



**SUL ROSS**  
KINESIOLOGY DEPARTMENT

**KINE 4311-001**  
**Tests and Measurements**  
**Spring 2023**

**Dr. Hugh Morrissey**  
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**Office Hours:** Monday/Wednesday: 1:00 – 3:00 pm, Tuesday/Thursday: 1:30 pm – 3:00 pm,  
Friday: 9:00 am-noon **or by appointment (email to set an appointment)**  
**Meeting:** T/Th: 12:30 – 1:15 pm GPC 106; online via Blackboard and Connect  
**Required Text:** Inclusive Access: Measurement by the Physical Educator: Why and How 8<sup>th</sup> edition  
**Author:** David Miller  
**Publisher:** McGraw-Hill Education

This class requires **Connect** textbook access –

You do not need to purchase the book or Connect; this class is a part of Inclusive Access. Inclusive Access is a course material affordability program, designed by institutions and guided by the Department of Education to deliver digital learning resources to students, at a significantly reduced cost, on or before the first day of class. All students should have been sent a password the day before the first day of class via email. See blackboard for the link or go to McGraw Hill Assignments & Tests tab in blackboard and click on the first assignment.

## **COURSE DESCRIPTION**

The Tests and Measurements course is designed to give the Kinesiology Teacher Education major a background in basic statistical analysis, test design and construction, skill testing procedures, and grading strategies. This course is designed to educate students on health-related physical fitness assessments (including the FitnessGram) and physical skills assessments that can be used in school settings and non-school settings. The course content will include the setting up and administration of assessments, data collection, basic statistics, and utilizing statistics in order to make program decisions.

## **Marketable Skills – The following marketable skills are met in this course:**

- **Collaboration** – students will interact with one another through a multitude of class discussions and activities

- **Critical Thinking** – students will be asked to critically decipher a multitude of real-world scenarios
- **Career Management**– students will develop the skills necessary to train athletes by understanding statistical analysis, test design and construction, and skill testing procedures.

## **STUDENT LEARNING OUTCOMES**

The learning activities, assignments, and exams in this course are constructed to assess each student’s mastery of the following learning outcomes:

1. The physical education candidate will demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.
2. The physical education candidate will be a physically literate individual who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
3. The physical education candidate will engage students in meaningful learning experiences through effective use of pedagogical skills. They will use communication, feedback, technology, and instructional and managerial skills to enhance student learning.
4. The physical education candidate will select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.
5. The physical education candidate will demonstrate behaviors essential to becoming an effective professional.

## **COURSE OBJECTIVES**

Students will be able to:

1. Demonstrate knowledge of the FitnessGram.
2. Demonstrate the ability to read, set up, administer a variety of physical fitness tests, and collect the data from these tests.
3. Demonstrate knowledge of basic statistics.
4. Apply knowledge of selected statistical procedures to the area of kinesiology.
5. Apply skills for interpreting performance data to analyze progress, provide feedback about strengths and areas of need and make recommendations for maintenance and/or improvement.
6. Create or select a physical skills test or test battery and administer the skills test or test battery.

## **GRADING POLICIES**

<b>Outcome Measure</b>	<b>Points Per Item</b>	<b>Number Of Items</b>	<b>Available Points</b>	<b>Percentage of Grade</b>	<b>Grading Scale</b>
<b>Connect SmartBook Chapter Readings</b>	<b>10</b>	<b>18</b>	<b>180</b>	<b>18%</b>	<b>900 or more A</b>
<b>Attendance</b>	<b>3-4</b>	<b>29</b>	<b>100</b>	<b>10%</b>	<b>800-899 B</b>
<b>Connect Tests (Final Exam Test 5)</b>	<b>50/70</b>	<b>5</b>	<b>270</b>	<b>27%</b>	<b>700-799 C</b>
<b>Fitness Gram/SRSU Event</b>	<b>50-100</b>		<b>150</b>	<b>11%</b>	<b>600-699 D</b>
<b>Activities</b>	<b>10-14</b>	<b>22-25</b>	<b>300</b>	<b>30%</b>	<b>Less than 599 F</b>
			<b>1000</b>	<b>100%</b>	

\*Letter Grading as per SRSU policy will be used in this course.

