<table>
<thead>
<tr>
<th>Year</th>
<th>Minimum Program (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>96%</td>
<td>80%</td>
</tr>
<tr>
<td>95%</td>
<td>70%</td>
</tr>
<tr>
<td>90%</td>
<td>60%</td>
</tr>
<tr>
<td>75%</td>
<td>50%</td>
</tr>
<tr>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>45%</td>
<td>30%</td>
</tr>
<tr>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Expected Progression**
- 100% of students will have 100% of credits at KSS 4.0 or above.
- 90% of students will have 90% of credits at KSS 4.0 or above.
- 80% of students will have 80% of credits at KSS 4.0 or above.
- 70% of students will have 70% of credits at KSS 4.0 or above.
- 60% of students will have 60% of credits at KSS 4.0 or above.
- 50% of students will have 50% of credits at KSS 4.0 or above.
- 40% of students will have 40% of credits at KSS 4.0 or above.
- 30% of students will have 30% of credits at KSS 4.0 or above.
- 20% of students will have 20% of credits at KSS 4.0 or above.
- 10% of students will have 10% of credits at KSS 4.0 or above.
- 5% of students will have 5% of credits at KSS 4.0 or above.

**Summary Form AV 2012-2013**

| Degree and Program Name | Submitter: Stacy Ribuld
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Science</td>
<td>B.S. in Kinesiology &amp; Sports Studies</td>
</tr>
<tr>
<td>Year</td>
<td>98% last year to 99% this year</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Trend: Increase overall from 77.7% to 99%</td>
<td></td>
</tr>
<tr>
<td>Overall: 77%</td>
<td></td>
</tr>
<tr>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>92%</td>
<td></td>
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<tr>
<td>90%</td>
<td></td>
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<tr>
<td>88%</td>
<td></td>
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<tr>
<td>86%</td>
<td></td>
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<tr>
<td>84%</td>
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<tr>
<td>82%</td>
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<tr>
<td>80%</td>
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<tr>
<td>78%</td>
<td></td>
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<tr>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>68%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>99% last year to 99% this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trend: Decrease overall from 114.1 to 96.9%</td>
<td></td>
</tr>
<tr>
<td>Overall: 114%</td>
<td></td>
</tr>
<tr>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>92%</td>
<td></td>
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<td>90%</td>
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<td>88%</td>
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<td>86%</td>
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<td>84%</td>
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<td>82%</td>
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<td>80%</td>
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<td>78%</td>
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<td>76%</td>
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<tr>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>68%</td>
<td></td>
</tr>
</tbody>
</table>

### 2. The student will be able to:
- Identify strengths and weaknesses in the student's overall performance.
- Demonstrate both oral and written communication skills.
- Evaluate the effectiveness of the classroom environment and the teacher's role.
- Collaborate with peers to improve learning outcomes.
- Reflect on individual achievements and areas for improvement.

### How the student will be evaluated:
- Peer assessments and presentations.
- Class participation and active engagement.
- Self-assessment and goal setting.
- Critical thinking and problem-solving skills.

### Lab scores:
- Test scores and assignments.
- Project evaluations and classroom participation.
- Participation in group activities.

### Where the student will be assessed:
- Classroom evaluations and group work.
- Individual projects and assignments.
- Participation in discussions and presentations.

### What is expected of the student:
- Demonstrate positive and proactive behavior.
- Engage in collaborative learning and peer support.
- Show improvement in understanding and application of course material.
- Communicate effectively and respectfully.
- Set personal and academic goals.

### Identification of specific weaknesses and potential barriers:
- Identify areas for improvement and set specific goals.
- Seek assistance and resources for support.
- Reflect on progress and adjust strategies accordingly.
- Stay organized and manage time effectively.
- Stay committed to learning and personal growth.
<table>
<thead>
<tr>
<th>Year</th>
<th>Trend: decrease overall from 100% last year to 96% this year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overall: 114/119: 96%</td>
</tr>
<tr>
<td></td>
<td>S: 13/26: 50%</td>
</tr>
<tr>
<td></td>
<td>P: 12/37: 49%</td>
</tr>
<tr>
<td></td>
<td>440</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Trend: increase overall from 92% last year to 96% this year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overall: 104/108: 96%</td>
</tr>
<tr>
<td></td>
<td>S: 13/69: 100%</td>
</tr>
<tr>
<td></td>
<td>P: 12/35: 96%</td>
</tr>
<tr>
<td></td>
<td>4350</td>
</tr>
</tbody>
</table>

| Course: 4450, 4440, and 2850: The presence of students will ensure an average in written assessments throughout the semester |

<table>
<thead>
<tr>
<th>Year</th>
<th>Trend: decrease overall from 98% last year to 95% this year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overall: 56/59: 96%</td>
</tr>
<tr>
<td></td>
<td>Mean = 4.8</td>
</tr>
<tr>
<td></td>
<td>Z not needed</td>
</tr>
<tr>
<td></td>
<td>S: 13/20: 100%</td>
</tr>
<tr>
<td></td>
<td>Mean = 4.7</td>
</tr>
<tr>
<td></td>
<td>Z not needed</td>
</tr>
<tr>
<td></td>
<td>P: 12/33: 95%</td>
</tr>
<tr>
<td></td>
<td>Mean = 4.6</td>
</tr>
<tr>
<td></td>
<td>Z not needed</td>
</tr>
<tr>
<td></td>
<td>S: 12/36/46: 92%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall: 114/119: 96%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S: 13/26: 50%</td>
</tr>
<tr>
<td></td>
<td>P: 12/37: 49%</td>
</tr>
<tr>
<td></td>
<td>440</td>
</tr>
<tr>
<td>Overall: 96/108; 89%</td>
<td>Overall: 112/119; 94%</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Sp 1: 32/36; 89%</td>
<td>Sp 1: 33/36; 89%</td>
</tr>
<tr>
<td>Fall 1: 80/83; 96%</td>
<td>Fall 1: 72/75; 96%</td>
</tr>
<tr>
<td>4450</td>
<td>4450</td>
</tr>
</tbody>
</table>

**Trend:** Increase overall from year 93% last year to 94% this year.

**Trend:** Decrease overall from year 94% last year to 85% this year.

---

<table>
<thead>
<tr>
<th>Overall: 97/116; 83%</th>
<th>Overall: 122/125; 96%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp 1: 32/36; 89%</td>
<td>Sp 1: 22/25; 96%</td>
</tr>
<tr>
<td>Fall 1: 72/75; 91%</td>
<td>Fall 1: 71/72; 91%</td>
</tr>
<tr>
<td>4450</td>
<td>4450</td>
</tr>
</tbody>
</table>

**Trend:** No trend data to report. Different students in the pool.

**Trend:** Data collected on 48 students.

- Overall mean = 4.4
- No reported individual scores
- 28 students
- Spring: 13: mean = 4.2
- No reported individual scores
- 20 students
- Fall 1: mean = 4.8
- Fall 2: mean = 4.6

4460: The student will earn a score of 8 or higher out of 10.

Lab: Seventy-five percent of students in 4450 will earn a score of 8 or higher out of 10.
<table>
<thead>
<tr>
<th>Year</th>
<th>Communication of Results</th>
<th>Evaluation and Teacher Feedback</th>
<th>NEXT YEAR</th>
<th>THIS YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.7%</td>
<td>Trend: decrease overall from 69%</td>
<td>Over 75% of students met or exceeded expectations in at least one content area.</td>
<td>63.7%</td>
<td>65%</td>
</tr>
</tbody>
</table>

**Trend:**
- **Overall:** Decrease overall from 69% to 63.7%
- **Assess:** #3 69% 44%
- **Assess:** #2 69% 44%
- **Assess:** #1 26% 47%
- **Fall:** 12 63.7%

**Results by Site:**
- **Central:** 64.8%
- **High:** 67.5%
- **Intermediate:** 66.5%
- **Records:** 65.7%

**Improving the Program:**
- **Content:** Focus on areas where students are struggling.
- **Strategies:** Implement remedial workshops and one-on-one tutoring sessions.

