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The problem of evaluation in physical education and sports.

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Abstract :

Evaluation is the process of judging the value of individuals, activities, or subjects based on clearly defined standards and criteria, and it plays a fundamental role in improvement and development within the educational process. This article examines evaluation in physical education and sports from multiple perspectives in order to describe current practices and compare them with approved educational approaches, while also identifying the main determinants that govern assessment procedures. The study seeks to guide specialists toward the proper and effective application of evaluation methods. It further discusses several problems related to assessment in this field, considering the multidimensional nature of physical education, which contributes to students' motor, psychological, cognitive, and moral development. Assessing students' skill acquisition is a complex task based on several indicators; however, the lack of objectivity in both methods and standards has often resulted in inflated grades and weak control of instructional units.

Keywords: evaluation, physical education and sports, testing,

Article info

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1. Introduction

Physical education and sports are among the distinguished subjects in the educational program proposed in the official curricula of the Ministry of National Education, since all the listed subjects are classified as educational or pedagogical subjects, or are both educational and pedagogical, as the physical education and sports are considered among the subjects that are more concerned with the educational aspect, which It touches on various physical, intellectual, emotional, social and moral fields and employs the educational aspect of learning basic and special motor skills, as well as the basic knowledge surrounding them necessary to control this learning. Given this specificity, for which we do not reach a complete and comprehensive understanding, we find that its actual application in educational institutions varies from one professor to another according to his perceptions and basic composition, as well as the motivations he has in choosing this subject and the extent to which he achieves job satisfaction. This is despite the existence of a unified program set by the bodies. Perhaps the most influential variable is the quality of the various training that teachers of physical education and sports received in the various stages of education, which changes according to the stages of training, which knew several stages beginning with independence, where there was a shortage of supervisors. In various fields, as well as the principle of respecting priorities in academic subjects, as physical education and sports were considered secondary subjects, and attention to training in them was less than in basic subjects, and several types of training were known that required entry into different criteria, and this was subject to the principle of supply and demand, and perhaps the most important conditions required. It is the academic qualification and the required certificate, which was sufficient in the first stages at a lower level, then to the secondary level, and after that, moving to requiring a baccalaureate degree. And in the second degree comes the selective subject, which is mostly based on some skillful influences with ability without focusing on the aspect of art, and there is an alternative program except for years, and all of this is the fact that different generations are not taken from the professors supervising the subject of physical education and sports, and of course this follows the difference in educational experiences, which Evaluation is considered one of the important factors that often contribute to the motivations of stakeholders in engaging in the activity. Even the method has known different and variable patterns of evaluation, and in many cases we do not give a preferable picture of the brakes on which we can judge the impact on the practice of physical education. It is through the established program and objectives. Target ruler and expanders for these purposes.

Therefore, we are trying, through this article, to study this aspect, which is evaluation in physical education and sports, from its various aspects, to determine the practiced reality and compare it to what it should be according to the approved educational approaches, as well as the basic determinants of the evaluation process, so that we can enlighten specialists in the field of physical education and sports with some guidance that helps. To control and employ this aspect in a correct educational manner.

2. Problematic :

The view of actors in the educational environment, as well as students and their guardians, regarding the subject of physical education and sports is often affected by the nature of the points recorded in the lists, which do not distinguish between different students and are often very close and high, and of course they do not reflect the differences that exist between different students in aspects of motor performance. Or in the behavioral and ethical aspect, which represents the natural distribution of societies in the distribution of proportions, which raises the question about the evaluation process in terms of the different methods and approved standards, and in many cases those in charge of educational institutions ask professors to inflate the points for students in order to ensure a greater degree of success in their institutions. This is a negative view towards this article and those responsible for it.

Also, through our previous experiences as teachers of physical education and sports, we often found ourselves in a problematic situation regarding how to grade students at the end of the semester, and each professor adopts a special method according to his orientation, level of knowledge, and the type of

training he received, but there is often participation in inflating the points. If we delve deeper into the phenomenon and through our teaching of the subjects taught at the university, we find that there is a lack of interest in the taught lessons and a weak level of students in the exams organized to evaluate them in various subjects, especially in the subjects related to the evaluation process, except for some outstanding students, but in contrast, almost all graduating students work in educational institutions. If we analyze the educational content that students receive in this field, especially in evaluation, it is considered insufficient to provide the graduating student with the necessary knowledge that allows him to employ the evaluation process in the correct and necessary way.

From this we start to wonder about the nature of evaluation in physical education and sports and what distinguishes it from educational subjects due to the differences in the arithmetic averages of the rates? (average of results)

What are the factors that influenced the distribution of grades for physical education and sports in limited areas that tend to be at the highest levels?

How do those responsible for physical education and sports understand the evaluation process?

2.1 Hypotheses:

Through the sum of scientific studies completed in this field and through our field experience, we propose some hypotheses to temporarily answer these questions raised in the problem, which are:

- Due to the nature of physical education and sports as an educational and educational subject that includes several aspects of the student's development (motor, psychological, mental, and moral), evaluating the level of the student's acquisition of proficiency is a complex process and must include several aspects based on several indicators, but the lack of objectivity of the evaluation process is The methods used or the standards adopted led to the recording of inflated points, often represented by the inability of those in charge of the subject to master their educational material.

