

**KINE 3363 ASSESSMENT IN KINESIOLOGY  
Spring 2018**

*Course Number is a required course for Kinesiology and Teacher Certification.*

**College of Health Sciences**

**Department of Health and Kinesiology**

**Instructor:** Liette B. Ocker, Ph.D.  
**Office:** HKC  
**Office Hours:** Tuesday 10:00-12:30 or by appointment  
**E-mail:** [Liette.Ocker@shsu.edu](mailto:Liette.Ocker@shsu.edu) (The best way to get in touch)

**Meeting Place / Time:** HKC, Room 240, Tuesday/Thursday 12:30-1:50

**Text/Readings:** Lacy, A. C. (2010). *Measurement & evaluation in physical education and exercise science*, 6<sup>th</sup> 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 SamMail.

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:**

<b>Objectives/Learnin Outcomes</b>	<b>Activities (* indicates field-based</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <u>Specialty Organization Standards</u></li> </ul>
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	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 achieve one goals. Students identify associated with criterion referenced and norm referenced grading systems. Students list the appropriate steps for effective test administration.  Compare and contrast two skill or fitness tests which evaluate the same construct. Select the better of the two and justify your choice.	Grade on written Test          Assignment evaluating the practical and statistical components of norm referenced tests	1          1,7
Candidates create norms by percentiles.  Candidates can	In class work using a data set with application of appropriate statistical computer programs where necessary.	Evaluation of performance from homework problems	1,7,9

compute grades from hypothetical and real data relative to a norm and a criterion referenced system using an equally and unequally weighted system when grades are recorded numerically and in letters.	Hand calculation using personal and hypothetical data	Evaluation of performance from homework problems	1,7
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.	1, 7
Candidates can effectively administer a skill or fitness test, honestly evaluating their performance and identify areas of weakness making appropriate recommendations	<p>*In a class laboratory, candidates a body composition (skinfold) test and a skill or fitness test to peers. Peer and self evaluations is employed.</p> <p>* Administer and videotape a skill and fitness test to at least 2 peers or personal acquaintances.</p>	<p>Evaluation of the administration by self and peer including recommendations for improvement and assessment of strengths</p> <p>Peer and self evaluations from the video tape</p>	<p>1,2,4,5,8,9</p> <p>1,3,4,5, 7,8,9</p>
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.	7
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 system for recording such behaviors in an effective and efficient manner.	Criteria based on a realistic recording system which provides accountability.	7,8

**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):**

<b>Participation</b>	<b>10</b>
<b>Quiz One</b>	<b>20</b>
<b>Quiz Two</b>	<b>25</b>
<b>Quiz Three</b>	<b>20</b>
<b>Assessment Project*</b>	<b>75</b>
<b>Mid-Term Exam</b>	<b>100</b>
<b>Final Exam</b>	<b>100</b>
<b>Total Possible Points:</b>	<b>350</b>

**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.

**Academic Honesty as found in the SHSU student handbook:**

The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines* published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

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.

Electronic devices:

**Devices, including cell phones, which produce noise or are otherwise distracting, are not to be operated during classes.** If you are caught using your cell phone in class you will receive a warning. The second time you are caught using your cell phone in class, you will be asked to leave the classroom. The third violation and you will be asked to drop the class. **Laptops or recording devices may be used after approval by the instructor. Misuse of these devices (i.e. internet usage) will also follow the same policy.**

**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.