

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 320 (001) – Student Assessment in Health and Physical Education
3 Credits, Spring 2019
Monday-Wednesday /10:30-11:45am, Bull Run Hall, Rm 248

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 Standard

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

SHAPE America Standards

Standard 5. Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

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

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

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 submitted by the day and time indicated on the syllabus. 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. Unit Plan Project (80 pts) – Assessment will be designed for a unit plan that will include various elements including motor, cognitive, and affective assessments and 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. PE Metrics (20 pts) – In small groups assigned in class, you will be responsible to administer one skill test, collect the data, analyze it, and present the results in class. A separate document will describe, in details, the requirement for this assignment.
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.

• 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
- 6 absences or more = 20 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.

• 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	Class protocols, Review of Syllabi Introduction to Assessment	<i>Lund & Veal Chapter 1 and supplement in PPT</i>
01/28	Case Study pp. 8-10	<i>Lund & Veal Chapter 1 and supplement in PPT</i>
01/30	Writing Learning Objectives and integrating National and State Standards of Learning	<i>Lund & Veal Chapter 7 & VA Physical Education Standards of Learning/VA Health Education Standards of Learning</i>
02/04	Writing Learning Objectives National and State Standards of Learning Select Topic for semester project	<i>Lund & Veal Chapter 7 & VA Physical Education Standards of Learning/VA Health Education Standards of Learning</i>
02/06	No Class Meeting	Go on BB and Watch "Ed" episode "Exceptions" and answer questions.
02/11	Discussion on "Ed" Episode Planning related to Assessment	"Ed" Episode answers. <i>Lund & Veal Chapter 2</i>
02/13	Focusing the content of a unit	<i>Lund & Veal Chapter 3</i>
02/18	Using Assessment Strategically	<i>Lund & Veal Chapter 5</i>
02/20	Writing and using Rubrics	<i>Lund & Veal Chapter 4</i>
02/25	Writing and using Rubrics	<i>Lund & Veal Chapter 4 Section A (Overview) of Unit Plan due on BB 2/24/19 by 11:59 pm</i>
02/27	Choosing Meaningful and Purposeful Assessments	<i>Lund & Veal Chapter 6</i>
03/04	Psychomotor Assessment Tools	<i>Lund & Veal Chapter 8 Revision of Section A (if necessary) due on BB 3/03/19 by 11:59 pm</i>
03/06	Psychomotor Assessment Tools	<i>Lund & Veal Chapter 8</i>
03/18	Mid-Term	
03/20	PE METRICS Experimentation – GYM – Wave 1	
03/25	PE METRICS Experimentation – GYM – Wave 2	
03/27	PE METRICS – Results Wave 1	
04/01	PE METRICS – Results Wave 2	Section B of Unit Plan (Motor Assessment) due on BB 3/31/19 by 11:59 pm
04/03	Bloom Taxonomy & Cognitive Assessment Tools	<i>Lund & Veal Chapter 9</i>
04/08	Cognitive Assessment Tools	<i>Lund & Veal Chapter 9</i>
04/10	Cognitive Assessment Tools	<i>Lund & Veal Chapter 9</i>
04/15	Affective Assessment	<i>Lund & Veal Chapter 10</i> Section C of Unit Plan (Cognitive Assessment) due on BB 4/14/19 by 11:59 pm
04/17	Affective Assessment	<i>Lund & Veal Chapter 10</i>
04/22	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>
04/29	Managing Assessment	<i>Lund & Veal Chapter 12</i> Section D of Unit Plan (Affective Assessment) due on BB 4/28/19 by 11:59 pm
05/01	Becoming an Assessor	<i>Lund & Veal Chapter 14</i>
05/06	Revision for Final Exam	

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

FINAL: Per Final Exam Schedule, Wednesday May 8, 2019, 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 University 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