The distribution of general averages for the subject at the national level is not consistent with the natural distribution of societies in any phenomenon (the rest of the educational subjects), which indicates a lack of objectivity in the evaluation process, whether in the tests used that do not clearly measure competency indicators, as well as awarding points that do not correspond to the performance level For the student.

The presence of different generations of professors teaching physical education and sports who received different training in terms of duration and content, as well as different initial admission conditions for entry into training, led to an inconsistent adaptation of physical education and sports teachers to teaching according to the competency approach, in which evaluation is considered one of its basic variables.

2.2 Define key terms in your search:

Evaluation: Linguistic, terminological and procedural definition

Evaluation:

Evaluation: from a valuable source. Evaluate: the thing, i.e. its value

The word evaluation is used to define the value, price or importance of something. Or estimating the value of something or judging its value

Terminological definition of evaluation:

According to the definition of "Safrit" 1981 ((Evaluation has two factors, the first is measurement and the second is judgement. The word "measurement" also requires methods, and in the end evaluation can include a subject, phenomenon or behavior)).

Margaret J. Safrit defines (that evaluation is a process that makes judgments about the results of objective measurements and tests based on certain criteria) (Qais Naji Abdul-Jabbar Batusi Ahmed, p. 29). Ruth Abernaty believes that (evaluation is an educational process in which measurement methods are used to reach advanced objective results with data that result from comparisons with new ideas and perception) (Qais Naji Abdul Jabbar Batusi Ahmed, p. 29)

From these definitions of evaluation, we say that it is a systematic examination, and its goal is to answer specific questions, judge the total value of the effort made to achieve a goal, and extract lessons that are useful in improving taking actions, developing plans, and making decisions in the future. Evaluation processes generally seek to determine competencies, effectiveness, impact, and sustainability, and should The evaluation should include reliable information and include lessons learned that help in decision-making.

Evaluation also includes issuing a judgment on the value of things, people, or subjects, and in this sense it requires the use of standards, levels, or criteria to estimate this value. It also includes the meaning of improvement, modification, or development that depends on these judgments.

the test:

Crombach defines the test as ((any systematic method for comparing the behavior of two or more individuals))

(A tool required for the performance of the evaluated individual. The performer receives and deserves a grade represented by the quality of how he performs. The quantity and quality of individuals in strength, speed, ability, jumping, knowledge, intelligence... etc. are determined by using accurate, objective tests) (Mohamed Ibrahim Shehata, Mohamed Jaber Bariqa, 202, p. 9).

Tyler defines it as "a codified situation designed to show a sample of individuals' behavior."

"Aron" defines it as ((a specific exam that includes performing an identical task for all cases on which the examination was conducted using precise technology to estimate success and failure or for the purpose of a digital signal)

EVAUATION (Adjustment)

Linguistic recognition: Thing: straighten it - remove its crookedness Straighten the thing: straighten it - turn it around: remove its crookedness: give it a known value. And in the sense of uprightness - uprightness: straighten the belongings: straighten them straighten the poetry: be balanced. Consistency: justice and moderation. [Human stature]: his stature and good length [And the Evaluation]: source. ((Evaluation of countries: stating their length and breadth and the tax on their lands. The Evaluation is based on the calculation of times (The Calendar).

Terminological definition: (Evaluation is the use of information obtained from measurement to determine the extent to which those responsible for education have achieved success in achieving the educational goals that they seek to achieve, to be an aid to identifying problems and diagnosing situations in order to identify obstacles to improving the educational process. The evaluation process is more comprehensive than the process of Measurement because it includes measurement plus a specific ruling, in addition to taking positive steps such as guidance on the best ways to achieve related goals). (Munjid Al-Talaba, 1986).

Physical education and sports: (It is one of the pedagogical subjects scheduled in the school program and contains a group of movement activities that are presented to students at a specific time in the school schedule and students are forced to attend it except those who are exempted for a reason that requires an exemption) (Ahmed Maher Anwar Hussein, 2008, p. 64)

Physical education and sports in light of the approach to competencies and prescribed programmes

Teaching any subject is done by adopting the educational theories known in various schools that have known stages of development and wealth over the course of time. Among the theories on which the competency approach depends, we find the constructivist theory.

