COURSE SYLLABUS
Southeast Missouri State University

Department: Health, Human Performance and Recreation
Course Title: Tests and Measurements in Physical Activity/Sport
Course No: PE 310
Revision: Spring 2003

Department Approved: January 23, 2003
College Council Approved: March 5, 2003

I. Catalog Description and Credit Hours:

Analysis, construction, administration, and use of tests in physical activity and sport.
Two lecture and two lab hours per week. (3)

II. Prerequisite(s):
None

III. Course Objectives:
Upon completion of the course the student will be able to:

A. Use a variety of formal and informal assessment techniques to assess learner performance, provide feedback, and communicate learner progress.
B. Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.
C. Develop a gradebook using computer programs in Excel or other spreadsheets.
D. Explain or identify values (as presented in class) of tests and measurements on a written test.
E. Correctly organize and solve statistical problems on a written test utilizing your class notes and solve selected statistical problems on a computer.
F. Identify, select, and implement appropriate learning/practice opportunities based on expected progressions and related to ranges of individual variations and levels of readiness.
G. Demonstrate an understanding of the various methods of organizing a class for administering physical tests and to use appropriate cues and prompts.
H. Demonstrate an understanding of the applications that can be made of test results in order to design safe instruction that meets learner developmental needs in the physical, cognitive, social, and emotional domains.
I. Demonstrate an understanding of how to interpret test scores and performance data to produce informed instructional decisions.
J. Identify the strengths and weaknesses of the major health-related physical fitness test batteries and how they can be used to motivate learners to participate in physical activity outside of the school.
K. Demonstrate an understanding of what physical components make up health-related physical fitness tests and how they can best be measured.
L. Demonstrate an understanding of what physical components make up motor performance tests and how they can best be measured.

M. Demonstrate an understanding of the major health risks and how they can be assessed practically.

N. Demonstrate an understanding of how to evaluate basic motor skills.

O. Demonstrate an understanding of how to best evaluate sport skills.

P. Select and use developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals.

IV. Expectations of the Student:

A. Each student will participate actively in class discussions.
B. Each student will complete course assignments and examinations.
C. Each student will participate in experiential laboratory and out of class experience.

V. Course Outline/Learning Experiences:

A. Introduction of Course
   1. Definitions and Values of Measurement

B. Statistics
   1. Percentiles
   2. Measures of Central Tendency
   3. Measures of Variability
   4. Standard Scores
   5. The Normal Curve

C. Lab – Practical Use of Statistics

D. Lab - Computer Assignments
   Types of Evaluation
   1. Validity, Reliability, & Objectivity
   2. Authentic Assessment

E. Lab – Development of Assessment Tools

F. Lab – Practice Using Assessment Tools

H. Program Evaluation
   1. Measuring Individual Differences
      a) Evaluating Physical Abilities
      b) Muscle Strength & Endurance
      c) Aerobic Fitness Testing
      d) Body Composition Testing

I. Loco-Motor Skills
   1. Skills Testing
      Lab – Student Developed Skills Assessment
      Total Hours 6

Total Hours 30

6
VI. **Textbook:**

**Additional Resources:**


Zhu, Weimo (1999). *FitSmart 3.5” disks (WIN) and Test Administration Manual* Champaign, IL: Human Kinetics.


VII. **Basis for Student Evaluation:**
A. **Exams** - There will be four exams given during this class. Exams may be all multiple choice, or a combination of multiple choice, true/false, matching, etc. None of the exams, including the final, will be accumulative.

B. **Motor Skill Assessment Tool** - Students will develop and implement a motor/sport skill assessment tool. They will use it to test the skill of other students in the class and be peer evaluated.

C. **Peer Assessment** – Students will use a provided evaluation form to evaluate each skill test developed by their peers for this class. All evaluations will be turned in and averaged for each skill test performed.

D. **Attendance** - Attendance and participation is expected.

**Assignments and Point Values**

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>200 pts.</td>
<td>Exams (50 points each)</td>
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<tr>
<td>50 pts.</td>
<td>Motor Skill Assessment Tool Development</td>
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<tr>
<td>50 pts.</td>
<td>Peer Assessments</td>
</tr>
<tr>
<td>300 pts.</td>
<td>Total Points Available for Grade</td>
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Letter grades will be assigned as follows, based on a total of 300 points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>270 - 300</td>
</tr>
<tr>
<td>B</td>
<td>240 - 269</td>
</tr>
<tr>
<td>C</td>
<td>210 - 239</td>
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<tr>
<td>D</td>
<td>180 - 209</td>
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<tr>
<td>F</td>
<td>&lt;179</td>
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