

Fall 2015.GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism

PHED 320 – Student Assessment in Health and Physical Education (2)
Spring 2016

DAY/TIME: M – W 10:30 – 11:45 am LOCATION: PW campus OCC 204
PROFESSOR: Dr. Dominique Banville
OFFICE LOCATION: Bull Run Hall Rm 208 OFFICE HOURS: MW 9:00 – 10:00
PHONE NUMBER: 703-993-3579 FAX NUMBER: 703-993-2025
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PREREQUISITES:
None

COURSE DESCRIPTION:
Examines assessment purposes and introduces different assessment procedures that measure student achievement in the different domains of behaviors in health and physical education.

COURSE OBJECTIVES

At the completion of this course teacher candidates should be able to:

1. Distinguish different assessment procedures based on their purpose.
2. Select or create appropriate assessments that will measure student achievement of motor, cognitive, affective and fitness objectives.
3. Use appropriate assessments to evaluate student learning before, during, and after instruction.
4. Explain how the reflective cycle should be used to implement change in teacher performance, student learning, and/or instructional goals and decisions.

PROFESSIONAL ASSOCIATION STANDARDS

Further, upon completion of this course, students will meet the following professional accreditation standards:

National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education

Standard 5: Impact on Student Learning Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions. Elements – Teacher candidates will:
5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.

NATURE OF COURSE DELIVERY: FACE TO FACE

REQUIRED READINGS

Lund, J., & Veal, M. L. (2013). *Assessment-Driven Instruction in Physical Education*. Champaign, IL: Human Kinetics.

Board of Education Commonwealth of Virginia. (2015). *Physical Education Standards of Learning*. Available online at http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml

SUGGESTED READINGS

National Association for Sport and Physical Education. (2010). *PE Metrics: Assessing National Standards 1-6 in Elementary School*. Reston, VA: Authors.

National Association for Sport and Physical Education. (2011). *PE Metrics: Assessing National Standards 1-6 in Secondary School*. Reston, VA: Authors.

Society of Health and Physical Educators (SHAPE) America. (2014). *National Standards & Grade-Level Outcomes for K-12 Physical Education*. Champaign, IL: Human Kinetics.

ACADEMIC INTEGRITY

GMU is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. When in doubt (of any kind) please ask for guidance and clarification.

EVALUATION

1. Assignments (5 @ 10 pts = 50 pts) – Various assignments will have to be done either prior to class or during class. Due dates are indicated in the Tentative Class Schedule. Separate documents will describe the requirements for these assignments.
2. Project (150 pts) – A unit plan that will include various elements including motor, cognitive, affective and fitness assessments will be designed for a specific activity and grade level assigned in class at the beginning of the semester. A separate document will describe in details the requirements for the project.
3. Exams
 - a) Mid term 50 pts
The mid-term will include content covered from the beginning of the semester until the time of the exam. Questions will be a mixed of true/false, multiple choice and short answers.
 - b) Final 50 pts
The final will be partially cumulative. The content to be included will be shared with the students prior to the exam. Questions will be a mixed of true/false, multiple choice and short answers.

Grading Scale

290 – 300 = A+ 280 – 289=A 270 – 279=A- 260 – 269 =B+ 250 – 259=B 240 – 249=B-
 230 – 239=C+ 220 – 229=C 210 – 219=C- 180-209=D <180 = F

Attendance Policy

In accordance with the GMU Attendance Policies (University catalog, 2004-2005 p.33), “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

The following scale will be used

- Two (2) absences are permitted
- Two (2) “tardies”*= 1 absence
- Two (2) “early departures”* = 1 absence
- 3-4 absences = 10 grade points
- 5 absences or more = 15 grade points

*Attendance is taken at 10:30 am. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

Tentative Course Schedule*

Date	Topic	Readings/Assignment Due
01/20	Class protocols, Review of Syllabi – Intro to Assessment	
01/25	Introduction to Assessment	<i>Lund & Veal Chapter 1</i> Assignments #1 Case Study
01/27	National and State Standards of Learning	<i>Lund & Veal Chapter 2</i> Assignment #2 VA SOL

Date	Topic	Readings/Assignment Due
02/01	Planning related to Assessment	<i>Lund & Veal Chapter 2</i>
02/03	Focusing the content of a unit	<i>Lund & Veal Chapter 3</i>
02/08	Writing and using Rubric	<i>Lund & Veal Chapter 4</i>
02/10	Writing and using Rubric	<i>Assigned Readings</i>
02/15	Presentation/Experimentation	Assignment #3 Rubric
02/17	Which Assessment to use, When, and How?	<i>Lund & Veal Chapter 5-6</i>
02/22	Writing Learning Objectives – A review	<i>Lund & Veal Chapter 7</i>
02/24	Psychomotor Assessment Tools	<i>Lund & Veal Chapter 8</i>
02/29	Psychomotor Assessment Tools	<i>Assigned Readings</i>
03/02	Psychomotor Assessment Tools	<i>Assigned Readings</i>
03/14	Mid-Term	
03/16	Presentations/Experimentation	
03/21	Cognitive Assessment Tools	<i>Lund & Veal Chapter 9s</i>
03/23	Cognitive Assessment Tools	<i>Assigned Readings</i>
03/28	Presentations/Experimentation	
03/30	Affective Assessment	<i>Lund & Veal Chapter 10</i>
04/04	Affective Assessment	<i>Assigned Readings</i>
04/06	Presentations/Experimentation	
04/11	TBD	
04/13	Fitness Assessment	<i>Assigned Readings</i> Assignment #4 Fitness Assessment
04/18	Using Assessment Data	<i>Lund & Veal Chapter 11</i>
04/20	Using Assessment Data to Assign a Fair Grade	<i>Lund & Veal Chapter 13</i> Assignment #5 Grading System
04/25	TBD	
04/27	Managing Assessment and Becoming an Assessor	<i>Lund & Veal Chapter 12 & 14</i> Semester Project Due
05/02	Review	

* Subject to Change

FINAL: Per Final Exam Schedule, Wednesday May 4, 2010, 10:30 – 1:15 pm

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

