

***MEANINGFUL TESTING IN PHYSICAL EDUCATION
OVERVIEW OF EUROPE***



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AIM & METHODOLOGY

AIM

To identify approaches and practices in meaningful testing in PE in different European countries.

DATA COLLECTION

- EUPEA representatives from each region were asked to collect responses from official representatives of PE associations (EUPEA members) from all countries within their respective regions.
- EUPEA Board member from each region was appointed to summarize and present results for its region during EUPEA Board meeting organized at 17th November 2023 in Frankfurt.





AIM & METHODOLOGY

QUESTIONS

1.

DO YOU USE
TESTING IN
YOUR COUNTRY?

2.

WHAT TYPE OF
TESTS/BATTERY
OF TESTS YOU
USE IN YOUR
COUNTRY?

3.

WHAT IS THE
PURPOSE OF
APPLIED TESTS?

4.

WHAT ARE
RESULTS USED
FOR?



EUPEA REGIONS



NORTH REGION

- Iceland
- Norway
- Denmark
- Sweden
- Finland
- Estonia
- Latvia
- Lithuania

WEST REGION

- Ireland
- Northern Ireland
- Ireland
- Scotland
- Wales
- England

CENTRAL REGION

- Belgium
- Netherlands
- Luxembourg
- Germany
- Switzerland
- Lichtenstein
- Austria

CENTRAL EAST REGION

- Poland
- Czech Republic
- Slovakia
- Hungary

SOUTH REGION

- Portugal
- Spain
- Andorra
- France
- Italy
- San Marino
- Malta

SOUTH - EAST REGION

- Albania
- Bulgaria
- Bosnia and Hercegovina
- Croatia
- Cyprus
- Greece
- Kosovo
- Montenegro
- North Macedonia
- Serbia
- Slovenia
- Turkey





Overview of NORTH Region



Estonia



Denmark



Finland

LIITO Association of physical and health educators in Finland



Iceland



Latvia



Lithuania

PE Teacher Association Lithuania



Norway



Sweden

LR Lärarnas Riksförbund





Use of testing in PE/ Do you use testing in PE in your country?

Country	Do you use tests in PE?	Type of tests	Standardized national battery for fitness tests	WHEN?	Purpose of testing
Estonia	YES	Swimming tests	Fitback test battery	NA	All the pupils will develop a variety of movement skills so that they feel competent in physical activities and stay healthy.
Denmark	NO	No fitness or swimming tests Practical and written exams in PE	NA	NA	NA
Finland	YES (compulsory)	Fitness battery of tests	Yes, MOVE Standardized battery Monitoring system with 6 tests	5 th and 8 th grade	To see individual development and status, but also to see the trend across the years
Iceland	YES (but not compulsory)	Fitness tests	Endurance, strength, flexibility, and swimming/rescue skills are tested *No information if is standardized national battery of tests		Monitoring fitness and evaluating fitness achievements.
Latvia	NO agreed tests are used	No agree tests are used	NA	NA	NA
Lithuania	YES	Fitness tests	Yes, 4 fitness tests	In primary schools (grades 1-4) there are 4 fitness tests In secondary school (grades 5-12) there are 6 fitness tests.	Monitoring fitness and enhance physical fitness
Norway	YES	Swimming tests		Swimming test in 4 th grade	
Sweedan	YES	Swimming test	Testing fitness is not compulsory, but some teachers may use motor skill tests to measure motor competence. More common is to have tests in health education or test for orienteering controls.	Swimming test in 3rd grade	Tests are used to evaluate knowledge & understanding in Health education and knowledge and understanding of students to discuss about training and training theories





Summary for NORTH Region

Testing within the PE lessons in the Northern region countries is quite different.

