

**PHED 3710****ASSESSING PERFORMANCE IN HEALTH & PHYSICAL EDUCATION**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

**COURSE DESCRIPTION**

Prerequisite: Admission to Teacher Education; PHED 3671

This course emphasizes accountability and the assessment of teaching, learning, and performance using formative and summative evaluation procedures. Topics include selection and use of appropriate instruments and tests, and assessments of the cognitive, psychomotor, and affective domains in health and physical education.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors,

principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## COURSE OBJECTIVES

Students will:

1. evaluate current curriculum based on national standards, best practices, and current research in health and physical education  
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective*);  
(NASPE, 2004; Rink, 2006; Telljohann, Symons, & Pateman, 2006);
2. recognize the need for assessing student performance and discuss principles of accountability in health and physical education  
(*decision makers, leaders, lifelong learners, culturally sensitive, empathetic, knowledgeable, proactive, reflective*);  
(Anspaugh & Ezell, 2007; Graham, Holt/Hale & Parker, 2007; Rink, 2006; Telljohann, Symons, & Pateman, 2006);
3. apply formative and summative assessments for student performance in health and physical education  
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective*);  
(Lacy & Hastad, 2007; Rink, 2006);
4. discuss and explain the characteristics, advantages, and limitations of criterion and norm referenced assessments  
(*decision makers, lifelong learners, adaptive, knowledgeable, reflective*);  
(Lacy & Hastad, 2007);
5. apply the use of validity, reliability, objectivity, and norms in determining the proper selection of appropriate assessment instruments  
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective*);  
(Lacy & Hastad, 2007; Rink 2006);
6. determine how to assess teaching and student performance in the cognitive, psychomotor, and affective domains as they relate to health and physical education  
(*decision makers, leaders, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective*);  
(Anspaugh & Ezell, 2007; Graham, Holt/Hale & Parker, 2007; Rink, 2006; Telljohann, Symons, & Pateman, 2006);

7. describe the differences among types of assessment (i.e. authentic, process/product) and discuss their advantages and limitations  
(*decision makers, lifelong learners, adaptive, knowledgeable, reflective*);  
(Anspaugh & Ezell, 2007; Graham, Holt/Hale & Parker, 2007; Rink, 2006; Telljohann, Symons, & Pateman, 2006);
8. describe the advantages and disadvantages of assessments of student physical fitness (i.e., Presidential, Fitnessgram/Physical Best) currently used by physical educators in school settings  
(*lifelong learners, knowledgeable*)  
(NASPE, 2004; NASPE, 2005a; NASPE, 2005b; The Cooper Institute, 2004);
9. analyze the effectiveness of student-created assessments in health and physical education  
(*decision makers, leaders, lifelong learners, knowledgeable, reflective*);  
(Lacy & Hastad, 2007; Rink, 2006);
10. establish a grading system consistent with current educational and teaching philosophy and based on valid criteria  
(*decision makers, leaders, lifelong learners, empathetic, knowledgeable, proactive, reflective*)  
(Anspaugh & Ezell, 2007; Graham, Holt/Hale & Parker, 2007; Rink, 2006; Telljohann, Symons, & Pateman, 2006); and
11. articulate the relationship between measurement and evaluation  
(*lifelong learners, knowledgeable*)  
(Lacy & Hastad, 2007).

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Texts**

Graham, G., Holt/Hale, S., & Parker, M. (2007). *Children moving. A reflective approach to teaching physical education* (7th ed.). Boston: McGraw-Hill.

NASPE. (2004). *Moving into the future. National standards for physical education* (2th ed.) Boston: McGraw-Hill.

Rink, J. (2006). *Teaching physical education for learning* (5th ed.). Boston: McGraw-Hill.

Additional readings as assigned

### **References**

Buck, M., Lund, J., Harrison, J. & Blakemore Cook, C. (2007). *Instructional strategies for Secondary School Physical Education* (6th ed.). Boston: McGraw-Hill.

- Graham, G., Holt/Hale, S., & Parker, M. (2007). *Children moving. A reflective approach to teaching physical education* (7th ed.). Boston: McGraw-Hill.
- Lacy, A., & Hastad, D. (2007). *Measurement and evaluation in physical education and exercise science* (5th ed.). San Francisco: Pearson Benjamin Cummings.
- NASPE. (2004). *Moving into the future. National standards for physical education* (2th ed.) Boston: McGraw-Hill.
- NASPE. (2005a). *Physical best activity guide. Elementary level* (2th ed.) Champaign, IL: Human Kinetics.
- NASPE (2005b). *Physical best activity guide. Middle and high school levels* (2th ed.). Champaign, IL: Human Kinetics.
- Rink, J. (2006). *Teaching physical education for learning* (5th ed.). Boston: McGraw-Hill.
- Telljohann, S., Symons, C., & Pateman, B. (2006). *Health education. Elementary & middle school applications* (5th ed.). Boston: McGraw-Hill.
- Meredith, M., & Welk, G. (Eds.). (2004). *Fitnessgram. Activitygram. Test administration manual*. Champaign, IL: Human Kinetics.

