

KINE 3363- ASSESSMENT IN KINESIOLOGY**FALL 2017***KINE 3363 is a required course for EC-12 Physical Education Certification***College of Health Sciences****Department of Kinesiology**

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 Office hours: By Appointment

Meeting Place / Time: HKC, Room 239, Tuesday/Thursday

Text/Readings: Lacy, A. C. (2010). *Measurement & evaluation in physical education and exercise science*, 6th ed. San Francisco: Benjamin Cummings. **ISBN 0321666550**

Additional Materials: You **must have a Sam Email Account** (not to be forwarded to other email). All communication outside of class will be done through Sam Mail.

Students will be distributed a variety of handouts throughout the semester.

Course Description: This course presents information on the construction and administration of tests evaluating fitness and motor skills used in sports. Issues in grading and evaluation are also addressed. Credit 3. (*SHSU 2008-10 Catalog*)

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <u>Specialty Organization Standards</u>
Identify the qualities which characterize good norm and criterion referenced tests, recognize the purposes of assessment, identify the qualities and characteristics associated with appropriate test administration and various grading systems	<p>Students evaluate analytical and holistic rubrics, a prototype of a norm referenced test according to the material presented in the text and in the lectures. Students discuss the need for assessment and how that process can be used to more effectively achieve one goals. Students identify aspects associated with criterion referenced and norm referenced grading systems. Students list the appropriate steps for effective test administration.</p> <p>Compare and contrast two skill or fitness tests which evaluate the same construct. Select the better of the two and justify your choice.</p>	<p>Grade on written Test</p> <p>Assignment evaluating the practical and statistical components of norm referenced tests</p>	<p>1</p> <p>1, 7</p>
Candidates create norms by	In class work using a data set with application of appropriate statistical	Evaluation of performance from	1, 7, 9

percentiles. Candidates can compute grades from hypothetical and real data relative	computer programs where necessary. Hand calculation using personal and hypothetical data	homework problems Evaluation of performance from homework problems	<i>1,7</i>
to a norm and a criterion referenced system using an equally and unequally weighted system when grades are recorded numerically and in letters.			
Candidates are capable of constructing an analytical and a holistic or game play rubric	Given a randomly assigned skill, students create a form checklist (analytical rubric) and a holistic rubric and use each to evaluate two or three individuals.	Grade on the holistic rubric and analytical rubric based upon the qualities which each should possess.	<i>1, 7</i>
Candidates can effectively administer a skill or fitness test, honestly evaluating their performance and identify areas of weakness making appropriate recommendations	*In a class laboratory, candidates administer a body composition (skinfold) test and a skill or fitness test to peers. Peer and self evaluations is employed. * Administer and videotape a skill and fitness test to at least 2 peers or personal acquaintances.	Evaluation of the administration by self and peer including recommendations for improvement and assessment of strengths Peer and self evaluations from the video tape	<i>1,2,4,5,8,9</i> <i>1,3,4,5, 7,8,9</i>
Candidates can create a sliding scale for evaluating improvement using a natural breaks grouping process.	From data provided create a three group sliding scale for improvement	Effectiveness of sliding scale relative to required components within its construction.	<i>7</i>
Candidates can identify, justify and develop a system to assess and record observable items which reflect student participation! effort.	Develop a list and rationalization. Specify a system for recording such behaviors in an effective and efficient manner.	Criteria based on a realistic recording system which provides accountability.	<i>7,8</i>

Course Format:

The content of this course is delivered through a traditional lecture/discussion format. In addition, course concepts are learned through self-study, collaborative study, and small group discussions. It is expected (and encouraged) that students will learn content addressed in the course and discuss the concepts with other students and professionals outside of class to improve comprehension of the assessment knowledge base. Evaluation consists of several course projects as well as a mid-term and final exam.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- 1) Gaining factual knowledge (terminology, classifications, methods, trends).
- 2) Learning fundamental principles, generalizations, or theories.

Important:

- 1) Learning to apply course material (to improve thinking, problem solving, and decisions.)
- 2) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 3) Develop skill in expressing oneself orally or in writing.
- 4) Learning how to find and use resources for answering questions or solving problems.

