



**Rhode Island College**  
**Feinstein School of Education and Human Development**  
**Department of Health and Physical Education**  
**Fall 2010**

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**Course Number:** Health Education 325  
**Course Title:** Assessment in Health and Physical Education  
[Section 1/Fall 2010 / Tu. & Th./2-3: 20/MC 201]

Instructor: Kenneth Ainley, HSD.  
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Office Hours: T & Th 1-2pm and 3:30-4:00 and other times by appt.

### 1. COURSE DESCRIPTION

**Catalog:** Methods and issues of classroom and community-based assessment are covered. Emphasis is on techniques and principles used in the construction, administration, and quantification of measuring devices for evaluation purposes. Interpretation of standardized tests of ability, aptitude, achievement, interest, and personality is also discussed. *3 semester hours. Offered spring.* **Prerequisites:** HED 300, PED 301

**Relationship to Professional Program:** This course will focus more specifically on the AAHE standards associated with the creation of responsible health and physical educators in school and community settings by focusing on those standards which specifically address: assessing needs, conducting evaluation and serving as a resource person. This course is designed to provide health and physical education major students with the various assessment skills needed to measure academic growth of students; attainment of educational objectives or learning outcomes; and the presentation of various statistical data sets. Emphasis will be on the construction and analysis of teacher-made tests; the assessment of learning; analysis of teaching; and assessment of classroom performance. Additionally, attention will also be given to descriptive statistical analysis, norms, standardization, validation procedures, and estimation of reliability.

### 2. COURSE TEXTS AND MATERIALS

**Required:** Ainley, K. (2010) Measurement, Assessment and Evaluation. Course Text.

**Supplementary:** McDermott, R.J., and Sarvella, PD. (1999) Health Education Evaluation and Measurement: A Practitioner's Perspective. (2<sup>nd</sup> Edition) WCB/ McGraw Hill Publishers (Supplementary)

### 3. COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS

Schedule--Fall-2010

#### TENTATIVE COURSE AGENDA – Fall 2010

Class	Topic[s]	Assignment
1	First Class: Course Introduction	CH 1
2	Assessment and Evaluation/Reasons for	CH 1
3	HPE Assessment Applications	CH 2
4	HPE Assessment Applications	CH 2
5	HPE Assessment Applications	CH 2
6	Statistics/Variables/ and Data	CH 3
7	Statistics/Variables/ and Data	CH 3
8	Validity/Reliability/and Objectivity	CH 4
9	<b>Test 1</b> -----	
10	Test Development and Analysis	CH 8
11	Test Development and Analysis	CH 8
12	Test Development and Analysis	CH 8-9
xx	<b>No Class:</b> Monday's class meets on this day	
13	Performance Assessment	CH 6
14	Performance Assessment	CH 6
15	Rubrics – Work	CH 7
16	Rubrics – Teaching	CH 7
17	Rubrics – Programs	CH 7
18	<b>Test 2</b> -----	
18	Grading and Grading Formats	CH 11
19	Grading and Grading Formats	CH 11
	<b>No Class – Veteran’s Day</b>	
20	Survey Analysis	CH 10
21	Observational Assessment/Interviews	CH 12
22	Observational Assessment/Interviews	CH 12
xx	<b>No Class: Thanksgiving Recess</b>	
23	Basic statistical computations	CH 5
24	Basic statistical computations	CH 5
25	Basic statistical computations	CH 5
26	<b>Last Class -- TBA</b>	
xx	<b>Test 3 Final Exam – During Exam Period</b>	

## Topics

1. Measurement, Evaluation, and Assessment
2. Assessment Applications
3. Variables and Data
4. Validity, Reliability and Objectivity
5. Test Construction and Analysis
6. Rubric Construction and Analysis
7. Performance Assessment
8. Survey Analysis
9. Teacher Evaluation
10. Observational Assessment
11. Grading
12. Statistical Calculations-Excel

