Session 8: Introduction to developing questionnaires

13:30 till 15:00 Day 2

Presented by Jim Tognolini
Introduction to developing questionnaires

During this session we will

• *provide hints for constructing and analysing questionnaires using examples taken from the international assessment systems (parent questionnaires, teachers’ questionnaires and students’ questionnaires, etc.)*

• *consider ways to assess non-cognitive attitudes and values.*
Ways of assessing (collecting information)

Less formal
- chance meetings
- conversations

Slightly structured
- questionnaires
- observation
- student self-assessment

More formal
- classroom tests
- checklists
- practical work
- project work
- case studies

Most structured
- examinations
- standardised tests
- published aptitude tests
Questionnaires

A questionnaire is a self-report instrument used for gathering information about variables of interest to an investigator or researcher.

Questionnaires serve four basic purposes. They are used to

1. collect the appropriate data, including, general information, skills, attitudes and values;
2. make data comparable so that it can be analysed properly;
3. minimize bias when designing and asking questions; and,
4. help questions to be engaging and varied.
Assumptions in using questionnaires

The assumptions are that the people responding to the questions or items

1. can read and understand them;
2. answer them; are,
3. are prepared to answer them.
Advantages in using questionnaires

Advantages include the following:

1. Large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way.
2. Responses are generally standardised.
3. The respondents have time to consider the questions.
4. The results of the questionnaires can usually be quickly analysed.
5. The questionnaires can be given at other times so it is possible to compare and contrast with other research and to measure changes over time.
6. It is possible when constructing standardised questionnaires to validate them before they are administered.
7. They can ensure anonymity which can lead to improved validity.
Disadvantages in using questionnaires

Disadvantages include the following:

1. If not given in a controlled way, it is difficult to get good, representative response rates.
2. As the questionnaires are self-reports, it is difficult to tell how truthful the respondents are.
3. Difficult to go back to the respondents (particularly if they are anonymous) if follow-up of any kind is required.
4. Not really appropriate for collecting sensitive information from respondents.
Steps in developing questionnaires

The following steps may provide a useful guide when developing questionnaires.

1. Define the purpose. (Why are you carrying out the survey (questionnaire)?)
2. Define the indicators of what you want to measure. (What are the indicators that will enable you to meet your purpose?)
3. Define the audience and consider the best format for delivering the questionnaires to the audience (Who is going to be the source of the information?)
4. Construct the questions. (What is the best type of question to get the required information?)
5. Build the questionnaire. (What is a meaningful order to place the questions in the questionnaire?; Is the length of the questionnaire appropriate?)
6. Pilot test the questionnaire to a small sample with the characteristics of the intended audience. (Are the questions functioning in the manner that they should be functioning? [validity and reliability])
Steps in developing questionnaires

Step 1: Define the purpose.

This is the most difficult step in the process. Usually before you start you should make very clear the reasons for collecting the information. This is usually done by stating one or several over-arching questions that you want to address. The questionnaires then should focus around these questions.

In the case of PISA and the international programs they generally want contextual background data that can be used to understand the performance outcomes. However, questionnaires can also be used to assess behaviours, attitudes, beliefs, skills and values.

Generally the questions are classified as information questions or measurement questions.
Some contextual factors for PISA

Step 2: Indicators

The purposes of questionnaires can be quite varied. In the case of PISA and other international programs the purpose is to provide context background information which help explain some of the achievement outcomes.

In the case of PISA questionnaires, some of the indicators that would inform the contextual background for interpreting the outcomes from the PISA Survey might include student characteristics and the school factors.

The student characteristics include

1. the student (Section A);
2. the students’ family and home (Section B);
3. learning mathematics (Section C and Section E); and,
4. the students’ problem solving experiences.

These are collected in a Student Questionnaire
Some contextual factors for PISA

Other indicators would relate to the school and these include

1. the structure and organisation of the school;
2. the student body and teachers;
3. the school’s resources;
4. the school’s instruction, curriculum and assessment;
5. the school climate;
6. the school’s policies and practices; and,
7. financial education at school.

Information on these is collected via a School Questionnaire which is completed by the Principal.