**District Goals for the Year:**
- **Achievement:** Increase overall achievement.
- **Attendance:**提高90%的学生达到或超过期望，至少在一项内容领域。
<table>
<thead>
<tr>
<th>Year</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>LAb1</td>
<td>8.6</td>
<td>8.6</td>
<td>8.6</td>
</tr>
<tr>
<td>LAb2</td>
<td>9.6</td>
<td>9.6</td>
<td>9.6</td>
</tr>
<tr>
<td>LAb3</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>LAb4</td>
<td>6.6</td>
<td>6.6</td>
<td>6.6</td>
</tr>
<tr>
<td>Overall mean</td>
<td>9.6</td>
<td>9.6</td>
<td>9.6</td>
</tr>
<tr>
<td>Students assessed</td>
<td>48</td>
<td>48</td>
<td>48</td>
</tr>
</tbody>
</table>

**Total composite mean score of 28.2% in the classroom or online.**

**WASIS assessment: Demonstrate the ability to think critically.**

**SENIOR SEMESTER INTERNSHIP**

**Total composite mean score:**

- 28.6% (75 students assessed)
- 23.4% (74 students assessed)
- 28.6% (73 students assessed)

**Comparative:**

- In the classroom or online:
  - 28.2%
  - 23.4%

**Goal:** To have 100% of students at minimum proficiency.

**Presentation:**

- 4 LAb4 Sports Science
- 4 LAb4 Olympic Science
- 3 LAb3 Olympic Life
- 3 LAb2 Olympic Life
- 2 LAb2 Olympic
- 2 LAb2 Diverse Warm-up
- 1 LAb1 Diverse Warm-up

**Score details:**

- 10 points on each of the 10 labs
- 460: Minimum proficiency is achieved by earning a score of 460.
evaluation methods and results reporting—especially those that are new instructions for various courses. Critical review of how the data will be collected. We have also learned the importance of making sure all faculty are aware of changes and modifications to improve the program. The Exercise Science faculty will meet to determine changes needed to be implemented. We have also expanded data collection infrastructure more classes in the major in order to get a broader view of growth. We have also summarized changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment.

PART THREE

In objective 1, for the internships evaluation, we have surpassed our expectations for the objectives that gathered data so we can then show growth across the program. We have implemented and initiated new processes for which to conduct this year’s assessment. Results, We have clearly defined procedures for conducting our new course review, which includes the review of all courses for which there were no assessment plans. The data we have collected thus far within the Exercise Science field of study includes KSS 2410 and KSS 3820. We are striving to make assessment is now being done within the Exercise Science, and the emphasis of this is the development of a better overall description of results. More data has been collected and compiled the data as well as reviewing the evaluation methods and objectives. Some data has been collected and compiled the data as well as reviewing the evaluation methods and objectives.

The CASA Director’s concern for this year’s report on simply describe what assessment work was initiated, continued, or completed. Describe what your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have continued to improve student learning and program outcomes.
opposite is applicable as well as methods to evaluate the opposite.

discuss ways to assess global citizenship throughout the major as is not addressed. We will need to identify classes for which this will meet and discuss ways to increase the rigor of the evaluation process to ensure student learning. We also have information to

Future plans include continuing to address and more specifically define the objectives within the core classes. Additionally, Faculty

2 majors and 3 areas of communication in the KSS department.

specifically and can only be recorded as a whole score for all of the KSS majors who complete the assessment. Keeping in mind we have

data. Objective 4 is designed to address the critical thinking ability of our majors. Unfortunately, the data is not separated by area of

shown improvement since last year. For most of Objective #3, we have seen a slight decrease in scores. but for many there is no trend

clearly assessed throughout the curriculum and will be addressed at our faculty meetings. Oral communication in the AUP lab has

improvements as well as for the written communication. For many there is no trend data to report. Written communication is not yet

we are seeing an overall decrease in student performance. For Objective #4, there seems to be an overall decrease in scores except

that there were decreases in many of the written objectives since the previous year. With regards to trends, for some of the objectives,

Most importantly, these data have demonstrated a need for further changes to be made to the curriculum, particularly due to the fact
FINAL EVALUATION (to be completed by supervisor)
KSS 4275: Field Experience, Department of Kinesiology & Sport Studies, Eastern Illinois University
*Students must have 100% of their required hours completed

