PED 355 MEHP

PSYCHOMOTOR TEST ADMINISTRATION

DIRECTIONS

 The administration of a psychomotor test count 20% of your final grade and should include the following:

 1. Select two other students for your group (one group of two);.

 2. 1st, 2nd, 3rd choice of psychomotor test;

 3. Date of test administration will be assigned with your input. DO NOT MISS THIS DATE!!

 4. For your psychomotor test:

 a. your group will administer this test to the entire class with a time range of 30 (minimum) to 45 (maximum) minutes;

 b. ALL group members must have equal participation during the actual test administration;

 c. you should provide a hand-out for the class (I will make copies – I need it by 10:00 a.m.) which includes the information provided in the sample hand-out (note: be specific; you can design the hand-out any way you like). This information should be available from your text and/or reference information. (see me for help);

 d. all equipment, supplies, etc. should be set up ahead of time (if you need anything, check with me as least 2 class days before your test administration)

 e. if you plan to use indoor facilities, let me know asap so that I can check on availability and make reservations (note: if you plan to be outside, have a “rainy day” option for indoors);

 f. include safety precautions in your instructions to the class – and enforce these;

 g. make sure you have an appropriate (related) activity (e.g. crossword puzzle) for students who are not being engaged so they are “on task”;

 h. the “show” is all yours – I will be evaluating your test administration and will only intervene if I feel it is necessary (e.g. safety issue);

 i. after the test, you will collect individual scoresheets and provide verbal and individual (written) feedback on the test score results (the next class day) including mean, median, mode and standard deviation for a) group as a whole and b) broken down into gender.

 5. Your group evaluation will include: instructor evaluation, self-evaluation and peer evaluation (evaluation sheet to be provided.

 6. Prior to the test administration, I will help you with whatever you need help with – ASK (do NOT wait until the last minute).

 7. Questions???

PED 355 MEHPP

**SAMPLE DEMO** PSYCHOMOTOR TEST ADMINISTRATION

BASKETBALL SKILLS

**PURPOSE**: To measure basketball ability in the skills of dribbling and shooting (free throw, lay-up, set shots)

**EQUIPMENT**: 6 women’s basketballs, 6 men’s basketballs, 5 baskets (available), hand-outs with scoresheets, pencils, evaluation sheets, stop watches, tape, tape measure, crossword puzzle, cones

**SAFETY**: Proper attire including basketball shoes (sneakers; shoelaces tied); clean floor; bleachers moved in; no equipment, etc on court; proper warm-up; follow directions; no horseplay

**PROCEDUES**:

Introduction

Warm-up (cardio and stretching)

Instruction (explanation and demonstration)

Separation into groups (25 students; 5 groups of 4, 1 group of 5)

Station rotation (6 stations)

Cool down and wrap-up

Evaluation sheet completion

**STATIONS**:

Dribbling

Free Throw

Lay-up

Set shot

Crossword Puzzle

**STATION DESCRIPTION**:

**1.Dribbling**: Controlled dribble that is timed (stop watch) weaving in and out of cones. 2 trials, score is best trial. ONE PRACTICE TRIAL. (Carrie to administer)

**2.Free Throw**: 10 free throws, score is number in basket out of 10. 1 trial of 10 shots. FIVE PRACTICE SHOTS. (Group administer: scorer>>recorder>>rebounder>>shooter>>)

**3.Lay-up**: 5 lay-ups from right side; 5 lay-ups from left side. TWO PRACTICE LAY-UPS. Each successful lay-up counts 1 point. (I will administer)

**4.Set Shot**: 1 minute to shoot as many shots, one shot from each position, then rotate positions. One point for each made shot. Score is total made baskets in one minute. 1 practice shot from each station. (Lindsay to administer; other students rebound)

**5.Crossword Puzzle**: can work by yourself or with a partner; each student complete their own puzzle sheet. Turn in at end of class.

