

**Prairie View A&M University
Prairie View, Texas**

Department of Health and Human Performance

HUPF 4033 Measurement and Evaluation (MTWRF 3:00 -4:50 PM)

Instructor: Clifton Gilliard

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Semester: Fall 2008

Credit: 03

Office Hrs: TR 9-12;

The purpose of this course is to help the Physical Education, Exercise Science, or Kinesiology Major develop the necessary confidence and skills to conduct measurement techniques properly and effectively. Emphasis is placed upon the reasons for measurement and how the results of the measurement should be used.

Textbook and other required course materials:

Measurement by the Physical Educator: 4th Edition,
David K. Miller (Required)

TK 20 Assessment Systems. This System is an electric data collection and portfolio system. All College of Education faculty and students are required to utilize this system for posting course related information, grading assignments and communicating with students. It provides a seven year access. The cost is \$100.00. (Required)

College of Education Model: E-Fold-P Model

(Educator as Facilitator of Learning for Diverse Populations)

NCATE Objectives: The E-Fold-P-Model is designed to:

1. Develop beginning educators as problem-solvers, critical thinkers, and decision makers who are able to communicate these cognitive skills to students.
2. Develop beginning educators who facilitate student growth and development by exhibiting a positive self-esteem and self-concept, who are able to transmit these affective components to students.
3. Develop beginning educators who are reflective and continual learners who initiate and distribute knowledge and skills, and utilize effective teaching practices.
4. Develop beginning educators who understand and appreciate human diversity and global awareness by recognizing that diverse learners can meet all learner outcomes.

TEXES Objectives: TEXES, the Examination for the Certification of Educators in Texas, is a state-mandated test designed to assess subject-matter knowledge and professional knowledge required of entry-level educators in Texas classrooms.

Competency 009-Learner

Assessment Objectives: The student will:

1. Become knowledgeable of measurement and evaluation in relationship society.
2. Demonstrate knowledge of quantitative aspects of measurement.
3. Become knowledgeable of and be able to use performance testing.
4. Understand cognitive and affective testing and be able to apply them in job performance.

Course Objectives:

Upon successful completion of the chapter objectives, the students should be able to:

1. Use and interpret fundamental statistical techniques;
2. Select appropriate knowledge and psychomotor tests;
3. Construct good psychomotor skills.
4. Construct good objective and subjective knowledge tests;
5. Objectively assess and grade students who participate in a physical education class;
6. Administer psychomotor and sports skills tests, interpret the results, and prescribe activities for the development of psychomotor and sports skills;
7. Administer body structure and composition tests, interpret the results, and prescribe activities for the development of proper posture and body mechanics;
8. Administer psychomotor tests to special populations, interpret the results, and prescribe activities for the development of psychomotor skills;
9. Administer affective behavior tests and interpret the results.

Course Content:

1. Measurement, Evaluation, Assessment, and Statistics
2. Describing and Presenting a Distribution of Scores
3. Investigating the Relationship of and Differences in Scores
4. Construction and Knowledge of Tests
5. What Is A Good Test?
6. Assessing and Administration of Psychomotor Tests
7. Agility
8. Balance
9. Cardio respiratory Fitness
10. Flexibility
11. Muscular Strength, Endurance, and Power
12. Anthropometry and Body Composition
13. Posture and Body Mechanics
14. Physical Fitness
15. Older Adult
16. Special Populations
17. Sports Skills
18. Affective Behavior

Teacher/Learner Activities

1. Lecture
2. Group Discussion
3. Demonstrations
4. Modeling
5. Guided Practice
6. Independent Practice
7. Computer Lab

Measurement

1. Observation
2. Oral Question/Answer
3. Written Exams
4. Projects
5. Notebooks

Evaluation

- | | |
|------------------------|-----|
| 1. Class Participation | 25% |
| 2. Written Exams | 25% |
| 3. Projects/Notebooks | 25% |
| 4. Final Exam | 25% |

<u>Grade</u>	<u>Scoring Range</u>
A	90—100%
B	80 — 89%
C	70 — 79%
D	60 — 69%
F	59— 0%

**Incomplete grades are only given in extraordinary circumstances that are beyond the student's control.

NOTE: Missed exams and assignments CAN NOT be made up unless permission is granted by the instructor prior to the exam, assignment, or quiz. Additionally, after the student has seen his/her grade, the professor reserves the right to retain all assignments and examinations completed by the student. All papers will be retained until 30 days after grades have been posted. After this time, papers will be destroyed.

Disabled Student Policy:

Students having any special needs or any other factors that may affect their performances in class or require special instruction strategies should make these special needs known to the instructor and the Director of the Counseling Center or Student Services.

Academic Honesty Policy:

Each student will be required to sign an academic honesty policy.

