Measurement and Evaluation in Physical Education
Semester- IV

Dr. Sachin Pagare
R.B. Attal College, Georai, Beed (M.S).

KHEL SAHITYA KENDRA
7/26, Ansari Road, Daryaganj
New Delhi-110002
# Contents

*Preface*

Unit

1. **Introduction to Test and Measurement and Evaluation**  
   Meaning of Test and Measurement and Evaluation in Physical Education, Educational measurement, Science evaluation methods in physical education, Assessment, Measurement, and Evaluation, Data from students: Systematic student evaluations, Variability of responses, Supplemental types of evaluation, Number and timing of visits, Need and Importance of Test and Measurement and Evaluation in Physical Education, Creating appropriate assessments in physical education

Unit

3. **Criteria, Classification and Administration of Test**  
   Criteria of Good Test, Other Benefits of Criterion-Referenced Tests, Scientific Authenticity (Reliability, Objectivity, Validity and Availability of Norms), Standardized and high-stakes tests  
   Mastering Tests: Different Types of Tests

Unit

3. **Physical Fitness Tests**  
   Physical Fitness Testing Information, AAHPER Youth Fitness Test, National Physical Fitness Test, JCR Test, U.S Army Physical Fitness Test, Ranger Physical Fitness Test, Health Conditions

Unit

4. **Sports Skill Tests**  
   Johnson Basketball Test, Magic Johnson, McDonald Soccer Test
The influence that testing has had on curriculum and instruction has forced school administrators to seek alternative assessment methods in an effort to develop assessment tools that focus and measure specific desired outcomes. Theoretical formulations and practical applications of test analysis and statistical usage of formal instruments, especially as they apply to instruction and accountability in the school, continue to be of the utmost importance to both building level and central office school administrators.

Huge amounts of money are expended each year on education in the United States, yet there continues to be widespread dissatisfaction with the current educational system among educators, parents, policy makers, and the business community. Efforts to reform and restructure schools have focused attention on the role of assessment in school improvement. Increases in the quantity of normed, published assessments and the resulting poor test scores have led educational leaders to strongly criticise the measures used to monitor student performance and evaluate programs.

Evaluation is a methodological area that is closely related to, but distinguishable from more traditional social research. Evaluation utilizes many of the same methodologies used in traditional social research, but because evaluation takes place within a political and organizational context, it requires group skills, manage-
ment ability, political dexterity, sensitivity to multiple stakeholders and other skills that social research in general does not rely on as much. Here we introduce the idea of evaluation and some of the major terms and issues in the field.

—Author