



Course Syllabus: Assessment & Evaluation in Kinesiology
Gordon T. & Ellen West College of Education & Professional Studies
KNES 3603 Section 201
Spring 2026

Contact Information

Instructor: Dr. Stacia (Whitworth) Miller
Office: Bridwell Hall 323
Student Drop-In Hours (Office hours): Mon 9-11 and 1-2, Tues 12-2, Wed 1-2,
and Fri by appointment
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Class Meeting Information

Monday/Wednesday 11:00 am to 12:20 pm
Bridwell Hall 205 or 108 (gym)
In addition, modules and discussion boards will be done in D2L.

Instructor Response Policy

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

Textbook & Instructional Materials

Lacy, A.C. & Williams, S.M. (2018). *Measurement & Evaluation in Physical Education and Exercise Science* (8th ed.). New York, NY: Routledge.

Access to a personal computer with Microsoft Software, high speed Internet and the ability to access D2L the MSU Online Learning System.

Course Description

Comprehensive evaluation of the conceptual and theoretical aspects of assessment and evaluation in the field of physical education with an emphasis on developmentally appropriate assessment and program evaluation. Develop knowledge and skills necessary to conduct both process and product evaluation.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the SHAPE Standards for Physical Education, the Teacher Educator Standards (TAC 149:AA), the TExES Examination Framework/Standards PE EC-12 (258), and the Texas Essential Knowledge and Skills for Physical Education (116). This course provides teacher candidates and SCLA students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Identify and select appropriate assessment strategies and tools to assist in determining student learning. (SHAPE 5.a; 258 I, II, III, IV, V; TEKS 116A; TAC149 1F, 5)
2. Plan developmentally appropriate assessment strategies, using developed assessment tools, for students in physical education at the preschool, elementary, junior high school or senior high school levels, including students with special needs. (SHAPE 3.b, 3.d, 5.a; 258 I, II, III, IV; TAC149 1F, 5)
3. Develop an understanding of the principles of test administration and the techniques recommended for practices for administering tests in physical activity settings, including understanding issues of validity, reliability, and bias. (SHAPE 3.a, 3.b, 3.d, 5.a, 5.b, 5.c; 258 I, II, III, IV, V; TAC149 1F, 5)
4. Explain the importance and purpose of measurement and evaluation in kinesiology. (SHAPE 3.a, 3.b; 158 III, V)
5. Demonstrate an understanding of basic statistical procedures and competency in statistical calculations used in measurement and evaluation in physical education. (SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; 258 I, II, III)
6. Use statistics to analyze and interpret collected data. (SHAPE 5.c, 6.a; 258 I, II, III, IV; TAC149 5C,D)

See D2L for a complete list of standards/competencies. See the Course Schedule for alignment of assignments and standards.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Integrity is a core value at MSU, holding students to high expectations for honesty, honor, and respect for truth. For this purpose, it is imperative to consider how we are using Generative Artificial Intelligence (GenAI) tools in the classroom setting and our academic work. As an extension of the MSU Academic Dishonesty Policy and in order to fairly evaluate all students' work, all work submitted in this course must be generated by the students themselves and it is a violation of university policy to misrepresent work submitted that has been generated by another person/entity and the use of GenAI tools as your own. Therefore, in this course, students shall give credit to GenAI tools and are **required to disclose** information whenever used in the following situations (Tarleton English Department, 2025):

- If you use an AI-generator to help you brainstorm, come up with an outline, or summarize a concept for you, you must acknowledge that use in a statement in the end of your work. Your statement must contain the following information:
 - GenAI program(s) used and reason for using the program(s)
 - Explanation of how GenAI was used; responses may address
 - Summarizing readings or other content
 - Brainstorming ideas
 - Sharpening your writing for clearer and more concise ideas
 - Generating text to help you refine your position
 - Getting it to prompt you to develop your thinking
 - Asking questions
 - Having it check your grammar and citations
 - Soliciting feedback on what you wrote
 - Summary of your general interactions with the GenAI; responses may address
 - In what ways the algorithms were helpful
 - In what ways the algorithms were not helpful, inappropriate, or incorrect
 - What you might do differently if you were using it again
 - **Include ALL inputs and outputs used (your prompts and the GenAI's responses).**
- If you use text that was created by an AI-generator within your work, you must acknowledge the AI-generator as the source of that text within your work just as you would any other source.

