

GEORGE MASON UNIVERSITY
College of Education and Human Development
PHED

PHED 320 DL1 – Student Assessment in Physical Education
3 credits, Spring 2021
Distance Learning

Faculty

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Prerequisites/Corequisites: (None)

University 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 Delivery Method

This course will be delivered online using format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Jan. 18, 12:01am.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:

- <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will start on **Mon** (12:01a). and finish on **Sun** (end of day). Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes. Each assignment and quiz will have 7 days to complete. **Important-** follow the schedule
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least one times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will **not** be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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.

Required Readings

Board of Education Commonwealth of Virginia. (2015). Physical Education Standards of Learning. Available in Blackboard course content and online at: http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml | Lund, J., & Veal, M. L. (2013).

Required Texts

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 complete the quizzes, assignments, tests on time through Blackboard. This course will be graded on a point system, with a total of 500 possible points.

Tests and Assignments	Possible Points
<u>Tests</u> Test 1 (covers chapters 1-5,7) Test 2 (covers chapters 6, 8-11,13) Each Blackboard online test is composed of multiple-choice, true/false, and short answer questions. The tests are based on the content of the chapter readings and material presented in PowerPoint lectures. Each test will be graded 0-100 points and weighted .15 of overall grade. Items on the test will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.	200 points
<u>Short Essay Quizzes</u> There will be 10 in-class short essay quizzes based on the content of the text as organized and presented in PowerPoint lectures. Each short essay quiz will be graded 0-3 points for a total of 30 possible points that will be factored directly into the overall grade. The short essay questions will measure students' abilities to apply and analyze subject material. You will have 7 days to complete the quiz and will not be accepted after the deadline.	150 points
<u>Assignments</u> Each student is expected to complete 10 assignments based on content related to text material and submitted by the deadline. Each assignment will be graded 0-4 points for a total of 40 possible points that will be factored directly into the overall grade. You will have 7 days to complete the assignment. There is NO MAKE UP WORK so plan accordingly. Technical difficulties last minute will not be an excuse and assignments will not be accepted after the deadline.	150 points

TOTAL**500 points****Grading Scale**

A = 465-500	B+ = 435-449	C+ = 385-399	D = 300-349
A- = 450-464	B = 415-434	C = 365-384	F = 0 – 299
	B- = 400-414	C- = 350-364	

Professional Dispositions

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

Class Schedule

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
1	Jan. 25- Jan. 31	Assessment	Chapter 1 Introduction to Assessment Assignment Chapter 1 Chapter 1 Quiz Video Assessment for Learning vs of Learning (Video Tab in BB)
	Jan. 27		Zoom Meeting details to follow via email
2	Feb. 1- Feb. 7	Planning the Big Picture	Chapter 2 Planning the Big Picture for Student Learning Assignment Chapter 2 Short essay Chapter 2
3	Feb. 8- Feb. 14	Learning Outcomes	Chapter 7 Writing Learning Outcomes Review VA SOL Document in Blackboard Course Content Assignment Chapter 7 Quiz Chapter 7
4	Feb. 15- Feb. 21	Learning Outcomes	Chapter 7 Writing Learning Outcomes Assignment Chapter 7 Short essay Chapter 7
5	Feb. 22- Feb. 28	Focus	Chapter 3 Focusing the Content of a Unit Assignment Chapter 4 Quiz Chapter 4
6	March 1- March 7	Rubrics	Chapter 4 Writing Rubrics Assignment Chapter 4 Short Essay quiz Chapter 4
7	March. 8- March 14	Using Assessments	Chapter 5 Using Assessments Strategically Assignment Chapter 5 Short Essay quiz Chapter 5
8	March 15- March 21		TEST 1 (Chapters 1-5, 7)
9	March 22- March 28	Purposeful Assessments	Chapter 6 Choosing Meaningful and Purposeful Assessments Assignment Chapter 6 Short Essay Quiz Chapter 6

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
10	March 29- April 4	Psychomotor Assessment	Chapter 8 Choosing and Designing Psychomotor Assessment Tools Assignment Chapter 8 Short essay Chapter 8
11	April 5- April 11	Cognitive Domain	Chapter 9 Creating Assessments for the Cognitive Assignment Chapter 9 Short essay Chapter 9
12	April 12- April 18	Affective Domain	Chapter 10 Creating Assessments for the Affective Short essay quiz Chapter 10 Assignment Chapter 10
13	April 19- April 25	Assessment Data	Chapter 11 Using Assessment Data Assignment Chapter 11 Short Essay Quiz Chapter 11
14	April 26- May 2	Fair Grading	Chapter 13 Using Assessment to Assign Fair Grade Assignment Chapter 13 Short Essay Quiz Chapter 13 Ed Exceptions Video
15	May 3- May 9	FINAL EXAM SCHEDULE	TEST 2 due May 9 end of day (covers Chapters 6, 8- 11, 13 and writing learning objectives)

Note: Faculty reserves the right to alter the schedule as necessary.

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

1. GMU Policies and Resources for students

Policies

- a. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- b. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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 <https://ds.gmu.edu>).
- e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

1. 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
2. Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@gmu.edu.
3. For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
4. For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>. **For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**