



McGill University
Department of Kinesiology and Physical Education

**EDKP 307 Evaluation in Physical
Education FALL 2023**

Course Outline

Lecturer: Johanne Vaillant, office # 202
E-mail: johanne.vaillant@mcgill.ca

Office hours: on ZOOM or after T-TH after class and on *MyCourses*
Classroom: ENGTR 2120 (Engineering Building Lorne. M Trottier)
Labs: Currie Gymnasium Gyms

Contacts: email or (514) 398-4184

Lecture: Tues-Thurs. 12:35 PM to 2:25 PM
Lab: Tues-Thurs. 2:35-3:25 or 3:35 – 4:25
All lab times will be announced during lecture

General Information

Course Objectives:

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

- Demonstrate an understanding of the principles of evaluation techniques as they pertain to the current curriculum of the Ministère de l'Éducation et de l'enseignement Supérieur MEES³; Develop evaluation tools to evaluate the 3 Physical Education and Health Competencies of the Quebec Education Program (QEP¹)
Demonstrate knowledge of the evaluation criteria from the MELS Framework for Evaluation in PEH for use in writing Report Cards
- Understand fitness testing at the elementary and secondary school within the Framework for Evaluation of Learning (MEES)
- Understand the rules and procedure for exemptions in Physical Education and Health at the elementary and secondary levels- taking into account MEES's Qualification of Studies Rules.
- Demonstrate knowledge of and the ability to utilize formative and summative evaluation tools- techniques as appropriate for assessing the competency development in physical education and health program within the Quebec Education Program.
- Understand the principles of differentiation in PEH as related to evaluation
- Demonstrate an understanding of the purposes of 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 high school PEH² program
- Develop a complex Learning and Evaluation Situations

For the teachers in training:

FOCUS will be on 8 of the 13 Core Professional Competencies from the MEES:

Fundamental Competencies

PC 2 Master the language of instruction

Competencies Central to Working with and for Students

PC 3 Plan teaching and learning situations

PC 4 Implement teaching and learning situations

PC5 Evaluate learning

PC 6 Manage how the class operates

Teacher Professionalism

PC 11 Commit to own professional development and to the profession

Two-Cross Curricular Competencies

PC 12 Mobilize digital technologies

PC 13 Act in accordance with the ethical principles of the profession

Focus on 5 Professional Competencies in EDKP 332

PC1	PC2	PC3	PC4	PC5	PC6	PC7	PC8	PC9	PC10	PC11	PC12	PC13
	✓	✓	✓	✓	✓					✓	✓	✓

Course topics:

- Purpose of evaluation
- Planning for evaluation
- Alternative Assessment
- Differentiation in PEH
- Fitness evaluation in PEH
- Developing rubrics/ grids
- Choosing a strategy
- QEP¹ evaluation criteria & MELS Evaluation Frameworks document
- Quebec's uniform report card
- Quebec Education Program (QEP)
- Student's exemptions and withdrawals in PEH

¹MELS: Ministère de l'éducation des loisirs et des sports - **MEES** Ministère de l'éducation et de l'enseignement supérieur

²QEP: Québec Education Program

³PEH: Physical Education and Health

Class Format:

The class is divided into 2 sections:

Lectures/theory and practical labs.

Lab Schedule: Detailed tentative schedule follows and also posted on *MyCourses*.

Instructional Method:

- Lecture/ discussion/ group presentation
- Active participation in PEH Learning and Evaluation Situation
- Group work to develop a complex and original Learning and Evaluation Situation (LES)
- Peer and self-evaluation

Evaluation:

Weekly Discussion Post (4 x 2.5% each)	10%
Laboratory (weekly group labs) (3 x 10% each)	30%
Learning and Evaluation Situation-Final Project (individual project)	25%
• LES Worksheet for Approval	5%
Final Exam	30%

Required Readings:

- All material can be found *online on the MEES website or downloaded from MyCourses (can use the EDKP-100 Booklet equivalent)*
- **QUEBEC EDUCATION PROGRAM** Preschool, Elementary and High School Education *MELS 2001*
- ***The Progression of Learning*** Elementary cycle 1,2,3, - Secondary cycle 1,2
- ***The Evaluation Frameworks*** Elementary cycle 1,2,3, - Secondary cycle 1,2
- **MELS 2001 The 13 Core Professional Competencies** web download-address below
- You can download here (chapters 1,2,3 9) Elementary school PEH subject area <http://www.education.gouv.qc.ca/en/teachers/>

Weekly Discussion Post Assignment (10%)

- You will be tasked with responding to 4 different discussion questions over the 7-week course.
- Each response must be 3–4 sentences in length if you want to receive full credit.
- Each response will be worth **2.5%** of your final grade (**10% total**)
- Each response must be written within the two weeks that the discussion question was posted to receive full credit. (E.g., if a discussion question was posted during the first week of classes, you have until the end of week 3 to respond to it in order to receive full credit.)
- Do not answer all of the discussion questions at the same time at the end of the course as you will not receive full credit for these responses.
- Discussion questions will be posted under the '**Discussion**' tab in MyCourses and you will be notified when they are up.

Additional information

- **No late assignments or lab report accepted. No exception.**
- **Before each class: students are expected to check all course notes and power points**
- **You must attend the Lab to submit the assignment for grades. If you do not attend the lab, you CANNOT submit the assignment.**
- **Classes end: Thursday October 12th, 2023**
In addition, the course content for EDKP 307 is entirely on *MyCourses*.
- **WEB protocol: We will answer email questions within 48hrs on workdays.**

Furthermore

All written assignments 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 for guidance in literature searches, citation management software, and APA format:

APA tutorial link below

[http://flash1r.apa.org/apastyle/basics/index.htm? utma=185732729.990273369.1439564885.1439564885.1439564885.1& utmb=185732729.4.10.1439564885& utmc=185732729& utmx=-& utmz=185732729.1439564885.1.1.utmcsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)& utmv=-& utmk=150215862](http://flash1r.apa.org/apastyle/basics/index.htm? utma=185732729.990273369.1439564885.1439564885.1439564885.1& utmb=185732729.4.10.1439564885& utmc=185732729& utmx=-& utmz=185732729.1439564885.1.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)& utmv=-& utmk=150215862)

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 Exit Competency #2.

Attendance Policy:

This is one of your mandatory professional courses and as such students are expected to attend every class meeting (e.g., lecture and lab) for its entire duration. Every student is permitted to have **ONE** unexcused class lecture absence. **After 2 unexcused absences from the lectures, you will fail EDKP-307 and will be required to attend a disciplinary meeting with the PHE department Program Director. If you are more than 15 minutes late for a class lecture you will be marked as absent unless you can provide a medical note or valid excuse for why you were late.** Remember that you must also attend the lab sessions in order to submit the lab assignment. Failure to do so will result in a 0 for the lab that was missed.

EQUITY, DIVERSITY AND INCLUSION:

Professor statement: I absolutely support equity, diversity and inclusion in the academic setting (well, actually, all settings but academic pertains here). Having said that, there is no way that I can know all of your individual experiences and backgrounds but I will try my best. If I have unintentionally offended you, please come and talk to me about it. Education is the best way to solve situations and to ensure that everyone has an opportunity for a safe space during your time at McGill and, specifically, in my classes. Open discussion is how we will improve our understanding of each other... and isn't this what university should be about? Please do not be hesitant to approach me on this topic as I feel very strongly about this. Thank you in advance for your co-operation.

**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 <http://www.mcgill.ca/integrity/> 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 site <http://www.mcgill.ca/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.

McGill University Grading Scale (a grade of C or better is needed to fulfill program requirements)

<u>Letter Grades</u>	<u>Percentages</u>
A	85-100
A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
D	50-54
F (fail)	0-49