

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 320 (002) – Student Assessment in Health and Physical Education
3 Credits, Spring 2023
Monday 3:00-4:15 pm RAC 2203; Wednesday Online Asynchronous

Faculty

Name: Dominique Banville, Ph.D.
Office hours: Mondays 1:30- 2:30 pm
Office location: RAC 2107
Office phone: 703-993-3579
Email address: dbanvill@gmu.edu

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 Delivery Method

This course will be delivered using a blended format of lectures and lab activities on Mondays and online work 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. 23, 12:01am..

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. (2022). *Physical Education Standards of Learning*. Available online at <https://www.doe.virginia.gov/teaching-learning-assessment/instruction/physical-education#:~:text=Virginia's%20standards%20for%20physical%20education,grade%20level%20o%20grade%20level.>

Board of Education Commonwealth of Virginia (2022). *Physical Education Standards of Learning Curriculum Framework*. Available online at [https://www.doe.virginia.gov/teaching-learning-](https://www.doe.virginia.gov/teaching-learning-assessment/instruction/physical-)

[education#:~:text=Virginia's%20standards%20for%20physical%20education,grade%20level%20to%20grade%20level.](#)

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 <https://www.doe.virginia.gov/teaching-learning-assessment/instruction/health-education>

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.

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 assignments will be accepted for 50% of their 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. Semester Project (70 pts) – Assessment will be designed for a preliminary unit plan that will include critical 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 detail, 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, collecting the data, analyzing it, and presenting the results in class. A separate document will describe, in detail, the requirement for this assignment.
3. Online work (50 pts) – Various assignments (e.g. discussion boards, quizzes) will have to be done online as part of the hybrid format of the course and to prepare for the weekly face-to-face class sessions. Included in this section is the requirement that students will need to show proof of registration to take the VCLA by end of semester.
4. Exams
 - a) Mid term (30 pts)

The mid-term will include content covered from the beginning of the semester until the time of the exam. Questions will be a mix of true/false, multiple choice, and short answers.
 - b) Final (30 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 mix 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:

- Two (2) absences are permitted
- Two (2) “tardies”* = 1 absence
- Two (2) “early departures”* = 1 absence
- 3-4 absences = 15 grade points
- 5 absences or more = 20 grade points

<p>*Attendance is taken at 3 pm. 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.</p>
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• **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*

Module	Date	Topic	Readings/Assignment Due
Module 0	01/23	Class protocols, Review of Syllabi Introduction to Assessment	
Module 1	01/25 01/30	VA PE Standards of Learning	<i>Lund & Veal Chapter 1 and VA Physical Education Standards of Learning – Blackboard (BB) assignments</i>
Module 2	02/01 02/06	Writing Learning Objectives and integrating National and State Standards of Learning	<i>Lund & Veal Chapter 7 & VA Physical Education Standards of Learning – BB Assignments</i>
Module 3	02/8 02/13	Discussion on “Ed” Episode Planning related to Assessment Focusing the content of a unit	<i>Lund & Veal Chapter 2 & 3 – BB Assignments</i>
Module 4	02/15 02/20	Summative vs Formative Assessment Choosing Meaningful and Purposeful Assessments	<i>Lund & Veal Chapter 5 & 6 – BB Assignments</i>
Module 5	02/22 02/27	Writing and using Rubrics	<i>Lund & Veal Chapter 4</i> Section A (Overview) of Semester Project due on BB 2/26/23 by 11:59 pm
Module 6	03/01 03/06	Psychomotor Assessment Tools	<i>Lund & Veal Chapter 8</i> Revision of Section A due on BB 3/05/23 by 11:59 pm Mid-Term in class (03/06)
Module 7	03/08 03/20	PE METRICS Experimentation – GYM – Wave 1	
Module 7	03/22 03/27	PE METRICS Experimentation – GYM – Wave 2	
Module 7	03/29 04/03	PE METRICS – Results	Section B of Semester Project (Motor Assessment) due on BB 4/02/23 by 11:59 pm
Module 8	04/05 04/10	Bloom Taxonomy & Cognitive Assessment Tools Cognitive Assessment Tools	<i>Lund & Veal Chapter 9</i>
Module 9	04/12 04/17	Affective Assessment	<i>Lund & Veal Chapter 10</i> Section C of Semester Project (Cognitive Assessment) due on BB 4/16/23 by 11:59 pm
Module 10	04/19 04/24	Using Assessment Data to Assign a Fair Grade	<i>Lund & Veal Chapters 11 & 13</i>
Module 11	04/26 05/01	Managing Assessment Becoming an Assessor	<i>Lund & Veal Chapters 12 & 14</i> Section D of Semester Project (Affective Assessment) due on BB 4/30/23 by 11:59 pm
	05/03	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 15, 2023, 3:00-4:15 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/>.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 <https://ds.gmu.edu/>).

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@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/>.