Any violations of this policy or failure to disclose will be treated as academic misconduct. If you have any questions about this policy or if you are unsure about the use of GenAI tools, please do not hesitate to ask for clarification.

Grading/Assessment

Students are expected to submit classroom assignments before or by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Routine submission of late assignments is unacceptable and late assignments (not discussed ahead) will have a minimum automatic 25%-point deduction for each day late. Students may be permitted to make-up course work under 2 conditions, 1) notify the instructor prior to the absence to devise a make-up plan, or 2) provide evidence of an excused absence.

Format – For All Papers: 12-point Times New Roman font, one (1) inch margins, and doubled spaced. The heading should have your names, the class and section number, and the right-justified on the page. Papers that do not follow this format will not be accepted or graded. Grammar will be graded as a part of any course work. All work should be in your own words.

Grades for each assignment will be posted in the D2L course grade book. I will give feedback on assignments when appropriate, including, comments through “news items”, comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to dropbox. Please take the time to read these comments as I am taking the time to make them.

Table 1: Weight allocated to each assignment

Assignments	Weight
Exams (3)	40%
Entrance/Exit Slips, Reading Assignments, and Homework	20%
Data Literacy Assignment	20%
Assessment Portfolio & Presentation	20%
Total Weight	100%

Table 2: Range for final grade.

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Exams

Three exams will be given over the course of the semester, each worth 100 points. These exams will be scheduled during the regular class time, and reviews will be provided with details about information covered. Students are provided with different types of questions they are required to answer based on readings, in-class activities, and lectures.

Entrance/Exit Slips, Reading Assignments, and Homework

Prior to, during, and after class, you will often have assignments to complete. These assignments are formative assessments to check students understanding of knowledge on each of the topics covered. Students are provided with different types of questions or tasks they are required to answer based on readings, in-class activities, and lectures.

Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

Assessment Portfolio & Presentation

An assessment portfolio will be completed after learning about different types of assessments. The purpose of this performance assessment is to provide you with an opportunity to apply each type of assessment learned and to practice creating your own assessment items. In addition, at least one of the created assessments must integrate some sort of technology for assessment.

Extra Credit

Extra Credit may be offered during the semester and posted on D2L.

Important Dates

Last day for term schedule changes: January 23, 2026. Check date on [Academic Calendar](#).

Deadline to file for graduation: February 16, 2026. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" April 29, 2026. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. There is an extensive [D2L Student help site](#) through MSU Distance Education.

Attendance

Attendance is expected at all class meetings and you are expected to be on time when class begins. Leaving class early without prior permission will result in your being counted absent for the class session.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once you are logged in, go to the drop down by your name in the gold navigation bar. Click "notifications", then you can register an email address or mobile number and customize which notifications you would like to receive.

Computer/D2L Requirements

Taking this course requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many

places to access your class. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Below are specific policies which apply to this class.

Cell Phone Policy

As future professionals and educators, it's important to model the kind of classroom or work environment you will one day be responsible for creating. In keeping with recent statewide efforts to reduce classroom distractions and *best practices for minimizing distractions and promoting student engagement*, cell phones are not permitted to be visible, used, or accessed during class time, unless I specifically state otherwise for a class activity.

This course requires your full attention and active participation, and cell phones detract from both. Therefore, during class hours, phones must be: turned off or set to "silent" (not vibrate) and stored out of sight (e.g., in your bag or pocket).

Violations of this policy will result in the following:

- On the first violation (phone out or visible or rings, vibrates, or makes a noise during class), you will receive a verbal warning and be asked to put your phone away or to silence your phone.
- On the second violation you will be asked to quietly leave the classroom and you will be counted absent for the day. Any homework or in-class activities for that day will be assigned a grade of zero "0".
- On the third violation, your final course grade will drop by one full letter grade (e.g. from a "B" to a "C").
- Repeated or defiant violations may result in more serious disciplinary action, including reporting to the WCOEPS fitness committee.

If you anticipate an emergency situation requiring phone access during a specific class session, please speak with me before class begins.

Citation and Reference Style

Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 7th Edition.

Three Then Me Rule

Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at

least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [MSU Student Handbook](#)

Inclement Weather

In the event of university closure because of inclement weather conditions or emergency situations, students should refer to the syllabus, D2L, and their university email for expectations and alternate online assignments for this course. Students who are unable to complete these assignments during a closure (for example, due to a power outage) will not be penalized.

College and University Policies

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140.

Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct

or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Day	Date	Content and Activities	Standards	Assignments with Due Dates
Wed	Jan 21	Orientation and Syllabus	**All standards and Competencies	Ch. 1 preparation- see D2L. Read Ch. 1 for next class
Mon	Jan 26	Ch. 1- Intro to Measurement and Eval: Sample Assessments in the Field	SHAPE 3.a, 3.b; 258 III; C7	Research Article Analysis – Due 1/28
Wed	Jan 28	Ch. 1- Intro to Measurement and Eval: Research Article Analysis	Same as 1/26	Ch. 2 preparation-reading and outline – see D2L
Mon	Feb 2	Ch. 2- Linking Program Dev: Linking to goals, understanding the domains, and needs assessment.	SHAPE 3.a, 3.b; 258 III; C7; TAC149 5; TEKS 116A	Read Borghouts et al article; Activity- Aligning Objectives/Goals to Assessment
Wed	Feb 4	Ch. 2- Linking Program Dev: Linking to goals, understanding the domains, and needs assessment.	Same as 2/2	Ch. 5 preparation-Read Ch. 5 and Chung et al article before class- see D2L
Mon	Feb 9	Ch. 5- Alternative Assessment: Alternative Assessment Scavenger Hunt and Kahoot!	SHAPE 3.d, 5.a, 5.b; 258 III; C7; TAC 149 1,5	Ch. 5 preparation- Rubric and Rating Scale Activity- see D2L
Wed	Feb 11	Ch. 5- Alternative Assessment: Reviewing Rubrics	Same as 2/9	Research for creating a rubric. See D2L under Ch. 5.
Mon	Feb 16	Creating Rubrics & Assessment Portfolio Review for Exam	SHAPE 3.a, 3.b, 3.d, 3.e, 5.a, 5.b; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12, V, C13; TAC 149 1,5	Review for Exam #1 on D2L. Assessment Portfolio Due 3/25
Wed	Feb 18	Exam #1- available in D2L <i>Miller at SERA Conference</i>	SHAPE 3.a, 3.b, 3.d, 5.a, 5.b; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12; TAC 149 1,5	Ch. 6 reading and questions preparation-see D2L
Mon	Feb 23	Ch. 6- Health Related Fitness Domain	SHAPE 5.a, 5.b; 258 II, C4, C5, III, C7	Ch. 6 assessment activity- due 2/25
Wed	Feb 25	Ch. 6- Health Related Fitness Domain	Same as 2/23	Prep for Ch. 7 Quiz- Read Ch. 7 & Baghurst article- due 3/2
Mon	Mar 2	Ch. 7- Psychomotor Domain	SHAPE 4.e, 5.a, 5.b; 258 I C1, C2, III C7; TAC149 5; TEKS 116A	Ch. 7 assessment activity- due 3/4

Course Schedule Continued

Day	Date	Content and Activities	Standards	Assignments with Due Dates
Wed	Mar 4	Ch. 7- Psychomotor Domain	Same as 3/2	N/A
Mon	Mar 9	<i>No Classes- Spring Break</i>	N/A	N/A
Wed	Mar 11	<i>No Classes- Spring Break</i>	N/A	Read Ch. 8
Mon	Mar 16	Ch. 8- Cognitive Domain	SHAPE 5.a, 5.b; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12; TAC149 5; TEKS 116A	Create Socrative Quiz- Due 3/18
Wed	Mar 18	Ch. 8- Cognitive Domain	Same as 3/16	Read Ch. 9 in preparation for quiz.
Mon	Mar 23	Ch. 9- Affective Domain	SHAPE 5.a, 5.b; III, C7, IV, C12; TAC149 5; TEKS 116A	Work on Assessment Portfolio
Wed	Mar 25	Ch. 9- Affective Domain	Same as 3/23	Assessment Portfolio Due Today
Mon	Mar 30	Assessment Portfolio Presentations	SHAPE 3.a, 3.b, 3.d, 3.e, 5.a, 5.b; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12, V, C13; TAC 149 1,5	N/A
Wed	Apr 1	Assessment Portfolio Presentations	Same as 3/30	Review for Exam #2 on D2L
Mon	Apr 6	Exam Review and Catch-up	SHAPE 4.e, 5.a, 5.b; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12; TAC149 5; TEKS 116A	Review for Exam #2 on D2L
Wed	Apr 8	Exam #2 in class	Same as 4/6	N/A
Mon	Apr 13	Data Literacy & Ch. 10- Grading	SHAPE 4.c, 4.e, 5.c, 6.a; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12, V, C13; TAC149	Data Lit Homework- Due 4/15
Wed	Apr 15	Data Literacy Continued	Same as 4/13	Data Literacy Assignment- Due 5/4 Ch. 3 Preparation- see D2L Ch. 3 Worksheet- Due 4/20

