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**Tran Thi Tu**  
Department of Physical  
Education and Sports, Thai  
Nguyen University of  
Education, Vietnam

**Dao Van Binh**  
Cai Dan Primary School, Song  
Cong City, Thai Nguyen  
Province, Vietnam

## The current situation of testing and evaluating Physical Education learning outcomes in the direction of developing capacity for students in Grade 4, Song Cong city, Thai Nguyen province

**Tran Thi Tu and Dao Van Binh**

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### Abstract

Evaluate learning outcomes in the direction of developing capacity for student, focusing on the ability to creatively apply knowledge in different application situations. In other words, competency-based assessment is assessing knowledge, skills and attitudes in meaningful contexts. Using theoretical research methods, interviews, observations and expert opinions, the article evaluates the current status of testing activities and evaluates the learning outcomes of physical education subjects of students in grade 4 in Song Cong city, Thai Nguyen towards capacity development as a basis for proposing innovative testing and assessment measures to improve teaching effectiveness, contributing to improving the quality of education and training.

**Keywords:** Current situation, testing and evaluating, capacity, physical education, primary school students

### Introduction

Vietnam's general education is gradually shifting from a content based education program to an approach to learners' capabilities, from caring about what students learn to caring about what students learn through learning <sup>[1]</sup>. In order to achieve that, it is necessary to successfully transition from the "one-way transmission" teaching method to teaching how to learn, how to apply knowledge, practice skills, and form competencies and qualities, at the same time, we must change the way of evaluating educational results from focusing on memory testing to testing and evaluating the ability to apply knowledge to solve problems, attaching importance to testing and evaluating learning results with testing, evaluate during the learning process to have timely impact to improve the quality of teaching and educational activities <sup>[2, 3, 6]</sup>.

Test and evaluate in the direction of developing student capacity, focusing on process assessment to promptly detect student progress and for the sake of student progress, thereby making timely adjustments and self-adjustments teaching activities and learning activities during the teaching process. This view clearly shows that each assessment activity is considered learning and assessment is for student learning. In addition, learning outcomes assessment will also be performed at the end of the educational process to confirm what students have achieved compared to learning outcomes. Testing and assessment for progress means that the testing and assessment process must provide feedback to help students know how much they are progressing, what areas of knowledge and skills have improved, and what areas have improved. What knowledge and skills are weak to adjust the teaching and learning process <sup>[1, 2]</sup>.

It can be said that testing and assessment in education comes from many aspects, including the assessment of learning outcomes of students in general and primary school students in particular, which has always been respected. Assessing learning outcomes not only needs to mention many factors, but the relationship between those factors is also very complex. Therefore, in this evaluation process, it is necessary to attach importance to the study of teachers' accumulated experiences in evaluating learning outcomes, and on the other hand, it must also be derived from theories of educational evaluation, educational theory in general

**Corresponding Author:**  
**Tran Thi Tu**  
Department of Physical  
Education and Sports, Thai  
Nguyen University of  
Education, Vietnam

and educational policies, to conduct comprehensive research. If the assessment of learning outcomes is developed properly, ensuring objectivity and fairness, it will be a driving force for learners to be proactive, creative and constantly improve the quality of training [4, 5].

With all of the above reasons, the study analyzed and evaluated the current status of testing and evaluating learning outcomes of physical education for grade 4 in Song Cong city, Thai Nguyen province in the direction of developing one's capacity objectively in order to create a practical basis for proposing innovative testing and evaluation measures to improve teaching effectiveness, contributing to improving the quality of education and training of the school.

### Research methods

**Theoretical research method:** The article uses this method to analyze and synthesize relevant documents to form a theoretical basis, build scientific hypotheses, identify tasks and find data to analyze and evaluate research results [7, 8, 9, 10, 14, 15].

**Interview method:** The article uses this method to survey the actual testing and evaluation activities in some primary schools in Song Cong city through a number of activities such as direct and indirect interviews through questionnaires from teachers and students. From there, draw conclusions about the current status of testing and evaluating students' learning outcomes in physical education. The study conducted interviews with 20 primary school physical

education teachers and 150 parents of students in a number of primary schools in Song Cong city, Thai Nguyen province.

**Pedagogical observation method:** The study observed testing and evaluation activities in teaching physical education in some primary schools in Song Cong city, Thai Nguyen province to have practical assessments of this activity.

**Statistical mathematical method:** This method is used in analyzing and processing data collected during the process of studying the current situation as well as processing the results of pedagogical experiments to confirm the feasibility of the topic.

