

Describe and Apply Assessing NASPE Standard #1

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PETE NASPE Standards



- Designed to promote quality teacher education programs
- Require data driven evidence of candidate performance
- Are guidelines for program implementation
- Allow teacher educators to make decisions regarding how candidates demonstrate performance

NASPE Standard # 1



Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

e.g.

1.2 Describe and Apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness

NASPE Standard 1 Elements



- 1.1 - Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
- 1.2 - Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
- 1.3 - Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
- 1.4 - Identify historical, philosophical, and social perspectives of physical education issues and legislation.
- 1.5 - Analyze and correct critical elements of motor skills and performance concepts.

Standard 1.2



Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.

How do we define

■ **DESCRIBE and APPLY?**

- Two elements require two data points

■ **MOTOR LEARNING** and **PSYCHOLOGICAL** theory

- However you like, BUT there is some common agreement

■ **SKILLFUL MOVEMENT, PHYSICAL ACTIVITY** and **FITNESS**

- Any assessment must be related to these categories

Potential Problems



- Many departments have both an U/G PETE and EXSC program that both take these courses
- EXSC faculty are not trained in accreditation
- EXSC faculty may not have usable assessments already embedded in the courses
 - Course assessments are often content exam based
- EXSC faculty do not know how to create rubrics
- EXSC faculty may not see the buy in of the “extra work”

Problems Solved



- Faculty meeting led by Chair
- Requirement of the Department to have assessments for accreditation
- Assignment and Rubric development workshop
 - Provide examples
- Discuss why assessment is an important component of teaching and learning
 - Course objectives

Types of Assessment



- For NASPE Standard #1
 - Exam Scores
 - Possible not preferable, does not demonstrate application
 - Assignment
 - Can combine both DESCRIBE and APPLY
 - Project
 - Must contain both DESCRIBE and APPLY components
 - Video Analysis
 - Specifically meets NASPE 1.5 if you include both ANALYZE and CORRECT components

Creating Assessments



- Create assessments that will provide quality data
 - Useful for numerous reports!
- **Align everything**
 - Letter, Language, Percentage, Points (LLPP)
 - Grades need to mean something and the same thing
 - E.g. C, Average, 70%, 7/10
- Rubrics
 - Commonly accepted measurement and allows stratification
 - What does performance at each level look like?

Rubrics



- **Important Questions to answer**

- How many performance levels?
- How many components in each assignment? why?

- For NASPE Minimum of 3 performance levels

- Target, Acceptable, Unacceptable
- Personal Preference is 4

- Performance quality descriptors must be present at each performance level

PROFESSOR: Dr. Tom Parry

HAND IN DATE:

NAME:

TITLE: LAB #3 – Sensory Control of Balance

The purpose of this lab is to demonstrate how postural control is regulated through a number of sensory systems. Three major sensory systems influence our balance throughout our day: vision, the vestibular system and pressure receptors in our feet. By understanding how we control our posture on a day to day basis provides great insight into how we, as practitioners, can facilitate the learning of motor skills which require significant postural control. This has great practical application across the lifespan as it is important for children all the way through to elderly adults.

INSTRUCTIONS

Which of the three sensory systems do you feel has a greater role in maintaining postural control? Explain your answer?

You will complete eight total trials of a balance task, two trials at each condition. You will stand on the balance beam in a tandem stance (toe to heel) for as long as possible, up to a maximum of 20 seconds. You will complete the two trials at each condition and average your total time for each condition. **Make sure that on every trial that you have at least one spotter in case you fall.**

Conditions

- EO – Tandem Stance, Eyes Open
- EC – Tandem Stance, Eyes Closed
- EO/HT – Tandem Stance, Eyes Open, Head Tilt
- EC/HT – Tandem Stance, Eyes Closed, Head Tilt



Example Questions

QUESTIONS:



1. Which of the three sensory systems do you feel has a greater role in maintaining postural control? Explain your answer? (5 points)
2. Create a graph of the time (seconds) data for each of the four conditions. Be sure to include ALL items outlined in the grading rubric. (5 points)
3. Describe briefly, in paragraph format, the data illustrated by the graph. Be sure to address each condition and how they change in relation to each other as the sensory systems are manipulated. Make sure to use technical language in your description. (5 points)
4. Provide a detailed explanation of why the data changed the way it did based upon your knowledge of the sensory systems, how they operate and how they influence maintaining postural control. (5 points)
5. Explain how you, as a practitioner, could use your knowledge of sensory control of balance to facilitate performance and/or learning of individuals in a physical education setting.

NASPE 1.5 Example



QUESTIONS:

1. Explain why being able to analyze and correct motor skills is important for physical educators? (5 points)
2. Describe correct jumping for height technique. Identify which elements of CORRECT Jumping for Height technique (if any) are demonstrated by the student. (5 points)
3. Describe the jumping performance in the video and highlight incorrect aspects of technique. Explain how you would describe correct technique to the student to improve performance. (5 points)
4. Describe correct over-arm throwing technique. Identify which elements of CORRECT Over-Arm Throwing technique (if any) are demonstrated by the student. (5 points)
5. Describe the Over-Arm Throwing performance in the video and highlight incorrect aspects of technique. Explain how you would describe correct technique to the student to improve performance. (5 points)

Example Rubric



Q3 Description of Data (5pts) NASPE 1.2	Data is poorly and not appropriately described. Data is not discussed in relation to each condition. (0-2pts)	Data is described briefly and/or not appropriately. Data is not clearly discussed in relation to each condition. (2-3.5pts)	Data is described appropriately. Data is discussed in relation to each condition. (3.5-4.5pts)	Data is described clearly and appropriately. Data is clearly discussed in relation to each condition. (4.5-5pts)	
Q4 Explanation of data (5pts) NASPE 1.2	Explanations of changes in the data are poor, incomplete and/or no appropriate. (0-2pts)	Explanations of changes in the data are not clear and/or appropriate. (2-3.5pts)	Appropriate explanations of changes in the data are presented. (3.5-4.5pts)	Clear, technical and appropriate explanations of changes in the data are presented. (4.5-5pts)	
Q5 Balance Application (5 pts) NASPE 1.2	Balance application is poor and/or does not discuss with reference to a target population. (0-2pts)	Balance application is not clearly appropriate and/or does not clearly discuss with reference to a target population (2-3.5pts)	An appropriate balance application is discussed with some reference to a target population. (3.5-4.5pts)	An appropriate balance application is clearly and thoroughly discussed with reference to a specific, target population. (4.5-5pts)	

Rubric Template



		Performance Levels				
Assignment Components						Score

Data Collection



- Using excel can provide basic stats plus # of students at each performance level (=countif function)

Name	Q1	Q2	Q3	Total
Tom	9	9	10	=SUM(B2:B4)
Sue	9	8.5	9	26.5
Dave	7	7	9.5	23.5
MEAN	=AVERAGE(B2:B4)	8.17	9.5	
ST DEV	=STDEV(C2:C4)	1.04	0.5	
Target	=COUNTIF(B2:B4,A6)	1	3	1
Acceptable	=COUNTIF(B2:B4,A7)	2	0	2
Developing	=COUNTIF(B2:B4,A8)	0	0	0
Unacceptable	=COUNTIF(B2:B4,A9)	0	0	0

Conclusions



- NASPE Standard 1 is the ONLY standard that does not need to be implemented with K-12 students
- Create assessments that serve BOTH PETE and EXSC programs
- Provide rationale behind your assessment choices
- Candidate scores are irrelevant, what you do if scores are low is important

Questions?

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