

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 320 (001) – Student Assessment in Health and Physical Education
2 Credits, Spring 2017
Monday-Wednesday /10:30-11:45am, Colgan Hall, Rm 204

Faculty

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Prerequisites/Corequisites

None

University Catalog 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 Overview

N/A

Course Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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 Standards (*National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education*)

Upon completion of this course, students will meet the following professional standards:

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.

Required Texts

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

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

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.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard (BB), hard copy). Assignments must be handed in at the beginning of class or it will be considered late. Late assignment will be accepted for 50% of its value within 48 hours of the due date. No assignment will be accepted later than 48hrs after the due date.

• Assignments and/or Examinations

1. Project (100 pts) – A unit plan that will include various elements including motor, cognitive, and affective 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.
2. 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.

• Other Requirements

In accordance with the George Mason University Attendance Policies (University catalog, AP.1.6 Attendance Policies), “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:

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

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• Grading

194 – 200 = A+ 186 – 193=A 180 – 185=A-
174 – 179 =B+ 166 – 173=B 160 – 165=B-
154 – 159=C+ 146 – 153=C 140 – 145=C-
120-139=D <120 = F

Professional Dispositions

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

Class Schedule*

Date	Topic	Readings/Assignment Due
01/23	TBD	
01/25	Class protocols, Review of Syllabi Introduction to Assessment	<i>Lund & Veal Chapter 1</i>
01/30	Case Study pp. 8-10 National and State Standards of Learning	<i>Lund & Veal Chapter 1</i> <i>Lund & Veal Chapter 2</i>
02/01	Planning related to Assessment Select Topic for semester project	<i>Lund & Veal Chapter 2</i>
02/06	Focusing the content of a unit	<i>Lund & Veal Chapter 3</i>
02/08	Writing and using Rubric	<i>Lund & Veal Chapter 4</i> Section A (Overview) of Unit Plan due on BB 2/12/17 by 11:59 pm
02/13	Writing and using Rubrics	<i>Lund & Veal Chapter 4</i>
02/15	Which Assessment to use, When, and How?	<i>Lund & Veal Chapter 5-6</i>
02/20	TBD	
02/22	Writing Learning Objectives	<i>Lund & Veal Chapter 7</i> Section B (Essential Questions) of Unit Plan due on BB 2/26/17 by 11:59 pm
02/27	Writing Learning Objectives	<i>Lund & Veal Chapter 7</i>
03/01	Psychomotor Assessment Tools	<i>Lund & Veal Chapter 8</i>
03/06	Psychomotor Assessment Tools	<i>Lund & Veal Chapter 8</i>
03/08	Mid-Term	
03/20	PE METRICS Experimentation - GYM	
03/22	PE METRICS Experimentation - GYM	
03/27	PE METRICS - Results	Section C of Unit Plan (Motor Assessment) due on BB 3/26/17 by 11:59 pm
03/29	Cognitive Assessment Tools	<i>Lund & Veal Chapter 9</i>
04/03	Cognitive Assessment Tools	<i>Lund & Veal Chapter 9</i> <i>Section</i>
04/05	Affective Assessment	<i>Lund & Veal Chapter 10</i>
04/10	Affective Assessment	<i>Lund & Veal Chapter 10</i>
04/12	Fitness Assessment - GYM	Section D of Unit Plan (Cognitive Assessment) due on BB 4/16/17 by 11:59 pm
04/17	Fitness Assessment - Results	
04/19	Using Assessment Data	<i>Lund & Veal Chapter 11</i>
04/24	Using Assessment Data to Assign a Fair Grade	<i>Lund & Veal Chapter 13</i>
04/26	TBD	Section E of Unit Plan (Affective Assessment) due on BB 4/30/17 by 11:59 pm
05/01	Managing Assessment and Becoming an Assessor	<i>Lund & Veal Chapter 12 & 14</i>
05/03	TBD	

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

FINAL: Per Final Exam Schedule, Wednesday May 10, 2017, 10:30 – 1:15 pm

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:

<http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. 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 stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

