



Course Syllabus: Assessment and Evaluation in Kinesiology
Gordon T. & Ellen West College of Education
KNES 3603 Section 201
Spring 2021

Contact Information

Instructor: Dr. Stacia (Whitworth) Miller

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Office hours: In-person or virtual [Mon 4:00-5:00](#), [Tues 9:00-10:30](#), [Thurs 1:00-3:30](#), and Fri by appointment

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Class Meeting Information

Monday/Wednesday 11:00-12:20

Bridwell Hall 205

In addition, modules and discussion boards will be done in D2L.

Instructor Response

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.

Required Course Materials

Lacy, A.C. (2015). *Measurement & Evaluation in Physical Education and Exercise Science* (7th ed.). Boston, MA: Pearson.

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 Overview

This semester, we will focus on comprehension of evaluations through an understanding of assessment. You will complete a small research project applying the concepts from the coursework, for which you will create a research question, select an assessment, collect data, and analyze the data for presentation.

Course Objectives/Learning Outcomes

Specific learning objectives for the course derive from the SHAPE Standards for Elementary and Secondary Physical Education, and the Texas SBEC standards. This course provides teacher candidates and SPLS 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; SBEC VII, VIII)
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; SBEC IV, V, VII, VIII)
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; SBEC IV, V, VII, VIII)
4. Explain the importance and purpose of measurement and evaluation in kinesiology. (SHAPE 3.a, 3.b; SBEC VII)
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; SBEC VII, VIII)
6. Use statistics to analyze and interpret collected data. (SHAPE 5.c, 6.a; SBEC VII, VIII)

See Appendix A for a complete list of standards/competencies

Assignment Overview and Grading Criteria

Due dates will be shared in D2L or in class. Weekly assignments are due the evening before you come to class or at class time. Major assignments will have the same due dates for everyone. Any assignment can be submitted before the due date. Late assignments will have a minimum automatic 25% point deduction for each day late. Do not wait until the last minute on any of your work!!

Grammar will be graded as a part of any course work. All work should be in your own words! All assignments must be typed for credit (work will not be accepted unless it is typed). **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.

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.

Grades for each assignment will be posted in the D2L course grade book.

Table 1: Points allocated to each assignment

Assignments	Points
Exams (3)	300
Homework & Entrance/Exit Slips	50
Data Literacy Assignment	100
App Smashing Assign.	40
Total Points	490

Table 2: Total points for final grade.

Grade	Points
A	438
B	390 to 437
C	341 to 389
D	292 to 340
F	Less than 292

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.

Homework & Entrance/Exit Slips- Prior to 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.

App Smash-For this assignment you will be using innovative technology we learn about during class sessions in KNES 3603. For this assignment you will be using at least two (2) of the technologies learned about in class. The purpose of this assignment is 1) to have you practice creating assessment instruments by “smashing” two or more apps together, and 2) to have you practice using the technology that we have learned about in class.

Course Delivery Method and Attendance Policy

This course is delivered face-to-face at the university campus, and online through D2L. Access to the MSU D2L online management system will be made available to each student. 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.

Face-to-Face Instruction- Split Students

This course has been planned as a split students course for Fall 2020. The class will meet in its regularly scheduled room all scheduled days, but only some of the students can be physically in the class every class day to allow sufficient social distancing. You will be assigned to one physical class day/week and will access course materials virtually on the other days. Students must engage in class activities during this time. To be prepared, students must complete the asynchronous online activities prior to attending class.

Asynchronous Online Instruction

Asynchronous online instruction occurs any time before and after our face-to-face meetings. Students watch lectures, read assigned materials, inspect websites, answer and write questions, discuss readings and engage in learning activities in a virtual environment prior to attending the face-to-face session.

A seating chart, assigned seating, and attendance checks will be used for all face to face and hybrid classes. 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. The attendance policy will credit physical classroom presence and online attendance equally. Students and faculty will not attend/hold class if they are experiencing illness or any signs/symptoms of COVID-19.

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.

Scientifically-Based Research

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.

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 secondary school. 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>

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

Student Handbook

Refer to: [Student Handbook 2020-2021](#)

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](#).

Campus Carry Rules/Policies

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the [University's webpage on Campus Carry](#).

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 Clark Student Center, Room 168, (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](#).

Instructor Class Policies

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.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments 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 may result in points deducted from your final course grade.

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.

Please note: 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 and authenticity, and for educational purposes.

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." [Student Handbook 2020-2021](#)

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

Course Schedule

The course is a hybrid, so instruction will be repeated during the F2F meetings during the week (i.e. the same lecture will be given on Monday and repeated on Wednesday). Weekly assignments are due the evening before you come to class or at class time. Major assignments will have the same due dates for everyone.

