



PET 4510
Measurement & Evaluation in Physical Education
90844 001
Fall 2026

Instructor Name

Dr. Craigory Nieman

University Course Description

A study of the principles and techniques of educational measurement as applied to the teaching of physical education; study of the functions and techniques of measurement in the evaluation of student progress toward the objectives of physical education.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course is divided into various modules. The course is asynchronous, but there are still plenty of opportunities to interact with your classmates. You will have various learning activities and assignments to help you master the course content!

Student Learning Outcomes

1. Develop ethical behaviors and a professional's attitude toward physical education, understanding the use of assessment to improve their teaching ability (NASPE 6.2)
2. Conduct valid and reliable field-based fitness, motor skill, and knowledge assessments and teaching effectiveness evaluation (NASPE 3.2)
3. Use learner-based criteria (e.g., age, achievement level, gender, cultural, racial, ability, exceptionality, and language proficiency) to construct assessments (AP 4.b; CF 8.4)
4. Adapt classroom assessments for ESOL and exceptional students (NASPE 3.6; CF 8.5)
5. Understand the philosophies involved in generating grades for physical skills (NASPE 1.4)
6. Develop and evaluate grading policies to inform assessment practice (NASPE 5.3)
7. Interpret FCAT reports of student achievement to inform teaching and student learning (AP 5.c)
8. Participate in peer and self-assessment to enhance professional practice in physical education (AP 5.b)
9. Understand two of the standard health-related fitness test batteries, FITNESSGRAM Fitness Test and President's Council on Youth Fitness Test (CF 8.6; NASPE 5.2)
10. Use SPSS and Microsoft Excel to run basic data analyses on students performance (NASPE 5.1)
11. Identify and describe appropriate procedures for assessing physical education content. Identify authentic assessment practices and apply them to physical education content (AP 1; CF 6; NASPE 7).
12. Understand contemporary techniques used to measure physical activity (e.g., heart rate monitors, pedometers, accelerometers, etc.) (AP 4.f; NASPE 3.7).

Course Objectives

- Introduce the role and importance of assessment in physical education and how assessment informs teaching and learning.
- Provide instruction and practice in conducting valid and reliable assessments of fitness, motor skills, and knowledge in physical education settings.
- Explore strategies for designing and adapting assessments to meet the diverse needs of learners, including ESOL students and students with exceptionalities.

- Examine philosophical approaches and best practices for grading physical performance and participation in physical education.
- Guide students in interpreting assessment data and student achievement reports to improve instruction and support student learning.
- Introduce health-related fitness testing, authentic assessment practices, and contemporary tools used to measure physical activity and performance.

Required Texts and/or Readings and Course Materials

Williams, S.M., & Lacy, A.C. (2018). *Measurement and Evaluation in Physical Education and Exercise Science* (8th ed.). Routledge.
ISBN-10: 1138232343

Please note there was a new edition released recently (9th edition). You may utilize either the 8th or 9th version for this course.

Supplementary (Optional) Texts and Materials

In Canvas:

Ch. 9 & 10: Jenny, S. E., Krause, J. M., Armstrong, T. (2020). *Technology for Physical Educators, Health Educators, and Coaches: Enhancing Instruction, Assessment, Management, Professional Development, and Advocacy*. United States: Human Kinetics.

Ch.9 Excerpt – Morrow Jr, J. R., Mood, D., Disch, J., & Kang, M. (2015). *Measurement and evaluation in human performance, 5E*. Human kinetics.

Unless otherwise indicated, all materials in Canvas are required.

How to Succeed in this Course

Successful students in this class complete all readings in a timely manner, and managing their time each week very well. Assignments are due on the same days throughout most modules to help with consistency and routine. Successful students communicate well in advance if they are going to miss a deadline or need additional assistance with an assignment. As in any course, it is critical that you

manage your time each week in order to complete the course assignments on time. It will be helpful if you stay within each module and not move ahead. Credit cannot be given for Discussion Board postings made outside of the appropriate week deadlines. It is important that you are posting and responding during the required time period. Otherwise, your classmates will not be with you in the course.

Grading Scale

Grading Scale			
A+ = 97.5 - 100	A = 93.5 - 97.49	A- = 90 - 93.49	B+ = 87.5 - 89.99
B = 83.5 - 87.49	B- = 80 - 83.49	C+ = 77.5 - 79.99	C = 73.5 - 77.49
C- = 70 - 73.49	D+ = 67.5 - 69.99	D = 63.5 - 67.49	D- = 60 - 63.49
F = <59.99			

Grade Categories and Weights

Assessment	Weighted (% of Final Grade)
Online Labs (5)	25%
Discussion Post and Responses (7)	25%
Assessment Philosophy	12.5%
Semester Project	12.5%
Bi-Weekly Quizzes (8 – including syllabus quiz)	25%
TOTAL	100%

Instructor Feedback Policy & Grade Dissemination

The instructor will respond to email communication within 48 hours of the date received. The instructor will provide feedback on assignments within one week of the deadline. You can access your scores using “Grades” in Canvas.

Major Topics and Course Schedule

Tentative Schedule *Subject to Change

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Week #	Content & Readings	Assignments Due (Sundays at 11:59 PM, unless otherwise noted)
1-2	Introduction to Course and the Purpose of Test and Measurement <i>Read Ch. 1 & 2</i>	Syllabus Quiz (Due THURS – 5 points) Discussion Board Post and Response Bi-Weekly Quiz
3-4	Measuring Cognitive Knowledge and Alternative Assessment <i>Read Ch. 8 and Ch. 5, & Short Canvas reading</i>	Online Lab: Cognitive Assessment Creation Discussion Board Post and Response Bi-Weekly Quiz
5-6	Validity, Reliability, and Basic Statistics <i>Read Ch. 3 & 4</i>	Online Lab: Excel Practice Activity Discussion Board Post and Response Bi-Weekly Quiz
7-8	Measuring Health Related Fitness and Physical Activity <i>Read Ch. 6</i>	Online Lab: Complete a FitnessGram Assessment Discussion Post and Response Bi-Weekly Quiz
9-10	Measurement in the Affective Domain <i>Read ch. 9</i>	Online Lab: Affective Assessment Creation Discussion Board Post and Response Bi-Weekly Quiz

11-12	Measurement in the Psychomotor Domain <i>Read Ch. 7</i>	Online Lab: Psychomotor Assessment Data Collection Discussion Board Post and Response Bi-Weekly Quiz
13-15	Technology in Assessment and Grading <i>Read Ch. 10 and 2 Chapters on Canvas</i>	Assessment Philosophy Semester Project Discussion Board Post and Response Bi-Weekly Quiz

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048).

A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private

conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work Policy

All assignments must be submitted by the due date. Late work for any reason will be penalized by 10% each day it is late without prior communication. Communicate with me prior to the due date if you need some flexibility. Assignments will not be accepted more than one week past the original due date. Students must complete **ALL** assignments to pass the course.

All assignments are to be word-processed and uploaded/submitted through Canvas by the due date.

Extra Credit Policy

No extra credit is offered in this course.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. “Objective” means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Email: Students should communicate with their instructor using their USF email address. Please allow 24-48 hours for an email response for non-emergency situations.

Canvas: All assignments will be submitted through Canvas unless otherwise notified by your instructor. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and

USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from

turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent

resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)