NAME OF INTERN: ________________________  DATE: ____________

PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
<th>Behavior, attendance, &amp; appearance consistently exceed expectations</th>
<th>Behavior, attendance, &amp; appearance frequently exceed expectations</th>
<th>Behavior, attendance, &amp; appearance consistently meet expectations</th>
<th>Behavior, attendance, &amp; appearance frequently fail to meet expectations</th>
<th>Behavior, attendance, &amp; appearance consistently fail to meet expectations</th>
<th>Unable to make a judgment at this time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

Examples and/or comments:

INTERPERSONAL SKILLS

<table>
<thead>
<tr>
<th>Almost always demonstrates the ability to work as a team member; almost always maintains a positive rapport with supervisors, clients, peers; almost always assists others</th>
<th>Usually demonstrates the ability to work as a team member; Usually maintains a positive rapport with supervisors, clients, peers; Usually assists others</th>
<th>Sometimes demonstrates the ability to work as a team member; Sometimes maintains a positive rapport with supervisors, clients, peers; Sometimes assists others</th>
<th>Seldom demonstrates the ability to work as a team member; Seldom maintains a positive rapport with supervisors, clients, peers; Seldom assists others</th>
<th>Almost never demonstrates the ability to work as a team member; Almost never maintains a positive rapport with supervisors, clients, peers; Almost never assists others</th>
<th>Unable to make a judgment at this time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

Examples and/or comments:

INDEPENDENT WORK & PROBLEM SOLVING

<table>
<thead>
<tr>
<th>When presented with a problem, can plan an effective approach without assistance. Works very well independently.</th>
<th>When presented with a problem, can collect information &amp; interpret facts with minimal assistance. Usually works well independently</th>
<th>When presented with a problem, can collect information with some assistance. Shows potential to work independently</th>
<th>When presented with a problem, needs assistance in collecting information. Seldom works independently.</th>
<th>When presented with a problem, exhibits difficulty in collecting relevant information &amp; never works independently.</th>
<th>Unable to make a judgment at this time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

Examples and/or comments:
### Written Communication

<table>
<thead>
<tr>
<th>Written communications are</th>
<th>Written communications are</th>
<th>Written communications are</th>
<th>Written communications are</th>
<th>Written communications are</th>
<th>Unable to make a judgment at this time</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost always clear, concise, free of errors, &amp; appropriate to the intended audience</td>
<td>mostly clear, concise, free of errors, &amp; appropriate to the intended audience</td>
<td>sometimes clear, concise, free of errors, &amp; appropriate to the intended audience</td>
<td>seldom clear, concise, free of errors, &amp; appropriate to the intended audience</td>
<td>almost never clear, concise, free of errors, &amp; appropriate to the intended audience</td>
<td>NA</td>
</tr>
</tbody>
</table>

Examples and/or comments:

### Verbal Communication

<table>
<thead>
<tr>
<th>Verbal communications are</th>
<th>Verbal communications are</th>
<th>Verbal communications are</th>
<th>Verbal communications are</th>
<th>Verbal communications are</th>
<th>Unable to make a judgment at this time</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost always clear, concise, free of errors, &amp; appropriate to the intended audience; can almost always describe complex concepts</td>
<td>mostly clear, concise, free of errors, &amp; appropriate to the intended audience; can usually describe complex concepts</td>
<td>sometimes clear, concise, free of errors, &amp; appropriate to the intended audience; can sometimes describe complex concepts</td>
<td>seldom clear, concise, free of errors, &amp; appropriate to the intended audience; can seldom describe complex concepts</td>
<td>never clear, concise, free of errors, &amp; appropriate to the intended audience; can almost never describe complex concepts</td>
<td>NA</td>
</tr>
</tbody>
</table>

Examples and/or comments:

### General Comments:


### Has this evaluation been discussed with the intern?  

— **Yes**  
— **No**

**Name of Student:**

**Signature of Student:**

**Date:**

**Name of Evaluator:**

**Signature of Evaluator:**

**Date:**

**Cooperating Agency:**

Return along with first half work logs by mail or in person to Carol Dohm, KSS Department, 600 Lincoln Ave., Charleston, IL 61920 or by fax to Carol Dohm at (217) 581-7973.