### Research results

#### 1. Current situation of teachers' and parents' awareness of testing and evaluating learning outcomes in Physical Education for 4th grade students

a. Current status of awareness of the role of testing and evaluating of learning outcomes in physical education for 4th grade students in Song Cong city, Thai Nguyen province.

To grasp this reality, we conducted research on the role of testing and the learning outcomes of physical education for 4th grade students in primary schools in Song Cong city during the teaching process through a questionnaire. The results are shown in the following table:

**Table 1:** Awareness of teachers and parents about the importance of testing and evaluation of learning outcomes in physical education of grade 4 students

No.	Levels	Teacher (n=20)		Parents (n=150)	
		n	Percent (%)	n	Percent (%)
1	Very important	12	60	65	43,33
2	Important	8	40	39	26
3	Moderately important	0	0	31	20,67
4	Slightly Important	0	0	9	6
5	Not Important	0	0	6	4
Total		20	100	150	100

#### Through the results of table 1, it can be seen

**On the part of teachers:** All interviewed teachers affirmed the important or very important role of testing and evaluating the learning outcomes of grade 4 physical education in the teaching process.

**On the parents' side:** There are 104 parents (accounting for 69.33%) of the total number of parents questioned who think that testing and evaluating physical education results has a very important and important role, there are 31 parents (accounting for 20,67% of the total number of parents) of respondents thought it was normal. However, there is still a significant proportion of parents (15 parents) who believe that testing and evaluating physical education results has a less important and unimportant role, with a rate of 10% showing that there is still a significant number of parents who has incorrect awareness of the role of testing and evaluating learning outcomes in grade 4 physical education. Thus, it can be seen that the teaching staff is correctly aware of the importance of testing and evaluating of physical

education in primary schools, which is a very important basis in the practice of teaching physical education in high schools. In contrast to the teachers' perception, parents have a different perception. The proportion of parents who think it is normal and especially less important and not important is not small (33.67%), this shows that parents still have not really appreciated the role of testing and evaluating the results of physical education, this will also be difficulties in the work of testing and evaluating students in physical education in high schools.

#### b. Current status of awareness of the purpose of testing and evaluating learning outcomes in physical education grade 4 in primary schools, Song Cong city, Thai Nguyen province

To clarify the awareness of teachers and parents about the purpose of testing and evaluating learning outcomes of physical education for grade 4, we conducted a survey through questionnaires. The results are as follows:

**Table 2:** Awareness of teachers and parents about the purpose of testing and evaluating of physical education of 4th grade students in primary school

No.	Purpose of testing and evaluation	Teacher (n=20)		Parents (n=150)	
		n	Percent %	n	Percent %
1	To rank and classify students	14	70,0	135	90,0
2	Evaluate the level of achievement compared to the set requirements	17	85,0	98	65,33
3	As the basis for adjusting students' learning activities	14	70,0	72	48,0
4	As the basis for adjusting teachers' teaching activities	15	75,0	112	74,67
5	Motivate, encourage, and advise students	12	60,0	66	44,0
6	Forming students' self-assessment ability	8	40,0	33	22,0

The survey results show that the opinions of teachers and parents about the purpose of testing and evaluating learning outcomes of physical education appear in all 6 purposes given by us; however the survey results have different levels of agreement. For physical education teachers, 5/6 goals were rated by teachers at a rate of over 50%, which are goals 1,2,3,4,5, of which the purpose "Evaluate the level of achievement compared to the set requirements" was rated highest by teachers at 85%. For parents, their opinions are also present for all 6 purposes with rates ranging from 22% to 90%, of which the purpose with the highest rate is "To rank and classify students", the purpose for which the ratio

of teachers and parents gave the lowest rating to "Forming students' self-assessment ability" with rates of 22% and 40%.

### c. Current status of awareness of the relationship between testing and evaluating learning outcomes and the process of teaching physical education

To evaluate the awareness of teachers and parents about the relationship between testing and evaluating learning outcomes and the process of teaching physical education grade 4, we conducted a survey. The results are as follows:

**Table 3:** Awareness of teachers and parents about the relationship between testing, evaluating learning outcomes and the teaching process of physical education

No.	Content	Teacher (n=20)		Parents (n=150)	
		N	Percent (%)	n	Percent (%)
1	As an independent process from the teaching process	0	0,0	12	8,0
2	As the final step of the teaching process	4	20,0	37	24,67
3	As a part of the teaching process and linked with other stages of the teaching process	16	80,0	101	67,33

Through statistical results, the majority of teachers and parents believe that testing and evaluating learning outcomes of physical education is a part of the teaching process and linked to other stages of the teaching process. There are 4 teachers accounting for 20% and 37 parents accounting for 24.67% who believe that testing and evaluating learning outcomes of physical education is the final step of the teaching process. In addition, there are some parents (12 parents accounting for 8%) who believe that testing and evaluating the learning outcomes of physical education is an independent process from the teaching process.

