



THE ACTUAL SITUATION OF TESTING AND ASSESSING PHYSICAL EDUCATION RESULTS POINT IN THE DIRECTION OF DEVELOPING QUALITY AND CAPACITY FOR STUDENTS AT DPA PRIMARY SCHOOL IN THAI NGUYEN PROVINCE, VIETNAM

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Abstract:

Testing and evaluating learners' learning outcomes is an important part of the teaching and educational management process. It is also a motivation for students to be active and proactive in learning, and at the same time, it helps teachers and the management department grasp the educational effectiveness of the school to direct, adjust the content, and apply methods teaching methods as well as appropriate testing and assessment to achieve educational goals. This article examines the current situation of testing and assessing learning outcomes in teaching Physical Education towards capacity development at DPA primary school in Thai Nguyen province, Vietnam. The results of the survey are the basis for the adjustment of testing and assessment of learning outcomes in the direction of developing students' qualities and abilities, contributing to improving the quality and effectiveness of education to meet the goals of the 2018 general education program at the school.

Keywords: status; inspection and evaluation activities; learning outcomes; physical education; capacity development; primary school student; Vietnam

1. Introduction

In recent years, along with the innovation of teaching methods to improve the quality of education in all subjects, the innovation of testing and assessment is also important to educators Center Hoang Thi Tuyet and Vu Thi Phuong Anh (2006) research on

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assessment of learning outcomes in primary schools [12]; Nitko, A.J., & Brookhart, S.M. (2007) provide background information on measurement in education [7]; Hoang Thi Tuyet (2017) looking for a model of student assessment in the 2018 General Education Program [11]; Nguyen Thi Thu Thuy (2016) research on the evaluation results, assessing students' learning outcomes towards the goal of capacity development [10]; Nguyen Cong Khanh (2017) with the topic "Evaluating primary school students according to a competency approach to meet the requirements of reforming the general education program" [8]... The Ministry of Education and Training also issued many guiding documents guiding the work of testing and assessment for the primary school level such as Circular No. 30/2014/TT-BGDĐT [1]; Circular 22/2016/TT-BGDĐT [9]; Circular No. 27/2020/TT-BGDĐT [2]. Author Dong Thi Kim Xuyen also commented that "*Testing and assessment are an important and inseparable step in the teaching process*" [13]. This is both a driving force and a factor in improving the quality of teaching in schools. Testing, assessment of learning results to assess the cognitive level of current students compared with the training goals and teaching ability of teachers, and at the same time find out the causes to find ways to overcome. Examination and evaluation help managers understand the effectiveness of decisions and plans and their feasibility in order to adjust the operating process, and improve direction measures to achieve the best results from the teaching process. Therefore, in order to effectively implement educational content goals in the direction of innovation, it is necessary to pay attention to activities of assessment and assessment. The article presents the current situation of economic activities, assessment of learning outcomes in teaching Physical Education subject in the direction of developing quality and capacity for students at DPA primary school in Thai Nguyen province, Vietnam, as a basis to propose proposing appropriate measures, contributing to improving the quality and effectiveness of education and teaching at schools.

2. Literature Review

In recent years, there have been a number of studies related to testing and evaluation such as:

The author, Tang My Dung (2006) with the topic "Building a toolkit to test and evaluate the learning results of physics subjects for grade 12 students (semester 1) under the reform program in high schools." The author has researched and built a set of tools to test and evaluate the learning outcomes of grade 12 physics, term 1, including a system of questions and tests used to evaluate the process and evaluate the summary and application of experimental content in teaching practice [4].

Bui Thi Thu Ha (2013) with a Master's Thesis on "Building and using a set of tools to test and evaluate the learning results of the mechanical part (general physics) of students at Thai Nguyen Industrial College. "The author has researched and built a toolkit including a set of questions in regular examination and evaluation, two tests of one period of Mechanics [5].

Nguyen Ngoc Duy (2018) with the study "Designing a toolkit to test and assess problem-solving and creative abilities for students in the Northwest mountainous provinces through teaching chemistry projects." The author has successfully built a toolkit to assess problem solving and creativity for students through teaching chemistry projects and applying it in practice to evaluate effectiveness [3].