What is included is limited by the purposes of the study; what can be asked in a questionnaire; and, time constraints.
Steps in developing questionnaires

Step 3: Define the audience

It is important as to who is your target population (e.g. The student participants in the PISA program or principals of schools that have students participating in the PISA program).

In the case of ASER, household surveys (questionnaires) are completed by the interviewers. They also use village and school questionnaires.

In the case of EGRA, questionnaires are sent to the Head teacher/principal; classroom teacher; students and parents.

When defining the audience there is also a need to decide in what format the questionnaire is going to be administered e.g. written, electronic, checklist completed by interviewer, telephone.
Steps in developing questionnaires

Step 4: Construct the questions

Types of questions: Open-or closed-ended format

Some questions can be easily answered with a simple single answer.

Example 1: What Grade are you in? ______

Example 2: Are you male or female? 0 Male 0 Female

Example 3: In the last 2 weeks of school how many times did you arrive late for school?

0 None
0 One or two times
0 Three or four times
0 Five or more times
Steps in developing questionnaires

Step 4: Construct the questions

Example 4:

Who usually lives at home with you?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother (including stepmother or foster mother)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Father (including stepfather or foster father)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Brother(s) (including stepbrothers)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sister(s) (including stepsisters)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grandparent(s)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Steps in developing questionnaires

Step 4: Construct the questions (Likert and Rating Scales)

Example 5:

Each week, your mathematics teacher gives a short quiz. Recently you have done badly on these quizzes. Today you are trying to figure out why.

How likely are you to have these thoughts or feelings in this situation? (Please circle only one circle in each row.)

1) Very likely   2) Likely Slightly 3) likely 4) Not at all likely

a) I’m not very good at solving mathematics problems.  
   1  2  3  4  

b) My teacher did not explain the concepts well this week.  
   1  2  3  4  

c) This week I guessed badly on the quiz.  
   1  2  3  4  

d) Sometimes the course material is too hard.  
   1  2  3  4  

e) The teacher did not get students interested in the material.  
   1  2  3  4  

f) Sometimes I am just unlucky.  
   1  2  3  4
Steps in developing questionnaires

**Step 4:** Construct the questions (Likert Scales)

*Some typical scales*

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>Extremely Dissatisfied</td>
<td>Dissatisfied</td>
<td>Somewhat Dissatisfied</td>
<td>Somewhat Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Not at all familiar</td>
<td>Not too familiar</td>
<td>Somewhat familiar</td>
<td>Familiar</td>
<td>Very familiar</td>
</tr>
</tbody>
</table>
**Steps in developing questionnaires**

*Example 6:*

How well does each of the following statements describe you? (Please place one tick in each row.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Very much like me</th>
<th>Mostly like me</th>
<th>Somewhat like me</th>
<th>Not much like me</th>
<th>Not at all like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>When confronted with a problem I give up easily.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I put off difficult problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I remain interested in the tasks that I start.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I continue working on tasks until everything is perfect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When confronted with a problem I do more than what is expected of me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Open-ended questions

Step 4: Key Advantages

• Wide range of responses and information can be obtained.
• Lack of influence. They don’t influence the respondents’ thinking.
• Can help interpret closed-ended questions – why or justify
• Use useful when there are too many possible responses to be listed or when the options are not known in advance.

Key Disadvantages

• Tendency for respondents not to answer. Low response rate.
• Time consuming to classify, tabulate and validate
• They require the respondents to be articulate
• The respondents may misinterpret the questions
Closed-ended questions

Step 4: Key Advantages

• They are generally easy to understand.
• The requires less effort on the art of the respondent.
• Relatively easy to code, tabulate and analyse.
• Less time consuming to complete.
• The answers are comparable from one respondent to the next.

Key Disadvantages

• Middle/Neutral categories often selected inappropriately and this can influence the outcome.
• Less opportunity for subtle qualifications in the response.
• Less commitment and involvement from respondents.
• The way in which the response categories are presented can have major impact on results.
Steps in developing questionnaires

Step 4: Hints for constructing good quality questions for questionnaires:

1. Avoid double-barrelled questions e.g. Are you happy with the amount and the timeliness of feedback from your teachers?