One of the learning theories that (depends on active and effective pedagogical methods) (Al-Arabi Suleiman, 2015, p. 125) and its pioneer is John Piaget, who believes that (learning is a functional act, meaning that the self has an essential role in the learning process, as it is an interactive self with its general surroundings. Learning and acquiring knowledge They do not occur as a result of direct external influences that come from the external environment or from the subject (behavioral school). Learning is a mental and motor activity that occurs through two related processes, namely assimilation and adaptation. Assimilation is a psychological mechanism that allows the individual to integrate data and information issued by the subject or the external environment within the framework of his activity and actions. Motor or intellectual. These are: One of the learning theories that (depends on active and effective pedagogical

methods) (Al-Arabi Suleiman, 2015, p. 125) and its pioneer is John Piaget, who believes that (learning is a functional act, meaning that the self has an essential role in the learning process, as it is an interactive self with its general surroundings. Learning and acquiring knowledge They do not occur as a result of direct external influences that come from the external environment or from the subject (behavioral school). Learning is a mental and motor activity that occurs through two related processes, namely assimilation and adaptation. Assimilation is a psychological mechanism that allows the individual to integrate data and information issued by the subject or the external environment within the framework of his activity and actions. Motor or intellectual. These are: The mechanism is in a group of organized actions: addition, reversal, arrangement, classification, grasping, attraction, pushing, negation, affirmation, division, annexation... and relevance is a psychological mechanism that enables the individual to listen and pay attention to the changes that occur in the subject or the external environment. Assimilation, then, is the integration of new knowledge into the structures of the self, and adaptation is the adjustment of the self to this new knowledge. Constructivist theory gave consideration to the learning self and did not consider the learner merely a passive recipient (Al-Arabi Suleiman, 2015, p. 135)

A summary of all these dimensions of competence is found in the definition of competence by some prominent researchers in this field. Xavier Rogers defines competence as (the individual's ability and ability to mobilize an integrated set of resources (knowledge, skills, and attitudes) in a deducted manner, with the aim of resolving a set of situations) (Al-Arabi Suleiman (2015, p. 190), and there is also a definition by Philippe Burno, who defines competence as (the ability to employ knowledge in an effective manner in different situations and contexts) (Al-Arabi Suleiman, 2015, p. 190)

It is known that this approach was adopted more than twelve years ago in the Algerian educational system, and the subject of physical education and sports is one of the subjects that has known difficulties in applying this approach. Perhaps the most important reason for it is the specificity of the subject, which requires the professor's control over a huge amount of diverse knowledge in all scientific fields and the weakness of The adaptation of professors teaching the subject due to their different academic and training levels requires that the professor be Creative to include the proper application of what is required, and this is what prevented us from achieving the embodiment of the basic customary dimensions in teaching the subject. On the other hand, the available capabilities and means are not sufficient for the appropriate application of this approach, and of course evaluation is one of the basic stages in this curriculum, which is characterized by the fact that it seeks through it the search for The extent to which the student is able to harness the acquired resources to find solutions to changing problematic situations and thus evaluate production.

Teaching using situations with problems is considered the essence of the approach to competencies, because the situations are what allow the process of building competence in the student, and Philippe Junier refers to this relationship when he says: "The approach to competencies is largely embedded within situations, given that the latter have become the starting point for activities." Learning, as the situations are at the heart of the competency approach." The common denominator between these definitions of competence is their emphasis on the concept of status as a central concept within competence. This is because situations are among the most important elements on which efficiency is based. The latter cannot be imagined without problematic situations. This is what Dollancher emphasizes, as he believes that if the term competence is related to the completion of a given task in a satisfactory manner, then performing this task can only be done within a situation, so the situation constitutes an essential component within the concept of competence. Position is the source or source of activating competence and activating it through achievement. It is also a criterion that reveals discrepancies of a different nature between what the researcher or pedagogist expected (the targeted competence) and what the self-achieves, which is achievement. In this sense, positivism is the "source and standard" of competence and because of this it has come to occupy a predominant position in teaching with competences. The theorists of this approach believe that the problem situation is what builds actual competence, not hypothetical or expected competence, and in it competence is evaluated and modified (and positivism is realistic Concrete, the student faces it with his knowledge, skills, and competencies by solving it, and the situations are nothing but the convergence of a number of obstacles and problems within the framework of certain conditions and circumstances (Jamil Hamad Awi, 2015, p. 15)

Education centered on the competency approach is necessarily education based on teaching through problem situations. Therefore, it is necessary to understand the situation of the problem, its components, characteristics, and functions, as well as the mechanisms of teaching through situations

Teaching through a competency approach does not intersect with goal-centered pedagogical practices, but rather develops them to give them the required effectiveness and make the learning process more meaningful by adopting the principle of inclusion. On this basis, it develops the student's ability to employ his knowledge and skills to confront problems and accomplish tasks by including them within integrated situations that take into account the comprehensiveness of the goals and the importance of the acquired knowledge. This is what Muhammad Al-Duraij goes for by emphasizing that the concept of competence generally oscillates between behavioral understanding and cognitive mental understanding.

3. Educational evaluation in light of the competency approach:

Through our review of the specificities of physical education and sports by applying the competency approach in the previous title, which attempts to bring the student to participate in building his knowledge and acquisitions, where he is not satisfied with the role of the recipient only, and the concept of acquiring and growing competencies requires the learner to "mobilize a group of resources (cognitive, skillful, and relational) in order to confront a number of challenges." situations appropriately and effectively" (Mohamed Al-Amarti and Al-Bashir Al-Yaqoubi, 2004, p. 14) and accordingly The evaluation pattern for learning differs from previous pedagogical approaches and models, as the student is evaluated on the basis of how he interacts with the problematic situations to which he is exposed, as well as his level of suitability and harmony with various educational situations by employing previous acquired knowledge and skills in specific and specific situations. Through the evaluation process, we ensure the extent of control over The learner is skilled in acquiring resources and using them well.

