



California State University, Long Beach
College of Health and Human Services
Department of Kinesiology
KIN 427/527 Physical and Motor Assessment



Fall 2019

KIN 427/527 PHYSICAL AND MOTOR ASSESSMENT

KIN 427 - Section 01 #3200 (Lecture), Section 02 #3251 (Activity) - 3 units

KIN 527 - Section 01 #3201 (Lecture), Section 02 #3250 (Activity) - 3 units

"Too many educators in every sphere of every discipline fail to realize that a test in itself is not important - how it is used is all that really counts." ~ E. Price

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Office Email: Melissa.Bittner@csulb.edu
- D. **Office Hours: Tuesday 12-1:00pm; by appointment and email**
- E. **Fall 2019**
- F. **TH 6:00 - 9:50 PM**
- G. **Class Location** KIN Room 062

H. Expected Outcomes:

Prerequisites: KIN 315 or equivalent and KIN 320 or equivalent, Upper Division or Graduate Standing. Upper division students register for KIN 427; graduate division students register for KIN 527. Consent of the instructor for graduate students prior to registration. The course includes the selection, evaluation, administration and interpretation of various tests used in the physical and motor assessment practices of individuals with disabilities. The course is a requirement toward the Adapted Physical Education Specialist Credential (Lecture, Laboratory).

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

1. Distinguish among terminology and measurement principles used in the assessment of individuals with disabilities.
2. Understand various public laws as they pertain to current motor assessment practices for individuals with disabilities (i.e., CA APE Guidelines, IDEA).
3. Organize and write an individualized education program (IEP) of physical education that includes goals and objectives as determined by the interpretation of test score results and as defined by the law (i.e., IDEA).
4. Recognize the movement factors effecting reflexes, motor patterns, physical/motor fitness, posture and general movement in order to effectively evaluate the physical performance of individuals with various disabilities and age groups.



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5. Recognize general and specific guidelines for test selection and characteristics of tests such as validity, reliability and administrative feasibility.
6. Understand various measurement principles and statistical procedures such as standard deviation, percentile rank, and standard scores.
7. Identify the differences that exist regarding standardized tests and informal tests including the quantitative and qualitative test aspects as well as advantages and disadvantages of; norm-referenced, criterion-referenced, content-referenced standard tests, rubrics, checklists, task analysis procedures, rating scales, and progress reports.
8. Identify strategies for streamlining the assessment process such as obtaining background information about the individual, preparing the test environment, and streamlining the recording of the data.
9. Interpret test score results in order to make proper decisions regarding placement, programming, and progress for individuals who vary in age ranges and types of disabilities.
10. Implement, record, and interpret various standardized test instruments that are appropriate for individuals with various disabilities including individuals with severe disabilities and preschool disabilities from each of the following motor assessment categories:
 - a. general motor ability
 - b. health-related and motor fitness tests
 - c. perceptual-motor tests
 - d. posture, gait, and body alignment
 - e. sport classification tests
11. Recognize the benefits, challenges and problems related to implementing a variety of standardized test instruments and procedures specific to the unique needs of individuals with disabilities and when necessary construct test instruments or modify procedures to measure motor needs, behavior issues, and social constructs.

I. Required Readings/Materials

- Horvat, M., Block, M., Kelly, L., & Croce, R. (2019). *Developmental and adapted physical activity assessment* (2nd ed.). Champaign IL: HumanKinetics.
- CAHPERD/SCAPE (2012). *Adapted Physical Education Guidelines in CA Schools*. CA Dept. of Ed, Special Ed. Division
- iClicker
- Course Lectures, Documents, and Information posted on BeachBoard (<https://beachboard.csulb.edu>).

Course Requirements:

Equipment and attire:

Athletic attire is required for lab activities.

Internet access for BeachBoard and updated email address.



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J. Types of Assignments

Description	Course Objectives	Points Per Part	Total Possible Points	% of Grade
1. Participation/Attendance	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	15	15	7%
2. Standardized Assessment Video (Evaluation- self and peer) (Scoring- self and peer)	1, 2, 3, 4, 5, 6, 8, 9, 10, 11	30	30	13%
3. 427/527 Student Q&A	1, 2, 5, 6, 8, 9, 10, 11	5	10	4%
4. Assessment Presentation	4, 5, 6, 10, 11	15	15	7%
5. Interviews (2)	1, 3, 8	5	10	4%
6. IEP & Tracking	1, 3, 5, 6, 9, 10, 11	20	20	9%
7. Student Assessment Report	1, 3, 5, 6, 9, 10, 11	20	20	9%
8. Midterm Exam	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	50	50	22%
9. Lecture Review	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	10	10	4%
10. Final Exam: Assessment Notebook	1, 4, 5, 6, 9, 10, 11	15	15	7%
11. Final Exam: Mock IEP Meeting	1, 5, 9, 10, 11	25	25	11%
12. Hands-on Assessment	4, 8, 9, 10, 11	10	10	4%
			230	100%

Meeting and Submitting Assignments

Assignments are to be submitted through (a) BeachBoard Discussion Board AND (b) hard copy WITH the rubric. All assignments must be typed and submitted on the prescribed due date and will be graded on content and grammar. **Late course work:** Assignments submitted after the prescribed due date will result in the following grade deduction, one week or less 10%, more than a week 20%. After the last day of class, no work will be accepted. It is your responsibility to save, print and submit assignments on time.