- The greatest similarity emerges in terms of testing **swimming skills** (Estonia, Norway, Sweden)
- Several countries also use various **fitness testing methods to monitor students' health status** related to physical activity (Estonia, Finland, Iceland, Lithuania, Sweden).
- **Standardized batteries** are used in:
 - Estonia – FitBack
 - Finland – MOVE
 - Lithuania- 4 national tests
- **Written tests** – Denmark and Sweden (health education and orienting controls)





Overview of CENTRAL WEST Region



Austria



Belgium
BVLO Bond voor
Lichamelijke Opvoeding



England
afPE Association for
Physical Education &
NWCPEA North Western
Counties PE Association



Germany
DSLV Deutscher
Sportlehrer Verband



Nederland
KVLO Koninklijke
Vereniging van Leraren
Lichamelijke Opvoeding



Ireland
IPPEA Irish Primary PE
Association &
PEAI Physical Education
Association Ireland



Luxembourg
Beweging an der
Lëtzebueger
Grondschoul asbl &
APEP Association des
Professeurs
d'Education Physique



Scotland
SATPE Scottish
Association for
Teachers of
Physical Education



Switzerland
SVSS Schweizerischer
Verband für Sport in
der Schule





Use of testing in PE/ Do you use testing in PE in your country?

Country	Do you use tests in PE?	Type of tests	Standardized national battery for fitness tests	WHEN?	Purpose of testing
England	NO	GCSE and A level (State examinations) are used but can't be class as a test	NO	NA	NA
Belgium					
Ireland	Formative assessment is used		NO	NA	Formative assessment is used and promoted in some schools using teacher checklists and pupil self and peer assessment checklists for fundamental movement skills PDST, Move Well, Move Oen: Developing the physically literate child through the lens of fundamental movement skills. (Teacher Guide, PE Curriculum, Dublin,2017. https://www.scoilnet.ie/pdst/physlit/assessment/) PURPOSE: To assess children's FMS skills the teacher informs the child's physical learning and informal meetings with a parent as well as future planning, and the self and peer assessments are used to assess children's understanding/ cognitive learning.
Luxembourg					
Netherlands	YES	4 test are used	Different approaches around the country Amsterdam - the 4 skills test (also known as 4s-en by Wim van Gelder). It was developed by the University of Applied Sciences Amsterdam). Arnhem - the KTK3+ test is a derivative of the KTK (Körperkoordinations Test fur Kinder) . Also includes an eye hand skill. It was developed by the HAN (University of applied Sciences Arnhem Nijmegen). Groningen - MOBAK , (University of applied Sciences Groningen), Hague with national coverage the MQ (Motor Quotient) scan is used. In research also known as the AST (Athletic Skills Test). It was developed at The Hague University of Applied Sciences (Joris Hoeboer et al) aimed at PE settings in primary schools. The AST is now also being developed for secondary schools. The test consists of standardized parcours and can be organized within one hour for a school class.		All test are screening tests / pupil tracking. MQ also includes a teacher tracking system. More and more places are tracking student results longitudinally. They are also used in more and more places. What do you do with children who drop out? Here you also see collaborations developing with the municipality, physiotherapy, and after-school care. Kind of a system approach. The results of MQ are also captured nationwide. Here we can look for patterns. It is also used by municipalities to see how things are going in each neighbourhood: Screening Monitoring Benchmarking Evaluation





Overview of CENTRAL EAST Region



Czech Republic
CSPET Czech Society of
PE teachers



Slovakia



Poland



Hungary





Use of testing in PE/ Do you use testing in PE in your country?

Country	Do you use tests in PE?	Standardized national battery	WHEN?	Purpose of testing
Czech Republic	YES	Since 2022 physical testing on a national basis, in every secondary and elementary school; For the first time in 30 years, national testing has evidence for policy decisions (repetition every 5 years)	Elementary and secondary schools	Monitoring the level of physical fitness and making some interventions to improve part of the fitness. The worst results were obtained in endurance in every age group.
Slovakia	YES	Since 2018/19 national physical testing, every year in October-November. The Ministry of Education implements testing, included in the Law of Sports No. 440/2015 and is recorded in the ICT system of the Ministry of Education.	1st and 3rd grade in primary schools	Monitoring of the physical fitness and recommendations for sports. The children get certificates with the results and recommendations for sports based on their physical dispositions.
Poland	NO	Since 2023/2024 physical testing (March-April) every year in ES and SS that is a part of ICT system (Ministry decision)	Primary school and Secondary school	Results will not affect students' grades but serve as support for political decisions, public intervention, and optimal targeted action in this area.
Hungary	YES	Since 2014/15 the NETFIT as a national, health-related physical fitness battery is compulsory (Grade 5th-12) in every spring.	5 th – 12 th Grade (compulsory)	The purpose is to help the fitness education process in the classroom level, and evidence-based data collection for national monitoring and public health policy.