Hence, we note that the process of evaluating competency must be built in a problematic way, which is a complex and complex process. Therefore, indicators are considered one of the basic elements through which competency is diagnosed and can therefore be observed and measured. There is great difficulty in moving from competency and understanding its educational dimensions to the process of diagnosing it through a group. Among the indicators in various programmed physical and sporting activities so that we can assess the level of proficiency acquisition by a party The student on whom the learning programmed in the learning unit is based. Evaluation is a tool for measuring and estimating the extent of the development of scientific competencies, and the learner's learning factor so that "it becomes clear through the evaluation process, which is considered a necessary activity necessary to serve the educational process" (Mohamed Al-Amarti and Al-Bashir Al-Yaqoubi, 2004, p. 14).

Evaluation in the educational field passes through three stages: the diagnostic assessment stage, the formative assessment stage, and finally the summative assessment stage. We start from the diagnostic assessment through which we try to (identify the previous gains. This also motivates the learner to evaluate the topic and explore it. We also know the strengths and weaknesses of The learner, which is an exploratory situation intended to arouse the learner's attention to a new topic, and based on this evaluation The targeted competencies and capabilities are determined (Jamil Hamad Awi, 2015, p. 50), and the priority of the targeted competency indicators is also arranged, after which the situations, contents, knowledge, and resources are selected. The pedagogical methods, didactic means, and appropriate evaluation for developing and improving the competency are also determined, and then we move to the formative evaluation that takes place during Building the teaching-learning process through which we seek to help the learner self-evaluate to identify the mistakes committed. The formative evaluation is to confirm and enhance competencies, Then the summative evaluation takes the form of integrative applications to measure knowledge and skills and how to apply them in problematic situations that serve the set goals and targeted competencies.

The physical education and sports teacher's dealing with these elements (competence, competency indicators, assessment, and evaluation) in order to organize and program his pedagogical intervention is considered one of the very difficult matters, as he must rely on a sufficient balance of knowledge to

understand and employ these elements, which constitutes an obstacle to controlling the education process by employing the approach. With competencies And then controlling the evaluation process that directs and controls this education, especially when we rely on different and multiple generations of training systems for teachers of physical education and sports who supervise this subject. Of course, each system differs from the other in terms of inputs and outputs, which makes there a difference in the levels of pedagogical performance that is due to A basis for the level of understanding pedagogical models and then applying them in the field.

If we delve deeper into the field of evaluation according to the competency approach, in addition to the problematic situations, it relies on integrative evaluation, which is linked to the integration doctrine. The situations are built realistically, that is, according to the course of reality (the conditions of competition related to sports activity), which results in the honesty and consistency of the evaluation.

This evaluation is carried out in light of a set of criteria that Xavier Rogers calls correction indicators, such as: clear production, harmonious production, authentic production...etc. The lowest index is considered to be the one in which the lowest conditions for achievement are determined without searching for harmony and creativity as is the case in the stages. The first is to learn and acquire motor skills, such as the ability of a swimming learner to maintain his balance in the water, and comes at the highest levels of the standards of mastery index that is expected from The learner achieves specialized motor performance in which the elements of speed, strength, motor flow and agility are achieved. These dimensions are difficult to understand for a large group of those in charge of teaching physical education and sports for all generations of formation, which constitutes an obstacle to employing these elements in the evaluation process in physical education and sports.

From a procedural standpoint, evaluating the proficiency programmed by the professor of physical education and sports, following the total theoretical procedures required in the curriculum of physical education and sports, is considered an almost impossible task for a wide category of professors of physical education and sports. This is mainly due to a lack of basic training for professors of physical education and sports, and this is what we confirmed by conducting A field study with a sample of physical education and sports teachers during the university year 2015/2016, where the study centered on (the extent to which physical education and sports teachers adapt to teaching according to the competency approach curriculum). Among the most prominent results of the study we summarize them in the following table (Ben Chernine Abdel Hamid, 2015):

Table 1. Represents the results of the responses of teachers of physical education and sports to the extent of understanding and application of the competency approach curriculum.

The number	The question	Sample responses
01	Are the materials studied during training sufficient to understand the competency approach curriculum?	68% of the sample responded that the materials studied during training were insufficient to understand the competency approach curriculum
02	Did you receive special training according to the competency approach before implementing it in the field?	72% of physical education and sports teachers did not receive special training
03	Do you face difficulties in the field through your application of the competency approach?	86% of teachers face difficulties in implementing the curriculum
04	Does the lack of seminars and forums related to the approach to competencies affect professors' lack of understanding of this approach?	90% of professors agree that seminars and training courses are insufficient to control teaching by approaching competencies.