ASSIGNMENTS

Participation & Attendance – 15 pts

Beginning the second week of KIN 427/527, students will complete iClickers questions throughout class. Check for understanding questions are graded on attempt, not accuracy. Students must complete 75% of questions to receive the 1 point per day. Students must use their clicker ID registered to their BeachBoard account. Students using more than one clicker will receive a zero for participant/attendance.

Standardized Assessment Video, Evaluation, & Scoring - 30 pts Due Oct 24



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Students will video record (parent/guardian permission slip needed – include in final project) standardized assessment that is age appropriate. Student will edit video (using iMovie or other video editing software). Include labels for skills. Video should be uploaded to BeachBoard. Student will self-evaluate assessment. A peer evaluation of assessment is also required. Scoring of assessment is completed by assessor and peer. Inter-rater reliability is calculated.

427/527 Student Q&A - 5 pts each x 2 Q&As = 10 total pts Due Sept 19 or Oct 10

427/527 students will be required to ask one question in the BeachBoard Discussion thread (by Sunday 6pm) and answer one peer's question (by Wednesday 6pm). KIN 527 student(s) will lead an assessment discussion (maximum 30 min). KIN 527 students will be assigned a date to lead the discussion. The leader(s) will choose whichever questions/answers they best think need further discussion. The leader(s) will also provide the professor with an excel spreadsheet of peers who did/did not contribute to posting the Q&A in BeachBoard Discussion (due 6pm day of Q&A).

Assessment Presentation - 15 pts Due Oct 24, Oct 31 or Nov 14

Students will be assigned an assessment to present to the class as a group. The assessment presentation should include: purpose, target population, validity/reliability data, overview of test administration, equipment & facilities needed, cost, and scoring.

Interviews (2) - 10 pts Due Oct 10

Students will interview two individuals who are in close contact with the child with a disability and would be familiar with their motor abilities. Examples include, but not limited to: special education teacher, parent/guardian, paraprofessional, PT, OT. The interview can be conducted in person, Google forms, paper/pencil questionnaire. Please remember to conduct the interview in the adult's preferred language (examples in BeachBoard).

IEP & Tracking -20 pts Due Oct 31

Using your student with a disability, write an appropriate motor IEP. Write a present level of performance statement and two annual goals based on the child's present level of performance statement needs. Write at least three benchmarks or short-term objectives in behavioral terms that meet each annual goal listed. Create a form to organize how you plan to track the student's goals/benchmarks. You do NOT have to complete the tracking, just have a tracking plan.

Student Assessment Report - 20 pts Due Nov 21

The student assessment report should include the student's background information, present level of performance, strengths, needs, and recommendations.

Midterm Exam – 50 pts Due Oct 17



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The midterm exam will cover topics Week 1 through Week 7. Exam will consist of multiple choice, T/F, short answer, or fill in the blank items.

Lecture Review- 10 pts Due beginning Sept 12 depending on which day assigned

The purpose of the lesson review is to use *gamification* to highlight important topics from the last lecture as a student review. The daily reading should also be included. Lecture reviews may NOT exceed 15 min. Do not repeat strategy types.

Hands-on Assessment - 10 pts Due Dec 5/Dec 12

Each KIN 427/527 student is required to bring a child (does not have to have a disability) to class for hands-on motor assessment. Hint: think ASAPP students, your professor has a child up for “dibs.” Please provide the age of the student to the professor to appropriately plan for assessments. You will **bring TWO assessments with scoring form** (see instructor) for the child to complete. complete two live assessments and score

Assessment Notebook/E-file - 15 pts Due Dec 5

The assessment notebook/E-file will be a resource for you in the future. It should contain ALL assessments covered in KIN427/527 (including peer assessment presentations). Each assessment should include instructions and scoring. You may choose to submit a hard copy notebook or an Electronic file via Google Docs – send to mbittner@twu.edu

Mock IEP Meeting - 25 pts Due Dec 12

A Mock IEP meeting will be held for KIN 427/527 students to discuss the motor assessment results of their child with a disability that they have worked with throughout the semester. Students should cover the student assessment report, interviews, standardized assessment video, alternative assessment, and IEP goals/benchmarks. The Mock IEP meeting should last no longer than 15 min.