Type of tests used in PE

What type of test/ battery of tests do you use?



CZECH Republic

- ITEMS FROM EUROFIT BATTERY
- standing long jump,
- Beep test
- sit-ups
- 4x10 m OR arm power
- hunches or bending endurance
- WHEN
- in every school in 3rd grade, 7th grade in ES and 2nd grade at SS



POLAND

- ITEMS FROM EUROFIT BATTERY OF TEST
- standing long jump,
- Beep test
- running 5x10m
- forward lying support on forearms = plank



SLOVAKIA

- SOME ITEMS FROM EUROFIT BATTERY TESTS
- standing long jump
- sit-ups 1 mi
- endurance shuttle run
- pull –up hold
- coordination routine with a stick
- rolling of three balls
- shuttle run 4x10M
- flag chase game(link to test video <https://www.testovanieziakov.sk/stranka/instruktazne-vidia>)



HUNGARY

- BASED ON FITNESSGRAM TESTS
- Push-up
- curl-up
- 20m shuttle run
- trunk lift
- modified sit and reach
- Standing long jump
- grip strength
- BMI
- BF%





Summary for CENTRAL WEST Region

- Similar approaches in testing in PE in the countries from the Central West region.
- Tests are based on EUROFIT Battery tests with smaller modifications within the countries.
- Testing is used mainly for monitoring the level of physical fitness of children, recommendations for participation in sports, support for public interventions, and policy decisions.





Overview of the South – East Region



Albania

Albanian School Sport Federation



Bosnia & Herzegovina

Healthy life – KINEZIS



Bulgaria

Association of Sport Pedagogues of Bulgaria



Croatia

Croatian Kinesiology Association



Cyprus

Cyprus Association of Physical Education Teachers



Greece

Greek Association of Sports and Exercise Professionals



Kosovo

Center of Research, Studies in Physical Education, Sport and Health –CRSPES



Montenegro

Montenegrin School Sport Federation



North Macedonia

Federation of Sport Pedagogues of North Macedonia



Serbia

Serbian Association of Physical Education and Sports Teachers



Turkey

Turkish PE Teachers' Association





Use of testing in PE/ Do you use testing in PE in your country?



Country	Do you use tests in PE?	Standardized national battery	WHEN?	Purpose of testing
Albania	YES	YES, Platform "Smilly mind"	6- 18 y	Follow Health status. Fitness status, developmental changes
Bulgaria	YES	YES, Motor competences assessment system	I- IX class	Measuring students motor abilities, evaluation of students
Bosnia and Hercegovina	YES	NO, different tests	Primary school and High school	Check students motor skills; Evaluate students
Croatia	YES	YES	Primary school and High school	Determination of physical fitness of children; Prediction of development of fitness abilities; Planning and programing; Selection of gifted children in sport
Cyprus	YES	Eurofit Battery		
Greece	YES	NO, teachers are free to choose tests	Primary schools and High schools	Self-monitoring of student`s skills, competences and knowledge; set personal goals for improvement. Tests are NOT used for students` grading
Kosovo	YES	NO	X	Evaluation and grading of stduents
Montenegro	No information	X	X	
North Macedonia	YES	NO, Suggested battery MAK fit, not standardized on state level	Primary schools and High schools	Identify students' fitness level; Monitoring students fitness status NOT for evaluation
Serbia	YES	YES, Fit back, since 2017	8 – 18 years (III grade primary school - IV year high school)	Monitoring physical development and the development of motor skills, indirect monitor of health status
Turkey	YES	YES	5 – 8 grade (middle school) 9 – 12 grade (hogh school)	Follow students growth and fitness status





Type of tests used in PE

What type of test/ battery of tests do you use?