## 4. COURSE OUTCOMES

**Course Objectives:** Upon successful completion of this course, the student will be able to:

Course Objectives	Conceptual Framework	AAHE	RIPTS
At the conclusion of the course, the student will be able to:			
1 Correctly differentiate between measurement, evaluation, and assessment	A.1-A.4, B.3	1. A, 1.B 7. A, 7.D	1.1, 2.1, 2.5
2 Correctly describe the characteristics and uses of norm and criterion referenced tests	A.1-A.4, B.3	1. A, 1.B 7. A, 7.D	1.1, 2.1, 2.5
3 Correctly distinguish between formative and summative evaluation	A.1-A.4, B.3	1. A, 1.B 7. A, 7.D	1.1, 2.1, 2.5
4 Correctly apply the four steps of the evaluation model	A.1-A.4, B.3	1. A, 1.B 7. A, 7.D	1.1, 2.1, 2.5
5 Correctly identify both generic and domain specific types of assessment in health and physical education	A.1-A.4, B.3	1. A, 1.B 7. A, 7.D	1.1, 2.1, 2.5
6 Correctly differentiate between dependent and independent variables	A.1-A.4, B.3	1. A, 1.B 7. A, 7.D	1.1, 2.1, 2.5
7 Properly design and administer a survey instrument	A.1-A.4, B.3	1. A, 1.B, 6.A 7. A, 7.D	1.1, 2.1, 2.5
8 Correctly describe the characteristics of validity and reliability	A.4, B.3	1.A,B, 6.A 7.A,B	1.1, 2.1, 2.5

Course Objectives	Conceptual Framework	AAHE	RIPTS
At the conclusion of the course, the student will be able to:			
9 Correctly distinguish between traditional and authentic forms of assessment	A.1-A.4, B.3	1. A, 1.B 7. A, 7.D	1.1, 2.1, 2.5
10 Correctly calculate descriptive statistics by hand and with excel	A.1-4, B.3	1.-B; 4.A-B	1.1, 2.1, 2.5
11 Use descriptive statistics properly	A.1-4, B.3	1.B; 2.D-F; 6.C	1.1, 2.1, 2.5
12 Correctly analyze a test in terms of difficulty, discrimination ,and overall difficulty	A.1-4, B.3	1.A-B; 4.B-F	1.1, 2.1, 2.5
13 Properly develop and analyze rubrics	A.1-4, B.3	1.B; 4.B-F	1.1, 2.1, 2.5
14 Correctly interpret test data	A.4, B.3	1.B; 4.B-F	1.1, 2.1, 2.5
15 Correctly calculate grades for a class of students with various measures	A.4, B.3	1.B; 4.B-F	1.1, 2.1, 2.5
16 Properly develop and analyze a survey instrument	A.4, B.3	1.B; 4.B-F	1.1, 2.1, 2.5
17 Develop an instrument to measure teaching effectiveness	A.4, B.3	1.B; 4.A-F	1.1, 2.1, 2.5

## 5. COURSE REQUIREMENTS

### Course Policies

- In order to benefit from this course, you are expected to come prepared (i.e. read assignments, do homework and assigned readings) for each class. It is not possible to actively participate in this course if you are not in class. However, if you are not in the class to get handouts, notes, and assignments you must make arrangements with another student to get these materials for you. Absence, however, is not a legitimate excuse for failing to fulfill class responsibilities and obligations. *You are still responsible for what takes place in class even if you are not in class!*