What is observed from these field results is that insufficient training affects the ability to implement the curriculum in accordance with theoretical and applied procedures to achieve educational action consistent with the programmed curriculum, which is the approach to competencies. Of course, the evaluation variable is one of the affected elements, as it is difficult for the professor to control the understanding of the embodiment of the basic competency, for example, in a set of indicators.

Educational specific to a specific physical sporting activity, which makes it difficult to carry out the evaluation process, especially when we talk The problematic assessment situation must be (a complex and artificial situation, and must include an obstacle or a puzzling puzzle, and be linked to the learner's daily life, and express his needs, and include exploratory and integrative activities, and in which the learner is the main actor, and must combine the school and work aspects, then It must be capable of multiple solutions in order to contribute to education, choice, values, and competency development) (Al-Arabi Suleiman, 2015, p. 120) according to what is stipulated in the official physical education and sports curriculum that is made available to the professor.

3-1 The problem of the methods and standards adopted for evaluation in physical education and sports:

In a simple process, if we take a group of elements that form the profile of a student's exit from an educational stage, which is education in the secondary or intermediate stage and according to the official curriculum directives for the subject, the most important goals of physical education and sports in the secondary education stage are:

- Improving the performance of physical characteristics and implementation elements.
- Increasing physical performance and improving sports results.
- Preparing plans and projects that guarantee victory and achieving the goal.
- Increasing the balance of general and specific knowledge related to sports activities, their goals and features.
- Effective and constructive integration within the group and ensuring the service of the public good.
- Looking to the outside world, loving knowledge and searching for it.
- Self-pride and the love of achieving victory and honest victory.

These are, of course, indicators that represent the final efficiency of secondary education (coordination of motor processes and self-control in various situations, respecting the principles of organization, execution, and sportsmanship). The sum of these indicators cannot be measured only by some field tests (600m running, 60m sprint, long jump, shot put). The evaluation process that was applied in the official tests for physical education and sports does not include all elements of the curriculum it affects only two indicators of final proficiency, which means that the evaluation loses its comprehensive dimension in terms of representing all indicators. It also does not express the student's gains in physical education and sports during three years of studying the subject, which calls into question the methods used in the evaluation process. Students' actual gains in physical education and sports.

The evaluation process, as we defined it at the beginning of the article, is according to the definition of Margaret J. Safrit 1981 (Evaluation is a process that makes judgments about the results of objective measurements and tests based on certain criteria) (Qais Naji Abdul Jabbar Batusi Ahmed, p. 29), which means that if We want to evaluate, so we must issue a judgment through the use of a set of means (evaluation methods), which are either a test, measurement, or observation card. The results that we obtain, we present them according to appropriate criteria for the group that we want to evaluate, in order to issue a judgment after that in light of these approved criteria. Which must be built objectively.

Here we must ask about the secret of adopting methods (some physical tests) to evaluate the final proficiency acquired by the student. One of the requirements of integrative evaluation is the adoption of a set of problematic situations that show the extent to which the student is able to acquire a set of knowledge and skills, as well as how to employ them in reality, and perhaps the most important justification for this. The choice is due to the specificity of physical and sporting activities. Between individual and group physical and sports activities, there is a difference in the degree of difficulty of evaluating performance, which in individual activity depends on the performance of one individual, while in group activity, individual performance must be in the service of collective sports performance and requires great coordination of the efforts of the members of one team in a competition situation that requires... Often, kinetic decisions are made and implemented in a very short time to achieve effectiveness, This requires a communication process with a high level of accuracy and agreement on the set of appropriate expressions and movements to solve the positions of the shapes formed by the opposing team, whether in defense or attack. All of this requires evaluating sports performance by taking all of these effective indicators in collective sports performance. The difficulty lies in how to choose

Problematic situations for evaluating the student's motor performance in an integrated manner, and how to apply them in reality (During official tests), which is known for the participation of a large number of students, as this requires a large amount of time, as well as the level of training of the teaching staff. Does it allow them to understand the various procedures for evaluating indicators? This is what made those responsible for proposing these tests limit themselves to some simple physical tests that do not reflect the level of Acquiring the competency that is supposed to be developed in the physical education and sports class, which carries different educational dimensions. We mentioned some of them in the elements that the practice of physical education and sports aims to achieve, which represent the final competency indicators at the end of the secondary education stage

We can say that the problem presented in the evaluation methods in physical education and sports is the inadequacy of the tests used in the official tests to determine the level of proficiency targeted in the curriculum approved by the Ministry of National Education. Other means must be used, such as inclusive situations, to enable a real evaluation of proficiency based on an observation network that must be used. Construct it in a precise manner, taking into account clarity and ease of application, as well as honesty and consistency.

