**SYLLABUS**

**MISSISSIPPI VALLEY STATE UNIVERSITY**

**COLLEGE OF EDUCATION**

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND, RECREATION**

**PE 402 Measurement, Evaluation & Assessment in HPER, CREDIT HOURS: 3**

**Fall 2018**

**Instructor: Dr. Benedict Atakpu**

**Office Location: HPER Bldg. Office Room 30**

**Class Meetings Location/Time: RM 50 MWF 8-8.50**

**Contact Information: 662-254-3557**

**Office Hours: TR 8-9am:F 9-10am: MW 10-11am: MWR 11-12: TW 4-5pm: By Appointment**

**COURSE DESCRIPTION**

PE 402, Measurement, Evaluation & Assessment of HPER affords the student the opportunity to learn, develop and refine the methods and techniques of measuring, appraising, and assessing student performance in terms of objectives by usage of various types of tests employed by professionals in the field of HPER. Students are required to construct, administer, and analyze test results of physical performance or motor skills. Calculators and computer program skills (EXCEL) are utilized. Additional emphasis is placed on methodology of assessment in teaching. **3 hours.**

**REQUIRED TEXTS AND OTHER RECOMMENDED MATERIALS**

**Text:** Measurement by the Physical Educator by David K. Miller, 6th Edition, 2010.

**PREREQUISITE:** CS 111 Introduction to Data Processing, MA 111 College Algebra, Power point proficiency, basic research skills and Senior Standing.

**PURPOSE & RATIONALE:**

The Holistic Transformer Model (HTM) will be employed as the basis for instruction and practical application experiences provided in PE 402. This course is designed to enhance the teacher candidates’ abilities as scholars, facilitators and reflective thinkers, and responsible professionals. Once exposed to and having the ability to develop the measurement, testing and evaluation skills of a researcher, teacher candidates will be able to develop testing procedures to measure and evaluate their students in relation to the social, physical, mental and health needs, traits, and social realities of the Mississippi Delta.

*Transforming and developing scholars, reflective thinkers, and responsible professionals*

*who will change and transform the Delta and the society beyond.*

**GOALS for PE 402 Measurement, Evaluation & Assessment of HPER**:

1. To develop an understanding of the use of measurement and evaluation in Physical Education and Exercise-Related programs (TIAI 4, 5, 8, 10, 18, 25, 30, 31, 32, 33, 34; INTACS 2, 3, 4, 6, 7, 8, 9, 10; NASPE 1, 2, 3, 5, 6, 7, 8, 10).
2. To develop an understanding of the construction, administration, and evaluation of test and measurement instruments used in Physical Education and Exercise-Related programs (TIAI 4, 30, 31, 32, 33, 34; INTASC 7, 8, 9, 10; NASPE 1, 6, 7, 8, 10).
3. To develop an understanding of elementary statistics (TIAI 4, 5, 30, 31, 32; INTASC 2, 3, 4, 7, 8, 9; NASPE 1, 2, 3, 7).
4. To develop an understanding of the use of computer programs in measurement and evaluation. (TIAI 3, 7 11, 18, 30, 31, 32, 33, 34; INTASC 1, 2, 3, 4, 6, 7, 8, 9, 10; NASPE 1, 2, 3, 5, 6, 7, 8, 9, 10).
5. To develop an understanding of the use of tests and measurement in the evaluation of a total Physical Education Program (TIAI 30, 31, 32, 33, 34; INTASC 7, 8, 9, 10; NASPE 1, 6, 7, 8, 10).

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| **General** | **HTM** | **HTM** | HTM |
| **Course Goals** | **Scholar** | **Reflective Thinker & Facilitator** | Responsible Professional |
| 1 | \* |  | \* |
| 2 | \* | \* | \* |
| 3 | \* |  | \* |
| 4 | \* | \* | \* |
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**STUDENT LEARNING OBJECTIVES:**

1. To use basic statistics to organize, analyze, and interpret test scores for the purposes of teaching, research, or as means of student/client feedback (TIAI 4, 5, 6, 12, 30, 31, 32, 33, 34).

2. To select/construct and administer tests for each domain of Physical Education (cognitive, affective, and psychomotor (TIAI 4, 5, 6, 8, 9, 14, 17, 18, 19, 21,24, 25, 27, 28).

3. To develop competency in the use of computers and statistical programs (TIAI 1, 3, 10, 15, 23, 31, 32, 33, 34).

4. To develop techniques and skills each physical educator should possess in terms of the use of measurement and evaluation (TIAI 2, 3, 4, 5, 15, 20, 25, 30).

5. To develop competency in test selection and grading. Each student will be responsible for selecting (or constructing) and administering knowledge, fitness, and skills tests (TIAI 1, 4, 7, 14, 18, 22, 27, 28, 30).