Tentative Course Evaluation

K. Sequence of Assignments

Tentative Course Calendar

Any changes will be announced in class and posted on BeachBoard. Check syllabus posted on BeachBoard for most current Course Calendar and due dates.

Wk	Dates	Topics	Readings
1	Aug 29	Welcome to KIN 427/527 Syllabus Assessment Overview Assigned: Interviews Assigned: Standardized Assessment Video, Evaluation, & Scoring	



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2	Sept 5	<p>Lecture Review: Bittner Preschool Motor Assessments <i>Peabody Developmental Motor Scales-2</i> <i>Adapted Physical Education Assessment Scale (APEAS)</i> <i>Preschool</i> <i>Louisiana Motor Assessment for Preschoolers (LaMAP)</i> Play observation LAB Assigned: Lecture Review Assigned: Assessment Notebook</p>	<p>Horvat et al., (2019) Chapter 2 Why Assess? CAPEG Chapter 7 Early Intervention Infants and Toddlers (p. 62-70)</p>
3	Sept 12	<p>Fundamental Motor Skill Assessment <i>Test of Gross Motor Development-3</i> LAB Assigned: 427/527 Student Q&A Assigned: Hands-on Assessment</p>	<p>Horvat et al., (2019) Chapter 4 McNamara Podcast #20 (2017) Interview with <i>TGMD</i> Assessment Creator Dr. Dale Ulrich http://mrmcnamaras.blogspot.com/</p>
4	Sept 19	<p>427/527 Student Q&A Fundamental Motor Skill Assessment Con't <i>Competency Testing for Adapted Physical Education (CTAPE)</i> Level I-IV <i>APEAS: Elementary</i> LAB Assigned: Assessment Presentation</p>	<p>Horvat et al., (2019) Chapters 5 & 6</p>
5	Sept 26	<p>Transition Planning Physical Fitness Testing Assessment <i>FITNESSGRAM/ACTIVITYGRAM</i> <i>Brockport Physical Fitness Test (BPFT)</i> LAB Middle School/Secondary Assessment <i>Bruininks-Oseretsky Test of Motor Proficiency (BOT-2)</i> <i>APEAS: Secondary</i></p>	<p>Horvat et al., (2019) Chapter 7 CAPEG Chapter 10 Curriculum and Instruction, Fitness Testing, and Exemptions (p. 93- 106)</p>
6	Oct 3	<p>Assessing Behavior and Social Competence Low-Incidence Disabilities Assessment <i>Project Movement Opportunities for Building Independence and Leisure Interests through Training Educators and Exceptional Learners (Project MOBILITEE)</i> <i>CTAPE and LaMAP Assessment Supplement (CLAS)</i> <i>Motor Activities Training Program (MATP)</i></p>	<p>Horvat et al., (2019) Chapter 10 CAPEG Chapter 4 Individualized Education Program (p. 41- 52)</p>



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		<i>Curriculum, Assessment, Resources, Evaluation (CARE-R)</i> Assigned: 427/527 Student Q&A	
7	Oct 10	427/527 Student Q&A Welligent Alternative Assessment Region 10 Supplemental Tests Gallery Walk APE Social Media DUE: Interviews Assigned: IEP & Tracking	Block, Lieberman, & Connor-kuntz (1998) Authentic Assessment in Adapted Physical Education
8	Oct 17	Midterm Exam	
9	Oct 24	Assessment Presentations <i>Gross Motor Function Measure (GMFM)</i> <i>Movement Assessment Battery for Children Checklist-2</i> <i>Fundamental Motor Assessment (Block)</i> <i>Physical Activity Profile of Independence for Individuals with Severe and Profound Impairments (PAPI-ISAPI)</i> DUE: Standardized Assessment Video, Evaluation, & Scoring Assigned: 427/527 Student Q&A	CAPEG Chapter 9 Program and Administrative Considerations (p. 78-92) Winnick & Porretta (2017) Chapter 4 Measurement, Assessment, & Program Evaluation
10	Oct 31	427/527 Student Q&A Assessment Presentations <i>Brigrance Diagnostic Inventory of Early Development</i> <i>Apache Motor Skills Assessment Test (AMSAT)</i> Oregon Project <i>Sensory Processing Assessment of Responses</i> DUE: IEP & Tracking NEED: Mock IEP Meeting Practice Volunteers Assigned: Student Assessment Report Assigned: Mock IEP Meeting	Bittner et al (2019) 12 Myths & Facts About Physical Education for Students with Disabilities Columna et al (2010) Determining the Most Appropriate PE Placement for Students with Disabilities
11	Nov 7	No Class this week <i>48th National Adapted Physical Education Conference, November 7-9 2019 (Garden Grove, CA)</i> <i>(http://www.califstatecouncilape.org/conference.html)</i> Extra Credit will be given for conference attendance	
12	Nov 14	Assessment Presentations <i>Denver Developmental Screening Test II</i> <i>Everyone CAN</i>	Need!