As for the standards adopted in evaluating the performance of students in physical education and sports, the sum of the observations of teachers of physical education and sports in the various educational levels (intermediate and secondary) all indicate that these standards (scoring scale) do not agree with the reality of the level of development of physical characteristics among students in educational institutions. In addition to not adopting appropriate standards to evaluate the competency targeted in the curriculum because it is satisfied with the quantitative standards for the sports result and dispensing with the qualitative standards that are important in the educational aspect, the process of inflating points is often resorted to, that is, giving an inappropriate point for the sports score in the official tests because it is not compatible with the specifics. The age and quality of the category of students being taught. To find out this problem, I conducted a study with one of the students at the master's level who was working as a teacher in middle education. The purpose of the study was to ascertain the true level of development of physical attributes among middle school students by taking a random sample. Through this sample, a standard scale was built for the group studied and then compared to the official scoring scale in the official tests approved at the national level. This is to confirm the hypotheses that we talked about. Previously (the approved rating scale is not appropriate for the physical level of the students), where we present a set of data related to the study:

Table -2 represents the official scoring scale approved for physical education and sports tests in the intermediate education stage during the academic year 2013/2014 for males in the age group 15-16 years.

Shot Put		long jump		60m speed race	
	Score per meter	point\6	Score per meter	point\6	Score per second
06	Greater or equal to 10.50 meters	06	Greater or equal to 5.30 meters	06	Less than or equal to 8.20 seconds
05.5	1O.00m to 10.49m	05.5	5.05m to 5.29m	05.5	From 8.21 s to 8.40s
05	9.50m to 9.99m	05	4.80m to 5.04m	05	8.41s to 8.60s
04.5	8.90m to 9.44m	04.5	4.45m to 4.79m	04.5	8.61s to 8.90s
04	8.30m to 8.89m	04	4.10m to 4.44m	04	8.91s to 9.20s
03.5	7.70m to 8.29m	03.5	3.76m to 4.09m	03.5	9.21s to 9.50s
03	7.10m to 7.69m	03	3.40m to 3.75m	03	9.51s to 9.80s
2.5	6.50m to 7.09m	02.5	3.05m to 3.39m	02.5	9.81s to 10.10s
02	5.90m to 6.49m	02	2.70m to 3.04m	02	10.11s to 10.40s
01.5	5.20m to 5.89m	01.5	2.25m to 2.69m	01.5	10.41s to 10.80s
01	4.50m to 5.19m	01	1.80m to 2.24m	01	10.81s to 11.20s
00.5	3.80m to 4.49m	00.5	1.35m to 1.79m	00.5	11.21s to 11.60s
00	Less than 3.80m	00	Less than 1.35m	00	Greater than 11.61 s

Table No. (3) represents the official scoring scale approved for physical education and sports tests in the intermediate education stage during the 2013/2014 academic year for females in the age group (15-16) year

Shot Put		long jump		60m speed race	
point\6	Score per meter	point\6	Score per meter	point\6	Score per second
06	Greater or equal to 7.50 meters	06	Greater or equal to 4.20 meters	06	Less than or equal to 9.20 seconds
05.5	7.00m to 7.49m	05.5	4.00m to 4.19m	05.5	9.21s to 9.60s
05	6.50m to 6.99m	05	3.80m to 3.99m	05	9.61s to 9. 90s
04.5	6.00m to 6.49m	04.5	3.50m to 3.79m	04.5	9. 91s to 10.20s
04	5.50m to 5.99m	04	3.20m to 3.49m	04	10.21s to 10.50s
03.5	5.30m to 5.49m	03.5	2.90m to 3.19m	03.5	10.51s to 10.80s
03	5.00m to 5.29m	03	2.60m to 2.89m	03	10.81s to 11.10s
02.5	4.80m to 4.99m	02.5	2.30m to 2.59m	02.5	11.11s to 11.50s
02	4.00m to 4.79m	02	2.00m to 2.29m	02	11.51s to 11.90s
01.5	3.50m to 3.99m	01.5	1.60m to 1.99m	01.5	11.91s to 12.30s
01	3.00m to 3.49m	01	1.59m to 1.20m	01	12.31s to 12.70s
00.5	2.80m to 2.99m	00.5	0.80m to 1.19m	00.5	12.71s to 13s
00	Less than 2.80m	00	Less than 0.80m	00	Greater than 13s

After conducting a set of tests (60 m speed, long jump, shot put) on a sample chosen randomly in educational institutions that represent the target age group (15-16 years old), males and females separately, By processing the results in a scientific manner using a set of equations that lead to building a group reference rating scale, that is, specific to the category of students in the intermediate education stage, and of course the sample is taken from the original community, which is the students studying in the intermediate education stage, which means that the sample represents the true reality of the group. Students studied according to the variables that distinguish them, Difference in weight, difference in activities practiced outside of class, difference in the number of years of practice, difference in the level of physical activity for each person,...etc. We arrived at the following numbers

Table No. (4) Represents statistics on the results of the tests applied to the study sample:

Gender	Test	Arithmetic mean	Standard deviation
Male	60m, speed (s)	**9.81s**	**0.74s**
	Long jump (m)	**4.20m**	**0.41m**
	Shot put (m) 3kg	**8.61m**	**1.95m**
Female	60m, speed (s)	**11.17s**	**1.35s**
	Long jump (m)	**2.86m**	**62cm**
	Shot put (m) 3kg	**5.36m**	**1.60m**