The above research works have contributed to creating the theoretical foundation for the author's research problem.

3. Material and Methods

During the research process, the paper used the following methods:

The method of analyzing and synthesizing documents: The topic uses this method to analyze and synthesize relevant documents to form a theoretical basis, build scientific hypotheses, determine tasks and find information to analyze and evaluate research results.

- Method of the interview, discussion using the method in the process of surveying 25 administrators, teachers, and 180 parents to find out the current status of accounting work and assessment of learning outcomes in teaching PE subject to primary school students in DPA province Thai Nguyen, Vietnam.
- Method of pedagogical observation: The method is used in observational research of class hours as well as examination and assessment hours of PE subjects at schools to collect information to solve research problems.
- Statistical mathematical methods are used in the research process to analyze and process the collected data to solve the research problems of the article.

4. Results and Discussion

4.1. The current state of awareness of teachers and student's parents about the role of testing and assessing physical education learning outcomes in the direction of developing quality and competence

Table 1: Perceptions of teachers and parents of students about the role of testing and assessment of learning outcomes in PE subjects in the direction of quality and capacity development

TT	Levels	Management staff, teachers (n=25)		Parents (n=180)	
		Amount	Percentage (%)	Amount	Percentage (%)
1	Very important	21	84	83	46,1
2	Important	4	16	81	45
3	Normal	0	0	13	7,22
4	Less important	0	0	2	1,11
5	Inconsequential	0	0	1	0,56

To evaluate the role of testing and assessment in the teaching process, we conducted a survey of 25 administrators, teachers and 180 students at DPA primary school in Thai Nguyen province, Vietnam. The results of this survey are shown in Table 1.

From the statistical results, it can be seen that:

- On the part of administrators and teachers: All the administrators and teachers interviewed confirmed the important or very important role of accounting in assessing the learning results of the subject of physical education in the direction of developing quality and competence in the teaching process.
- On the side of schoolchildren: there are 164 parents (accounting for 91.10%) out of the total number of parents asked that the testing and assessment of learning outcomes in the subject of physical education in the direction of developing quality and competence play a very important or important. However, there are still a few parents who think that testing and assessment of learning outcomes in physical education have little or no importance. Although accounting for a very small percentage (1.67%), it shows that there are still schoolchildren who are not aware of or have not realized the role of knowledge and assessment in physical education. Thus, in general, administrators, teachers and parents have corrected awareness of the importance of testing and assessment of physical education, but only a very small number of parents have incorrect awareness of this issue.

4.2. The current state of awareness of administrators, teachers and students' parents about the purpose of carrying out audit activities, and assessing learning outcomes in physical education is subject to the direction of quality and capacity development

In order to survey the current state of awareness about the purpose of carrying out economic activities, the topic evaluation conducted a survey of 25 administrators, teachers and 180 students from the school. The survey results are shown in Table 2.

Table 2: Perceptions of administrators, teachers and students' parents about the purpose of carrying out audit activities, assessing learning outcomes of physical education subjects in the direction of developing students' quality and capacity

TT	Purpose of testing and evaluation	Management staff, teachers (n=25)		Students' parents (n=180)	
		Amount	Percentage (%)	Amount	Percentage (%)
1	As the basis for evaluating and classifying students.	24	96	169	93,89
2	As a basis for class consideration, graduation.	19	76	134	74,44
3	Provide feedback to students.	19	76	126	70.00
4	Provide feedback to students' parents.	18	72	138	76,67

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5	Provide feedback to teachers.	23	92	157	87,22
6	Provide feedback to management staff and teachers.	18	72	132	73,33
7	Contribute to encouraging, rewarding or reminding students.	18	72	136	75,56
8	This is a factor that evaluates the quality of the school's teaching.	22	88	160	88,89
9	Help students develop self-assessment capacity.	18	72	129	71,67

The survey results show that the purpose of the assessment and evaluation of students' academic results in physical education is the most appreciated by two groups of subjects, namely administrators, teachers, and students' parents "As a basis for assessing and classifying students' academic performance" (accounting for 96% and 93.89%, respectively).

