

REVIEWER'S REPORT

Manuscript No.: **IJAR-54465**

Date: 22/10/2025

Title: *Uniform Assessment Of Skills In Physical Education And Sports In Secondary Schools In Benin: Towards A Uniform And Objective Summative Assessment Model*

Recommendation:

Accept as it is

✓Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity			✓	
Significance		✓		

Reviewer Name: **Dr. Touseef Malik**

Date: 23/10/2025

Reviewer's Comment for Publication:

This manuscript develops and pilots a standardized, equity-oriented summative assessment model for basketball and handball in the first year of secondary school in Benin. Grounded in a robust theoretical blend (evaluation models, anthropological didactics, referentialization, and didactic engineering) and implemented through document analysis, interviews, and in-situ observations across three departments, it diagnoses heterogeneity in current practices and demonstrates measurable convergence after structured support. The contribution is timely for policy and practice, offering clear tools (administration guide, observation grid, scales) and criteria (objectivity, validity, reliability, fairness, relevance). Minor adjustments to sampling clarity, statistical presentation, and figure/table standardization will enhance readability and adoption.

Recommendation: Accept after minor revision

Detailed Reviewer's Report

STRENGTHS

1. Strong Theoretical Integration: Combines four complementary frameworks to anchor design and evaluation of the assessment model, enhancing conceptual rigor.
2. Clear Problem Diagnosis: Documents concrete disparities across schools/teachers in tools, infrastructure, and assessment conditions, linking them to quality criteria.
3. Methodological Breadth: Uses multi-source evidence (curricula/doc analysis, 240 pre/post interviews, classroom observations), enabling triangulation and practical insights.

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4. **Actionable Standardization:** Proposes uniform tool formats and explicit indicators (objectivity, validity, reliability, fairness, relevance) that directly support teacher use.
5. **Demonstrated Improvement:** Comparative results show post-intervention convergence in practices (common tools, aligned tasks/indicators), with a candid note of remaining gaps.

WEAKNESSES

1. **Sampling Specifics:** Needs a tighter description of selection logic, inclusion/exclusion, and representativeness limits for teachers, advisors, and inspectors.
2. **Quantitative Summaries:** Effects of the model are mostly narrative; add concise pre/post tables with key indicators to quantify improvement across institutions.
3. **Assumption/Quality Checks:** Limited reporting on inter-rater agreement, double-marking coverage, and fidelity monitoring during implementation.
4. **Practical Constraints:** Infrastructure/material deficits are acknowledged but not fully translated into mitigation guidance for low-resource settings.
5. **Presentation Consistency:** Standardize table/figure labels, abbreviations, and bilingual terms; streamline long tables for practitioner readability.