From the results of the study conducted on middle school students, we concluded to build a scoring scale using a scientific method while employing an automated program in (XL), which is the (F.BRUCHON) program, taking into account the different characteristics of middle school students to grant the principle of equal opportunities to obtain a point that matches the effort expended in the education class. Physical and sports (two hours per week) and we display it in the following tables:

Table No. (5) represents the scoring scale proposed in the study for physical education and sports tests in the intermediate education stage during the academic year 2013/2014 for males in the age group (15-16) years.

	shot put		**Long jump**		**Sprint, 60m**
Point/6	**Score per meter**	**Point/6**	**Score per meter**	**Point/6**	**Score per second**
06	**Greater or equal 10.95m**	**06**	**Greater or equal 4.81m**	**06**	**Less than or equal to 8.32s**
05.5	10.37m to 10.94m	**05.5**	**4.69m to 4.80m**	**05.5**	**8.33s to 8.54s**
05	9.78m to 10.36m	**05**	4.57m to 4.68m	**05**	**8.55s to 8.76s**
04.5	9.20m to 9.77m	**04.5**	4.44m to 4.56m	**04.5**	**8.77s to 8.98s**
04	8.03m to 9.19m	**04**	4.20m to 4.43m	**04**	**8.99s to 9.43s**
03.5	6.86m to 8.02m	**03.5**	3.96m to 4.19m	**03.5**	**9.44s to 9.87s**
03	5.11m to 6.85m	**03**	3.59m to 3.95m	**03**	**9.88s to 10.54s**
02.5	3.94m to 5.10m	**02.5**	3.35m to 3.58m	**02.5**	**1O.55s to 10.98s**
02	2.77m to 3.93m	**02**	3.10m to 3.34m	**02**	**10.99s to 11.42s**
01.5	1.60m to 2.76m	**01.5**	2.86m to 3.09m	**01.5**	**11.43s to 11.87s**
01	**1.00m to 1.39**	**01**	1.61m to 2.87m	**01**	**11.88s to 12.31s**
00.5	0.41m to 0.99m	**00.5**	2.49m to 2.60m	**00.5**	**12.32s to 12.53s**
00	Less than 0.40m	**00**	**Less than 2.49m**	**00**	**Greater than 12.53s**

Table No. (6) represents the scoring scale proposed in the study for physical education and sports tests in the intermediate education stage during the 2013/2014 academic year for females in the age group (15-16) years

shot put		Long jump		Sprint, 60m	
Point/6	Score per meter	Point/6	Score per meter	Point/6	Score per second
06	Greater or equal 6.63m	06	Greater or equal 3.61m	06	Less than or equal to 9.55s
05.5	6.31m to 6.62m	05.5	3.42m to 3.60m	05.5	9.56s to 9.96s
05	6.00m to 6.30m	05	3.24m to 3.41m	05	9.97s to 10.36s
04.5	5.68m to 5.99m	04.5	3.05m to 3.23m	04.5	10.37s to 10.76s
04	5.04m to 5.67m	04	2.67m to 3.04m	04	10.77s to 11.57s
03.5	4.41m to 5.03m	03.5	2.30m to 2.66m	03.5	11.58s to 12.38s
03	5.00m to 4.40m	03	1.73m to 2.29m	03	12.39s to 13.59s
02.5	4.80m to 4.99m	02.5	1.36m to 1.72m	02.5	13.60s to 14.40s
02	3.46m to 4.79m	02	0.98m to 1.35m	02	14.41s to 15.21s
01.5	2.82m to 3.45m	01.5	0.61m to 0.97m	01.5	15.22s to 16.02s
01	2.19m to 2.81m	01	0.23m to 0.60m	01	16.03s to 16.83s
00.5	0.60m to 2.18m	00.5	0.04m to 0.22m	00.5	16.84s to 17.23s
00	Less than 0.60m	00	Less than 0.O4m	00	Greater than 17.23s

Through extrapolation and comparison of the two rating scales, we noticed several differences in the levels of the standard standard (the official rating scale) and the standard built as a result of taking a standard sample in a random manner, even if it was relatively small, it expresses the general level of the students being taught as well as the level of the effect of practice in the physical education and sports class (two hours). In the week), This raised several problems in the evaluation process in physical education and sports during the official tests that were approved in the past, which is recording low results in the subject of physical education and sports for all students. Therefore, the process of inflating points was resorted to, as we find them ranging in many testing centers between 16 and 20. This does not express the true distribution of the natural society, which has different levels. Therefore, this proposed