The second purpose of testing and evaluating students' physical education results that are highly appreciated by the audience is "Provide feedback to teachers" (accounting for 92% and 87.22% respectively).

Ranked in the third-highest position for the purpose of testing and assessing students' learning outcomes in physical education subject "As a factor for assessing the quality of teaching of the school" (accounting for the percentage of staff in turn management, teachers, students' parents are 88% and 88.89% respectively).

The remaining purposes of the assessment and assessment of students' learning outcomes in physical education are lower, but still at a fairly good level of awareness, accounting for 70% or more, that is: "Contributing to encourage, reward, or remind students to study"; "As a basis for considering promotion, considering graduation"; "Give feedback to students"; "Provide feedback to administrators" and "Help students develop self-assessment ability".

The above results also show the consensus in terms of awareness between the two forces of administrators, teachers, and parents of students about the purpose of economic activities. In assessing the learning results of students in physical education, the ratio is similar. It is an important basis for creating consensus in the implementation of the purposes of testing and evaluating the learning results of the PE subject in the direction of developing the quality and capacity of the school's students.

4.3. The actual situation of using economic methods to assess students' learning outcomes in physical education in the direction of developing quality and capacity

In order to better understand the current situation of using financial methods to assess the learning outcomes of PE subjects in the direction of developing quality and capacity, we have conducted a survey of 25 administrators and teachers (including 2 teachers of PE) collected and processed data. The results are shown in Table 3.

Table 3: The actual situation of using testing and assessment methods of students' learning outcomes in physical education in the direction of developing quality and capacity

TT	Methods of testing and evaluation	Administrators, teachers (n=23)		Physical education instructors (n=2)	
		n	Percentage (%)	n	Percentage (%)
1	Questions and answer methods	3	13,04	1	50
2	Writing test method	0	0	0	0
3	Observation methods	21	91,30	2	100
4	Methods of Product and Activity Evaluation	8	34,78	1	50

The results of Table 3 show that: through the observations of administrators and teachers participating in teaching subjects at DPA primary school in Thai Nguyen province, Vietnam, evaluating physical education instructors using methods of assessment and assessment in the direction of product development The quality and capacity of students, in which the observation method is the most dominant with a rate of 91.30%, the question-answer method, and the method of assessment through products and activities of the students, are highly competitive. The smaller percentages are 13.04% and 34.78%, respectively. As for the written test method, in their opinion, teachers of general education do not use it.

The views of the administrators and teachers of subjects are also relatively similar to those of the teachers of physical education. For teachers of physical education, the main method used is the observation method with 100% of the opinions agreeing, with the method of questioning and evaluating through products and activities of students, only 50% of the percentage of teachers used, especially with the written test method is not currently used by any teacher in the process of carrying out testing and assessment in the direction of developing students' quality and capacity.

Through discussions with teachers, we know that teachers use observational methods mainly in periodic assessments (mid-term and at the end of the term), for regular assessments, almost no teachers are interested, evaluate. Thus, it can be seen that the teachers who teach physical education at DPA primary school in Thai Nguyen province, Vietnam have not used a variety of methods of testing and assessment, so when following the 2018 program, the assessment and assessment follow the direction of developing the quality and capacity of learners will have many limitations and inadequacies.

4.4. The current situation of using the tools of testing and assessment of learning outcomes in physical education in the direction of developing quality and capacity at DPA primary school, Thai Nguyen province, Vietnam

To find out about the current status of using financial tools to assess the learning outcomes of PE subjects in the direction of developing the quality and capacity of students, we conducted a survey of 2 teachers of physical education participating in teaching at the school. After collecting and processing the data, the obtained results are shown in Table 4.