6. To develop competency in elementary statistics. Problems relative to a Physical Education / Exercise-Related program will be assigned requiring the use of computer software programs (TIAI 3, 6, 31, 32).

7. To conduct research and compose a literature review of past studies of issues in Health, Physical Education or Recreation (TIAI 1, 2, 3, 5, 8, 16, 22, 31, 32).

**Course Schedule and Topic Outline**

The following schedule/activities are tentative and subject to change by the instructor

WEEK 1 Ch. 1 -Reasons for Measurement, Evaluation, and Assessment by the Physical Educator

WEEK 2 Ch. 2 – Scales of measurement

# WEEK 3 Ch. 2 – Describing & Presenting Distribution of Scores

# WEEK 4 Ch.3 - Investigating the Relationship between Scores

WEEK 5 Ch. 4 - Investigating the Difference in Scores; Class Presentations

WEEK 6 Ch. 5 - What Is A Good Test?; Class Presentations

WEEK 7 Ch. 6 – Construction of Knowledge Tests; Class Presentations

WEEK 8 Ch. 7 - Assessing and Grading the Students; Class Presentations

WEEK 9 Ch. 8 – Construction & Administration of Psychomotor Tests; Class Presentations

WEEK 10

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| Week | Terms | Text Chapters | Writing Tasks | Quiz & Tests |  | Article Reviews |  | Teaching Assignment | Community Service |
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| 01 |  |  | Career Goals |  |  |  |  |  |  |
| 02 | X | 01 |  |  |  |  |  |  |  |
| 03 | X | 02 |  |  |  | X |  |  |  |
| 04 | X | 03 |  |  |  | X |  |  |  |
| 04 | X |  |  |  |  |  |  |  |  |
| 06 | X |  |  |  |  | X |  |  |  |
| 07 | X |  |  |  |  | X |  |  |  |
| 08 |  |  |  | Mid-term |  |  |  |  |  |
| 09 | X | 04 | Stats Analysis |  |  | X |  |  |  |
| 10 | X | 05 |  |  |  | X |  |  |  |
| 11 | X | 06 | Lit. Review |  |  |  |  |  |  |
| 12 | X | 07 |  |  |  | X |  |  |  |
| 13 | X | 08 |  |  |  | X |  |  |  |
| 14 |  |  | Final Report |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |
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| **Points** | **10** | **20** | **40** | **20** |  | **10** |  |  | **100** |
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| PE 402 |  |  |  |  |  |  |  |  |  |
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**ATTENDANCE**

Class attendance and participation is vital to your success and development as a competent, effective administrator. Attendance is mandatory. Participation is a requirement of this course. Participation means you must be actively involved in the discussion and presentations by both instructor and students.

**CHEATING AND PLAGIARISM**

***\*\*\*Mississippi Valley State University will not tolerate cheating in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation of students’ academic performance and erode the quality and value of degrees conferred by the University. [*2007-2008 catalogue 112]**

**MAKE-UP POLICY**

Make up may be allowed depending on the circumstances with an official excuse from the MVSU Student Affairs office. In addition, all students are allowed 24 hrs after the missed day(s) to make up any missed assignments**.**

**TEACHING /LEARNING STRATEGIES**

Teaching methods employed in PE 402 include lectures, direct instruction, inquiry-based instruction, various group work strategies, student research presentations, critical thinking, demonstrations, class discussions, video presentations, power point presentations, and handouts.

**TECHNOLOGY**

Internet assignments, ERIC research exercises, video analysis, power point presentations, word processing for all written assignments, EXCEL competency, calculators, and computer programs, CD-ROM; VCR. Teacher Web Site assignments, and online test. Students also will develop skills in the use of the statistical software SPSS and Fitnessgram.

**CELL PHONE**

**Students are not allowed to use cell phone during class activities**

**EVALUATION AND GRADING CRITERIA**

**Grades for the course will be calculated based on rubrics and data from**:

1. Attendance ………………………………………………………….10 points

2 Reviews and critiques of literature................................................. 10 points

3. Performance Based assignments………………………………… 10 points

4. Test Administration & Analysis.................................................... 30 points

5. Article Summaries……………..................................................... 10 points

6. Terms……..................................................................................... 10 points

7. Quizzes & Tests ………………………………………………… 20 points

TOTAL: 100 points

**GRADING SCALE**

**90 - 100 = A**

**80 - 89 = B**

**70 - 79 = C**

**60 – 69 = D**

**59 and below = F**

**GENERAL RUBRIC**

A. Excellent: Full Accomplishment

B. Proficient: Substantial Accomplishment

C. Marginal: Partial Accomplishment

D. Unsatisfactory: Little Accomplishment

**ADA Statement**

Any student requiring accommodations or services due to a disability must contact the University College, Office of the ADA Coordinator, located in office #2 of the Earnest A. Boykins, Jr. Academic Skills Parlor. The coordinator can be contacted directly at 662.254.3446 or through the University College office number at 662.254.3442. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course.

