



Chaminade University OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](#)

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: ED 408

Course Title: Assessment

Department Name: Education

College/School/Division Name: School of Education and Behavioral Sciences

Term: Fall 2023

Course Credits: 3 credits

Class Meeting Days: Tu/Th

Class Meeting Hours: 2:30-3:50 pm

Class Location: Brogan 101

Instructor Name: Denise Dugan, PhD

Email: denise.dugan@chaminade.edu

Phone: 808.735.4833

Office Location: Brogan 114

Office Hours: T/Th 12-1:00 pm

University Course Catalog Description

This course examines classroom assessment as a critical component in improving learning and instruction. The course provides educators with the knowledge, dispositions, and performance skills to design assessments which include the diverse needs of individual learners.

Prerequisites: ED 220, ED 326. Additional prerequisites for Elementary Education majors: ED 320, ED 321, ED 322, ED 323, ED 324, ED 325

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This rigorous alignment is designed to prepare education professionals who demonstrate professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Education Division Mission Statement:

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values,

current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

While all five characteristics are present in this course, we will pay particular attention to “provide an integral, quality education”. To provide a high quality education, teachers must ensure that students have met the learning objectives for each lesson. This course provides students with assessment strategies to check understanding and evaluate student progress. The diverse strategies for formative and summative assessment taught in this course prepare future teachers to meet the needs of their students and provide an integral, quality education.

Program Learning Outcomes

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes

1. Create content appropriate assessments that demonstrate knowledge and understanding of the characteristics, uses, advantages, and limitations of different types of assessments.
2. Modify and revise assessments for student learning needs.
3. Use formative and summative assessments to determine student understanding of each subject area.
4. Align assessments with instructional practice.
5. Use assessment and self-reflection to monitor and modify instructional approaches as needed.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2,4,5	2,4,5	2	2,4,5	2,4,5
WASC Core Competencies	1,2,4	4	1,2,4	1,2,4	4
Program Learning Outcomes	1,3	3	1,3	3	3

Model Code of Ethics for Educators

The [Model Code of Educator Ethics](#) is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

- The main focus for MCEE in this course is on Principle II: Responsibility for Professional Competence; and Principle III: Responsibility to Students.

Learning Materials

Modern Classroom Assessment by Bruce B. Frey, Los Angeles, CA: Sage Publications, Inc 2014
ISBN-13: 978-1452203492
ISBN-10: 9781452203492

How to Give Effective Feedback to Your Students by Susan Brookhart Alexandria, VA: ASCD 2nd Edition
ISBN-13: 978-1416623069
ISBN-10: 141662306X

Course Website:

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/courses/28152>

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7

from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

Assessment	Max Points
Assignments	70%
Communities of Practice	10%
Assessment Tasks 1-4	10%
Unit Plan Concept	10%
Total	100

May be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. No late assignments will be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

In this course, letter grades are defined as follows:

Grading scale

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F

Course Policies

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.

Course communication

Communication for this course including announcements, assignments and grades will be posted on Canvas; Chaminade's Learning Management System. When communicating with me electronically, please identify the course you are referring to in the subject line (Course number) of your email. My goal is to respond to emails within 24 hours of receipt.

Late Work Policy

Deadlines are created in order to allow students time to process and collaborate on assignments as well as allow the instructor an opportunity to evaluate participation and engagement. When the deadline for an assignment has passed and a student has failed to engage in the required learning activity with his/her colleagues, that opportunity/experience cannot be recreated or revisited. If an assignment is submitted late, without prior notification and agreement with the instructor, the assignment will not receive full credit.

Rewrite/Resubmission Policy

Learning is an iterative process and multiple opportunities will be provided for students to revise their work. Students who wish to submit a revised assignment for an increased grade need to contact the instructor directly. Because course activities will include the process of revision, opportunities to rewrite and resubmit work will ONLY be provided on a case-by-case basis. No rewrites will be provided on the final submission of the Signature Assignment (i.e., Final unit plan).

Writing Policy:

All written work is to be word-processed, proofread, and solely the work of the author. Written work should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. If you need writing assistance, please seek help from Student Support Services and Kokua ike - (Tutoring Center).

Group Work/Cooperative Learning Policy

Learning is a process that requires the interaction and support of others. In other words, knowledge is socially constructed. In order to support the learning of all students you will be expected to work cooperatively with others in this course. Your contribution in class activities and discussions supports your learning as well as the learning of others in this course.

Appropriate Technology (Smartphones/Laptops/Tablets).

Laptops, tablets and smartphones will be used during course activities to support individual and group learning activities. Students are encouraged to bring their devices in order to support their learning. However, students are urged to minimize functions that will detract from learning. Chaminade University student classroom policy indicates that cell phones are not to be used in class without instructor approval. Distractions that inhibit your ability to fully engage in learning should be minimized or eliminated. Every effort will be made to motivate your engagement in course activities, however distractions such as text messages, emails and posts on social media take away from your ability to learn as well as your contribution to others in the course. Please make a conscious decision to minimize or eliminate distractions of this nature.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If

a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).

Tentative Schedule

Week	Topic	Tasks
1 8/21 – 8/27	-Student Introduction & Course Plan	
2 8/28 – 9/3	-Modern Assessment Methods	*Read Chapter 1 & 2 of Modern Classroom Assessment -Lecture Notes/ Reading Response
3 9/4 – 9/10	-Basic Assessment Strategy	*Read Chapter 3 of Modern Classroom Assessment -Lecture Notes/ Discussion
4 9/11 – 9/17	-Writing Objectives	*Read Example Student Work Packet -Create Learning Objectives
5 9/18 – 9/24	-Formative and Summative Assessments	*Read Chapter 4 of MCA & The Bridge Between Today's Lesson and Tomorrow's -Reading Responses
6 9/25 – 10/1	-Modern Classroom Assessment	*Read Chapter 5 of MCA & Creating Formative & Summative Assessment -Reading response/ Create formative and summative assessments
7 10/2 – 10/8	-Constructed Response & Performance Based Assessments	*Read Chapter 6 of MCA & Writing or Selecting Effective Rubrics -Reading responses
8 10/9– 10/15	-Modern Classroom Assessment	*Read Chapter 7 & An Assessment Toolkit & The First Step -Reading responses
9 10/16 – 10/22	-Authentic Assessment: Universal Test Design, Accommodations, and Feedback	*Read Chapter 8 of MCA & Examples of Authentic Assessment -Reading responses
10 10/23 – 10/29	-Modern Classroom Assessment	*Read Chapters 9 & 10 of MCA and How to Give Effective Feedback Chapters 1 & 2 -Reading responses
11 10/30 – 11/5	-Feedback- Written and Oral Feedback	*Read Homework & Student Feedback & How to Give Effective Feedback Chapters 3& 4 -Reading responses
12 11/6 – 11/12	-Strategies for Providing Meaningful Feedback.	*Read Strategies for Providing Meaningful Feedback -Reading Response, Assessment Task 2

Week	Topic	Tasks
13 11/13– 11/19	-Experiential Learning Activity	*Read How to Give Effective Feedback Ch 5 & 6 -Assessment Tasks 3 & 4
14 11/20-11/26	-Checklist and Rating Scales	*Read Checklist & Rating Scales & How to Give Effective Feedback, Ch 8 -Reading responses
15 11/27-12/3	-Reflection & Assessment Project	*No Reading -Assessment Project & Course Reflection
16 12/4-12/8	-Finals Week	

Credit Hour Policy

Credit hour calculation

Activity group	Hours of engagement
Class sessions	38.5 hours
Assignments	70 hours
Reading (Course text)	30 hours
Total	138.5 hours