Table 4: The current situation of using the tools for testing and assessment of learning outcomes of students

TT	Testing and evaluation tools	Usage level					
		Regular		Occasionally		Unused	
		Amount	Percentage (%)	Amount	Percentage (%)	Amount	Percentage (%)
1	Question	0	0	0	0	2	100
2	Short notes, daily notes	0	0	0	0	2	100
3	Records, learning products, activities of student	0	0	1	50	1	50
4	Checklist	0	0	0	0	2	50
5	Scales or observation sheets	1	50	1	50	0	0
6	Criteria evaluation sheet	1	50	1	50	0	0
7	Questions and answers	0	0	1	50	1	50

The survey results show that physical education instructors use relatively few tools for testing and assessment of students' learning outcomes. Only 4/7 tools are used by teachers in the process of assessment and assessment in the direction of developing students' quality and capacity, but the level of use of tools is not high. In particular, the "scale or observation sheet" and the " evaluation sheets by criteria " are tools that allow teachers to collect information to make judgments about students' learning results according to the criteria set out by the teacher. The levels are described in very clear terms. The level of regular use by teachers accounts for 50%, the remaining 50% is used occasionally.

At the second level of use are tools such as: "Profiles, learning products, student activities," and "Q & A," which are quite popular tools today to evaluate students in the direction of product development. The rate of using PE teachers is not high, only 50% of teachers sometimes use it, and the rest do not.

In particular, with the tools "Questions," "Short notes, daily notes," and "Checklist," no teacher of general education uses in the process of assessing and assessing students' learning results. This reflects the fact that at DPA primary school in Thai Nguyen

province, Vietnam, teachers of physical education use testing tools that focus on forms of assessment and assessment of the quality and capacity of learners, but there are still many problems. limit.

Mrs. T. T. N., Vice Principal of DPA Primary School said: *“In fact, the assessment and assessment of learning outcomes for primary students are carried out throughout the learning process, teachers encounter much pressure in this job. It is not easy to increase the use of methods inclined to assess competence, especially for PE subjects, requiring teachers to have a thorough understanding of the whole process. Therefore, in order to implement the policy of the industry, the school is interested in forms of assessment and assessment of the quality and capacity of students, but still to a certain extent”*. There is quite a clear difference in the assessment of some forms of testing and the assessment of students' learning outcomes between the two forces of management staff, subject teachers, and physical education instructors. This can be explained that: firstly, all directions and orientations first come from the school; second, maybe physical education Instructors with the specificity of teaching practice in the yard, so it is difficult to use methods of writing tests and answering questions about students' learning outcomes in school. Therefore, the different evaluation results of these two forces have a theoretical and practical basis. Thus, the school and its teachers have flexibly used many tools of accounting and assessment of students' learning outcomes. New forms of assessment and assessment have also been started by schools and teachers, but to a limited extent. With the current trend of educational quality innovation, it is required that schools in general, especially teachers of physical education in particular, gradually shift from the form of knowledge-based assessment and assessment to the forms of accounting and assessment of qualities and abilities. Students' strength to promote the initiative and creativity of students to further improve the quality of education in accordance with the requirements of today's society.

4.5. The current situation of the content of testing, assessing the learning results of students in physical education in the direction of developing quality and capacity at DPA primary school, Thai Nguyen province, Vietnam

In order to find out about the current situation of using the contents of testing to assess the learning outcomes of subjects in general and the subject of physical education in particular of DPA primary school students, we have conducted a survey of 25 administrators and teachers (including 2 of which are 2). teachers of general education) and 180 students, collecting and processing data, the results are shown in Table 5.

Table 5: The actual situation of using the content of the textbook, assessing the learning results of students

TT	Content to test and evaluate student learning outcomes	Management staff, teachers (n=25)		Students' parents (n=180)	
		Amount	Percentage (%)	Amount	Percentage (%)
1	Stick to the standard of knowledge, subject skills	23	92	145	80,56
2	The core knowledge of the subject	24	96	143	79,44
3	Covering textbook content	19	76	169	93,89
4	Expanding knowledge beyond textbooks	18	72	148	82,22
5	Compulsory memorization of knowledge	15	60	143	79,44
6	Training students to analyze problems	16	64	148	82,22
7	Focus on the ability to apply knowledge to reality	19	76	172	95,56
8	Pay attention to the ability to synthesize knowledge	12	48	146	81,11
9	Pay attention to the evaluation of students' capacity	10	40	153	85.00

