



**Morehead State University College of Science and Technology
Department of Health, Wellness and Human performances; Professional Education Unit**

This is an on campus face to face course

HPE 301 Classroom Assessment in Health and Physical Education **Fall 2010**

Instructor: Dr. Johnny Newsome

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Tentative office schedule (Call or e-mail for an appointment if these times do not work)

	Mon	Tue	Wed	Thur	F1/F2
9:10	PHED 475		PHED 475		
10:20	PHED 475	Office	PHED 475	Office	
11:30	PHED 215	HPE 301	PHED 215	HPE 301/301
12:40	PHED 311	Office	PHED 311	Office	311/.....
1:50	Office		Office		
3:00	Office		Office		
4:00	Aikido Club		Aikido Club		

Course Description: HPE 301 Classroom Assessment in Health and Physical Education Methods, techniques, and procedures used in assessment of students in physical education and health education.

Required Text: Miller, D. K. (2006) Measurement by the Physical Educator: Why and How 5th edition

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO’s):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions

- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learner Objectives of the Course (SLO):

Each participant will be expected, by the conclusion of the course, to be able to:

1. Value student learning as a primary goal of teaching as demonstrated in reflection papers.
2. Identify generic levels of proficiency and assess developmental/skill level of individual learners demonstrated through examinations and written work.
3. Identify implications of assessment and evaluation on instructional design practices demonstrated through written work.
4. Create various assessment tools and successfully implement them for improvement and evaluation of student learning and program effectiveness.
5. Demonstrate knowledge and understanding of historical and currently accepted assessment practices through examinations and written work.
6. Demonstrate competency in the use of computer technology in assessment through application of various software programs.

Evaluation:

Creation/evaluation of assessment tools	40%
Homework	25%
Exams	20%
Portfolio	15%
Total	100%

Grading Policy:

90%-100%	=A
80%-89%	=B
70%-79%	=C
60%-69%	=D

Aligned with → Assessment →	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	NASPE Initial Teacher Standards
Attendance CFO: 3 SLO:	8-9			
Creation of assessment tools CFO: 2 SLO: 4,6	1,2,5,6,7	2.31 2.34 2.35	Assessment, literacy, achievement gap, diversity, technology	Scientific and Theoretical Knowledge, Impact on Student Learning,.
Computer Software Applications CFO: 2 SLO: 4,6	2,5,6		Assessment, technology	Scientific and Theoretical Knowledge, Instructional Delivery and Management.
Text Assignments	1,7,9	2.31 2.34	Assessment	Scientific and Theoretical Knowledge

CFO: 1,2 SLO: 2,3,5		2.35		
Journal Article Reviews CFO: 1,3,4 SLO: 1,3,5	1,5,6,7	2.31 2.34 2.35	Assessment, Technology	Scientific and Theoretical Knowledge, Planning and Implementation, Instructional delivery.
Portfolio CFO: 1,2,3,4 SLO: 1,2,3,4,5,6	1, 2, 5, 6,7,9	2.31 2.34 2.35	Assessment, literacy, achievement gap, diversity, technology	Scientific and Theoretical Knowledge, Planning and Implementation, Instructional delivery.
Mid-Term Exam. CFO: 1,4 SLO: 2,5	1	2.31 2.34 2.35	Assessment, Achievement gap	Scientific and Theoretical Knowledge
Final Exam CFO: 1,4 SLO: 2,3,5	1	2.31 2.34 2.35	Diversity, assessment, literacy, achievement gap, technology	Scientific and Theoretical Knowledge

Assignment Descriptions:

Assessment	Description
Attendance	Attendance is an important professional disposition. Attendance is required. ***Please read "Attendance Policy" below.
Creation of assessment tools	Student created assessment tools will include but are not limited to check lists, rating scales, rubrics, Likert scales, semantic differential scales as well as written exams (True-False, Multiple-Choice, short answer). Criterion (rubrics)for assessing portfolios, journals and logs will also be created. Implementation of assessment tools will require students to use real subjects and strive towards authentic assessment . Some of these implementations may need to be done outside of class. Evaluation of assessment tools will require students to write reflections and make recommendations for improvement of the tools. ***Complete assignment details in Blackboard.
Computer Software Applications	Grade-keeping/data collection software applications will be assigned as well as word processing/formatting of written assignments with grading criteria (rubrics) appropriate for school children. ***Complete assignment details in Blackboard.
Text Assignments	Chapter summaries plus written answers to chapter study questions will be assigned.
Journal Article Reviews	Journal articles which explore issues related to assessment will be assigned with specific reflection questions. ***Complete assignment details for each article in Blackboard.

Portfolio	A compilation of course assignments will be organized into a professional portfolio including cover page, table of contents, introductory pages, tabs, etc. The rubric for grading the portfolios will be a class project (see creation of assessment tools above) *** Complete assignment details in Blackboard.
Mid-Term Exam.	Mid-term exam questions will be created by students following the guidelines for creating objective questions in the text and assigned readings. The instructor will select and edit questions for the actual exam. After taking the exam item analysis and revision will be a class project.
Final Exam	The final exam will be cumulative and will include several essay questions covering major concepts of the course. These major concepts will be distributed and discussed as a study guide prior to the exam.

Attendance/Dress policy:

Dr. Newsome expects students to have personal integrity. Students who plagiarize papers or falsify records (such as attendance sheets) may face immediate failure of the course and other disciplinary action.

Attendance is taken with the use of a sign in sheet. Each student is responsible for printing his/her own name on this sheet at the beginning of each class period. Since this sign in sheet is part of the grade in the course, signing anyone else's name is considered cheating and will be dealt with accordingly.

Each student is allowed two absences (or 4 tardies) without penalty. Since this course is predicated on knowledge/skill acquisition through participation/discussion and relies heavily on group activities, after these two absences, attendance and participation are expected. Each additional absence, excused or not, will result in a reduction of 3 percentage points from the final grade. Tardiness or leaving early is minus two points.

At the discretion of the instructor make up work may be allowed in certain circumstances in order to prevent a lowered grade due to absence/tardiness. It is the student's responsibility to approach the instructor regarding make up work. Some missed activities may not be made up.

Proper attire is expected. Students will at times be required to participate in physical activity. Students not dressed appropriately for physical activity may be counted as absent. Details will be discussed in class.

Any assignments turned in late will automatically receive a 20% reduction in grade. Absolutely no written work will be accepted after the last scheduled class day. No exceptions!

Tentative schedule of topics.

Week 1: Pre test, Overview of course, article one
 Week 2: Issues of reliability, validity and feasibility. article two
 Week 3: Basic Statistics
 Week 4: Bloom's Taxonomy and creation of written tests. (cognitive) article three
 Week 5: Implementation and assessment of written tests.
 Week 6: Computer software

Week 7: Creation, implementation and assessment of check sheets (psychomotor product) article four
 Week 8: Creation, implementation and assessment of check sheets (psychomotor process)
 Week 9: Introduction to Affective Domain.
 Week 10: Creation, implementation and assessment of rating scales (psychomotor and affective)
 Week 11: Creation, implementation and assessment of Likert scales (affective)

Week 12: Authentic Assessments, article five
Week 13: Creating rubrics

Week 14: Portfolios
Wk 15& 16: Review

In an attempt to promote the use of technology, this syllabus plus a number of other course materials will be available on Blackboard. If a student has a preferred e-mail account other than his/her campus e-mail account it is highly recommended that he/she register the preferred account. It is also highly recommended that students regularly check Blackboard and their e-mail accounts.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA) In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>