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework.** Because of the broad nature of the course, most conceptual framework descriptors are covered in course lectures and assignments. At the conclusion of the course, students will have demonstrated achievement in the areas of *decision makers*: choose appropriate tools that best assess student process, progress, and performance while demonstrating reliability and validity (**Assignments: 2,3,4,5,6**); *leaders*: take responsibility for decisions regarding the choice and implementation of a variety of assessments (**Assignments: 2,4,5,6**); *lifelong learners*: study the effectiveness of assessment and the important role it plays in accountability in real life health and physical education programs (**Assignments: 1,4,5,6**); *adaptive*: promote change through standard based assessment (**Assignments: 2,3**); *collaborative*: working with peers to plan, teach, and reflect on integrated assessment (**Assignments: 2,5**); *culturally sensitive*: develop assessments and evaluation tools and procedures that recognize diverse population groups (**Assignment: 2**); *empathetic*: develop assessments and evaluation tools and procedures that recognize the uniqueness of the needs of the individual (**Assignments: 2,4**); *knowledgeable*: draw upon experience, professional knowledge, and current research when making decisions and implementing assessments (**All Assignments**); *proactive*: use standards based assessment to create change in the accountability of students and health & physical educators (**Assignments: 2,4,5**); *reflective*: engage in ongoing, continuous reflection of the decision making process to determine effectiveness of assessments and evaluation (**Assignments: 2,3,4,6**).

## Assignments

### **1. Exams (50 points each):**

Students will take a mid-term and a final exam that will cover assigned readings, teacher and student presentations, and in-class discussion. Exams will contain matching, multiple choice, short answer, true/false items, and a section devoted to the analysis of assessment and evaluation tools.

Course objectives: 1, 2, 3, 4, 5, 7, 8, 11

### **2. Assessment & Evaluation Tools (20 points each):**

Students will create a total of 10 assessment and evaluation instruments throughout the semester focusing on the psychomotor, cognitive, and affective domains. These instruments will be created for use in PHED 3675 & PHED 4502. A specific grading rubric will be provided.

Course objectives: 1, 3, 5, 6

### **3. Analysis of Assessments (10 points each):**

Students will analyze 5 assessment instruments developed by the instructor. Students will be expected to identify the errors within the assessment instruments and to make suggestions for improvement. Guidance and prompts will be provided along with a specific grading rubric.

Course objectives: 1, 4, 5, 6, 7

### **4. Position Paper (40 points):**

Students will complete a four-page paper on the following topic: “Student Grading in Health & Physical Education: The Purpose of Assessment and Accountability”. The paper must include a table or chart of a grading system they created that is consistent with current educational and teaching philosophies. Guiding questions and a specific grading rubric will be provided.

Course objectives: 2, 10

### **5. Participation Grade (30 points):**

Students will attend and assist with the implementation of the Fitnessgram and/ or Presidential Fitness Test at a local school and reflect on the experience.

Course objectives: 8

### **6. Portfolio (30 points):**

Students will upload the following work to Foliotek prior to exam week: one psychomotor, one affective, and one cognitive based assessment along with an accompanying self-reflection focusing on their growth and development throughout the semester with regards to creating useful, valid, and reliable assessments.

Course objectives: 9

## GRADING POLICY

|                          |               |
|--------------------------|---------------|
| A = 405-450 points       | 90-100%       |
| B = 360-404 points       | 80-89%        |
| C = 315-359 points       | 70-79%        |
| D = 270-314 points       | 60-69%        |
| F = less than 270 points | less than 60% |

## CLASS POLICIES

### Attendance

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

### E-mail

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

### Professional Disposition

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews

will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

**Foliotek**

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (foliotek).

**Work Credit**

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

**Americans with Disabilities Statement (ADA)**

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

**Academic Integrity and Honor Code Pledge**

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

**Pledge:**

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

\*\*If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

**CLASS OUTLINE**

| <b>Week</b> | <b>Topic</b>  |
|-------------|---|
| 1           | Introduction to Course/Syllabus<br>What is assessment?            |
| 2           | Why use assessment?<br>Measurable outcomes, reliability, validity |
| 3           | Assessments and grading   |
| 4           | Types of Assessment   |
| 5           | Assessing elementary school aged children                         |
| 6           | Assessing middle school aged children                             |
| 7           | Assessing high school aged children                               |
| 8           | Assessing the cognitive domain                                    |
| 9           | Implementation of Assessment (cognitive domain)                   |
| 10          | Assessing the affective domain                                    |
| 11          | Implementation of Assessment (affective domain)                   |
| 12          | Assessing the psychomotor domain                                  |
| 13          | Implementation of Assessment (psychomotor domain)                 |
| 14          | Fitness Testing   |
| 15          | Fitness Testing   |
| 16          | Final Exam  |