



McGILL UNIVERSITY  
Department of Kinesiology and Physical Education

EDKP 307 Evaluation in Physical Education  
FALL 2019

**Course Outline**

Lecturer: Johanne Vaillant, office # 202

E-mail: [johanne.vaillant@mcgill.ca](mailto:johanne.vaillant@mcgill.ca)

Office hours: after class M-W 1-2 PM and on *MyCourses*

Classroom: rm. 304

Contacts: email or (514) 398-4184

Lecture + Lab: Tues-Thurs. 12:35 PM to 3:25 PM

---

**General Information**

**Course Objectives:**

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

- demonstrate knowledge of and the ability to utilize formative and summative measurement and evaluation 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 and report card;
- demonstrate an understanding of the purposes of evaluation;
- demonstrate an understanding of alternative assessment strategies-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 high school PEH<sup>2</sup> program
- develop a complex Learning and Evaluation Situations
- 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 MEES<sup>3</sup>;
- develop evaluation tools to evaluate the 3 Physical Education and Health Competencies of the Quebec Education Program (QEP<sup>1</sup>)
- 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 MELS Framework for Evaluation in PEH for use in writing Report Cards
- 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.

For the teachers in training:

FOCUS will be on 8 of the 12 Core Professional Competencies from the MEES:

### **Foundations**

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.

### **Professional Competencies**

Teaching Act

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.

### **Social and Educational Context**

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,

### **Professional and Identity**

11. To engage in professional development individually and with others.

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 Assessment
- Differentiation in PEH
- Fitness evaluation in PEH
- Developing rubrics/ grids
- Choosing a strategy
- QEP<sup>1</sup> evaluation criteria & MELS Evaluation Frameworks document
- Quebec's uniform report card
- Quebec Education Program (QEP)
- Student's exemptions and withdrawals in PEH

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

<sup>2</sup>QEP: Québec Education Program

<sup>3</sup>PEH: Physical Education and Health

### **Class Format:**

The class is divided into 2 sections:  
Lectures and theory or 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:**

Laboratory (weekly group labs)	30%
Learning and Evaluation Situation-Final Project (individual project)	25%
Professional Development Reflection*	10%
Midterm QUIZ	15%
Final QUIZ	20%

**\*JENNIFER WALL ADDRESS is Friday November 29<sup>th</sup> (attendance mandatory )**

#### **Professional Development Reflection Assignment :**

*MEES Professional Competencies #2, #11*

*The first reflection assignment for this course relates to MEES Professional Competencies 2 and 11. Since this material was presented at the annual Jennifer Wall Address (JWA), you will have the opportunity of answering three reflection questions from this address. It is worth 10% of your final grade. This is an online reflection assignment and will be presented at the start of the course. Only students who attended the JWA will be able to hand in this assignment. Students who were unable to attend the address, or who prefer to do a different assignment, will be allowed to search for their own professional development seminar. This must be approved by Professor Vaillant before registering for any professional development seminar. Questions will be assigned by your instructor after she approves your seminar.*

### **Required Readings:**

- EDKP100 MEES-coursepack Available at the McGill Bookstore  
Or DOWNLOADS on *MyCourses*
- **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 12 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/>

### **Additional information**

- Coursepack from EDKP 100 is mandatory.
- No late assignments or lab report accepted. No exception.
- You must attend the Lab in order to submit the lab for marks
- Missing 2 classes puts you at risk of failing this course. You will be assigned extra work to make up for each absence. See CAVEAT below.
- Classes end: Wednesday, October 10, 2019  
In addition, the course content for EDKP 307 is entirely on MyCourses.
- Before each class: students are expected to check all course notes and power points
- WEB protocol: I will answer email questions within 24hrs 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&\\_utmz=185732729.1439564885.1.1.utmcsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)&\\_utmk=150215862](http://flash1r.apa.org/apastyle/basics/index.htm?_utma=185732729.990273369.1439564885.1439564885.1439564885.1&_utmb=185732729.4.10.1439564885&_utmc=185732729&_utmz=185732729.1439564885.1.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&_utmk=150215862)

**Please note that each student will be 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.**

### **Caveat:**

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** class absence (lectures and labs are counted) without requiring a make-up assignment. However, **two unexcused absences** will result in a make-up assignment that will be 5 pages in length. It is a research-based assignment that will involve gathering additional information. Each assignment will be evaluated and will form part of the student's final course grade. The assignments are due one week after the missed class. Failure to hand in the assignment(s) will result in a penalty of 7% off of your final course grade. Additionally, each class missed after 2 total absences (classes and or lab) will result in a penalty of 10% subtracted from your final course grade for EACH missed class.

**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