation physical activity to broader life lessons. OR Students empower others during physical activities (i.e. encouraging ownership, giving credit, grooming subordinates) OR Students build a following of others through positivity, vulnerability, sharing, generating commitment and maintaining integrity
‘Psychomotor’ Psychomotor objectives are concerned with the physically encoding of information, with movement and/or with activities where the gross and fine muscles are used for expressing or interpreting information or concepts.	Students cannot complete a movement skill/pattern with assistance or by imitation.	Students can complete a movement skill/pattern if they are assisted or if the movement is modeled for them to replicate.	Students can complete a movement skill/pattern unassisted or by independently following instructions.	Students can combine movement skills/patterns with other movement skills/patterns to perform successful movement sequences with very few errors.		Students can appraise their own movement competence varies. OR Students create new adaptations to these skills to make more effective in different contexts. OR Students can apply these skills in context for which they not intended.
Learning Context Learning is observed and assessed through a designated physical activity experience	No apparent learning observed in a physical activity context Quality and quantity of physical activity do not improve	Quality and quantity of physical activity improve in proportion to learning progression and context				