

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

Course Number: **Physical Education 410**
Course Title: **Assessment in Health and Physical Education**

Instructor: Kenneth Ainley, HSD.

Course Description

Catalog: Methods and issues of classroom 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.*

Extended: This course is designed to acquaint students with tests used for appraising academic growth of students; application of specific evaluative activities associated with student progress; evaluation of learning outcomes; and evaluating the affective domain. Emphasis will be on the instructionally oriented design and construction of teacher-made tests. Attention will also be given to descriptive statistical analysis, norms, standardization, validation procedures, and estimation of reliability.

Relationship to Profession Program: Throughout the course issues will be discussed that will allow the users of assessment modalities to make better educational decisions and assessment of attitudes and behaviors. During the course, aspects of assessment pertaining to HPE educational standards will be discussed and analyzed as to how the issue relates to the creation of responsible health and physical educators in school and community settings.

Relationship to Conceptual Framework and FSEHD: Utilizing diverse teaching strategies, this course provides students with the opportunity to explore the assessment issues and problems facing the educator. During the course students will analyze standardized methods of assessment and learn to create psychometrically sound classroom tests. Students will utilize technology to determine what is available to teachers and to analyze assessment data. Issues of assessment will also include reflection on the nature of bias in assessment. Throughout the course students will be encouraged to look within their chosen major and examine issues of accountability in assessment when dealing with students, parents, and administration.

Course Information

Prerequisites: HED 300, PED 301

Text: Ainley, K. (2009) Measurement, Assessment and Evaluation. Reading Material.

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

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

1. Explain the difference between assessment and testing so that he or she understands the wide variety of measuring devices that can be used in the classroom and community.
2. Describe the essentials of norm- and criterion-referenced measurement so that he or she can understand the nature of interpretation that is used to make sense out of assessment performances.
3. Explain how to decide what to assess in cognitive assessment so that the assessment results resemble the level of academic performance of the student.
4. Explain how to decide what affective variables to assess and how to assess affective variables in order to gain accurate insight into values and attitudes.
5. Design, construct, and administer a cognitive and affective assessment device.
6. Establish an understanding of the need to consider various forms of validity in assessment devices.
7. Calculate descriptive statistics and reliability estimates of assessment devices by hand and using technology, and explain their purpose.
8. Explain the necessity of calculating difficulty and discriminatory indices of individual assessment items as an effort to improve assessment items.
9. Describe ethically sound test-preparation practices to reduce unnecessary bias.
10. Recognize and describe ways to eliminate potential sources of bias in assessment devices that may unfairly penalize a group based on gender, ethnicity, socioeconomic status, religion or other group defining characteristics.
11. Recognize the importance of how the evaluation of assessment devices can assist in teacher improvement.
12. Recognize the importance of how the evaluation of assessment outcomes can assist in the improvement in teaching.

Class	Day	Date	Topic(S)	Assignment
1	T	Jan 26	First Class: Course Introduction	CH 1
2	TH	Jan 28	Assessment and Evaluation/Reasons for	CH 1
3	T	Feb 2	HPE Assessment Applications	CH 2
4	TH	Feb 4	HPE Assessment Applications	CH 2
5	T	Feb 9	HPE Assessment Applications	CH 2
6	TH	Feb 11	Statistics/Variables/ and Data	CH 3
7	T	Feb 16	Statistics/Variables/ and Data	CH 3
8	TH	Feb 18	Validity/Reliability/and Objectivity	CH 4
9	T	Feb 23	Basic Statistical Calculations	CH 5
10	TH	Feb 25	Basic Statistical Calculations	CH 5
11	T	Mar 2	Basic Statistical Calculations	CH 5
12	TH	Mar 4	Basic Statistical Calculations	CH 6
xx	T	Mar 9	Performance Assessment	CH 6
13	TH	Mar 11	Performance Assessment	CH 6
14	T	Mar 16	No Class - Spring Vacation	
15	TH	Mar 18	No Class - Spring Vacation	
16	T	Mar 23	Rubrics	CH 7
17	TH	Mar 25	Rubrics	CH 7
18	T	Mar 30	Test Development and Analysis	CH 8
19	TH	Apr 1	Test Development and Analysis	CH 8/9
20	T	Apr 6	Test Development and Analysis	CH 8-9
21	TH	Apr 8	Survey Analysis	CH 10
22	T	Apr 13	Survey Analysis	CH 10
23	TH	Apr 15	Teaching Evaluation	Lect.
24	T	Apr 20	Teaching Evaluation	Lect.
xx	TH	Apr 22	Observational Assessment/Interviews	Ch 12
25	T	Apr 27	Observational Assessment/Interviews	CH 12
26	TH	Apr 29	Grading and Grading Formats	CH 11
27	T	May 4	Grading and Grading Formats	CH 11
28	TH	May 6	Last Class -- TBA	
xx	T	May ?	Final Exam - To be Confirmed	

Requirements:

- 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).
- 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.
- NO cell phones. Please turn off when in class.

Quizzes: QUIZZES There will be 7-9 quizzes. Your QUIZ grade will be determined by dividing the total number of points earned by the total number of points possible. Quizzes will be scheduled during a class period. Make-ups will be permitted if prior arrangements have been made. Typically, the quizzes will consist of matching, multiple choice, short answer questions and calculations. You should plan on arriving on time.

Assignments: Different types of learning activities and forms of evaluation will allow you to earn your desired grade. To receive a passing grade, all assignments must be completed. You may be asked to do small homework assignments that will be discussed in class, along with discussions of your findings in regard to the listed assignments. Assignments are given deadline due dates. This means that a project is due on that due date, and will be considered late if it is not submitted by the beginning of a class period on the deadline date. Projects turned in after the designated time will be accepted but will incur 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.

GRADED ASSIGNMENTS: There are 4 graded assignments worth about 50 points.

- Assignment-1 Statistical Analysis of data /50pts
- Assignment-2 Developing and analyzing a rubric /50pts
- Assignment-3 Construct and analyze a knowledge-performance test /50pts
- Assignment-4 Create a grading profile of a class including charts /50pts

Homework: On occasion there will be homework assignments. Students are expected to complete the homework that will be turned in and evaluated. 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.

Evaluation:

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

- Quizzes 200pts
- Graded Assignments 200pts
- Homework 10-100

Total points = 400-500pts

Grading Scale: [Based on a percent of the total points possible]

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%

Your Grade: Grading should not be a secretive process. 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.
- **Academic Honesty:** You should become familiar with and adhere to the Academic Honesty

Policy of Rhode Island College.

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.