2. Avoid leading questions which can bias the response e.g. Have you stopped beating your children yet?

3. Avoid negative questions.

4. Avoid abbreviations. The OECD does a good job in program managing the PISA. [True or False]

5. Avoid using complex language.

6. Avoid embarrassing, sensitive, or threatening questions.

7. Do write simple, clear and short questions.
Steps in developing questionnaires

Step 4: Hints for constructing good quality questions for questionnaires:

1. Avoid double-barrelled questions e.g. Are you happy with the amount and the timeliness of feedback from your teachers?

2. Avoid leading questions which can bias the response e.g. Have you stopped beating your children yet?

3. Avoid negative questions or double negative questions

4. Avoid abbreviations. The OECD does a good job in program managing the PISA. [True or False]

5. Avoid using complex language.

6. Avoid embarrassing, sensitive, or threatening questions.
Steps in developing questionnaires

Step 4: Hints for constructing good quality questions for questionnaires:

8. Do write short, clear and simple questions.

9. Do include only one idea per question.

10. Do use appropriate emphasis for key words in questions.

11. Do adopt/adapt questions used successfully in other questionnaires.

12. Do limit the number of categories to a number equal to or less than 7; preferably 4 or 5.
Step 5: Build the questionnaire

1. Questionnaire layout or format is just as important as the wording of questions. The appearance and arrangement of the questionnaire should be clear, neat, and easy to follow. Often respondents seem to decide whether or not they will participate based on the appearance of the questionnaire.

2. A professional appearance with high-quality graphics, space between questions, and good layout improves accuracy and completeness and increases the chances of a higher response rate.

3. An efficiently constructed questionnaire will also facilitate the processing, tabulation, and analysis of the data.

4. Instructions must be distinguishable from the questions themselves. One option is to use bolded instructions, capitals for the responses, and lower case for the questions themselves.
Steps in developing questionnaires

Step 5: Build the questionnaire

5. Mailed questionnaires should include a polite and professional cover letter on letterhead stationery, identification of the person or organisation sending out the questionnaire, telephone or email contact numbers for questions, and a big thank you in anticipation of completing the questionnaire.

6. Keep the questionnaire as short as possible without sacrificing the other criteria for format and layout. Make sure that the format and layout are physically and logically consistent.

7. Make the opening questions simple and interesting in order to gain the co-operation and confidence of respondents.

8. Ensure that respondents know that the questionnaire is confidential (if it is).

9. Questions should be numbered and ordered in a way that is logical to the respondent, with similarly themed questions grouped together.
Steps in developing questionnaires

Step 6: **Pilot test the questionnaire to a small sample with the characteristics of the intended audience.**

1. It is good practice to ‘pilot’ or pre-test your questionnaire with a small sample of respondents before use. Use the data to check people’s understanding and ability to answer the questions, highlight areas of confusion, look for any problems with the way that the respondents answer the questions and check whether the questions are functioning in the way that you anticipate.

2. Any amendments that occur as a result of the pilot should be made to the questionnaire before issuing a final version.
Practical activity in questionnaire design
Practice Activity
Developing questionnaires

Step 1: Participants will be asked to join a group of 5 from the same area or area of interest.

Step 2: Decide upon a topic of interest for your area. For example, validate the Bhutan Examination; evaluate the attitude of students to mathematics; evaluate liking for school.

Step 3: Decide upon what are some of the indicators of the area you are trying to measure.

Step 4: Construct some questions (rating scales) to enable you to answer the broad question you have identified.
Assessment of non-cognitive skills
What are the objectives of non-cognitive skills assessment?

The objectives of non-cognitive assessment are:

1. to measure desirable behaviour related to a student’s life skills, attitudes, values, co-curricular and physical health

2. to monitor a student’s performance along the developmental continuum

3. to use appropriate assessment procedures (primarily formative) in order to assess student behaviours in relation to the life skills and their related domains.

4. to provide an holistic (comprehensive) picture of the learning of the students.
Some non-cognitive skills that may be assessed in a comprehensive evaluation framework

Some of the non-cognitive skills to be assessed are:

1. Behaviour: Students performance in civilized manners, thrift, love of knowledge and the labor situation, care for the environment and other aspects.

2. Civic literacy: Students cherish life, law-abiding, honest and trustworthy, unity and friendly, willing to help others and other aspects.