***MUST BE RECEIVED ON OR BEFORE THE SPECIFIED DEADLINE***
### Comments

1. Explain results to client
2. Determine rank and explain
   - I in = 2.5 cm
   - Calculate results and add 3 cm to best score
   - Circle best of 2
   - Record trials

### POST-TEST

Repeat for a total of 2 trials

Reach forward as far as possible without bouncing (Knees remain straight)

### TESTING

- Arms extended, middle fingers overlapping
- Knees straight
- Toes pointing up
- Heels against box
- Hips against wall
- Position
- Subject removes shoes
- Footline or zero point set at 6" or 23 cm
- Subject should warm up and stretch
- Explain procedure to client

### PRE-TEST

Identify any contraindications to the test (i.e., low back problems, etc.)

Review HHD

---

Student's Name: (4440 or 4450)
**POST TEST**

**TESTING**

**PRE TEST**

**Checklist for Blood Pressure**

- Date:
- Signature:

---

**Definitions**

- Define hypertension
- Define proteinuria
- Define aorta, medulla, and vein
- Include values for HTN
- Include normal values
- Explain results

---

**Post Test**

- Must be within 2 minutes of G.A.'s reading on both numbers
- Wait 1 full minute before obtaining 2nd measurement
- Record first sound (S1P) and last sound (S2P) and D.B.P.
- Release pressure at a rate of 2-5 mm Hg per second
- Pump up quickly to 180 mm Hg or 20 mm Hg above first Korotkoff sound

---

**Testing**

- Do not place thumb on bell of stethoscope
- Do not place bell of stethoscope under hip of subject
- Bell of stethoscope over artery below anacutabial fossa
- Expiratory point towards nose
- Stethoscope completely supported not by subject
- At heart level
- Position of arm
- Over brachial artery

---

**Review HHP**

---

**Identification of connate conditions (meds that may affect results etc.)**

---

**Explain procedure to client (4440 or 4450)**

---

Student's Name:
<table>
<thead>
<tr>
<th>Checklist for 1 RM testing (4440 or 4450)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's Name:</td>
</tr>
<tr>
<td>PRETEST</td>
</tr>
<tr>
<td>Review HQ</td>
</tr>
<tr>
<td>Identify any contraindications (i.e. HTN, injuries etc.)</td>
</tr>
<tr>
<td>Weigh client without shoes</td>
</tr>
<tr>
<td>POSITIONING</td>
</tr>
<tr>
<td>Arms at shoulder level; slightly in front of body</td>
</tr>
<tr>
<td>Head &amp; low back pressed against seat, feet touching floor</td>
</tr>
<tr>
<td>Head &amp; low back pressed against seat</td>
</tr>
<tr>
<td>Feet shoulder width apart</td>
</tr>
<tr>
<td><strong>Exhale when lifting</strong></td>
</tr>
<tr>
<td>TESTING</td>
</tr>
<tr>
<td>Warm up: several submaximum repetitions</td>
</tr>
<tr>
<td>Increase to 50-70% predicted 1RM</td>
</tr>
<tr>
<td>Determine 1RM within 4 trials</td>
</tr>
<tr>
<td>Increase by 5-20 kg (-5.5 - 44 pounds) until successful max lift</td>
</tr>
<tr>
<td>Rest 3-5 minutes between each lift ***, impotant!</td>
</tr>
<tr>
<td>POST TEST</td>
</tr>
<tr>
<td>Calculate Results</td>
</tr>
<tr>
<td>Weight lifted (pounds) / Body weight (pounds)</td>
</tr>
<tr>
<td>Determine rank</td>
</tr>
<tr>
<td>Explain results</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Revised August 2012</td>
</tr>
</tbody>
</table>

Comments: GA signature: Student signature:
POST TEST

Calculate results

Must be within 5 ml/kg/min of computer usage graph

*Graph results: ml/kg/min

Determine rank for graph results

Computer results

Remove HR monitor

Clean with alcohol

Comments:

GA signature:

Student signature:

Date:

Date:
Explain results. WHR = Waist circumference / Hip circumference

Identify risk of overall mortality from chart (low, mod., high, very high).