ALBANIA

- Students health questioner
- Anthropometric data
- 7 motor tests



BOSNIA AND HERCEGOVINA

- Fitness and motor abilities tests
- Running 12 min. (SŠ) - Running 6 min. (AXIS)
- Standing long jump
- Throwing the medicine cabinet
- Push-ups
- Abs
- Running 10x5 meters
- Endurance on the bar (SŠ)
- Endurance in the plank (OS)
- Hand and foot taping
- Reaching forward
- Reach while sitting
- Height and weight



BULGARIA

- Tests, norms, evaluation
- 5 motor tests
- 30-meter run
- - long jump from a standing position with two feet
- - throwing a solid ball
- - 200-meter run /shuttle run/
- - agility test



CROATIA

- Tests for morphology characteristics (BH, BW, fat percentage, BMI)
- Motor skills test– 3 for Elementary school and high school
- Functional abilities tests



GREECE

- Motor abilities tests
- Following tests
- Standing long jump
- Sit – ups in 30 sec
- Push – ups
- Run 30 m.
- Shuttle run the floor
- Agility test
- Throwing a solid ball 1 kg with both hands
- Handgrip strength test





Type of tests use in PE

What type of test/ battery of tests do you use?



NORTH MACEDONIA

- Anthropometric measures
- Fitness tests



SERBIA

- FIT Back
- 2 morphological tests
- 6 fitness tests



BULGARIA

- Anthropometric measures
- Fitness tests





Purpose of testing

What is the purpose of applied tests? What are results used for?

MOST OF THE COUNTRIES

- To identify student`s possibilities
- To follow student's progress
- Planning and design/redesign of teaching process and PE curricula
- Following changes in fitness

FEW OF THE COUNTRIES

- Evaluation of student's achievements
- Following students' health





Overview of the South Region



France

SNEP-FSU Syndicat national de l'éducation physique



Spain

COPLEF Colegio Oficial de Licenciados en E.F.



Portugal

SPEF Sociedade Portuguesa de Educação Física & CNAPEF Conselho Nacional de Associações de Profissionais de Educação Física e Desporto



Italy

Capdi & Lsm Confederazione delle associazioni provinciali dei diplomati ISEF e dei laureati in scienze motorie



Malta

MAPE Maltese Association for Physical Education





Use of testing in PE/ Do you use testing in PE in your country?



Country	Do you use tests in PE?	Standardized national battery	WHEN?	Purpose of testing
France	<p>YES</p> <p>We make a difference between a test and an evaluation. A test is a set of specific tasks given to students at a particular level.</p> <p>In France, we currently have just one test: "knowing how to swim".</p>	NO	NA	<p>Based on the rather poor results in athletics, our chairman said that all the pupils would be tested to look for talents and send them to the clubs. Several regions in France have proposed tests, including some from private companies</p> <p>In France it is used " Learn to swim " test based on a series of tests. If the pupils pass the test, they will be awarded a certificate of safe swimming which allows them to take part in leisure sports (canoeing, etc). Questions raised related to testing: Why we have to make tests? What kind of tests have to be done? Are the tests linked to physical education issues? Are PE teachers testing to understand if children are in good health? All those questions are linked together.</p>
Spain	<p>YES</p> <p>different types of physical tests that are used to measure the initial physical condition at the beginning of the PE course.</p>	<p>Eurofit battery of tests, updated as FITBACK</p> <p>PAU-7S (Physical Activity Unit - 7 Items Screener)</p>	6 th – 18 th years old students	<p>Its objective of applied tests is for teachers to know the physical level with which each student starts and to be able to analyze whether it improves or worsens during the course.They are not evaluation tests. They cannot be used as part of the students' grade and neither are they mandatory.</p> <p>PAU-7S (Physical Activity Unit - 7 Items Screener) is a questionnaire to measure the physical activity of minors</p>
Italy	<p>YES</p> <p>No mandatory tests but teachers individually used different tests.</p>	<p>Based on EUROFIT Battery of tests</p> <p>Each teacher or the department of PE teachers of the school can decide autonomously which battery of test to use</p>	6 th – 18 th years old students	<p>The tests are useful to measure the extent to which an individual meets certain minimum standards in each of physical fitness and provide guidelines for activities that help a person reach those minimum standards for which he or she is currently inadequate. On the other side, the tests could be also useful for looking for talent.</p> <p>The data could be collected at the national level to have a realist state of art of the physical condition of the Italian students and be used for advocacy PE in schools</p>





Use of testing in PE/ Do you use testing in PE in your country?