The survey results show that not all teachers and students correctly understand the relationship between testing and

evaluating learning outcomes and the process of teaching physical education. In fact, there is still a large part of parents who do not understand this relationship correctly.

## 2. Current situation of testing and evaluating physical education of 4<sup>th</sup> grade students in Song Cong City, Thai Nguyen province

### a) Current status of the level of testing and evaluating performance for students

We find out the current status of the level of implementation of testing and evaluating the learning outcomes of physical education subject grade 4 of teachers through a questionnaire. The results are presented in the following table:

**Table 4:** Current situation of testing and evaluation learning outcomes of physical education in grade 4 in Song Cong city

No.	Levels	Teacher (n=20)	
		n	Percent (%)
1	Very Frequently	2	10,0
2	Frequently	17	85,0
3	Occasionally	1	5,0
4	Rarely	0	0,0
5	Never	0	0,0

According to the results obtained, most physical education teachers very often and regularly test and evaluate students' physical education results during the teaching process (accounting for 95%). This is quite a positive point in teachers' teaching and assessment activities. However, there is still a significant proportion of 5% of teachers who think

they only do it occasionally. This shows that these are certain shortcomings and limitations in the work of examining and evaluating learning outcomes physical education for grade 4 students when implementing the 2018 General Education program.

**b. Current status of teachers' use of testing and assessment methods:** To learn about testing and evaluation methods in teaching 4<sup>th</sup> grade physical education in elementary schools, we conducted interviews with 20

physical education teachers in a number of elementary schools in Song Cong city, Thai Nguyen province. The results obtained are presented in the following table:

**Table 5:** Current situation of the methods used by teachers to test and evaluate students' capacity in teaching Physical Education Grade 4 (n=20)

No	Method	Level	Very Frequently		Frequently		Occasionally		Rarely		Never	
			n	%	n	%	n	%	n	%	n	%
1	Writing test		0	0,0	0	0,0	0	0,0	1	5,0	19	95,0
2	Observation		4	20,0	14	70,0	2	10,0	0	0,0	0	0,0
3	Question and answer		0	0,0	0	0,0	2	10,0	1	5,0	17	85,0
4	Evaluation through students' academic records		0	0,0	0	0,0	0	0,0	2	10,0	18	90,0
5	Evaluation through students' learning		3	15,0	10	50,0	7	35,0	0	0,0	0	0,0

According to the results of table 5, the observation method and assessment method through students' learning products are used at the highest level, mainly at a frequent and very frequent level, accounting for 100%. There are no teachers who rarely use these two methods. It can be seen here that these are the two traditional methods mainly implemented in high schools when testing and evaluating the learning outcomes of physical education. The remaining methods such as the writing test method, the question-and-answer

method and the evaluation method based on students' learning records, are chosen by teachers rarely and never used, accounting for a rate of 90% to 100%. Thus, it can be seen that physical education teachers use very limited methods of testing and evaluation in the process of teaching the subject.

### c. Current status of teachers' use of testing and evaluating tools

**Table 6:** Current situation of tools used to test and evaluate students in teaching Physical Education in primary schools

No.	Tools	Level	Very Frequently		Frequently		Occasionally		Rarely		Never	
			n	%	n	%	n	%	n	%	n	%
1	Question		0	0	0	0	0	0	6	30	14	70
2	Question and answer		0	0	0	0	0	0	3	15	17	85
3	Short notes, daily notes		0	0	0	0	0	0	6	30	14	70
4	Students' academic records		0	0	0	0	0	0	4	20	16	80
5	Products of students' activities		0	0	6	30	8	40	0	0	6	30
6	Checklist		0	0	0	0	0	0	0	0	20	100
7	Scales or observation sheets		0	0	0	0	0	0	3	15	17	85
8	Criteria evaluation sheet (Rubrics)		6	30	8	40	6	30	0	0	0	0

Survey results show that Physical Education teachers use quite limited tools to assess and evaluate students' learning outcomes. There are only very few tools used by teachers in the process of assessment and evaluation towards capacity development, but the level of use of the tools is different. The highest level of use is the "criteria evaluation sheet" with frequent and very frequent use accounting for 70%, the remaining is occasional use accounting for 30%. The assessment tool through "student activity products" accounts for 30% of teachers regularly using it, 40% of them occasionally use it, the remaining 30% do not use it. It can be seen that, with the specific nature of the subject being practice, assessment through students' products will be the dominant tool and the traditional tool that Physical Education teachers often use.