BASKETBALL SKILLS TEST NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SCORE SHEET: Jan. 30, 2008

**1.Dribbling**: 1st trial: \_\_\_\_\_ 2nd trial: \_\_\_\_\_\_ 3rd trial: \_\_\_\_\_\_ (circle best trial)

Norms: (circle) To Be Determined

Excellent 6.7 secs and less

Good 6.8-8.0

Average 8.1-10.0

Keep practicing 10.1>

**2.Free Throw**: trial: \_\_\_\_\_\_\_/10

Norms: (circle)

Excellent 9-10

Good 7-8

Average 5-6

Keep practicing 4<

**3.Lay-up**: Right side: \_\_\_\_\_\_/5 Left side: \_\_\_\_\_\_\_/5

Norms: (circle) Norms: (circle)

Excellent 5 Excellent 5

Good 4 Good 4

Average 3 Average 3

Fair 2 Fair 2

Keep practicing 1< Keep practicing 1<

**4.Set Shot:** 60-sec trial: \_\_\_\_\_\_\_\_\_shots made

Norms: (circle) To Be Determined

Excellent 12>

Good 10-11

Average 8-9

Fair 6-7

Keep practicing 5<

PED 355 MEHP

PTA SCHEDULE

SPRING 2008

(note: all dates are Mondays except Demo Test)

Demo Test: W Jan 30 SPORT SKILLS: Basketball Skills HA Gym

 Dr. Dowd

1. Feb 11 BALANCE: Johnson Mod. of the Bass Test of Dynamic Balance Trask Upstairs

 AlisonB, **NeilS**, JonathanS

2. Feb 18 CR END: Harvard Step Test HA/TR Gym

 KatelynG, **JulianaC**, JenniferER

3. Feb 25 FLEX: FitnessGram Sit & Reach Trask Upstairs

 **DaniH**. RebekahP, CarrieH

4. March 10 AGILITY: Barrow ZigZag Run HA/TR Gym

 **ValV**, AdamJ, JonC

5. March 17 CR END: Cooper’s 12mn Run UNCW Track

 LindseyS, ShelleyJ, **ElianaC**

6. March 24 CR END: PACER HA/TR Gym

 JimmyI & **ShawnH**

7. March 31 MUSC ST/END: Fitness Gram Curl-up and Push-up HA Gym Ups

 KatieS, JenM, **ValerieH**

8. April 7 MUSC POWER: Vertical Leap & Standing Broad Jump HA/TR Gym

 ChrisC, **TimL**, EricI or Track

9. April 21 CR END: Cooper’s 12-mn Swm Pool

 TylerV, MadisonH, **BrookeT**

**Bold** is “Crew Chief”: Let me know **EARLY** what you need as far as facilities and equipment.

**E-mail me with any questions and/or if you need any help** **dowdd@uncw.edu**

**Dress:** TestAdministrators should dress in “sport activity” clothing (no jeans or non-sport pants) and shoes (sneakers) with no hats or sunglasses (so we can see your eyes/face) and no gum (clear speech).

Participants should dress in “sport activity” clothing (no jeans or non-sport pants) and shoes (sneakers).

PED 355 MEHP EVALUATOR \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TEST ADMINISTRATION EVALUATION TEST \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(circle)** PEER SELF SUMMARY

**Directions**: Please **objectively** provide evaluative feedback on the following criteria (circle). Consider this an opportunity to gain experience both critiquing a biomechanical skill analysis & giving useful feedback. Note: you will be evaluated on the quality/accuracy of your feedback. Also, please be assured that your feedback is confidential. Please write positive and constructive (areas for improvement) comments on the back.