ladder is a type of solution that can be applied even in the current pattern that relies on continuous evaluation by the professor in charge of the subject. However, this ladder must be taken as only one indicator of the indicators for evaluating the basic efficiency of access. For objective evaluation in physical education and sports of students' achievements When we take some examples from the studied sample, we find that the category of students who excel in sports performance, which is the category of those practicing sports activity outside the educational institution, obtain high marks in the official tests. An example of this is the result of a student in the 60-meter race, who obtains 8s, 77s, and his mark on the approved official scale is 4.5/6, and he obtains 4.5/6. The same mark on the proposed scale. As for a student who obtains a result of 10s and 26s, his mark on the approved official scale is 2/6 and he obtains a The mark is 3/6 in the proposed scale, which is the average. This means that the proposed marking scale takes into account the level of more educated students and encourages practice. As for females, the student in the 60m race who obtained 10s06c, her mark in the approved official scale is 4.5/6, and she obtains a mark of 5/6 in the proposed scale. As for a student who obtained a result of 12s and 45s, her mark on the approved official scale is 1/6 A score of 3/6 is obtained in the proposed scale, and this indicates the smoothness of the scale based on the reality of physical performance and the level of physical fitness among the students. The same applies to the shot put activity and the long jump activity. Therefore, we have proven through this study that the standards adopted in the subject Physical education and sports were built on a standard sample consisting of students who practiced sports activities outside school and thus had the opportunity to develop their physical qualities to a greater degree through training and sports competition. Thus, the standard was one of the problems in which an illogical marking appeared and was not consistent with the natural distribution of society according to the curve. Equinox diving.

Through our review and analysis of the previous points, we say in conclusion that there is a lack of control over the assessment methods adopted in evaluating students' competencies in physical education and sports in terms of the ability of these methods to evaluate all indicators of competence, as the test method that affects some physical aspects (speed, Strength) and neglecting the important aspects of competence, which is the motor aspect and motor coordination, as well as the cognitive aspect that requires the use of integrated positions, Likewise, other means must be adopted, such as evaluation cards through which we can evaluate all proficiency indicators in an integrated manner, with attention paid to building appropriate standards that are consistent with the reality of the level of proficiency among students being studied in general, without allocating a specific category and building these standards according to them, as was the practice in official tests by adopting a ladder. A rating that does not fit all the characteristics of the original society, namely the students studying in general. We must not be satisfied with quantitative standards and indicators, but rather we must build a set of qualitative standards and indicators through which we can evaluate the level of student performance in physical education and sports, and from all of this we can arrive at an educational evaluation that suits Theoretical and procedural data for evaluation according to the competency approach approach and representation of the evaluation for all competency indicators.

4- Discussion of the study results:

After reviewing the results of two studies in the field of evaluation in the subject of physical education and sports, which contain a set of results, we can clarify the problems presented in this article, as it became clear that the basic problem stems from the cognitive structure of the physical education and sports teacher, who lacks adequate training to keep pace with developments occurring in the curricula. Educational education in terms of its development and renewal, as confirmed by a field study with a sample of physical education and sports professors during the university year 2015/2016, where the study centered on (the extent to which physical education and sports professors adapt to teaching according to the competency approach curriculum) It was shown through the study that insufficient training affects the ability to implement the curriculum in accordance with theoretical and applied procedures to achieve an educational action consistent with the programmed curriculum, which is the approach to competencies, and of course the evaluation variable is one of the affected elements, as it is difficult for the professor to control the understanding of the embodiment of the basic competency, for example, in a set of special

educational indicators. With a specific physical sporting activity and thus the difficulty of carrying out the evaluation process, especially when we talk about the problematic evaluation situation represented by (a complex and artificial situation, and that it includes an obstacle or a confusing puzzle, and that it is linked to the daily life of the learner, and that it expresses his needs, It should include exploratory and integrative activities, and the learner should be the main actor, mix the school and professional aspects, and should be open to multiple solutions in order to contribute to education, choice, values, and competency development. Thus, we notice that the distribution of subject grades is abnormal in light of the convergence of levels. Students have high rates, which is the opposite of what appears in the evaluation of other subjects for the same students, which range in rates with a larger standard deviation, which shows the differences that exist between different students, which indicates that the evaluation process is not used objectively in accordance with the objectives of the subject and the competencies programmed at its various levels

5- CONCLUSION

The nature of physical education and sports as an educational and learning subject that includes several aspects of development in the student (motor, psychological, mental, and moral). Evaluating the level of the student's acquisition of competence is a complex process and must include several aspects (the three competence resources: cognitive, skillful, and relational). Relying on several indicators, but the lack of objectivity of the evaluation process, whether in the methods used, by being limited to some tests specific to the specialty of athletics, as it does not include all educational situations and various aspects of competence represented in (improving the performance of physical qualities and implementation elements, increasing physical performance and improving sports results, preparing plans. And projects that guarantee victory and achieving the goal, raising the balance of general and specific knowledge related to sports activities, their goals and advantages Actual integration and construction within the group, ensuring the service of the common good, looking to the outside world, love of knowledge and searching for it, self-pride and the love of achieving victory and honest victory) As for the standards approved and through the various official examination sessions that were conducted previously, it was confirmed that they were taken from a reference group that does not represent the category of students. Students of all levels, but rather represent a group that has an acceptable level due to their practice of sports activity outside educational institutions Therefore, physical education teachers find a problem in giving marks according to the sports result only, which does not actually represent the reality of the physical education and sports subject in educational institutions. Therefore, they resort to inflating the points in a way that is not logical, and this is considered a problem as it requires proposing standards that are more appropriate for the educational environment, and this is what was proposed by throughout this article.

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