Course Schedule Continued

Day	Date	Content and Activities	Standards	Assignments with Due Dates
Mon	Apr 20	Ch. 3- Statistics	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; 258 III, C7, IV, C12	Ch. 3 Excel Assignments (1-3)- Due 4/22 Watch YouTube Video-over Z-scores
Wed	Apr 22	Ch. 3- Statistics	Same as 4/20	N/A
Mon	Apr 27	Ch. 3- Statistics	Same as 4/20	Ch. 3 Excel Assignment - Due 4/29 Read Ch. 4
Wed	Apr 29	Ch. 4- Test Selection Criteria	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; 258 III, C7, IV, C12; TAC149 5;	Read Montoye et al article in Ch. 4 folder Validity/Reliability Ch. 4 Assign- Due 5/4
Mon	May 4	Ch. 4- Test Selection Criteria	Same as 4/29	Data Literacy Assignment Due Today
Wed	May 6	Ch 12.- M&E in activity-based settings	SHAPE 4.c, 4.e, 5.a, 5.b, 5.c, 6.a; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12	Review for Exam #3 on D2L
Mon	May 11	Exam #3 in Class 10:30 am-12:30 pm	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c, 6.a; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12, V, C13; TAC149 5;	N/A

References/Scientifically-Based Research/Additional Readings

We constantly use scientific research and position statements (based on research) from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses the following references:

Baghurst, T. (2014). Assessment of effort and participation in physical education. *The Physical Educator*, 71, 505-513.

Borghouts, L.B., Slingerland, M., & Haerens, L. (2017). Assessment quality and practices in secondary PE in the Netherlands. *Physical Education and Sport Pedagogy*, 22(5), 473-489. <https://doi.org/10.1080/17408989.2016.1241226>

Chung, L.S., & Lund, J. (2018). Assessment for learning in physical education: The what, why and how. *JOPERD*, 89(8), 29-34.

Mitchell, S.A., & Walton-Fisette, J.L. (2022). *Essentials of Teaching Physical Education*, 2nd ed. Champaign, IL: Human Kinetics.

Montoye, A.H.K., Mitrzyk, J. (2019). Validity of the blast athletic performance monitor for assessing vertical jump height in female volleyball players. *Measurement in Physical Education and Exercise Science*, 23(2), 99-109. <https://doi.org/10.1080/1091367X.2018.1539739>

NASPE. (2011). *P.E. metrics: Assessing national standards 1-6 in elementary school*. Reston, VA: Author.

SHAPE America. (2023). *Appropriate Use of Technology in Physical Education: Guidance Document*. Annapolis Junction, MD: Author. https://issuu.com/shapeamerica/docs/shape_america_appropriate_use_of_technology_in_phy?fr=xKAE9_4xWQg

SHAPE America. (2019). *P.E. metrics: Assessing student performance using the national standards & grade-level outcomes for k-12 physical education*. Reston, VA: Author.

SHAPE America. (2013). *Grade-level outcomes for K-12 physical education*. Reston, VA: Author. <https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

SHAPE America. (2017). *2017 National Standards for Initial Physical Education Teacher Education*. Reston, VA: Author. <https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE-Standards-and-Components.pdf>

Shearer, C., Goss, H.R., Boddy, L.M., Knowles, Z.R., Durden-Myers, E.J., & Fowweather, L. (2021). Assessment related to the physical, affective and cognitive domains of physical literacy amongst children aged 7-11.9 years: A systematic review. *Sports Medicine-Open*, 7(37). <https://doi.org/10.1186/s40798-021-00324-8>

supportREALteachers.org (n.d.). Home. <https://www.supportrealteachers.org/>

Texas Education Agency Commissioner's Rules Concerning Educator Standards, [Chapter 149: Subchapter AA Teacher Standards](#) (see D2L for full list)

Texas Essential Knowledge and Skills (TEKS), Texas Education Agency: [Chapter 116: Physical Education](#) (see D2L for full list)