The survey results also show tools such as: "Questions", "Q&A", "Scale or observation sheet", "Students' learning records" and "Short notes, daily notes" are tools that allow teachers to collect information from which to make judgments about students' learning outcomes according to those criteria that have been described into very clear levels, teachers only have opinions at a rare and unused level.

Especially the "Checklist" is not used by 100% of teachers. This reflects the reality at primary schools in Song Cong city, Thai Nguyen province. Physical education teachers use very limited testing and evaluating tools for students.

In order to test and evaluate the learning outcomes of physical education in the direction of capacity development, it is necessary to use a combination of many appropriate testing and evaluating tools. This is a difficulty that needs to be overcome in the process of testing and evaluating learning outcomes of physical education in the current reality.

With the current trend of quality innovation in education, it is required that schools in general, and especially physical education teachers in particular, must gradually shift from forms of testing and evaluating that are heavy on knowledge to forms of testing and evaluating of students' qualities and capacity help promote initiative and creativity of students, thereby further improving the quality of education, in order to meet the requirements of today's society.



### 3. Difficulties in testing and evaluating learning outcomes in Physical Education Grade 4 in primary schools in Song Cong city, Thai Nguyen province

Teachers have a decisive role in the process of testing and evaluating physical education in the direction of developing qualities and capacities. So when conducting the evaluation and assessment process, what difficulties do the teachers

often encounter? To find out the difficulties teachers encounter in the process of testing and evaluating Physical Education in the direction of developing qualities and competencies, we conducted a survey of teachers participating in teaching Physical Education at primary schools in Song Cong city. The survey results are shown in the following table:

**Table 7:** Difficulties of teachers in the process of testing and evaluating learning outcomes in Physical Education Grade 4

No.	Difficulty	Level					
		Agree		Undecided		Disagree	
		n	Percent %	n	Percent %	n	Percent %
1	Difficult to identify the competencies that need testing and assessment in teaching Physical Education	14	70,0	5	25,0	1	5,0
2	Difficult to determine the process of testing and evaluating learning outcomes in physical education in the direction of developing student capacity	17	85,0	3	15,0	0	0,0
3	Difficult to develop technical tasks and assess student capacity	7	35,0	4	20,0	9	45,0
4	Difficulty in developing criteria and technical rubrics, assessing student capacity	18	90,0	2	10,0	0	0,0
5	Students' self-discipline, positivity, and initiative in assessment and assessment are not high	7	35,0	9	45,0	4	20,0
6	The number of students in the class is too large	6	30,0	5	25,0	9	45,0
7	It takes a lot of time to develop tasks and criteria for testing and evaluation as well as score and give feedback on results	5	25,0	7	35,0	8	40,0

The survey results show that the biggest difficulty that teachers encounter in the process of testing and evaluating learning outcomes in physical education in the direction of developing capacity is "Difficulty in developing criteria and technical rubrics, assessing student capacity" accounting for 90% of teachers agree, the remaining 10% of teachers are confused. The difficulties ranked second by teachers are difficulties such as: "Difficult to identify the competencies that need testing and assessment in teaching Physical Education" and "Difficult to determine the process of testing and evaluating learning outcomes in physical education in the direction of developing student capacity" with agreement rates of 70.0% and 85.0% respectively. The remaining difficulties have a rate of teachers agreeing below 40%. Thus, it can be seen that teachers still face many difficulties in testing and evaluating the learning outcomes of physical education in the direction of developing students' capacity in reality. This is also an understandable problem, because measuring and evaluating learning outcomes in physical education in the direction of capacity development is still a new issue, so teachers often encounter a lot of confusion in this issue.

#### Conclusion

Researching the actual current of testing and evaluating the learning outcomes of physical education grade 4 at some primary schools in Song Cong city, Thai Nguyen province, we have analyzed the current situation of teachers' and parents' awareness of testing and evaluating according to the direction of developing student capacity, the current situation of using assessment tools and methods in the process of teaching physical education in primary schools allows teachers to recognize the advantages and disadvantages of the methods currently used, thereby recognize the need to diversify and access new and modern forms and methods of assessment to help students be

motivated to learn and improve the quality of teaching and learning in high schools. At the same time, the research results also show the difficulties of teachers in the process of implementing testing and evaluating of learning outcomes in physical education in primary schools in the direction of developing student capacity. The above results of investigating the current situation are a solid scientific basis for researchers to orient and implement appropriate reform of education and assessment in primary schools, contributing to improving the quality of school education.

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