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| --- | --- | --- | --- | --- | --- |
| **CRITERIA\*** | **4** | **3** | **2** | **1** | **0 OR N/A** |
| **Time:** **30-45 mns.** | Very efficient  | Relatively efficient | Fairly efficient/short | Inefficient/significantly short | N/A |
| **Class hand-out** | Complete | Almost complete | Somewhat incomplete | Significantly incomplete | Not supplied |
| **Equipment/****Facilities** | Ideal equipment/ facilities | Acceptable equipment/facilities | Lacking appropriate equipORfacil | Inappropriate equipmentORfacilities | Inappropriate equipmentAND facilities |
| **Test****Demonstration** | Clear & accurate | Relatively clear & accurate | Somewhat lacking in clarity /accuracy | Incomplete/unclear test demonstration | No test demonstration |
| **Verbal****Directions /****Instructions** | Clear & accurate | Adequate in clarity & accuracy | Somewhat lacking in clarity & accuracy | Significantly deficient in clarity & accuracy | No verbal directions provided |
| **Safety Precautions** | Clearly addressed and monitored | Adequately addressed and adequately monitored | Inadequately addressed OR inadequately monitored | Inadequately addressed AND inadequately monitored | Not addressed or monitored |
| **Related activity when not on-task** | Relevant activity  | Somewhat relevant activity | Relevant activity but not long enough | Inadequate activity | No activity  |
| **Practice Opportunity** | Excellent practice opportunity | Adequate practice opportunity | Minimal practice opportunity | Practice opportunity not relevant to test  | No practice opportunity  |
| **Division of Responsibilities amongst test Administrators** | Well-divided  | Adequately divided | Division not quite balanced | One or more administrators had little responsibilities | One or more administrators had no responsibilities |
| **Organization/& Professionalism/ & Preparation** | Excellent in all areas | Adequate in all areas | Lacking in one area | Lacking in two areas | Lacking in all three areas |

\*See Psychomotor Test Administration directions for more specifics for each of these criteria.

PED 355 MEHP

PTA PARTICIPATION

SPRING 2008

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| NAME | BB | BAL | QST | S/R | AGIL | 12RUN | PACER | CU/PU | VLSBJ | 12SWM | PTS |
| Alison |  |  |  |  |  |  |  |  |  |  |  |
| Juliana |  |  |  |  |  |  |  |  |  |  |  |
| Eliana |  |  |  |  |  |  |  |  |  |  |  |
| JonC |  |  |  |  |  |  |  |  |  |  |  |
| Chris |  |  |  |  |  |  |  |  |  |  |  |
| JenER |  |  |  |  |  |  |  |  |  |  |  |
| Katelyn |  |  |  |  |  |  |  |  |  |  |  |
| Shawn |  |  |  |  |  |  |  |  |  |  |  |
| Valerie |  |  |  |  |  |  |  |  |  |  |  |
| Carrie |  |  |  |  |  |  |  |  |  |  |  |
| Madison |  |  |  |  |  |  |  |  |  |  |  |
| Dani |  |  |  |  |  |  |  |  |  |  |  |
| Eric |  |  |  |  |  |  |  |  |  |  |  |
| Jimmy |  |  |  |  |  |  |  |  |  |  |  |
| Adam |  |  |  |  |  |  |  |  |  |  |  |
| Shelley |  |  |  |  |  |  |  |  |  |  |  |
| Tim |  |  |  |  |  |  |  |  |  |  |  |
| JennM |  |  |  |  |  |  |  |  |  |  |  |
| Rebekah |  |  |  |  |  |  |  |  |  |  |  |
| Katie |  |  |  |  |  |  |  |  |  |  |  |
| Neil |  |  |  |  |  |  |  |  |  |  |  |
| Jonathan |  |  |  |  |  |  |  |  |  |  |  |
| Lindsey |  |  |  |  |  |  |  |  |  |  |  |
| Brooke |  |  |  |  |  |  |  |  |  |  |  |
| Tyler |  |  |  |  |  |  |  |  |  |  |  |
| Val |  |  |  |  |  |  |  |  |  |  |  |

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PED 355 MEHP

PSYCHOMOTOR ASSESSMENT PORTFOLIO (PAP)

**Due**: Mon. April 28, 2008 in class **Value**: Counts as 10% of final grade

**Format**: Any format aspect not followed will receive less overall assignment credit.

Needs to be in attached folder with assessment summary in the front (typed and double-spaced) followed by individual test packets in order of occurrence.

**Title on folder**: PED 355 ME of HPP

 Psychomotor Assessment Portfolio

 (Your name)

 April 28, 2008

**Direction**s: Develop an assessment of your fitness level in the components listed below based on the tests administered in class. Address each component (e.g. cardiorespiratory fitness) with an overall assessment followed by rationale (results for the test or tests administered). ALSO, give TWO examples for prescription for improvement with activities that serve to improve this component (whether YOU need them or not).