Calculate results. WHR = Waist circumference / Hip circumference (inches or cm).

Hip: Longest circumference around the buttocks, just above the iliac crest.

Waist: The smallest circumference above the umbilicus and below the

Should be taken on bare skin when possible at the end of normal expiration by

Stand on right side of client and obtain measurements at each site

Waist: Hip Ratio (WHR)

\[ \text{BMI} = \frac{\text{Weight}}{\text{Height}^2} \quad \text{(kg/m}^2\text{)} \]

Obesity \( \geq 30.0 \text{ Kg/m}^2 \)

Overweight \( 25.0 - 29.9 \text{ Kg/m}^2 \)

Normal \( 18.5 - 24.9 \text{ Kg/m}^2 \)

Underweight \( < 18.5 \text{ Kg/m}^2 \)

Calculate results.

Body Mass Index (BMI)

Explain procedure to client.

Measure height of client, with shoes off.

Weigh client, with shoes off.

Review HHO.

Pre-test:

Checklist for BMI & Waist/Hip Ratio

Student's Name:__________ (4440 or 4450)
<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Review HHO</th>
<th>Explain procedure to client</th>
<th>Adjust grip so that it meets client's 2nd knuckle</th>
<th>Hold dynamometer parallel to the side of the body</th>
<th>Make sure the handgrip dynamometer is set to zero</th>
<th>Make sure the handgrip dynamometer is set back to zero each time</th>
<th>Record grip strength (kg) for each hand, alternating hands, 3 times each</th>
<th>Calculate Results</th>
<th>Add highest of the three readings for each hand</th>
<th>Determine norms rating (poor, below average, average, above average)</th>
<th>Explain results</th>
<th>Comments</th>
<th>GA Signature</th>
<th>Student Signature</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Revised August 2012
Explain results

60-sec. Sit-up (TEST)

PUSH-UP (TEST)

Explain procedure to client

Checklist for push-up & 60-sec. Sit-up Tests

(4440 or 4450)
<table>
<thead>
<tr>
<th>Component</th>
<th>Performance Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Competent</td>
<td>1</td>
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<tr>
<td>Minimally Competent</td>
<td>2</td>
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<tr>
<td>Competent</td>
<td>3</td>
</tr>
<tr>
<td>Highly Competent</td>
<td>4</td>
</tr>
</tbody>
</table>

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**Primary Trait Analysis for Speaking Matrix**

<table>
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<tr>
<th>Component</th>
<th>Performance Attributes</th>
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<tr>
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</tr>
<tr>
<td>Highly Competent</td>
<td>4</td>
</tr>
</tbody>
</table>

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**Assessment of Oral Presentations**

<table>
<thead>
<tr>
<th>Component</th>
<th>Performance Attributes</th>
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</thead>
<tbody>
<tr>
<td>Not Competent</td>
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<tr>
<td>Comments</td>
<td>Score</td>
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<tr>
<td>PRESENTER #2:</td>
<td></td>
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<tr>
<td>PRESENTER #3:</td>
<td></td>
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</tbody>
</table>

30 points
KSS 4450 - Group Presentation Evaluation
<table>
<thead>
<tr>
<th>Chapter 7</th>
<th>Chapter 6</th>
<th>Chapter 5</th>
<th>Chapter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target (≥70%)</td>
<td>Acceptable (≥70%)</td>
<td>Unacceptable (&lt;70%)</td>
<td>Number of Students</td>
</tr>
</tbody>
</table>

Total number of students in class

Semester

Section

Instructor

Complete a separate form for each section.

You may add other test questions if you prefer; just do not include those in this report.

(25 per chapter)

Remember to evaluate ONLY those exam questions found on the common assessment.

Correct: 18-19 out of 25, or the entire score ≥80% correct; 20+ out of 25, ≥70% score. If ≥70%, the acceptable minimum standard score is 20+ out of 25. The acceptable minimum standard score is 20+ out of 25. The acceptable minimum standard score is 20+ out of 25.