3. Personality traits: Students performance in self-esteem, self-discipline, respect for others and so on.

4. Ideals and Beliefs: Patriotism, national identity, social responsibility, collective consciousness, and other aspects of life

5. Subject thinking skills: Students understanding and mastery of the thinking approach and methodology to each school subject
Remember some of the basic assumptions underlying educational assessment:

- Constructs are traits or ideas that can be represented by continua: a construct is a trait that a test is developed to measure e.g. intelligence, achievement and attitudes are constructs that exist and can be assessed.

- Constructs can be measured: “If a thing exists, it exists in some amount. If it exists in some amount, it can be measured” (Cronbach (1990)).

- Can we measure such traits as honesty, empathy, self awareness? Remember what Cronbach implied above: If it exists and we can see manifestations of it, then it can be measured. If we can’t see manifestations of it we shouldn’t even talk about it because we don’t know what it is!

- If we are going to measure it then we have the basic tenets of modern assessment theory to guide us.
Developmental Continua

Empathy

Problem Solving

Self Awareness
Some notes to keep in mind

1. Those life skills that are associated with “thinking abilities” (e.g. problem solving, critical thinking, creative thinking) will of course have strong scholastic and co-scholastic components. It is while the student is addressing problems in say mathematics, science, etc. that the teacher can build up an image of the processes that they are using to approach problem solving. For example, in Problem Solving Assessment (PSA) the student uses skills from mathematics etc. to solve “real life” problems. The outcome measures scholastic ability. However, monitoring the way that the students mentally approach and deal with such problems (and other problems in class) gives an indication as to how students are prepared to tackle problems in their life. Being aware of the need to monitor how students deal constructively with problems is the co-scholastic component.

2. The life skill of problem solving is broadly classified as a thinking skill (along with self-awareness, decision making, critical thinking and creative thinking).

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Some notes to keep in mind

3. So while the assessment tasks are focussed on the actual life skills, the rubrics which are used, are written for the more generic construct of “thinking skills”.

4. The criteria for thinking skills that have emerged from the above definition are: Creativity, Ingenuity, Motivation, Application and Analysis. There is a strong correlation between these criteria and Bloom’s Higher Order Thinking Skills (HOTS).
What are the criteria (indicators) for thinking skills?

1. Critical Thinking: to objectively analyse and evaluate in order to form a judgment.
2. Creative Thinking: to use imagination and original ideas to create something unique.
3. Decision Making: to select a course of action among several alternatives to achieve a specific objective.
4. Problem Solving: to apply concepts that have been learned to unknown domains to reach a solution.
5. Engagement: to be motivated and derive satisfaction from a job well done.
1. Get clear what we want to assess: Identify the content standards and general objectives that we wish to assess - Are they clear?

2. Work out how we are going to assess the students performance on the content standards and general objectives: What methods are we going to use to collect information? Have we got different methods we can use?

3. Use a range of assessment tasks to collect information: Are they really assessing the content standards and general objectives? Are they good quality tasks?

4. Collect the information: Build the image: Locate the student on the continuum using professional judgement

5. Report the results.
What can we do to improve the assessment of the non-cognitive skills so that the results are meaningful and reliable?

1. Could describe what it means to grow in each of the “criteria” (i.e. produce performance standards) more clearly so that the teachers, students and parents have a more common understanding of what they need to do to improve AND there is a greater chance of getting more consistency with judgement across subjects, across schools and across systems.

2. Students should be able to self assess where they lie on the developmental continuum.

3. In order to give more meaning to the words, develop work samples or exemplars of appropriate behaviour.

4. Develop some further measures of the life skill that can be used to “triangulate” overall performance.
What are the steps in building marking rubrics for the non-cognitive skill areas?

Step 1: Describe the non-cognitive skills (e.g. life skills, attitudes, values) that will be covered by the assessment i.e. what it is the student should be able to demonstrate.

- Generally these rubrics accompany tasks/situations (structured and unstructured) that require the students to perform or behave in a particular way.

Step 2: Construct a task/situation that enables students to provide evidence as to how well they have achieved the nominated skill.

- While the task is not strictly part of the rubric itself, it is necessary to make sure that the criteria and performance standards align with the purpose of the task and thus maximise the validity of the results.
What are the steps in building marking rubrics?