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		<i>KALMS</i> <i>Hawaii Early Learning Profile</i> Mock IEP Meeting Practice	
13	Nov 21	APE Specialist Panel Guests on Assessment In-class SPOT Evaluation DUE: Student Assessment Report	
14	Nov 28	OFF Thanksgiving Holiday (Campus Closed)	
15	Dec 5	LAB: Hands-on Assessment with Children DUE: Final Exam Assessment Notebook/E-file	
16	Thurs, Dec 12 @ 6pm	Final Exam Mock IEP Meeting DUE: Hands-on Assessment Scoring	

**L. Basis for Assigning the Course Grade
Grading Scale**

Letter Grade	Highest	Lowest
A	230	206
B	205	183
C	182	160
D	159	137
F	136 & below	

Final course grade will be rounded to a whole number, up if ≥ 0.5 or down if < 0.5
This course grade is determined by the total amount of final points **not** percentage.

M. Instructor's Interpretation of the University's Withdrawal Policy

It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses and may choose not to do so.

Withdrawal from a course after that date requires the signature of the instructor and the department chair and is permissible only for serious and compelling reasons. [Severe or extensive medical problems would be a reason to drop after that date, but fear of receiving a final grade lower than desired, or change in one's work schedule are not considered a serious and compelling reasons.] A "W" will appear on the student's transcript.

During the final three weeks of instruction withdrawals are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control. The cause must be documented. Ordinarily, withdrawals in this category involve total withdrawal from the university. You will need the approval of the college dean as well as that of the class instructor and the department chairperson for each class you drop.



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N. Attendance Procedures

Please read the CSULB attendance policy carefully. It can be found at:
<http://www.csulb.edu/~senate/Policies/01-01.html>

ATTENDANCE IS VERY STRONGLY RECOMMENDED. Experience has shown that good grades are strongly correlated with attendance, practice and participation.

1. Absences **DO NOT** exempt students from academic requirements.
2. An “Incomplete Grade” may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are within the discretion of the instructor.
3. Make-up Policy: Students that are participating in school sponsored events (e.g., athletics, professional conferences, academics) need to turn in/complete assignments and readiness assessments tests **AHEAD** of time or by the due date. **Make-up assignments will be determined case-by-case.** If unable to participate during class due to illness or injury, an alternative in-class activity option will be given by the instructor. If unable to participate during class due to illness or injury, an alternative in-class activity option will be given by the instructor.

O. Deadlines

All assignments must be submitted the day they are due by 6:00pm. Assignments are to be submitted through (a) BeachBoard Discussion Board AND (b) hard copy WITH the rubric. All assignments must be typed and submitted on the prescribed due date and will be graded on content and grammar. **Late course work:** Assignments submitted after the prescribed due date will result in the following grade deduction, one week or less 10%, more than a week 20%. After the last day of class, no work will be accepted. It is your responsibility to save, print and submit assignments on time. There is NO extension for extra credit.

P. Disability Statement

Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Disabled Student Services at 562-985-5401 or visit Brotman Hall, Suite 270 during 8AM-5PM weekday hours. Disabled Student Services will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to DSS as soon as possible.

Q. Kinesiology Electronic Device Policy

Students are expected to turn off or silence any electronic devices that have the potential to disrupt the class, its members, or the instructor. Electronic devices such as cell



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phones, beepers, IPODS, Palm Pilots, PDA's and similar devices that disrupt the class or the instructor, can be held by the instructor until the class period has ended.

R. Sample Cheating and Plagiarism Policy

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections in CSULB catalog. Academic dishonesty includes **cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student or the attempt to commit such acts.** If you are found to be cheating or plagiarizing, you will be subject to disciplinary action as per the policy outlined in the CSULB catalog.

- **Cheating** includes, but is not limited to intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct.
- **Plagiarism** occurs when a student obtains someone else's work and presents those ideas or words as her or his own academic work.
- **Collusion** occurs when a student collaborates with another person without authorization when preparing an assignment.
- **Fabrication** occurs when a student makes up data or results and records or reports them.
- **Falsification** occurs when a student manipulates research materials, equipment, or processes or changes or omits results such that the research is not accurately reflected in the research record.
- **Falsifying academic records** includes, but is not limited to altering grades or other academic records.

Furthermore, students should be aware that faculty members have a range of academic actions available to them in cases of cheating and plagiarism from arranging a conference, to failing a student on that particular work, to failing a student in a course, to referring the case to judicial affairs.