**Be sure to complete all assignments by the due date.**

**Depending on the assignment, late assignments may not be accepted or may be accepted but will have points deducted!**

## **COURSE REQUIREMENTS**

### **I. SmartBook via Connect Chapter Readings (10 points each, 190 points total).**

18 Chapters; Smartbook Chapter Readings are done before covered in class (this is a “flipped classroom”). Connect Readings must be done by the due date. LATE WORK WILL NOT BE ACCEPTED. All due dates for chapter readings are found in Course Calendar (**every Monday @ 11:59 pm**). Highly encourage you to work ahead of the due dates.

Smartbook Chapter Readings are an adaptive learning and reading tool. SmartBook highlights key topics for students to focus on, and provides links to additional material such as videos and slideshows, to help deepen student’s understanding of the learning objectives. SmartBook prompts students with questions based on the material they are studying. By assessing individual answers, SmartBook learns what each student knows and identifies which topics they need to practice. This adaptive technology gives each student a personalized learning experience and path to success.

### **II. Attendance (100 points total, ½ points deducted for coming to class late).**

Get points for coming to class each day; ½ points deduction for coming late. If tardy, must talk to the professor after class in order to get ½ points. Don’t assume the professor will automatically change your grade after the class. If come to class late and don’t talk to the professor after class, points may not be awarded for being late and will stay a 0. If a class is missed without a verified, documented reason, the student will not receive the participation points for that class, and attending class does not in and of itself guarantee that a student will earn the points. In-class assignments and labs, which are missed due to class absence may not be made up unless the student has a verified reason in writing (medical, family funerals, a car breaks down on the way to class, military service, excused athletic travel & competition listed in their competitive schedule for SRSU student-athletes, etc., with written documentation) for missing class, and contacts the instructor via email, on the day missed or prior to making arrangements to complete the lab or to turn in missed work prior to the next class.

### **III. TESTS (50 points each for Test 1-4; 70 points for Test 5 Final Exam; 270 points total).**

Five tests will be given; Test 5 is a comprehensive Final Exam (100 points). Tests will use Proctorio, a remote proctoring software that monitors test takers. Students must make sure to properly set up Proctorio before taking a test, failure will result in the test not being able to load properly. For more information:

<https://mhedu.force.com/CXG/s/article/Proctorio-Quick-Tips-for-Students-General?dc=>

Students will receive a window to take the test on their own outside of class. You only get one attempt for each Test. Tests include multiple-choice questions and possibly True and False questions. Once you start a test, you will have unlimited time to complete the questions. The questions are automatically scored after you take the Test. Will be given a window to take the test, and for each day late, a 5% deduction. PowerPoints for each chapter are posted in Blackboard which can be helpful while taking tests. Smartbook Chapter Readings and class discussions/lectures will also be helpful; however, it is recommended that students take notes to better prepare themselves.

## **ALL COURSE REQUIREMENTS DEADLINE**

Due to the time required for grading purposes, all course requirements must be submitted/completed by the ‘Course Requirements Deadline’ of **Monday in Week 16 at 11:59 pm** to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy.

## LATE WORK POLICY

All coursework must be submitted by the provided due dates in Blackboard or Connect. LearnSmart readings must be completed by the due date for credit – **NO LATE WORK WILL BE ACCEPTED**. All other work: labs, activities, discussions, tests, and homework carry a 30% deduction for 1-7 days late. For consideration to turn in work passed 1 week late, must be approved by the professor for grading consideration. If approved by the professor, assignments turned in over 1 week late will carry a minimum 50% deduction.

