I. TITLE: Evaluation and Assessment in Health & Physical Education

II. CATALOG DESCRIPTION: Basic statistical techniques and paper/pencil testing methodologies applicable to health and physical education plus other physical and mental testing techniques commonly employed in these fields. Various physical, mental and skill tests will be included. Prerequisite: HPE 175, junior or senior standing, or permission of the program coordinator.

III. PURPOSE: The purpose of this course is to integrate a working knowledge of physical, mental and written assessment procedures, along with elementary statistical technology relevant to the fields of health and physical education.

IV. COURSE OBJECTIVES:

The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky New Teacher Standards for preparation and Certification (NTS). Upon completion of this course, students will be able to:

A. Integrate health and physical education principles that can extend the body of knowledge developed in the health and physical education areas. (NTS #8)
B. Create various tests and assessments including but not limited to performance-based assessments and rubrics for K-12 health and physical education. Align with KY core content and assessment in K-12 programs. (NTS #4)
C. Learn and use a grading program for students in K-12 programs. (NTS #4)
D. Use problem solving applications to go beyond theoretical principles. (NTS #8)
E. Explore and integrate new research in their respective fields of endeavor, along with presenting current trends in the field regarding assessment. (NTS #8)
F. Use technology to refine analytical skills relevant to assessment knowledge. Use Fitness Gram technology program (site license). (NTS #9)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by urging students to consider the teacher’s role in the assessment cycle. Students learn to create assessments and then reflect upon the quality of the resulting student data in relation to instructional goals, student needs, and closing the achievement gap.

The EPSB Theme of Assessment is heavily addressed in this course as students learn how and design assessments for students in K-12 physical education programs. Both traditional and performance-based assessments (alternative assessment) with rubric design are deeply applied in this course as pre-service teachers apply their learning to K-12 programs. The theme of Diversity is explored in the course through planning multifaceted assessment options. Students learn to assess the learning and achievement of
all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

V. **CONTENT OUTLINE:**
The following areas will be addressed in this course:
A. Statistical analysis (descriptive and central tendency) for health and physical education.
B. Construction of assessments for data comprehension and evaluation.
C. The application of grading techniques in health and physical education.
D. Psychomotor domain assessment (e.g., balance, flexibility, muscular strength)
E. Health, physical fitness, and physical activity testing.
F. Considerations for special populations.
G. Affective behavior and the dynamics of psychomotor assessments.

VI. **INSTRUCTIONAL ACTIVITIES:**
Instructional activities for the course include the following:
A. An integration of lecture and discussion sessions with visual perception aids.
B. Personal assessment sessions in which students administer physical assessments of various types in order to learn assessment administration techniques.
C. Computer applications sessions in which students learn to integrate microcomputer software programs to analyze, evaluate and display measurement data.

VII. **FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:** None.

VIII. **RESOURCES:** Computers are provided for student use in the College of Education and in the Carr Health Building.

IX. **GRADING PROCEDURES:**
All assignments are due at the beginning of class. No assignments will be accepted via e-mail attachment or any other electronic format unless permission is granted by the professor ahead of time. The only make-up work allowed is for excused absences with proper prior written notification including athletic events. The only official excused absence is an official university sponsored event with proper prior notification. All assignments are due on the due date even if you are absent. Therefore, it is imperative that you make arrangements ahead of time if you will miss class. It is left up to the discretion of the professor to excuse or not excuse any other absence. No late assignments will be accepted.

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Daily labs, in-class work and preparation of work</td>
<td>40%</td>
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<tr>
<td>Written Assignments (daily, article reviews, etc.)</td>
<td>20%</td>
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<tr>
<td>Projects</td>
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<tr>
<td>- Scope and Sequence (large project)</td>
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<td>- Performance Assessment</td>
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<td>- Fitness Project</td>
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<tr>
<td>Quizzes and Exams of Basic Knowledge</td>
<td>10%</td>
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<td>- 1 quiz grade is equal to total attendance – missed days / total possible days (same grading scale as below)</td>
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Professionalism 10%

Grading Scale
A = 94 – 100
B = 85 – 93
C = 75 – 84
D = 65 – 74
F = below 65

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin. Missing class affects your grade because you receive a lab grade for each class attended. Attendance is also measured as one quiz grade worth 10 percent of your grade. Missing two or more classes will likely lower your grade by one letter because of the manner in which I weight the grades.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES: HPE 175, junior or senior standing, or permission of program coordinator.

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies, contact the Office of Equal Opportunity, 270-809-3155.

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE
GROUND FOR DENIAL OF ADMISSION TO TEACHER EDUCATION
AND/OR STUDENT TEACHING.

*****All cell phone, Blackberries, laptop computers, IPods, MP3 players, and all electronic devices MUST be turned OFF during class time.

Note: The professor of this course recognizes that in today’s world cell phones, and other technologies are a familiar and many times needed form of communication for students. However, it is the policy of this professor that any and all of the above mentioned devices shall not be allowed during class without prior consent of the professor. This shall included verbal calling, incoming calls, text messaging, e-mail and the use of cell phones as calculators on tests and quizzes. All electronic devices must be powered off and out of sight and use (i.e. kept in a bag or purse). Should any of these devices be visible, ring, be used, etc. during class time the student may be asked to leave class and not return for that class period. Upon prior consent of the professor, a student may obtain permission to use any of these devices in case of emergency or critical situation.

Note: The instructor reserves the right to make any changes in course activities deemed necessary during the semester.