PEHD 431      Tests and Measurements
Fall 2017      3 Credit Hours
Prerequisite: EXSC/PEHD 201, Junior Standing, Math 104 or equivalent

Course Description: This 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.

Required Text: Readings as assigned in OAKS

Instructor:

Dr. Karen Hakim-Butt (Dr. or Professor KHB), Professor in Health and Human Performance

Email: hakimbuttkl@cofc.edu (best method)

Office: 309 Silcox

Office Hours:

- In office - Tuesday & Thursday 9:30 - 10:30 AM
- Online Google Hangouts, by appointment (Virtual Office)

Phone: 843-953-6056 (least preferred method)

Class Meetings: Tuesday & Thursday 3:05-4:20; PCTR 146
# How do I earn my grade?

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<thead>
<tr>
<th>LETTER</th>
<th>%</th>
<th>Points</th>
<th>QUIZZES</th>
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<tr>
<td>A</td>
<td>90-100</td>
<td>540-600</td>
<td>In-class assignments 50</td>
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<tr>
<td>A-</td>
<td>88-89</td>
<td>528-539.4</td>
<td>Out-of-class assignments 50</td>
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<tr>
<td>B+</td>
<td>85-87</td>
<td>510-522.4</td>
<td>Midterm exam 125</td>
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<tr>
<td>B</td>
<td>80-84</td>
<td>480-509.4</td>
<td>Final exam 125</td>
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<tr>
<td>B-</td>
<td>78-79</td>
<td>468-479.4</td>
<td>Assessment project (broken into parts throughout the semester &amp; the final paper) 150</td>
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<tr>
<td>C+</td>
<td>75-77</td>
<td>450-467.4</td>
<td>Attendance &amp; participation 30</td>
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<td>C</td>
<td>70-74</td>
<td>420-449.4</td>
<td>Dispositions 10</td>
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<tr>
<td>C-</td>
<td>68-69</td>
<td>408-419.4</td>
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<td>D+</td>
<td>66-67</td>
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Important Class Information for Your Success in this Class

We are a Community of Learners: This class is a community of learners, which means we will depend upon each other, support each other and inform one another. When debating any issues or providing feedback to each other, be careful to maintain a professional demeanor and to present reasoned and balanced arguments that are supported by evidence from either the readings, lectures, prior classes, or from your personal experience. Since everyone is different, everyone will have different perceptions of what is civil so be mindful of others feelings and beliefs. 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 so be polite to all
- Read first and attempt to find your own answers before emailing or texting for help
- Make an effort to use proper punctuation, spelling and grammar
- Brevity rules

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 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 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). Students should plan to visit OAKS frequently. 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. If you are caught doing anything not related to the content being covered in class, you will be asked not to bring electronic devices in the future.

**Communicating 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. Please do not try to have this type of conversation with me on the fly, 5 minutes before class or directly after class has ended.

**Accessibility Statement:** The College of Charleston is committed to providing access for all participants. Students with a documented disability requesting accommodations in this course must be registered with the Center for Disability Services/SNAP and must discuss needed accommodations with the instructor preferably prior to the first week of class but before the end of the drop/add period. Please visit their website at [http://disabilityservices.cofc.edu/index.php](http://disabilityservices.cofc.edu/index.php) or call (843) 953-1431 for further information on their services.

**Center for Student Learning:** Please utilize the Center for Student Learning (CSL) academic support services for assistance in study strategies and course content. The CSL offers various academic tutoring utilizing different delivery methods via supplemental instruction, study skills appointments, academic coaching, workshops and more. For more information regarding these free services, please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843) 953-5635.

**Student Code of Conduct:** Students are encouraged to review the Honor System of The College of Charleston online: [http://studentaffairs.cofc.edu/honor-system/](http://studentaffairs.cofc.edu/honor-system/) The honor code specifically prohibits lying, cheating, attempted cheating, and plagiarism. Any violation of the Student Code of Conduct will be referred to the Dean of Students.
**Instructional Objectives:** At the completion of this course, students will possess knowledge and/or demonstrate competency in:

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

**Student Learning Outcomes:**

By the conclusion of the course, students will be able to:

- Administer the FitnessGram test, collect, record, manage and analyze data as part of the assessment project
- Based on the data from the FitnessGram test, develop an intervention for an assigned group of middle/high school students.
- Choose, design and pilot motor, cognitive and/or affective assessments
- Choose, design and pilot motor, cognitive and/or affective rubrics
- Choose, design and pilot a content related test
- Choose, design and pilot a motor related test
- Develop a plan to assess data and assign fair grades for the K-12 setting
- Students will develop their own SLO for this class