Course Content:**I. Introduction to Measurement and Evaluation****II. Linking Program Development with Measurement and Evaluation**

- A. *The Four Learning Domains*
- B. *Needs Assessment*
- C. *Program Development*
 1. Establishing a program philosophy
 2. Developing program goals
 3. Planning program activities
 4. Delivering the program
 5. Evaluating and improving the program

III. Basic Statistics

- A. *Levels of Measurement*
- B. *Frequency Distributions*
- C. *Graphical Representation of Data*
- D. *Measures of Central Tendency*
- E. *Measures of Variability*
- F. *Standard Scores*

IV. Validity and Reliability**V. Alternative Assessment****VI. Measuring Health-Related Physical Fitness and Physical Activity****VII. Measuring Psychomotor Skills****VIII. Measuring Cognitive Knowledge****IX. Measuring Affective Behaviors**

X. Grading**XI. Using Self-Evaluation to Improve Instruction****XII. Measuring and Evaluation in Activity-Based Settings****Course Requirements:**

Regular attendance.

1. Class participation as demonstrated by discussion of the assigned readings and homework.
2. Completion of quizzes
3. Completion of group assignments
4. Completion of a mid-term examination.
5. Completion of a final examination.
6. Completion of a final project.

Students should plan to complete their assignments on time. Any assignment not submitted in a timely manner will receive a grade of **zero** for that assignment.

Evaluation (* indicates field-based activity):

Quiz One	20
Quiz Two	25
Quiz Three	20
Assessment Project	100
Mid-Term Exam	100
Final Exam	100
Total Possible Points: 365	

Expectations:Written work should:

- be clear, well organized, and concise.
- be free from grammatical and spelling errors.
- be Typed (12 point) and double space with 1 inch margins on left and right, with name, date, course in upper right hand corner. Paginate with page number in upper right hand corner and a staple in upper left corner. No report covers please.
- demonstrate a thorough analysis.
- include supporting evidence from course readings and additional resources (citations must be provided).

Academic honesty is expected in all work.

Violations will result in course failure. Please note that SHSU policy regarding academic honesty specifically addresses appropriate use of electronic files and media. The Department regularly monitors student work through a university purchased service entitled "Turn-it-in.com". In this program, student work is compared to previous published work and a comparison (by percentage) is made of students' work to that of the original authors'. Plagiarism (putting someone else's work down as your own with no citation) is a serious violation of this policy.

Attendance/Participation Policies:

Attending class, arriving for class on time, and remaining in class until the end of the class period is fundamental to academic success. Each student will be allowed **three** absences over the course of the semester. All subsequent absences after the third will result in a deduction of 10 points from the final average per absence. **Note:** Students who miss 25% or more of the classes (8 or more absences) will fail the course.

1-3 absences = no penalty
4 absences = deduction of 10 points from final grade
5 absences = deduction of 20 points from final grade
6 absences = deduction of 30 points from final grade
7 absences = deduction of 40 points from final grade
8 or more absences will result in failure of the course

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Tentative Class Schedule – Dates Subject to Change

	Date	Class Topics	Assignments
1	8/24	Introduction	
2	8/29	Chapter 1: Introduction to Measurement & Evaluation	
3	8/31	Chapter 1: Introduction to Measurement & Evaluation	
4	9/5	Chapter 2: Linking Program Development	
5	9/7	Chapter 2: Linking Program Development	
6	9/12	Chapter 3: Basic Statistics	
7	9/14	Chapter 3: Basic Statistics	Quiz One 20 points
8	9/19	Chapter 3: Basic Statistics	
9	9/21	Norms & Percentiles	Quiz Two 25 points
10	9/26	Norms & Percentiles	
11	9/28	Chapter 4: Criteria for Test Selection	
12	10/3	Chapter 4: Criteria for Test Selection	
13	10/5	Mid-Term Review	
14	10/10	Chapters One – Four; Norms & Percentiles	Mid-Term Examination 100 points
15	10/12	Assessment Project Instruction	

16	10/17	Chapter Seven: Measuring Psychomotor Skills	
17	10/19	Chapter Seven: Measuring Psychomotor Skills	
18	10/24	Chapter Eight: Measuring Cognitive Knowledge	
19	10/26	Chapter Eight: Measuring Cognitive Knowledge	
20	10/31	Chapter Nine: Measuring Affective Behaviors	
21	11/2	Chapter Nine: Measuring Affective Behaviors	
22	11/7	Chapter Ten: Grading	Quiz Three 20 points
23	11/9	Chapter Ten: Grading	
24	11/14	Assessment Project	Assessment Project 100 points
25	11/16	Assessment Project	Assessment Project
26	11/28	Assessment Project	Assessment Project
27	11/30	Assessment Project	Assessment Project
28	12/4 - 12/7	Final Exam Week	Final Examination 100 points