Country	Do you use tests in PE?	Standardized national battery	WHEN?	Purpose of testing
Portugal	<p>YES</p> <p>Assessment in PE includes a variety of test batteries to assess different components of physical fitness, motor skills, and competencies related to physical activity.</p> <p>There is a difference between a battery test and the evaluation process, which includes three kinds of tools/strategies:</p> <ol style="list-style-type: none"> 1. Diagnostic Evaluation – Aims to determine the pupil’s performance level. 2. Formative Evaluation – Aims to ensure that the teaching-learning process is progressing effectively. 3. Summative Evaluation – Assesses the knowledge acquired. 	<p>FITescola®</p> <p>A free online platform that aims to promote healthy lifestyles by educating young people to be physically active.</p> <p>It also allows the assessment of the physical fitness and physical activity of children and adolescents through the application of a battery of tests selected for this purpose.</p> <p>Physical Education Assessment Test</p>	<p>All pupils in the 2nd, 5th, and 8th grades</p>	<p>PURPOSE OF FITescola®</p> <p>Based on the entered data, various types of reports are provided, allowing for several comparisons: within the class, within the school, and with national averages.</p> <p>An important educational tool is the assessment of physical activity, generating a report based on the data entered by students, which includes the PHYSICAL ACTIVITY PYRAMID for the conducted assessment. The physical activity pyramid is a simple and easy way to represent the type and amount of physical activity that young people should engage in. The first tier of the pyramid, its widest portion, includes activities that should be practiced daily.</p> <p>PURPOSE OF PHYSICAL EDUCATION ASSESSMENT TEST</p> <p>Aiming to evaluate the educational system and ensure national integrity. This test is very important, particularly for PE credibility and advocacy, besides giving a national view of PE curriculum implementation.</p>
Malta	<p>YES</p>	<p>NO</p> <p>Teachers used their fitness batteries</p> <p>In some cases, FITBACI battery is used</p>	<p>NA</p>	





SUMMARY FROM ALL REGIONS

- ✓ Number of countries, especially in North Region and France, use swimming test as compulsory.
- ✓ All countries from the Central West region, South East region and South region use fitness tests as tools to monitor students' physical fitness, design teaching processes, identify talented students, and recommend policy changes.
- ✓ Some of the countries that use fitness tests have national batteries. Others have a variety of tests mainly based on EUROFIT Battery and updated FITBACK battery that is used o teachers' own initiatives
- ✓ In some countries, especially in Central East and South East region, fitness tests are supplemented with anthropometric tests and are used to follow students' health and growth.
- ✓ In some countries, such as Ireland, teachers use pupil self and peer assessment checklists for fundamental movement skills aiming to identify the level of development of physically literate child through the lens of fundamental movement skills.
- ✓ Some countries like Denmark and Sweeden, use written test to asses mainly health aspect of PE





REFLECTION ON MOTOR SKILL ASSESSMENT

Why motor skill assessment is important?

ENHANCING PHYSICAL EDUCATION PROGRAMS

Motor skill assessments contribute to the design and implementation of effective PE programs. Teachers can use the assessment results to create developmentally appropriate activities that target specific motor skill areas, fostering a positive and inclusive learning environment..

INDIVIDUALIZED INSTRUCTION AND SUPPORT

By assessing motor skills, educators can tailor their teaching methods to accommodate the diverse needs of students. Understanding each child's motor abilities allows teachers to provide individualized instruction and support, ensuring that all students can actively participate in physical activities and academic tasks. The PE teacher can create substantial added value by engaging the student in the reflection process to complete the next steps in the learning and development process.

EARLY IDENTIFICATION OF DEVELOPMENTAL DELAYS

Motor skill assessments help identify any delays or abnormalities in a child's physical development at an early stage. Early detection allows for timely intervention and support, which can be crucial for addressing developmental issues and preventing long-term challenges.

PROMOTING ACADEMIC READINESS

Fine motor skills, in particular, play a crucial role in preparing children for academic activities. Proficient fine motor skills are essential for tasks such as writing, drawing, and using tools. By assessing and addressing fine motor skills, educators can support students in achieving academic milestones more effectively



SUPPORT INCLUSIVE EDUCATION

Motor skill assessments are valuable in promoting inclusive education by recognizing the unique abilities and challenges of each student. Teachers can adapt teaching strategies and materials to ensure that students with diverse motor abilities can participate fully in classroom activities



MONITORING PROGRESS AND INTERVENTION EFFECTIVENESS

Regular motor skill assessments allow educators to track the progress of individual students over time. This monitoring helps in evaluating the effectiveness of interventions and adjusting instructional strategies as needed. It also provides valuable information for communicating with parents about their child's development.