Table 5 shows that there is no consensus in the assessment of the content of testing, to assess the learning outcomes of students in two groups of survey subjects, namely administrators, teachers and students' parents. Most of the criteria have quite large differences, there are contradictions in the assessment of these two forces. For example, the content of accounting and assessment closely follows "*The core knowledge of the subject*", which is rated the highest by management staff and teachers (accounting for 96%), then the student's parents rate it at 79.44%; or the content "*Following the standards of subject knowledge and skills*" (rated by management staff and teachers, accounting for 92%; students' parents assessed 80.56%). Meanwhile, some other criteria are the opposite, such as: "*Focus on the ability to apply knowledge in practice*" was assessed by administrators and teachers at a rate of 76%, while for students' parents, the rate was 95.56%; "*Covering textbook content*" assessed by administrators and teachers accounted for 76%, and for students' parents, the rate was 93.89%. This difference can once again be confirmed: the interest of students' parents in examinations and in assessing their children's learning outcomes seems to be in terms of form, but in terms of content, it is not really deep. This is completely true with the current conditions and common psychology of many parents. When asked directly, H.T.N.N, the parent of 2nd graders, shared: "*I often pay attention to how much my child's score is, how the teacher comments on my child's work, how many sentences and format are on the test, but I do not know about the nature of the content of the test...*"

In Table 5, the criteria from 1 to 4 reflect the scope of the content of the testing and assessment, while the criteria from 5 to 9 reflect the levels of awareness of the content of

the testing and assessment. For management staff, teachers highly appreciate the following criteria: First, the content of accounting, assessing students' learning results has closely followed "The core knowledge of the subject" (96%); second, is "Stick to the standard of knowledge, subject skills" (92%); third, "Training students to analyze problems" (88%). Meanwhile, the criteria are rated lower such as: "Expand knowledge beyond textbooks" (60%), and "Pay attention to the evaluation of students' capacity" (56%). This shows that the scope of the content of the testing and assessment topics is reasonably conducted by the teachers and the school, ensuring the knowledge and skills standards and the requirements of the testing and assessment of subjects in primary schools. However, the content of testing and assessment of students' learning outcomes is rarely used by teachers and school administrators outside of textbooks. This can have a negative impact on students' sense of self-study and self-expanding knowledge, and at the same time, it shows that the school is somewhat apprehensive about the achievement being guaranteed compared to the goals set out in the school year. Thus, it can be seen that the preparation of content for economic activities and the assessment of students' learning outcomes, although done by the school, is not really adequate. The content of the test closely follows the focus of the learning topics and standards of knowledge and skills but has not been expanded by the school, improving the students' sense of self-study and self-discovery; still attaches great importance to the testing and assessment of the knowledge, not focusing on the ability to apply it in practice. This is also one of the limited issues in the process of changing educational thinking and the content and form of testing and assessment according to the requirements of the current renovation process.

5. Conclusion

Thus, it can be seen that the testing and assessment of students' learning outcomes is an important stage of the teaching and educational management process, a driving force for students to be active and proactive in learning, and at the same time helps teachers and the management staff grasp the educational effectiveness of the school to operate, direct, and adjust the appropriate teaching content and methods to achieve educational goals. The results obtained from the survey show that the staff of administrators, teachers, and students' parents have properly understood and directed the implementation of relatively synchronously the purposes of accounting, and assessing the learning results of students in physical education in primary schools. However, there are still a number of aspects of the testing and assessment activities of students' learning outcomes that have not been appreciated. Therefore, in the coming time, in order to achieve the desired effect in testing and evaluating the learning results of students in physical education at DPA primary school in Thai Nguyen province, Vietnam, the management staff and teachers need to pay more attention. further to the forms, content and stages of testing

and assessment to ensure that "assess the progress of students, do not compare one student with another, do not put pressure on students, teachers, or students' parents."

Conflict of Interest Statement

The authors declare no conflicts of interest.

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