

## **Evaluation of basic motor competencies in primary school in Luxembourg**

Claude Scheuer<sup>1</sup>, Andreas Bund<sup>1</sup>, Sandra Heck<sup>1</sup>, & Christian Herrmann<sup>2</sup>

<sup>1</sup> *Institute for Applied Educational Sciences, University of Luxembourg (Esch-sur-Alzette, Luxembourg)*

<sup>2</sup> *Department for Movement and Sports, Zürich University of Teacher Education (Zürich, Switzerland)*

### **Introduction and objectives**

An objective of physical education (PE) is supporting students' positive motor development. Therefore, it is indispensable for them to be in command of the necessary basic motor competencies (in German: Motorische Basiskompetenzen; MOBAK) as the prerequisites to be able to participate in the culture of human movement (Herrmann et al., 2015). For the implementation of the MOBAK approach in Luxembourg (MOBAK-LUX), we developed the test instruments MOBAK-LUX-PS (Scheuer, 2018a) for preschoolers, MOBAK-LUX-1 (Scheuer, 2016a) for first graders, MOBAK-LUX-3 (Scheuer, 2016b) for third graders and MOBAK-LUX-5 (2018b) for fifth graders. In cooperation with the Ministry of Education, these motor test series are conducted on a voluntary basis by interested schools and teachers at the beginning of each school year.

### **Methodology**

All four test instruments consist of items in the four test dimensions “locomotion”, “object control”, “moving in water” and “object locomotion” (MOBAK-LUX-PS: 15 test items; MOBAK-LUX-1: 16 test items; MOBAK-LUX-3: 16 test items; MOBAK-LUX-5: 15 test items). Each test item comprises a basic and an advanced level of difficulty.

### **Results and discussion**

The results of the 2018 surveys indicate that a considerable proportion of students in all tested grades showed low basic motor competence levels in at least one of the four competence areas. Passing less than two thirds of the basic test items in one area, these students show respective support needs: 41.8% of preschoolers (N=570), 48.4% of first graders (N=364), 24.5% of third graders (N=437) and 22.0% of fifth graders (N=486). Furthermore, effects of external criteria on basic motor competencies were analyzed.

### **Conclusions and perspectives**

In recent years, many school classes in Luxembourg have participated on a voluntary base in the MOBAK-LUX surveys. The increasing interest shows that the implementation of competence-oriented test tasks has found acceptance amongst teachers and helps them to identify students with support needs in certain areas of motor competence.

### **References**

Herrmann, C., Bund, A., Gerlach, E., Kurz, D., Lindemann, U., Rethorst, S., ... & Pühse, U. (2015). A review of the assessment of basic motor qualifications and competencies in school. *International journal of physical education*, 52(3), S. 2-13.

Scheuer, C. (2016a). *MOBAK-LUX-1 Testmanual*. SCRIPT; University of Luxembourg: Luxembourg. Retrieved from [https://www.researchgate.net/publication/324151926\\_MOBAK-LUX-1\\_Testmanual](https://www.researchgate.net/publication/324151926_MOBAK-LUX-1_Testmanual)

Scheuer, C. (2016b). *MOBAK-LUX-3 Testmanual*. SCRIPT; University of Luxembourg: Luxembourg. Retrieved from [https://www.researchgate.net/publication/324152031\\_MOBAK-LUX-3\\_Testmanual](https://www.researchgate.net/publication/324152031_MOBAK-LUX-3_Testmanual)

Scheuer, C. (2018a). *MOBAK-LUX-PS Testmanual*. SCRIPT; University of Luxembourg: Luxembourg. Retrieved from [https://www.researchgate.net/publication/332409612\\_MOBAK-LUX-PS\\_Testmanual](https://www.researchgate.net/publication/332409612_MOBAK-LUX-PS_Testmanual)

Scheuer, C. (2018b). *MOBAK-LUX-5 Testmanual*. SCRIPT; University of Luxembourg: Luxembourg. [https://www.researchgate.net/publication/332409613\\_MOBAK-LUX-5\\_Testmanual](https://www.researchgate.net/publication/332409613_MOBAK-LUX-5_Testmanual)