- You are allowed 3 absences from class without penalty. Once you exceed three unexcused absences from class you will not be eligible for any grade adjustments. (To be explained more fully in class) Two times late for class or leaving early (or combination thereof) = 1 absence. Attendance is taken for each class. Do not have anyone sign in for you. This is an example of academic dishonesty [equivalent to cheating] for both you and the person who signs in for you. (See Academic Policy Handbook).
- Make-up exams are not automatic. Please consult with your instructor regarding arrangements for a makeup. The course policy is that the make-up exam (if offered) must be taken within 48 hours. If the exam is given on a Thursday then the makeup must be taken the next day and completed before 4pm. There is no scaling or grading adjustments on makeup exams. The instructor reserves the right to give a different type of exam covering the same material.
- Unless an exemption is obtained from the instructor, all homework assignments are to be turned in (and presented) when due. You are also expected to do your own work. If the project requires a presentation you will have that portion of the project deducted from the total point value of the project if you are not in class to make the presentation. (Please see student handbook regarding academic honesty)
- It is not a common practice to give incompletes. They are only given in extenuating circumstances and only after the student and the instructor develop a written contract. The usual procedure is for incompletes to be resolved (made up) within three weeks. (To be discussed in class).
- **Americans with Disabilities Act of 1990:** The Americans with Disabilities Act of 1990 requires that reasonable accommodation be provided to any individual who advises of a physical or mental disability. If this is your situation, please notify your instructor as soon as possible. Accommodations are coordinated through the Student Life Office (SLO) and may require medical or psychological documentation. The SLO is located 127 Craig-Lee, 456-8061. If you have any learning disabilities, special needs, or requirements for tests, class projects, or class lectures as determined by the counseling center please let the instructor know so that necessary accommodations can be made. Please refer to Americans with Disabilities Act for further information
- **Academic Honesty:** You should become familiar with and adhere to the Academic Honesty Policy of Rhode Island College. See attached policy.
- NO cell phones. Please turn off when in class.

### Requirements

**Exams:** There will be 3 class exams which cover both lecture and readings. Typically, the exams will consist of matching, multiple choice, short answer questions and calculations. You should plan on arriving on time.

**Projects:** There are 2 graded projects (see below). Projects must be turned in at the beginning of class. Unfortunately projects cannot be submitted electronically. There is

a 10 point deduction for each 24 hr. period late. (In other words if the class meets at 2pm, the first 24 hr. period ends at 2pm the next day) If the project requires a presentation, and some do, then you are expected to be in class that day.

- Project-1 Construct and analyze a knowledge-performance test (100 pts)
- Project-2 Create a grading profile of a class (100 pts)

**Homework & Participation** On occasion there will be homework assignments. Homework is a form of active participation in the class. Many of the homework assignments will require presentations. Students are expected to complete the homework on time. All work to be typed unless otherwise noted. Point values will vary for the homework

\*\* A detailed description of each graded assignment or homework assignment along with a grading rubric will be distributed in class. Please observe the due date since projects are due when indicated.

## 6. COURSE EVALUATION

### Assignment Weights

Your final grade is based on class quizzes and several graded assignments

Assessment Tool	Number of	Point Value	Percent of Course
Examinations	3	300	50%
Project	2	200	33%
Homework	5	100	16%
		600	100%

Total points = 600 pts.

### Grading Scale

The final grade is based on a percent of the total points possible using the following scale. (A to F)

A = 100 TO 94%	B+ = 89.9 TO 87%	C+ = 79 TO 77%	D+ = 69 TO 67%
A- = 93.9 TO 90%	B = 86.9 TO 84%	C = 76.9 TO 74%	D = 66.9 TO 64%
	B- = 83.9 TO 80%	C- = 73.9 TO 70%	D- = 63.9 TO 60%
			F = <59%

*Example: A- = 90-93.9. Based on 600 total points, a student earning between 540 and 563.4 points would receive an A- (600 x 90% = lower limit; 600 x 93.9% = upper limit)*

**Your Grade:** Please feel free to talk with me at any time about your performance. If you are having problems it is best to deal with them early before we reach a critical stage.

**Disclaimer:**

- For purposes of accreditation students' assignments may be duplicated and utilized anonymously for the Health and Physical Education Department's Program Folios. All information that identifies a document as belonging to a particular student will be removed before it is used.
- The instructor reserves the right to change the syllabus at any time during the semester. Students will be advised of any changes in class and are responsible for obtaining any information provided in class.

**7. REFERENCES – To be determined.**