**BIBLIOGRAPHY AND RELATED READING AND RESEARCH MATERIAL**

Mood, D., Musker, F., and Rink, J. (2007). *Sports and Recreational Activities*. (14th ed). McGraw-Hill

Companies. Champaign, IL

Cone, T.P., P. Werner, S.L. Cone, and A.M. Woods. (1998). *Interdisciplinary teaching through physical*

*education*. Champaign, IL: Human Kinetics.

Creswell, J. W. (2008). *Educational Research: Planning, conducting, and evaluating quantitative and*

*qualitative research,* (3rd ed). Pearson Education, Inc. Upper Saddle River, NJ

Graham, G, Holt/Hale, S., & Parker, M. (2006). *Children Moving: A Reflective Approach to*

*Teaching Physical Education.* 7th Ed. Mayfield Mountain View, CA

Graham, G., (2006). *Teaching Children Physical Education: Becoming a Master Teacher.* 4th. Ed.

Human Kinetics, Champaign, Ill.

Lumpkin, Angela, (2006) *Physical Education: A Contemporary Introduction*, Time Mirror/ Mosby.

College Publishing, St. Louis, MO 63146.

Pangrazi, R. (2004). *Dynamic Physical Education.* 13th. Ed. Allyn & Bacon: Needlham Heights, MA.

Siedentop, Daryl, (2006). *Introduction to Physical Education, Fitness, and Sport,* (6th Ed.). Mayfield

Publishing Company, 1280 Villa Street, Mountain View, California, 94041.

Journal of Physical Education and Recreation, American Alliance for Physical Education, Recreation, and

Dance, 1900 Association Drive, Reston, VA 22091.

Louisiana Association for Health, Physical Education, Recreation, and Dance Journal, LAHPERD Journal,

Dept. H & PE, UNO, New Orleans, LA 70122.

Research Quarterly for Exercise and Sport/The Physical Educator/UPDATE, American Alliance for Health,

Physical Education, and Dance, 1900 Association Drive, Reston, VA 22091.

Journals of Sport Psychology, Exercise Physiology, Motor Learning, Sport Sociology, etc

**READING/RESEARCH/SUPPLEMENTAL MATERIALS**

**Professional Journals**

Journal of Physical Education and Recreation, American Alliance for Physical Education, Recreation, and

Dance, 1900 Association Drive, Reston, VA 22091.

Louisiana Association for Health, Physical Education, Recreation, and Dance Journal, LAHPERD Journal,

Dept. H & PE, UNO, New Orleans, LA 70122.

Research Quarterly for Exercise and Sport/The Physical Educator/UPDATE, American Alliance for Health,

Physical Education, and Dance, 1900 Association Drive, Reston, VA 22091.

**Academic Selected Content Standards:**

Mississippi State HPE K-12 Content Standards http://www.mde.k12.ms.us

**Selected Health and Physical Education Standards:**

NASPE National Association of Secondary Physical Education K-12-Standards

AAHPERD American Alliance for Health, Physical Education, Recreation and Dance.- Bench Marks - [www.aahperd.org](http://www.aahperd.org)

**Selected Teacher Education Standards**

INTASC Interstate New Teacher Assessment and Support Consortium Standards for Beginning Teacher Licensing and Development in Elementary Teacher Standards http://www.intasc.org

NCATE Unit Standards for Elementary Teacher Education Candidates http://www.ncate.org

**The supplemental resources and web sites:**

Internet Resources:

Possible Sources: Library Page: Under “Journal Finder”:

Measurement in PE & Exercise Science; Research Quarterly

For Exercise & Sport; Journal of Sport Science & Medicine;

Journal of Exercise Physiology online, etc.

[www.acsm.org](http://www.acsm.org) American College of Sports Medicine

[www.athleticbusiness.com](http://www.athleticbusiness.com) Athletic Business Magazine

[www.clubindustry.com](http://www.clubindustry.com) Club Industry Magazine

[www.mathisfun.com](http://www.mathisfun.com) Math is Fun web site to assist students in learning statistical skills.

[www.momentummedia.com](http://www.momentummedia.com) Momentum Media Magazines for HPER Professionals

[www.ncaa.org](http://www.ncaa.org) National Collegiate Athletic Association

ttp://primusweb.com/fitnesspartner

PE Central http://www.pecentral.org

*Just Move!*: This American Heart Association health and fitness site includes recent fitness news, association activities, and answers to frequently asked questions.

www.justmove.org

*Physical Activity and Health: A Report of the Surgeon General*: This site offers a summary of the evidence for the benefits of physical activity and recommendation guidelines for fitness programs.

www.cdc.gov/nccdphp/sgr/sgr.htm