***SEE MY SAMPLE and follow this format and content; order them based on when each was administered in class as follows:***

 (Demo)Sport Skills Test: Basketball (yes, include this)

 1. BALANCE: Johnson Mod. of the Bass Test of Dynamic Balance

 2. CR END: Harvard Step Test

 3. FLEX: FitnessGram Sit & Reach

 4. AGILITY: Barrow ZigZag Run

 5. CR END: Cooper’s 12mn Run

 6. CR END: PACER

 7. MUSC ST/END: Fitness Gram Curl-up and Push-up

 8. MUSC POWER: Vertical Leap & Standing Broad Jump

 9. CR END: Cooper’s 12-mn Swm

**Note**: If you were an administrator for a particular test, note that in your summary (there is nothing else you need to include for that test). If you were absent or did not participate in a particular test, note that as well (and do not include any other information).

**Sample**: **Component**: Flexibility (shoulder)

 **Test**: Shoulder Extension Test

**Results**: On the Shoulder Extension Test, I scored 12 inches.

**Category**: That put me in the above average category.

**Assessment**: I agree with this assessment and I think this test was valid for me

**Rationale**: BECAUSE I regularly engage in activities that require me to go through a wide range of movement in my shoulders. Specifically, these activities are swimming (free style) and tennis (serving and overheads).

**Prescription for improvement**: If I needed to improve in this area, two activities I could do are 1) ………. And 2)………

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| PED 355 MEAS&EVAL HPP NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PAP EVALUATION FALL 2007**FINAL SCORE = \_\_\_\_/10 (10% of final grade)**Folder directions: \_\_ attached \_\_ label \_\_ typed \_\_ double-space \_\_ correct orderCredit: “blank” if full credit / notation if not full credit

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **TEST** | **CMP** | **TST** | **RES** | **CAT** | **ASST** | **RAT** | **PR1** | **PR2** | **DOC** |  |
| 1 | PACER |  |  |  |  |  |  |  |  |  |  |
| 2 | BAL |  |  |  |  |  |  |  |  |  |  |
| 3 | SU/PU |  |  |  |  |  |  |  |  |  |  |
| 4 | VL/SBJ |  |  |  |  |  |  |  |  |  |  |
| 5 | SOC |  |  |  |  |  |  |  |  |  |  |
| 6 | 12RUN |  |  |  |  |  |  |  |  |  |  |
| 7 | S&R |  |  |  |  |  |  |  |  |  |  |
| 8 | BB |  |  |  |  |  |  |  |  |  |  |
| 9 | AGIL |  |  |  |  |  |  |  |  |  |  |
| 10 | 12SWM |  |  |  |  |  |  |  |  |  |  |

PED 355 MEAS&EVAL HPP NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PAP EVALUATION FALL 2007**FINAL SCORE = \_\_\_\_/10 (10% of final grade)**Folder directions: \_\_ attached \_\_ label \_\_ typed \_\_ double-space \_\_ correct orderCredit: “blank” if full credit / notation if not full credit

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **TEST** | **CMP** | **TST** | **RES** | **CAT** | **ASST** | **RAT** | **PR1** | **PR2** | **DOC** |  |
| 1 | PACER |  |  |  |  |  |  |  |  |  |  |
| 2 | BAL |  |  |  |  |  |  |  |  |  |  |
| 3 | SU/PU |  |  |  |  |  |  |  |  |  |  |
| 4 | VL/SBJ |  |  |  |  |  |  |  |  |  |  |
| 5 | SOC |  |  |  |  |  |  |  |  |  |  |
| 6 | 12RUN |  |  |  |  |  |  |  |  |  |  |
| 7 | S&R |  |  |  |  |  |  |  |  |  |  |
| 8 | BB |  |  |  |  |  |  |  |  |  |  |
| 9 | AGIL |  |  |  |  |  |  |  |  |  |  |
| 10 | 12SWM |  |  |  |  |  |  |  |  |  |  |

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