The course explores the unique measurement tools used for the assessment of human physical performance. Particular emphasis is placed on the design and use of instruments for assessment in body mechanics, sports skills, fitness and motor skills, as well as in the use and interpretation of standardized tests in the field. The application of statistical analysis procedures essential for the evaluation of such measures is included.
### How do I earn my grade?

(Formative & Summative Assessments)

| Point System                                      |  
|---------------------------------------------------|---|
| **Quizzes**                                       | 60 points |
| **In-Class Assignments**                          | 50 points |
| **Out of Class Assignments**                      | 50 points |
| **Assessment Project**                            | 150 points |
| **Attendence, Participation, & Extra Credit Points** | 40+ points |
| **Mid-Term Exam**                                 | 125 points |
| **Final Exam**                                    | 125 points |

#### A = 540 – 600 Points (90%-100%)

A- = 528 – 539.4 Points (88%-89%)

B+ = 510 – 527.4 Points (85%-87%)

B = 480 – 509.4 Points (80%-84%)

B- = 468 – 479.4 Points (78%-79%)

C+ = 450 – 467.4 Points (75%-77%)

C = 420 – 449.4 Points (70%-74%)

C- = 408 – 419.4 Points (68%-69%)

D+ = 396 – 407.4 Points (66%-67%)

D = 384 – 395.4 Points (64%-65%)

D- = 372 – 383.4 Points (62%-63%)

F = 0 – 371.4 Points (<62%)
Attendance: A critical component of this course derives from your attendance, active participation, reading, homework, writing, thinking, life, and yourself. Attendance in class is an integral part of your education because it allows you to interact with others in what is hopefully an intellectually stimulating environment. If you are going to learn, attendance at all classes is critical. There are no unimportant classes.

Participation: Class participation is measured based on the following criteria: arriving to class on time and staying the full length of class; paying attention during short lectures; attentive watching and listening to videos or other media; respectful listening when I or your peers are speaking; your ability to be fully engaged in your learning without texting, checking your phone or email, or participating in other digital distractions; your ability to stay awake, etc.

Electronic Devices: Use of electronic devices is necessary during class and to complete homework assignments (sharing is encouraged for those who do not have access to electronic devices). Use of electronic devices to enhance the academic experience is encouraged. Please be respectful and refrain from all forms of social networking, emailing, or otherwise engaging in activities irrelevant to the class. Students should plan to visit OAKS frequently. If you do not have access to a smart phone, tablet, or laptop for class use, please speak with me during office hours so we can make appropriate arrangements.

Communications with Me: I am happy to communicate with you about your grades and experiences in this course. Please plan to have these discussions during my office hours or if office hours don’t work, by appointment.

Civility/Rules of Engagement: civility comes from the Latin word civitas, which means city and community. When we are civil we are members in good standing of a community. To be civil in this class is to maintain:

- Respect for other students and myself with all exchanges, along with appropriate behavior, so that meaningful collaboration can occur.
- NO YELLING, PLEASE!
- Sarcasm can (and will) backfire (be polite to all)
- Read first - attempt to find your own answer (look before emailing or texting for help) then try the course discussion board in OAKS.
- Stop ... grammar-time! (make an effort to use proper punctuation, spelling and grammar)
- Brevity rules
- Be thoughtful and kind

We are a Community of Learners

This class is a community of learners, which means we will depend upon each other to support and inform one another. When debating issues in class and online, be careful to maintain a professional demeanor and to present reasoned and balanced arguments that are supported by evidence from either the readings, from lecture, or from your personal experience. Since everyone is different, everyone will have different perceptions of what is civil and uncivil behavior, so if you are offended by something that either another student does or says, please let me know. In the same way, please let me know if you are offended by something I say or do. It is my intention to ensure this classroom is a safe place for all to voice their opinions and present cases. Please help me to do that!
**Instructional Objectives:** At the completion of this course, students will possess knowledge of and demonstrate competency in:

1. FitnessGram administration
2. Cognitive, affective and motor assessments
3. The relationship between assessment, learning and teaching and how to integrate appropriate assessments into all stages of the teaching/learning process
4. The purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.
5. Technology and its application in the physical education setting
6. The role that numbers and statistics plays in everyday life
7. Characteristics of a good test including validity, reliability, objectivity, scoring concerns, and ethical uses of tests and test results

**Student Learning Outcomes:**

1. Students will administer the FitnessGram test, collect, record, manage and analyze data as part of the assessment project
2. Students will choose, design and pilot motor, cognitive and/or affective assessments
3. Students will make use of their assessment skills by developing a plan to assess data and assign fair grades for the K-12 setting
4. Students will choose, design and pilot motor, cognitive and/or affective rubrics
5. Students will develop this SLO
6. Students will develop this SLO
7. Student will choose, design and pilot a content related test.
Other Important Information

Center for Student Learning:
I encourage you to utilize the Center for Student Learning (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost.

Center for Disability Services:
The College and I will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Student can find the complete Honor Code and all related processes in the student handbook.
School Of Education, Health and Human Performance Mission Statement:
The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. In pursuit of our mission, faculty and students will demonstrate the following principles of action: (1) intellectual curiosity and rigor, (2) reflective, research based practice, (3) collaboration and consensus.

Department of Health and Human Performance Mission Statement and Vision:
We develop inspirational, global leaders in education, science and research, promoting critical thinking skills to stimulate intellectual curiosity. We strive to impact the future of health and human performance today by fostering a challenging, student-focused environment.