Step 3: Decide on the criteria to be used for the assessment and reporting (applicable for analytical marking rubrics)

- Criteria are the rules or principles by which student performances and behaviours are judged.
- Criteria must be as clear and unambiguous as possible.
- The number of criteria will depend on the skill being measured.

Step 4: Develop descriptions of performance for each level of each criterion.

- Describe the performance that corresponds to that prescribed level. If the rubric has only one level then the description should be that of the highest level.
- If there is more than one level of performance for a criterion, then there should be descriptions of all levels of performance.
Some instruments and rubrics for assessing general objective skills
# Rubric for problem solving across subjects

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not yet meeting expectations</th>
<th>Minimally meeting expectations</th>
<th>Fully meeting expectations</th>
<th>Exceeding expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall</strong></td>
<td>Solutions generally do not make any sense</td>
<td>Generally solutions make sense. However mistakes are regularly made and mostly needs help.</td>
<td>Can generally solve simple problems and can use different ways to do so.</td>
<td>Can solve a variety of problems using a number of appropriate methods.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Demonstrates very little idea of how to solve problems</td>
<td>Can solve problems with help when the problem types have been recently taught in class.</td>
<td>Able to understand what most problems are asking and knows how to solve them as long as the problem types have been covered in class.</td>
<td>Can understand what problems are asking for and can generally offer different solutions even to more complex and unseen problems.</td>
</tr>
<tr>
<td><strong>Approaches</strong></td>
<td>Usually unclear in what approach to use. Needs help in developing a strategy.</td>
<td>Can choose a strategy but usually the strategy is confusing and doesn’t lead to a correct solution.</td>
<td>Can generally choose a correct strategy that leads to a correct solution. Generally verifies answers.</td>
<td>Generally capable of identifying a number of different strategies for solving problems. Can also solve unseen problems as well.</td>
</tr>
</tbody>
</table>

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## Rubric for problem solving across subjects

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not yet meeting expectations</th>
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<th>Exceeding expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td>Generally answers are incorrect.</td>
<td>Shows some potential but tends to miss some important steps. Answers are more often then not incorrect.</td>
<td>Generally solves problems. There can be small errors at times.</td>
<td>More often then not solves problems correctly and shows a number of different and creative strategies.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Work is confusing and hard to follow.</td>
<td>Work is sometimes hard to follow but can explain some of the strategy if prompted.</td>
<td>Work is generally clear and easy to follow. Can explain how the solution was arrived at if questioned.</td>
<td>Clear, well-developed, logical and easy to follow explanations. Uses mathematics language to explain the solution.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Not yet meeting expectations</td>
<td>Minimally meeting expectations</td>
<td>Fully meeting expectations</td>
<td>Exceeding expectations</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Explores and develops ideas</strong></td>
<td>Rarely contributes ideas or develops idea beyond beginning stage.</td>
<td>Sometimes explores or contributes ideas but has some difficulty developing an idea beyond beginning stage.</td>
<td>Often explores or contributes ideas and can develop an idea beyond beginning stage.</td>
<td>Consistently explores or contributes ideas and expands on the original idea in innovative ways.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Little or no regard for application of skills or techniques.</td>
<td>Skills and techniques are lacking in major areas.</td>
<td>Regularly works to improve skills and techniques.</td>
<td>Appropriate and expressive techniques are observed on most occasions.</td>
</tr>
</tbody>
</table>
### Rubric for creativity across subjects

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not yet meeting expectations</th>
<th>Minimally meeting expectations</th>
<th>Fully meeting expectations</th>
<th>Exceeding expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Works independently</strong></td>
<td>Never works independently; needs constant guidance and support.</td>
<td>Rarely works independently.</td>
<td>Needs some direction but can work independently.</td>
<td>Self-motivated and works independently at an advanced level.</td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>Does not attempt to be organized and needs constant reminding and guidance.</td>
<td>Rarely organized but attempts to be organized periodically.</td>
<td>Usually organized but sometimes displays a lack of organization.</td>
<td>Demonstrates a high degree of organizational ability most of the time.</td>
</tr>
<tr>
<td><strong>Works collaboratively</strong></td>
<td>Disrupts or does not contribute to group process.</td>
<td>Rarely contributes ideas or solutions to the group process.</td>
<td>Contributes some ideas and works co-operatively with others on most occasions.</td>
<td>Demonstrates consistent leadership ability and uses mediation skills as needed.</td>
</tr>
</tbody>
</table>
# Checklist for assessing behaviour and attitude in physical education

