Bronnen bij artikel Mattijs Mussert ***Zelfbeoordeling in het bewegingsonderwijs*** **(LO9, 2022)**

AIESEP. (2020). *Standpunt Beoordeling bij Lichamelijke Opvoeding*. https://aiesep.org/scientific-meetings/position-statements/

Andrade, H. L. (2019). A Critical Review of Research on Student Self-Assessment. *Frontiers in Education*, *4*(August), 1–13. https://doi.org/10.3389/feduc.2019.00087

Andrade, H., & Valtcheva, A. (2009a). Promoting learning and achievement through self-assessment. *Theory into Practice*, *48*(1), 12–19. https://doi.org/10.1080/00405840802577544

Andrade, H., & Valtcheva, A. (2009b). Theory Into Practice Promoting Learning and Achievement Through Self- Assessment. *Theory into Practice*, *January 2009*, 10–19. https://doi.org/10.1080/00405840802577544

Bandura, A. (1997). *Self-efficacy: The exercise of control*.

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappa*. https://doi.org/10.1002/hrm

Borghouts, L., Slingerland, M., & Haerens, L. (2017a). Assessment quality and practices in secondary PE in the Netherlands. *Physical Education and Sport Pedagogy*, *22*(5), 473–489. https://doi.org/10.1080/17408989.2016.1241226

Borghouts, L., Slingerland, M., & Haerens, L. (2017b). Assessment quality and practices in secondary PE in the Netherlands. *Physical Education and Sport Pedagogy*, *22*(5), 473–489. https://doi.org/10.1080/17408989.2016.1241226

Boseovski, J. J. (2010). Evidence of "rose-colored glasses": An examination of the positivity bias in young children's personality judgments. *Child Development Perspectives*, *4*, 212–218. https://doi.org/10.1111/j.1750-8606.2010.00149.x/full

Brown, G. T. L., Andrade, H. L., & Chen, F. (2015). Accuracy in student self-assessment: directions and cautions for research. *Assessment in Education: Principles, Policy and Practice*, *22*(4), 444–457. https://doi.org/10.1080/0969594X.2014.996523

Brown, & Harris. (2013). *Student Self Assessment*.

Butler, R. (1990). *The Effects of Mastery and Competitive Conditions on Self-Assessment at Different Ages*.

González-Betancor, S. M., Bolívar-Cruz, A., & Verano-Tacoronte, D. (2017). Self-assessment accuracy in higher education: The influence of gender and performance of university students. *Active Learning in Higher Education*, *20*(2), 101–114. https://doi.org/10.1177/1469787417735604

Keane, L., & Griffin, C. (2015). Testing the limits of self-assessment: A critical examination of the developmental trajectories of self-assessment processes. *Irish Teachers' Journal*, *3*(1), 37–52.

McMillan, J. H., & Hearn, J. (2008). Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement. *Educational Horizons*, *87*(1), 19–20.

Melograno, V. J. (2007). Grading and Report Cards for Standards-Based Physical Education. *Journal of Physical Education, Recreation & Dance*, *78*(6), 45–53. https://doi.org/10.1080/07303084.2007.10598041

Minelgaite, I., Nedzinskaitė-Mačiūnienė, R., Kristinsson, K., & Gudjonsson, S. (2019). "The emperor is naked!": Exposing (in) efficiency of self-assessment and group – assessment in higher education. *Pedagogika*, *134*(2), 45–60. https://doi.org/10.15823/p.2019.134.3

Mussert, M (2019). Enquête onder docenten bewegingonderwijs. [niet gepubliceerd]

Ní Chrónín, D., & Cosgrave, C. (2013). Implementing formative assessment in primary physical education: Teacher perspectives and experiences. *Physical Education and Sport Pedagogy*, *18*(2), 219–233. https://doi.org/10.1080/17408989.2012.666787

Panadero, E., Brown, G., & Courtney, M. (2014). Teachers' reasons for using self-assessment: a survey self-report of Spanish teachers. *Assessment in Education: Principles, Policy and Practice*, *21*(4), 365–383. https://doi.org/10.1080/0969594X.2014.919247

Papanthymou, A., & Darra, M. (2019). *Student Self-Assessment in Primary and Secondary Education in Greece and Internationally*. *6*(1). https://doi.org/10.22158/wjer.v6n1p50

Penney, D., Brooker, R., Hay, P., & Gillespie, L. (2009). Curriculum, pedagogy and assessment: three

message systems of schooling and dimensions of quality physical education. *Sport, Education and Society*, *14*(4), 421–442. https://doi.org/10.1080/13573320903217125
Peyton, C. (2017). *Student's Perception of The Self-Assessment Process In High School Physical Education*.
Piaget, J. (1976). Piaget's Theory. *Piaget and His School*, 11–23. https://doi.org/10.1007/978-3-642-46323-5_2
Ross, J. A. (2006). The reliability, validity, and utility of self-assessment. *Practical Assessment, Research, and Evaluation*, *11*(10), 1–13. https://tspace.library.utoronto.ca/handle/1807/30005
Savelkoul, V. (2015). *(Hoe) worden leerlingen in het basisonderwijs beoordeeld op bewegingsonderwijs?*
Van Dokkum, G. (2008). Beoordelen binnen LO, vooral een agogisch probleem. *Lichamelijke Opvoeding, 96*, *nr 11*, 11–13.
Van Dokkum, G. (2011). Het beoordelingsspectrum: adaptief beoordelen in de les lo. *Kvlo*, *LO-6*, 23–25. https://www.kennisbanksportenbewegen.nl/?file=5144&m=1445331562&action=file.download
Weeldenburg, G., & Slingerland, M. (2019). Formatief evalueren. *Kvlo Magazine*. https://slo.nl/thema/meer/formatief-evalueren/