

California State University, Northridge
College of Health and Human Development
Department of Kinesiology
Spring 2008

KIN 472/L– Learner Assessment and Technology in K-12 Physical Education

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Credit Hours: 02/1

Required Texts:

Lund, J.L. & Kirk, M.F. (2002). *Performance –Based Assessment for Middle and High School Physical Education*. Champaign, IL: Human Kinetics.

REQUIRED EQUIPMENT:

- “Memory Stick” “Thumb Drive” minimum 1G
- Email Accessibility (CSUN account)
- CD ROM RW (4)

Course Description and Objectives:

Description: A conceptual and practical understanding of alternative and traditional assessment of student learning in school physical education. Emphasis will be on formal and informal assessment and technological strategies that enhance learning, assess performance, provide feedback and communicate progress.

Assessments used to document attainment of suggested performance level: Course exam, project, daily reflections (papers), portfolio artifacts and assessment experiences (mini-technology projects).

KIN 472 Student Learning Objectives measuring Kinesiology SLO’s

1. Identify the role of assessment as part of the educational curriculum.
2. Describe ways of making effective use of assessment and technology procedures as tools of learning.
3. Identify the relationship between formal and informal assessment.
4. Demonstrate knowledge and develop assessment items within the learning domains (cognitive, affective and psychomotor).
5. Select, construct, and properly administer appropriate formal and informal assessment items in all learning domains.
6. Develop scoring rubrics to accompany formal assessments in all learning domains. (4,9)

7. Describe and analyze the procedures involved in standards based assessment designed to support student learning and program effectiveness across diverse students. (4,9)
8. Design assessment items that involve teacher assessment, as well as, peer and self-assessment. (9)
9. Differentiate among the terms validity, reliability, and objectivity as they relate to assessment. (5,9)
10. Identify various methods of grading and be able to describe strengths and weaknesses of each method. (5,6,9)
11. Utilize computers for communication, information retrieval systems, fitness evaluations, grading, and statistical procedures. (3,9)
12. Utilize technology for the enhancement of learning and assessment procedures. (1,3,9)
13. Effectively integrate content knowledge from motor development and learning, physiology, biomechanics, and learning theories to develop appropriate assessment tools. (1)
14. Develop a variety of assessments to support learning outcomes for both CA and national content standards. (6)
15. Develop valid and reliable assessment tools that clearly demonstrate student learning for diverse populations and varying subject matter. (2)
16. Incorporate an understanding of motivation and “exercise adherence in the development of a variety of assessment tools. (4)
17. Develop power point presentations that incorporate a sound understanding of diverse subject matters and how they influence learning (e.g. visual arts, health, mathematics, language arts). (4)

Course Outline:

- I. Introduction to Assessment
 - A. History and philosophy of measurement and evaluation
 - B. Test (norm referenced and criterion referenced), measurement, and evaluation (formative and summative)
 - C. Traditional assessment
 - D. Alternative and authentic assessment
 - E. Exit, program, course, unit and lesson outcomes in the context of the design down and deliver up process
- II. Standards Based Assessment
 - A. Clear and Challenging Standards
 - B. High Expectations
 - C. Curriculum and Instruction Practices
- III. Assessment Items
 - A. Psychomotor, cognitive, personal – social, health related fitness
 - B. Formal and Informal
 - C. Teacher, self, peer

- D. Availability
 - E. Designing Assessment Items
- III. Assessing Assessments
- A. Scoring – Traditional and Rubrics
 - B. Reliability, validity, objectivity
- IV. Communicating Assessment Results
- A. Students
 - B. Parents
 - C. Grading
 - D. School Level
- X. Technology
- A. Applications of e-mail, Excel, Power Point, Internet, and other assessment packages
 - B. Statistical Analyses

Course Assessment:

Methods of Evaluation

Your learning in this course will be assessed in a combination of ways that include cognitive knowledge acquisition, application skills, and reflection. Percentages are as follows:

<i>Midterm/Quizzes</i>	10%
<i>Application Experiences</i>	45%

- Internet
- Excel- grade book
- Computer Grading
- Statistics
- Psychomotor assessment
- Power Point
- Word
- Excel

<i>Class participation</i>	15%
<i>Assessment Projecta</i>	30%

- GPAI
- Alternative Assessment Tool(s)
- Assessment/Technology Project
- Sport Skill Rubric
- Public Presentation
- Functional Fitness Task

- Communication Project
- Electronic Portfolio

Midterm – The purpose of this exam is for you to be able to assess the knowledge you have gained with respect to assessment, measurement and evaluation for teachers.

Application experiences – These experiences are intended to give you hands-on experience with the constructs and ideas discussed in class. They are designed to allow you to use or apply the knowledge you are gaining to the real world of physical education teaching. We will work on these as in and out of class exercises.

Authentic Assessment- Demonstrate the ability to analyze/assess sport/activity performance.

Formative Assessment Tools- Demonstrate the ability to develop 3 alternative formative assessment tools (one for each of the three domains psychomotor, cognitive and affective) and implement it within an actual teaching situation.

➤ **All assignments are to be completed on a computer with word processing software.**

Grading Scale:

A = 93-100%	B+ = 86-89%	C+ = 76-79%	D+ = 66-69%
A- = 90-92%	B = 83-85%	C = 73-75%	D = 63-65%
	B- =80-82%	C- = 70-72%	D- = 60-62%
			F = 61% and below

Student Expectations:

This course is designed for you to gain not only knowledge about measurement and evaluation, but also more importantly to understand and be able to utilize that knowledge in the real world of physical education teaching. If you are not able to use the content to help you be the best teacher possible, then little has been gained throughout the semester. Thus, you are expected to be a self-motivated, responsible, and active learner. In an effort to guide the goal of responsibility, motivation and participation, I offer the following as class operating guidelines:

1. **Be here.** The class is largely interactive and participatory. These types of experiences cannot be made up. You should plan to attend every class and on time. Under no circumstances can in-class work be made up as it related directly to the daily class. See “Rules for Make-up Work” for other activities.
2. **Participate with effort.** This asks that you are prepared and put forth a solid and consistent effort in class. This includes giving input and feedback during lectures, discussions, and group work as well as producing college level work. Do what you have to do to be ready. Additionally,
 - You should have a three-ring notebook, with dividers, in which to keep all course materials. (A hole punch is also a worthwhile investment!!)

- Bring to class each day your books, notebook, and syllabus. You are responsible for the course schedule as it develops throughout the semester.
3. **Take initiative for yourself.** Most of your learning will be the result of your own initiative, not the prodding of instructors or rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will in a large part will be the result of how well you are able to carry on without direct supervision. Taking initiative means asking questions when material, concepts, or expectations are not clear. **(It is OK not to know, but it not OK to continue not knowing.)** It also means doing reading and work outside of class. For this class, reading beyond the assignment is necessary to achieve markedly superior work.
 4. **Help others.** The ultimate success and reward for each of you depends on your ability to help and support your classmates in their learning and in their attempts to be responsible for their own learning. This also includes creating a safe learning environment; that is, one in which the confidentiality of one another's sharing is respected, where complaints are directed only to someone (and received only by someone) who can do something about the situation, and where differences of opinion and healthy debate are prized. After all, our ability to help others is the only thing that really counts in the long run.