For each of the following, record the number of students who achieved an unacceptable score (≤70%).
Choose the one alternative that best completes the statement or answers the question.

MULTIPLE CHOICE

Name

Chapter 5 Common Assessment Questions

Page 1 of 5
11) Which of the following best describes plyometric exercise?
A) Multi-joint exercises, core exercises, single-joint exercises
B) Multi-joint exercises, single-joint exercises, core exercises
C) Multi-joint exercises, single-joint exercises, core exercises, plyometric exercises
D) Plyometric exercises, core exercises, single-joint exercises

10) What is the most logical order of exercises in a weight training circuit?
A) Safe and less intimidating for beginners
B) Suitable for those with limitations
C) Variable resistance is possible
D) Movement transfer to daily activities

9) Which of the following is NOT an advantage of using machines for resistance training?
A) All of the above
B) Metabolic rate increases
C) Risk of cardiovascular disease decreases
D) The ratio of lean-to-fat increases

8) When assessing muscular strength, a 1 RM test measures the maximum amount of weight that can be lifted one time.
A) Can be performed by one person without assistance.
B) Measurable for students new to resistance training.
C) Suitable for students new to resistance training.
D) All of the above

7) As lean muscle tissue increases with a resistance training program, one of the following conditions may occur.
A) Hypermetabolism
B) Hypertrophy
C) Atrophy
D) Dystrophy

6) An increase in the size of muscle fibers with training is called
A) Increased tendon strength
B) Decreased insulin sensitivity
C) Hypertrophy
12) When choosing resistance exercises to include in a beginning fitness program aimed at general muscular fitness,
A) choose 5-10 key exercises like bench press and squats.
B) perform a high number of repetitions with short rest periods.
C) choose 8-10 basic full body resistance exercises.
D) focus on free weight exercises at high resistance.

13) The best way to avoid the Valsalva maneuver is
A) to wear a weight belt.
B) to exhale as you perform a lift.
C) to hold your breath while performing a lift.
D) to inhale while exerting yourself.

14) The following statements are general safety tips for weight training except:
A) perform all exercises through full range of motion.
B) safety collars should be used at the ends of weight bars.
C) perform all exercises at a brisk pace.
D) use lighter weights when attempting new lifts.

15) Gains in muscular endurance are best developed
A) with higher resistance and fewer repetitions.
B) with lower resistance and more repetitions.
C) with moderate resistance and moderate repetitions.
D) with lower resistance and more repetitions.

16) Which of the following is an example of plyometric exercise?
A) arm raises using resistance bands
B) box jumps
C) yoga poses
D) stability ball sit-ups

17) In terms of appropriate frequency, schedule resistance workouts for
A) the same muscle group at least 1 hour(s) apart.

file://C:/Users/schluf/Documents/2850/2850_Chs_common_assess_12850_ch5_common...
A) 24  
B) 48  
C) 12  
D) 72

18) Skeletal muscles taper at the ends to form ______, which attach muscles to bones.  
   A) myofibrils  
   B) fibers  
   C) ligaments  
   D) tendons

19) Which type of muscle is under voluntary control?  
   A) smooth muscle  
   B) cardiac muscle  
   C) skeletal muscle  
   D) all of the above

20) A motor unit consists of  
   A) many nerve fibers connected to a single muscle fiber.  
   B) actin and myosin.  
   C) a muscle body and a tendon.  
   D) a single nerve fiber connected to many muscle fibers.

21) The most common type of muscle contraction encountered with most exercises is ______, meaning the contraction proceeds at a consistent muscle tension while the body part moves through its range of motion.  
   A) isometric  
   B) isotonic  
   C) isokinetic  
   D) isophasic

22) Regular resistance training  
   A) increases blood pressure.  
   B) protects the body from injuries.  
   C) decreases bone density.
23) The acronym FITT stands for
   A) fast, isolated, trunk, and triceps.
   B) fitness, inertia, training, and toning.
   C) free weights, isolated exercises, traditional, training.
   D) frequency, intensity, time, and type.