## Teacher’s Checklist

### Assessment of Behavioural and Attitude Indicators Checklist during Physical Education / Sports Activity

<table>
<thead>
<tr>
<th>Student/Player’s Name: ______________</th>
<th>Class: ______________</th>
<th>Date: ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Period: _________________</td>
<td>Time: ________________</td>
<td>Observer/Assessor:</td>
</tr>
</tbody>
</table>

### Behavioural, Attitude and Emotions Indicators Checklist:

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators</th>
<th>Yes</th>
<th>Not sure</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Follows sincerely the instructions of the trainer/coach/teacher</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Shows positive attitude towards playing game/sport</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Participates with upmost sincerity, zest and passion during the practice sessions/drills</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates good game techniques in his play which are needed /expected from a good player</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Follows proper game techniques – ball control, dribbling, passing, shooting, goal-keeping, organising</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Shows good sportsman and team spirit that is a must for a team game</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Teacher’s Checklist**  
Assessment of Behavioural and Attitude Indicators Checklist during Physical Education / Sports Activity

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<td>Evaluation Period: _____________________</td>
<td>Time: ____________</td>
<td>Observer/Assessor: __________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavioural, Attitude and Emotions Indicators Checklist</th>
<th>Yes</th>
<th>Not sure</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Exhibits good physical and mental strength and endurance for the sports activities to stay long in the game</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Able to handle stress or adverse conditions despite fatigue.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Respectful towards team members’ values and opinion and treats them with dignity</td>
<td>✓</td>
<td></td>
<td></td>
<td>Followed the captain’s suggestion positioning himself on the field and passing the ball</td>
</tr>
<tr>
<td>10 Challenges inappropriate behaviour and attitude such as biases, unfair practices, hostile intimidation, offensive, abusive language etc.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Shenzhen Workshop, December 2015
# Checklist for assessing behaviour and attitude in physical education

## Teacher’s Checklist
Assessment of Behavioural and Attitude Indicators Checklist during Physical Education / Sports Activity

<table>
<thead>
<tr>
<th>Student/Player’s Name: ____________________</th>
<th>Class: ____________________</th>
<th>Date: ____________________</th>
</tr>
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<tr>
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<th>Yes</th>
<th>Not sure</th>
<th>No</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>11. Understands and adheres to the games rules and seeks ways to improve his individual game</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Sensitive towards conflicting situations, issues within team and tries to resolve</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Unable to manage conflicting pressures and tensions; Easily fallible to commit mistakes in difficult situations</td>
<td>✔</td>
<td></td>
<td></td>
<td>Easily gets panic and loses control of emotions. There is a need to develop emotional strength, mental conditioning for unanticipated/unforeseen situations.</td>
</tr>
<tr>
<td>14. Demonstrates ability to take decisions and justify them with reasons</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Shenzhen Workshop, December 2015
Practical activity for building a non-cognitive skills rubric
Practice Activity
Developing rubric for honesty

Step 1: Participants will be asked to indicate whether they believe that they are very dishonest, dishonest, etc. along a developmental continuum where the right hand end of the continuum will mean that they believe they are more “Very honest”; the left hand end is more “Very dishonest”.

Step 3: People at various locations along the continuum will be invited to call out reasons why they located themselves at that point (without identifying which point they are referring to). The trainer will record these descriptions.

Step 4: The group will then attempt to capture the comments into a summary of the characteristics of what they believe to be honesty.

Step 5: The same exercise will then be carried out for another affective skill such as co-operative learning.
Practice Activity
Developing rubric for honesty

Step 4: Review and complete the rubric.

Step 5: Share your rubric with others at your table. Work as a team to improve the rubric.

Step 6: Have one member of the table present one of the rubrics, summarise the outcomes from the discussion regarding the rubric and give a list of lessons learnt.