

**Assessment and Prescription in Adapted Physical Education**  
**PEX 415**  
**Fall '16**

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**Required Text (Rental):** Horvat, M., Block, M.E., & Kelly, L.E. (2007). *Developmental and adapted physical activity assessment*. Human Kinetics: Champaign, IL.

**Course Description:**

This course focuses on current assessment and evaluation tools and techniques used in adapted physical education. Underlying factors impacting motor control, analysis of motor performance, and evaluation of placement as a component of the assessment process are addressed. Appropriate prescription techniques, ecological inventories, and placement recommendations based on the least restrictive environment will be discussed.

**Learning Outcomes:**

Upon completion of this course students will:

1. Understand the requirements of assessment and how it fulfills federal, state, and local mandates.
2. Analyze current practice to determine trends in APE Assessment compliance in the state of Wisconsin.
3. Describe the process of evaluation in adapted physical education, including referrals, screening, evaluation, reporting, and IEP development and maintenance.
4. Demonstrate an ability to use appropriate assessment instruments to determine student's needs in the psychomotor and affective domains.
5. Demonstrate an ability to analyze testing data for the development of adapted physical education programs and placement for individuals with disabilities.
6. Discuss strengths and weaknesses of current assessment tools and procedures used to measure the physical and motor abilities of individuals with developmental disabilities.
7. Demonstrate an ability to evaluate an individual, make appropriate conclusions and goal, placement, and service delivery recommendations, generate goals, and methods of IEP maintenance.
8. Design and develop an APE assessment report.

## **APENS Standards Addressed**

### **Sections of the following standards will be addressed:**

Standard 1: Human Development

Standard 2: Motor Behavior

Standard 4: Measurement and Evaluation

Standard 6: Unique Attributes of Learners: Considerations for Professional Practice

Standard 8: Assessment

Standard 15: Communication

## **Areas Addressed in PRAXIS II:**

Social Science Foundations: Sociological and sociopolitical issues: cultural diversity, equity (Title IX, Individuals with Disabilities Education Act, affirmative action), general educational issues

## **National PE Standards**

**Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## **Course Management and Evaluation Policies**

**Learning Styles:** In recognition that each person learns and retains in individual and distinct manners, instruction will vary in methodology in an attempt to accommodate all learners. This includes hands-on activities, lectures, written assignments, discussions, and individual and group work. This instructor welcomes your input if you do not feel your learning style is being accommodated. There is a discussion board on D2L titled Concerns and you can post your concerns there anonymously. Or please note that the instructor is very welcoming and would even prefer an office visit or phone call to discuss concerns.

**Class Attendance Policy:** Students are expected to be in class and on time for every class meeting. Attendance is critical to your final grade. Regular attendance is imperative. Only **extreme** circumstances will be accepted as excused absences. All assignments will only be accepted on the date due regardless of student attendance. Deadlines for work due will not be extended.

*I do not just want you present in class; I want your presence felt in class. Your course relevant opinions, thoughts, ramblings etc. are valuable and will be treated as such. Likewise, your absent state of mind will also be noted and felt by your learning community. Socializing, sleeping, and cell phones all indicate an absent state of mind and unprofessionalism. In other words, stay awake and do not let me hear your phones.*

**Participation:** Students are expected to participate in all online activities as listed on the course outline. Your activities on D2L will be monitored and will impact your grade. Participation in the face-to-face meetings will be evaluated on time-on-task, questions, responses, and overall engagement.

**Build Rapport:** If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can find a solution.

**Complete Assignments:** All assignments for this course will be submitted electronically through D2L, OneNote, or Google Drive. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions are rarely given. All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will effect the student's grade.

**FERPA Disclaimer:** This course requires posting of work online, that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

**Netiquette:** Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.

- Do not hesitate to ask for feedback.
- Using humor is acceptable

**Course Requirements:**

**1. Final Assessment Project – 135 Points**

One of your responsibilities as an adapted physical educator will be to complete the evaluation process. To get a feel for this process, you will be given a case study for which to write a final report and IEP. This process will happen throughout the semester. You will be required to edit your project as you go.

**2. Test Presentation – 20 points**

You will present with a small group on a test provided to you. Include the following information in your presentation: Population this test is good for (age, disabilities), purpose of the test, strengths and weaknesses, how to administer, the ‘whys’ of the test items. Do not just ‘tell’ the class about the test. Come up with a creative and engaging way to teach the test to your classmates.

**3. Assignments and quizzes – 125 points (varies)**

Various class assignments will be given. These include but are not limited to an online discussion board, lecture assessments, scoring the TGMD-2 and CTAPE, evaluator critiques, IEP writing, and innovative technology development.

**5. Sensory System Presentation - 20 points**

You will present with a small group on an assigned sensory system. This presentation should be engaging for the audience. You will be evaluated on content, contribution, and presentation style.

**Total Points: 280 (varies)**

**GRADE SCALE**

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60%
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

**715 student evaluation:** Students enrolled in the 715 level will have higher expectations for performance of work, class engagement, and leadership. They also will have additional face-to-face instruction.

**Student Academic Disciplinary Procedures**

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest

completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **Equal access for students with disabilities**

#### **Statement of Policy**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact Jim Joque in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email [jjoque@uwsp.edu](mailto:jjoque@uwsp.edu).*

#### **Religious Beliefs**

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.