



Department of Kinesiology and Physical Education Fall 2020

EDKP 307 Evaluation in Physical Education (3 credits)

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Office hours: Wednesdays 3-4 pm

Contacts: email or (514) 398-4184

Classroom: online

Weekly meetings: T-Th 1-2 pm on ZOOM

Course Description: Students will demonstrate knowledge of, and ability to use formative and summative assessments to evaluate student's competency development at all levels in a Physical Education and Health program within the MEES Quebec Education Program:

Course Objectives: At the end of this course the student should be able to:

- demonstrate an understanding of the principles of evaluation methods as they pertain to the current curriculum of the Ministère de l'Éducation et de l'Enseignement supérieur MEES¹
- demonstrate an understanding of the purposes of evaluation and authentic evaluation in the QEP²
- demonstrate an understanding of alternative assessment strategies of class-based evaluation
- understand the use of the Learning and Evaluation Situation for assessment during and at the end of the year for the elementary school and the secondary school PEH³ program
- create a complex Learning and Evaluation Situations
- develop evaluation tools for the three Physical Education and Health Competencies of the Quebec Education Program (QEP)
- demonstrate knowledge and understanding fitness testing at the elementary and secondary school within the Framework for Evaluation of Learning (MEES)
- demonstrate the ability to reflect on the evaluation process
- demonstrate knowledge of the evaluation criteria from the MEES Framework for Evaluation in PEH for use in writing Report Cards
- understand Certification of Studies in Québec school system
- understand the rules and procedure for exemptions in Physical Education and Health at the elementary and secondary levels- considering MEES's Qualification of Studies Rules.

¹MEES: Ministère de l'Éducation et de l'Enseignement supérieur

²QEP: Québec Education Program

³PEH: Physical Education and Health

Core Professional Competencies from the MEES that will be covered in this course:

2. To communicate clearly in the language of instruction both orally and in writing, using the language of instruction, in various contexts related to teaching.
3. To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.
4. To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.
5. To evaluate student progress in learning the subject content and mastering the related competencies.
6. To plan, organize and supervise a class in such a way as to promote students' learning and social development.
8. To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes,
12. To demonstrate ethical and responsible professional behavior in the performance of his or her duties.

Course Topics:

- Purpose of evaluation
- Planning for evaluation
- Alternative assessments
- Differentiation in PEH
- Fitness evaluation in PEH
- Developing rubrics/ grids
- Choosing a strategy for evaluation
- Qualification of studies (report cards- credits for secondary school diploma)
- QEP¹ evaluation criteria & MEES Evaluation Frameworks document
- Quebec's uniform report card
- Quebec Education Program (QEP)
- Student's exemptions and withdrawals in PEH

Class Format:

The class will be presented entirely online

Mandatory attendance: weekly Zoom meetings: Tuesday-Thursday 1-2pm

Instructional Method:

- Individual work and pre-recorded PPT
- Discussions and small group activities
- Peer and self-evaluation

Evaluation:

Laboratory (4 labs x 10% each)	40%
Weekly Discussions	10%
5 Pop Quizzes (weeks 1 to 5) 5% each	25%
Final Project: Learning and Evaluation Situation	25%

Required Readings:

- MEES-Documents ready to download on MyCourses and/or online website: <http://www.education.gouv.qc.ca/en/teachers/programs-of-study/>
- QUEBEC EDUCATION PROGRAM Preschool, Elementary and High School Education *MEES 2001*
- The Progression of Learning: *Elementary cycle 1,2,3, - Secondary cycle 1,2*
- The Frameworks for Evaluation of Learning: *Elementary cycle 1,2,3, - Secondary cycle 1,2*
- The MEES 12 Core Professional Competencies

Additional information

- No late assignments accepted
- Two unexcused absences resulting in more than 280 minutes will result in a 'F' for this course
- Classes end: Thursday October 8th
- Course content for EDKP 307 is entirely ONLINE on *MyCourses*.
- Students are expected to check daily all course notes, PowerPoints, announcements, discussion boards and forum

Furthermore

All written assignments should adhere to APA format and must be typed (Times New Roman, 12-point font, double-spaced, 1 -inch margins on all sides), be fully secured when submitted, have a title page, and be properly referenced (including Internet items).

Please consult the library website and content on MyCourses for guidance in literature searches, citation management software, and APA format:

<https://flash1r.apa.org/apastyle/basics/index.htm>

Please note that each student will always be assessed on content, grammar, coherence, clarity, and writing techniques as this evaluation procedure will assist you in the development of MEES Core Professional Competency 2 for Teachers in Training.

Caveat:

Attendance (online) for all assigned matters is mandatory. A missed test / assignment will result in a grade of *zero* for that evaluation. Students expecting to miss an assignment / test must contact the instructor as soon as possible, provide documentation to support the reason for absence, and be given permission to miss the assignment. Acceptability for missing an assignment may be limited to medical and personal emergencies, but will be evaluated on a case-by-case basis.

McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates

The Faculty of Education has enacted, effective Summer 2020, the “McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates” follow the link below and please read carefully: <https://www.mcgill.ca/isa/student/principles>

**McGill University Policy on Academic Integrity, Written Work,
& Accommodation of Religious Holy Days**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offenses under the Code of Student Conduct and Disciplinary Procedures (see website link below for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le lien ci-dessous)

<https://www.mcgill.ca/students/srr/academicrights/integrity>

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.” (*Approved by Senate on 21 January 2009*) (not applicable to courses in which acquiring proficiency in a language is one of the objectives) **Les étudiants peuvent écrire et présenter tous les travaux et examens en français.**

Students who because of religious commitment cannot meet academic obligations, other than final examinations, on certain holy days are responsible for informing their instructor, with two weeks' notice of each conflict. Possible solutions include: a) rescheduling the evaluation, or b) preparing an alternative evaluation for that particular student, or c) shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation. When the instructor and student are unable to agree on suitable accommodation, the matter will be referred to the Associate Dean, who may request official documentation confirming the student's religious affiliation. The Associate Dean will convey the decision to the instructor and student.