24) The "10 percent rule" states that you should
   A) not increase frequency, intensity, or time by more than 10% per week.
   B) have resistance exercises account for 10% of your workout routine.
   C) increase weights by 10% each week for maximum results.
   D) expect to lose 10 pounds per week.

25) Which of the following is an example of a general warm-up?
   A) stretches performed after a weight training session
   B) moving limbs through specific range of motion used in resistance exercises
   C) walking on a treadmill for 5-10 minutes
   D) stretches performed before a weight training session
Evaluate human movement in relation to muscle and joint actions.

Analyze how muscles with their origins and insertions influence the movements of the human body.

Describe the types of movements at each of the major joints involved in movement of and ligaments in the human body.

Identify and describe the various types of joints and their respective axes of rotation.

Analyze how human movement occurs through the planes of motion and around their respective axes.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 5</td>
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<tr>
<td>Objective 4</td>
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<tr>
<td>Objective 3</td>
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<tr>
<td>Objective 2</td>
<td></td>
</tr>
<tr>
<td>Objective 1</td>
<td></td>
</tr>
</tbody>
</table>

(≥80%) Acceptable
(≥70%) Unacceptable

Total number of students in class

Section
Semester
Instructor

Complete a separate form for each section.

**Note:** You may add other test questions if you prefer; just do not include those in KSS 2440 - Common Assessment Scoring Sheet.
8. In two or three complete (and legible) sentences, please describe a simple sports skill in which an impulse (net force x time) is applied to decrease the momentum (mass x velocity) of a body or object. Please mention the relation between the net force and time.

Jump?

7. What types of mechanical energy is stored in the rapid stretching of a tendon (c.f. rapid muscles producing force?)

6. During the eccentric phase of an overhead ball throw, in which direction are the angular displacements at a joint?

5. What two types of muscle actions involve mechanical work?

4. When kinematic variable is measured using a goniometer and expresses the amount of displacement at a joint.

3. Please write the mathematical formula for linear acceleration in the space below.

2. Please write the mathematical formula for linear velocity in the space below.

1. What term is used to collectively describe motion with BOTH linear and angular components?
17. Which of Newton’s Laws of Motion is described by an increase or decrease in velocity during which the net force acting on a body or object is not equal to zero?

16. Which of Newton’s Laws of Motion is described by a constant state of motion in which the net force acting on a body or object is equal to zero?

15. Which of Newton’s Laws of Motion is described by an equal and opposite reactive force applied to a body or object?

14. For the picture below involving a muscle, what angle of pull in degrees is associated with the highest force component and capability for torque production?

13. What type of muscle action occurs when the sum of torques generated by the muscles is less than the sum of torques generated by the force of gravity acting on a body and/or object?

12. What type of muscle action occurs when the sum of torques generated by the muscles is greater than the sum of torques generated by the force of gravity acting on a body and/or object?

11. Please write the mathematical formula for weight in the space below.

10. When fundamental load might be described as a "pulling" type of force in a body and/or object, please describe an example.

9. When fundamental load might be described as a "pressing" type of force in a body and/or object, please describe an example.

Name
the difficulty of an exercise.
(Other than increasing the load and/or repetitions) that can be altered to increase/decrease
20. Please list three mechanically relevant principles factors during resistance training

Effect during a corner kick:
Interactions that take place between a soccer ball and the air in account for the Magnus
19. In two or three complete (and legible) sentences, please describe the properties and

18. In two or three complete (and legible) sentences, please describe from a mechanical

__________________________________________
Name
4. Provide a handout for EACH class member (and instructor) with all three coaches.

i. Summarize key points/overall message for sports performance

C. Conclusion

Recommended pictures and/or video clips to support explanation are highly

I.V. Exercises/drills chosen

Provide physiological or biomechanical rationale for the

I.II. Discuss necessary/recommended equipment (and alternatives)

I. What is the purpose of the workout?

b. Each group member present an example workout for Pre-season, In-

I. Why is strength and conditioning important for this sport?

I. General description of metabolic/movement requirements

a. Introduction

3. Design a PowerPoint to present during class, 15 minutes in length

2. Select a sport (or specific position within a sport)

1. Group of 3 (possibly 4 students)

Sport Specific Presentation Requirements (60 points)