## LEARNER SUPPORT

### BLACKBOARD

Our 24/7 Blackboard online support desk and toll-free hotline are made available to SRSU faculty and students to begin using immediately for any Blackboard technical support issues. SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll-Free: 888.837.6055 Email: [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

### MCGRAW HILL CONNECT

If you have any technical issues or questions, please contact McGraw-Hill's Customer Experience Group at 1-800-331-5094.

How to use Connect - [Student Registration for Blackboard with Inclusive Access Deep Integration \(mhhe.com\)](http://mhhe.com)

## TENTATIVE COURSE CALENDAR

Week	Content	Due
<b>1</b> 1/18 to 1/20	Syllabus Review, Class Expectations, Demonstrations, Blackboard	LearnSmart Ch. 1 – <b>1/25</b>
<b>2</b> 1/23 to 1/27	Chapter 1 – Measurement, Evaluation, Assessment, and Statistics	LearnSmart Ch. 2,3 – <b>1/30</b>
<b>3</b> 1/30 to 2/3	Chapter 2 – Describing and Presenting a Distribution of Scores Chapter 3 – Investigating the Relationship between Scores	LearnSmart Ch. 4 – <b>2/6</b>
<b>4</b> 2/6 to 2/10	Chapter 4 – Investigating the Difference in Scores	<b><u>Test #1 (Unit 1)</u></b> – <b>2/12</b> LearnSmart Ch. 5, 6 – <b>2/13</b>
<b>5</b> 2/13 to 2/17	Chapter 5 – What is a Good Test? Chapter 6 – Construction of Knowledge Tests	LearnSmart Ch. 7,8 – <b>2/20</b>
<b>6</b> 2/20 to 2/24	Chapter 7 – Assessment and Grading Chapter 8 – Construction and Administration of Psychomotor Tests	LearnSmart Ch. 9 – <b>2/27</b>
<b>7</b> 2/27 to 3/3	Chapter 9 – Agility	<b><u>Test #2 (Unit 2)</u></b> – <b>3/5</b> LearnSmart Ch. 10 – <b>3/6</b>

<b>8</b> 3/6 to 3/10	Chapter 10 – Balance	LearnSmart Ch. 11 – <b>3/20</b>
3/13 to 3/17	<b>SPRING BREAK</b>	
<b>9</b> 3/20 to 3/24	Chapter 11 – Cardiorespiratory Fitness	LearnSmart Ch. 12 – <b>3/27</b>
<b>10</b> 3/27 to 3/31	Chapter 12 – Flexibility	LearnSmart Ch. 13, 14 – <b>4/3</b>
<b>11</b> 4/3 to 4/7	Chapter 13 – Muscular Strength, Endurance, and Power Chapter 14 – Anthropometry and Body Composition	<b>Test #3 (Unit 3) – 4/9</b> LearnSmart Ch. 15 – <b>4/10</b> <b>Good Friday Holiday April 7</b>
<b>12</b> 4/10 to 4/14	Chapter 15 – Physical Fitness	LearnSmart Ch. 16 – <b>4/17</b>
<b>13</b> 4/17 to 4/21	Chapter 16 – Older Adults	LearnSmart Ch. 17, 18 – <b>4/24</b>
<b>14</b> 4/24 to 4/28	Chapter 17 – Special-Needs Populations	LearnSmart Ch. 19 – <b>5/1</b>
<b>15</b> 5/1 to 5/5	Chapter 18 – Sports Skills	<b>Test #4 (Unit 4) – 5/7</b> Last Day of Class – 5/4
<b>16</b> 5/8 to 5/12	Final Exam	<b>Final Exam – 5/9</b>

## **UNIVERSITY POLICIES**

### **Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

### **Accidents & Injuries**

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related to injury or illness to the instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

### **Academic Integrity Statement**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

### **Academic Civility Statement**

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

### **Academic Affairs Service Statement**

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

### **Libraries Info**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **Academic Excellence Statement**

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

### **ADA Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as

we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.