BUILDING SELF-ESTEEM AND CONFIDENCE

Success in physical activities contributes to the development of a child's self-esteem and confidence. Motor skill assessments help identify areas where a child excels, allowing educators to encourage and celebrate these achievements, which, in turn, can positively impact a child's overall self-perception.



IN SUMMARY

MOTOR SKILL ASSESSMENT IN SCHOOLS IS ESSENTIAL FOR PROMOTING INCLUSIVE EDUCATION, TAILORING INSTRUCTION, SUPPORTING THE OVERALL WELL-ROUNDED DEVELOPMENT OF STUDENTS AND IDENTIFYING DEVELOPMENTAL DELAYS. IT ENABLES EDUCATORS TO CREATE AN ENVIRONMENT THAT NURTURES PHYSICAL, ACADEMIC, AND SOCIAL GROWTH IN EACH CHILD





REFLECTION ON TESTING IN PHYSICAL EDUCATION

What are the various aspects of testing in PE?

In the context of physical education, testing can play a role in assessing various aspects of a student's physical abilities, skills, and overall health. However, the approach to testing in physical education should align with the broader goals of promoting lifelong physical activity, health, and well-being.

HOLISTIC APPROACH

Physical education should go beyond measuring only physical fitness or skill proficiency. **Holistic assessment** may include reflecting and making judgments on a student's motivation, confidence, and physical competence within physical activities, as well as knowledge and understanding of physical activities. It may also include an understanding of health concepts, critical thinking, creativity, social skills, and ethical values, as well as personal qualities such as teamwork, sportsmanship, and other life skills, within various contexts.



INCLUSIVE APPROACH

Physical education testing or assessment should be inclusive and consider the diverse abilities and interests of students. This might involve offering alternative assessment methods for students with different physical abilities or providing a range of activities that cater to varied interests.

ENCOURAGING LIFELONG ENGAGEMENT IN PHYSICAL ACTIVITY AND HEALTHY LIFESTYLES

Any testing or assessment should promote the idea of lifelong physical fitness. This means assessing not only performance in specific activities but also instilling an appreciation for the importance of regular physical activity for overall health.



EMPHASIS ON LEARNING

Testing or assessment in physical education should not solely focus on grading or ranking students. Instead, it should emphasize the learning process, progress being made from a previous point, and encouraging students to set and achieve personal goals and promoting a positive attitude toward physical activity.

DIVERSE ASSESSMENT METHODS

Physical education testing or assessment should incorporate a variety of assessment methods. This may include reflective assessments, such as journals, self-assessment of personal goals and specific criteria.



FEEDBACK AND IMPROVEMENT

Assessment in PE should provide opportunities for constructive feedback that helps students understand their strengths and areas for improvement. Appropriate feedback can guide students in developing a growth mindset and a lifelong commitment to physical well-being.



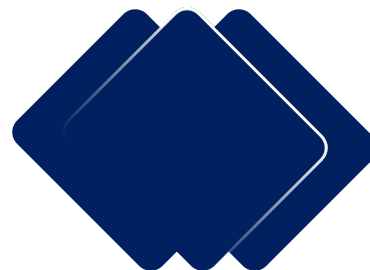


REFLECTION ON TESTING IN PHYSICAL EDUCATION

What are the various aspects of testing in PE?

TESTING SHOULD NOT

- Children should not be compared against normative values
- Test results should not be considered a pass or fail, as this could be damaging to self-esteem.
- Any testing should be a part of the learning process where the teacher and child can reflect on progress and consider personal future goals.



TESTING SHOULD BE AUTHENTIC

- Any assessment should be authentic in nature and relate to what is being taught or learnt.
- A range of qualitative and quantitative methods should be used to gather information.
- The method for recording progress should be appropriate to the participant and practitioners involved.





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Thank you for your attention!

For more information:

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