Week	Date	Content	SHAPE/SBEC/TEA Standards	Activities/Assignment
1	Jan 11/13	Orientation and Syllabus		Ch. 1 preparation- see D2L, Research Article Analysis
2	Jan 18/20	<i>MLK- No Face to Face Class</i> Online Instruction- Ch. 1- Intro to Measurement and Eval	SHAPE 3.a, 3.b; SBEC VII; C10, C12	Ch. 2 preparation-see D2L, Read Borghouts et al article
3	Jan 25/27	Ch. 2- Linking Program Dev	SHAPE 3.a, 3.b; SBEC VII; C10, 12	Read Chung et al article, Alternative Assessment Scavenger Hunt, supportREALteachers.org,
4	Feb 1/3	Ch. 5- Alternative Assessment	SHAPE 3.d, 5.a, 5.b; SBEC IV, V, VII, VIII; C10, 11, 12	Ch. 5 Kahoot quiz, Rubric and Rating Scale Activity, Study for Exam #1
5	Feb 8/10	Creating Rubrics Exam #1 available on D2L	SHAPE 3.a, 3.b, 3.d, 5.a, 5.b; SBEC IV, V, VII, VII; C10, 11, 12	Take Exam #1, Ch. 6 preparation- see D2L
6	Feb 15/17	Ch. 6- Health Related Fitness Domain	SHAPE 5.a, 5.b; SBEC IV, V, VII, VIII; C6, 7, 8, 10, 11, 12	Ch. 7 preparation- see D2L, Read Baghurst Article
7	Feb 22/24	Ch. 7- Psychomotor Domain	SHAPE 4.e, 5.a, 5.b; SBEC IV, V, VII, VIII; C1, 2, 10, 11, 12	Ch. 8 preparation- see D2L
8	Mar 1/3	Ch. 8- Cognitive Domain	SHAPE 5.a, 5.b; SBEC IV, V, VII, VIII; C1, 2, 10, 11, 12	Ch. 9 preparation- see D2L
9	Mar 8/10	Ch. 9- Affective Domain	SHAPE 5.a, 5.b; SBEC IV, V, VII, VIII; C1, 2, 10, 11, 12	Study for Exam #2, App Smash Assignment
10	Mar 15/17	App Smashing Lecture Exam #2 available on D2L	SHAPE 4.e, 5.a, 5.b; SBEC IV, V, VII, VIII; C1, 2, 6, 7, 8, 10, 11, 12	Take Exam #2, App Smash Assignment, Ch. 3 Preparation- see D2L
11	Mar 22/24	Ch. 3- Statistics	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; SBEC VII, VIII; C10	Ch. 3 Excel Assignments
12	Mar 29/31	Ch. 3- Statistics	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; SBEC VII, VIII; C10	Prep App Smash Presentations
13	Apr 5/7	Tech Presentation Day	SHAPE 3.e, 5.a, 5.b; SBEC VII; C10, 11, 12	Ch. 4 Preparation- see D2L, Read Montoye et al article
14	Apr 12/14	Ch. 4- Test Selection Criteria	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; SBEC VII, VIII; C10	Validity/Reliability Assignment

Week	Date	Content	SHAPE/SBEC/TEA Standards	Activities/Assignment
15	Apr 19/21	Work on Data Literacy Assignment	SHAPE 4.c, 4.e, 5.c, 6.a; SBEC VII, VIII; C 10	
Finals Week		Final Exam Online in D2L	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c, 6.a; SBEC VII, VIII; C10	

Appendix A: Standards/Competencies

SHAPE National Standards for Initial Physical Education Teacher Education (2017)

Standard 3. Planning and Implementation Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

- 3.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).

Standard 4. Instructional Delivery and Management Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Standard 5. Assessment of Student Learning Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

- 5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.

- 5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6. Professional Responsibility Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

- 6.a Engage in behavior that reflects professional ethics, practice and cultural competence.

Texas Examinations of Educator Standards Physical Education EC-12

- Physical Education EC–12 Standard IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social and emotional development.
- Physical Education EC–12 Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
- Physical Education EC–12 Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
- Physical Education EC–12 Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social and emotional development in physical education contexts.

Texas Examinations of Educator Competencies Physical Education EC-12

- Competency 001: The teacher understands and applies principles of motor development and motor learning.
- Competency 002: The teacher understands principles and practices for developing, combining and integrating motor skills.
- Competency 006: The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.
- Competency 007: The teacher understands principles and activities for developing and maintaining cardiovascular endurance.

- Competency 008: The teacher understands principles and activities for developing and maintaining flexibility, posture and muscular strength and endurance.
- Competency 010: The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.
- Competency 011: The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).
- Competency 012: The teacher understands the structure, organization, goals and purposes of physical education programs.

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block, and Clinical Teaching in the following areas. The following InTASC standards are addressed in this course.

- Standard 1- Learner development. The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities, because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals.
- Standard 2- Learning differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students who have special needs. Teachers respect these individual differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential.
- Standard 3- Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students' input, allowing them opportunities to provide input, and listening attentively and responsively. Teachers support students in developing self-motivation, assisting them with problem solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local

and global communities to provide diverse learning environment opportunities for all students.

- Standard 6- Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard 7- Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement.
- Standard 8- Instructional strategies. The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies. Allowing students to develop their critical thinking, problem-solving, and research abilities, and allowing them to perform learning tasks independently as well as with the teacher, are all applications of this standard. Teachers plan to accommodate students from diverse backgrounds and with a diverse range of abilities, incorporating and encouraging the use of various technologies that will support students in retrieving or assessing the required information. Teachers can also adapt exercises and materials to cope with new information received from students during their research, updating and improving their own knowledge base.
- Standard 9- Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.