Tentative Course Calendar:

The following plan of action is to keep us on track; it does, however, require flexibility to suit the needs and interests of the students. Please be advised: the instructor has the right to modify this syllabus, without notice, due to emergencies, or an expressed interest of the students to discuss topics in greater detail. It is in the best interest of each student to regularly attend class.

Assignments

1. Use statistical software to analyze data, the SPSS and other micro computer and statistics software to perform statistical procedures.
2. In your statistical analysis, what diversity factors will you are confronted with. How will you handle.

Each student is responsible for all work that is covered in class whether the student is present or not.

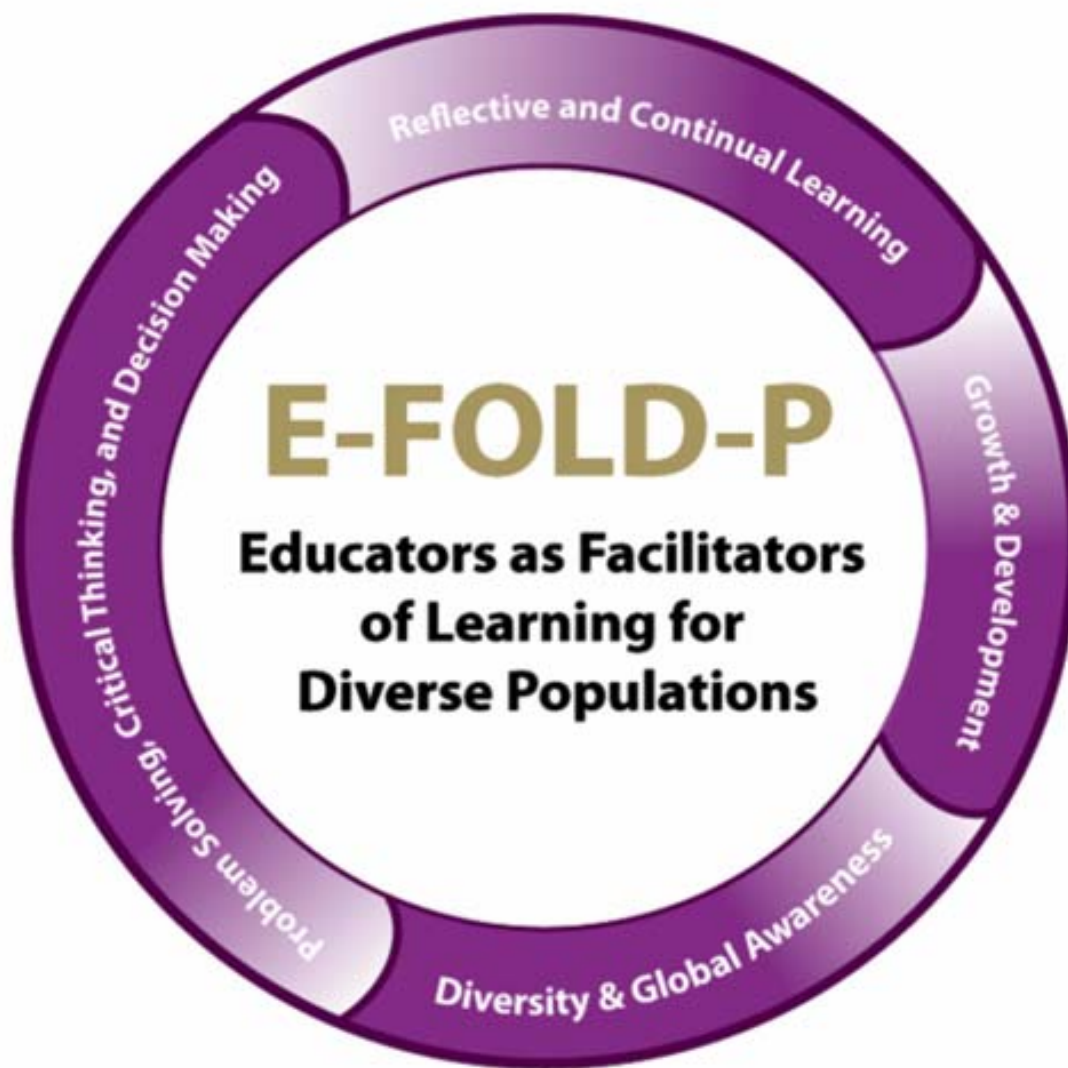
TrueOutcomes – Prairie View A&M University – Electronic Portfolio

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an “artifact”(an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCT and TruOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio(e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at:
www.trueoutcomes.net.

Professional Education Unit

Conceptual Framework



The conceptual framework for both the basic and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual Framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the conceptual framework with no changes in the wording was adopted by the Teacher Education faculty, in February 2008. The framework consists of four major goals anchored by technology.