

# Minnesota State University Moorhead

## PE 453: Assessment and Programming in DAPE

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Prepares Developmental Adaptive specialists to administer a variety of norm and criteria referenced tests, and design age-appropriate learning activities.

**B. COURSE EFFECTIVE DATES:** 06/01/1995 - Present

**C. OUTLINE OF MAJOR CONTENT AREAS**

#### **D. LEARNING OUTCOMES (General)**

1. Ability to describe the various characteristics of a well-developed assessment instrument.
2. Ability to properly interpret the test data for referral and intervention procedures.
3. Define and discuss the need and purpose of assessment in general and be able to apply that knowledge to Developmental Adapted Physical Education.
4. Demonstrate knowledge of health-related aspects of physical fitness and their implications for students with disabilities.
5. Discuss methods of evaluating tests to determine their appropriateness for assessing students with disabilities as well as to adapt and modify the existing assessment tools to meet the needs of the student in physical fitness and gross motor skills.
6. Discuss procedures for developing a sound testing environment for students with special needs.
7. Have the knowledge to administer and interpret scoring from the following tests: Bruininks-Oseretsky Test of Motor Proficiency II; Test of Gross Motor Development II; Motor Skills Inventory; Gross Motor Function Measure; Fundamental Motor Skills Assessment; Project Mobilitee; U of VA Screening Checklist; Brockport Physical Fitness Test; Gross Motor Developmental Profile; Motor Evaluation of Students Who Are Wheelchair Users; Peabody Developmental Motor Scales; School Function Assessment; and Scale of Intra-Gross Motor Assessment.
8. Have the knowledge to provide a model for reporting test performance and relevant information to be included in the student's IEP.
9. Access information relevant to the field of developmental adapted physical education through consumer and professional organizations, publications, and journals on current issues in assessment. (Physical fitness and Motor skills).
10. Have the knowledge to monitor, summarize, and evaluate the acquisition of outcomes stated in the individual plans by use of tests administered.
11. Students will demonstrate ability to apply assessment and develop a curriculum, along with developing learning objectives that are congruent with goals of the curriculum.
12. Students will demonstrate ability to evaluate quality physical education programs in terms of appropriate criteria for physical education and demonstrate techniques for communicating student achievement to families. Students will advocate for quality physical education programs.
13. Students will demonstrate knowledge of the Achievement Based Curriculum model, including long-term planning for individuals with disabilities.
14. Students will demonstrate knowledge of the major approaches to assessment with application to children with disabilities as well as requirements regarding assessment as found in the federal law IDEA (2004).
15. Students will incorporate assessment data when making decisions regarding the present level of performance, IEP process and curricular development.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted