



School of Education and Behavioral Sciences  
Education Department

## **ED 408 Assessment**

Brogan 102/ T & TH 8:30-9:50

Credits: # 3    Section: #    Term: Fall 2025

### **Instructor Information**



**Instructor:** Denise Dugan, PhD

**Email:** [denise.dugan@chaminade.edu](mailto:denise.dugan@chaminade.edu)

**Phone:** 808.735.4833-

**Office Location:** Brogan 114

**Office Hours:** Tues & Thurs 10 am-11 am

**Virtual Office:** [Virtual Office Hours Link](#)

**Virtual Office Hours:** Tues & Thurs 10 am-11 am, and Friday  
9:30am-10:30am

### **Communication**

Questions for this course can be emailed to the instructor at [denise.dugan@chaminade.edu](mailto:denise.dugan@chaminade.edu). For online, in-person and phone conferences, please see above for face to face and virtual office hours. Response time will take place up to 48 hours. While a phone number is listed above, that is for my office phone so I will only be available to answer it during office hours. For the most immediate response, please email.

### **School & Department Information**

#### **School of Education and Behavioral Sciences**

Office Location: Brogan Hall, 110

Phone: [\(808\) 739-4652](tel:(808)739-4652)

If you have questions regarding the Education Department, reach out to your Instructor or the School of Education and Behavioral Sciences.

### **Course Description & Materials**

## Catalog Course 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

## Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 25 Hours reading and 110 hours researching for course materials and completing assessments.

## Required Materials

Access to Canvas.

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 2<sup>nd</sup> Edition

ISBN-13: 978-1416623069

ISBN-10: 141662306X

## Recommended Items

N/A

## Canvas (<https://chaminade.instructure.com>)

Canvas is our online learning system and will be where all course materials will be found.

Canvas Technical Assistance:

- 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](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of various programs in the Education Program, the student will be able to:

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 (CLOs)

Upon completion of ED 408, the student will be able to:

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.

### Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

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

This course specifically addresses the Marianist Tradition of Providing an integral, quality education, as the focus here is teach students how to provide assessments for all students based on individual learning needs.

### 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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

### Model Code of Ethics for Educators

The Model Code of Ethics for Educators 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.

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
<b>Marianist Values</b>	2,4,5	2,4,5	2	2,4,5	2,4,5
<b>PLOs</b>	1, 2, 3	1, 2, 3	2, 3	1, 2	4, 5
<b>Native Hawaiian Values</b>	2,	2, 5	2	2	5

<b>Gen Ed Learning Outcomes (if applicable)</b>					
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## Course Activities

### Course Requirements:

Assignments	Descriptions	Pts.	Due Dates
Weekly Readings, Discussions, Video Reflections	Each week you will have the opportunity to acquire points by addressing a number of assignments. These may include responses to readings assignments, reflections on video clips, responses to peers.  <b>Hours of Engagement:</b> Assignments 6 hours  Reading 25 hours	20	Weekly
Reflection Assignments	As part of our course requirements, you will engage in the Chaminade University Communities of Practice (CoP). Each week you will find discussion questions, news articles, or thoughts on current events related to our field posted in the CoP.  <b>Hours of Engagement:</b> 12 hours total	180	Weekly
Extensions Assignments	Each week, you will complete an assignment that demonstrates mastery of the learning throughout module  <b>Hours of Engagement:</b> 48 hours total	815	Weekly

**Grading:** 1715-1545= A, 1544-1375= B, 1374-1215= C, 1214-1025= D, 1024 & Below ='F'.

## Course Policies

### Attendance

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.

### **Late Work**

Late work will be accepted upon discretion from the instructor when arrangements are made prior to due date. No work will be accepted that is in excess of 2 weeks.

### **Extra Credit**

Extra Credit is not provided in this course.

### **Changes to the Syllabus**

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### **Grades of Incomplete**

A student in good standing in a course, may petition to the instructor for an "I" grade.

This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the "I" must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an "I" is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term.

In order to be issued a grade of incomplete, the student must request an incomplete with valid reason no later than one week before the end of the course.

### **Final Grades**

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Artificial Intelligence

The use of Artificial Intelligence (AI) such as ChatGPT and any other forms will be restricted as a brainstorming tool only and should be cited as such.

### Plagiarism

Submitting someone else’s writing as your own, copying partial or entire texts from published and unpublished sources, or even paraphrasing material without acknowledging the author, is a serious breach of academic honesty. According to Chaminade’s Academic Policies and Procedures, (Student Handbook 45):

“Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an ‘F’ grade for the work in

question, to an 'F' for the course, to suspension or dismissal from the University."

Re-using assignments from other courses is not allowed. **The use of artificial intelligence (AI) or other automated writing tools to complete assignments is strictly prohibited in this class unless explicitly told to use it for an assignment. It should not be used to correct your writing, as it flags as AI generated, and this is a writing class, so kind of pointless for me to grade AI on writing. Any evidence of the use of AI will be considered a violation of academic integrity and will be met with a failing grade for the assignment. Any subsequent attempt to plagiarize could result in your failure of the entire course.**

#### **TITLE IX AND NONDISCRIMINATION STATEMENT:**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

#### **Nondiscrimination Policy & Notice of Nondiscrimination**

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*



The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **Hazing Prevention Resources and Athlete Helpline:**

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy:

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

**Basic Needs Resources:** <https://chaminade.edu/basic-needs/>

### **Campus Safety/ SafeSwords**

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords Webpage](#)

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you

provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### Tentative Schedule

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

<b>Week</b>	<b>Topic</b>	<b>Tasks</b>
12 11/6 – 11/12	<b>-Strategies for Providing Meaningful Feedback.</b>	*Read Strategies for Providing Meaningful Feedback -Reading Response, Assessment Task 2
13 11/13– 11/19	<b>-Experiential Learning Activity</b>	*Read How to Give Effective Feedback Ch 5 & 6 -Assessment Tasks 3 & 4
14 11/20-11/26	<b>-Checklist and Rating Scales</b>	*Read Checklist & Rating Scales & How to Give Effective Feedback, Ch 8 -Reading responses
15 11/27-12/3	<b>-Reflection &amp; Assessment Project</b>	*No Reading -Assessment Project & Course Reflection
16 12/4-12/8	<b>-Finals Week....I think</b>	

### Credit Hour Policy

#### Credit hour calculation

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

## Readings & Due Dates

Wk of	Theme	Info	Due Dates
8/19/24 Wk 1	Student Introduction & Course Plan	Make sure to acquire book this week!	8/22/24
8/26/24 Wk 2	Modern Assessment Methods	*Read Chapter 1 & 2 of Modern Classroom Assessment Reading Response	8/29/24
9/2/24 Wk 3	Basic Assessment Strategy	*Read Chapter 3 of Modern Classroom Assessment Reading Response	9/5/24
9/9/24 Wk 4	Writing Objectives	*Read Example Student Work Packet - Reading Response	9/12/24
9/16/24 Wk 5	Formative and Summative Assessments	Read Chapter 4 of MCA & The Bridge Between Today's Lesson and Tomorrow's Reading Response	9/19/24
9/23/24 Wk 6	Modern Classroom Assessment	Read Chapter 5 of MCA & Creating Formative & Summative Assessment Create formative and summative assessments Reading Response	9/26/24
9/30/24 Wk 7	Constructed Response & Performance Based Assessments	Read Chapter 6 of MCA & Writing or Selecting Effective Rubrics -Reading responses	10/3/24
10/7/24 Wk 8	-Modern Classroom Assessment	*Read Chapter 7 & An Assessment Toolkit & The First Step -Reading responses	10/10/24
10/14/24 Wk 9	-Authentic Assessment: Universal Test Design, Accommodations, and Feedback	*Read Chapter 8 of MCA & Examples of Authentic Assessment -Reading responses	10/17/24
10/21/24 Wk 10	Modern Classroom Assessment	Read Chapters 9 & 10 of MCA and How to Give Effective Feedback Chapters 1 & 2 -Reading responses	10/24/24
10/28/24 Wk 11	-Feedback- Written and Oral Feedback	Read Homework & Student Feedback & How to Give Effective Feedback Chapters 3& 4 -Reading responses	10/31/24
11/4/24 Wk 12	-Strategies for Providing Meaningful Feedback.	Read Strategies for Providing Meaningful Feedback -Reading Response, Assessment Task 2	11/7/24
11/11/24 Wk 13	Experiential Learning Activity	Read How to Give Effective Feedback Ch 5 & 6 -Assessment Tasks 3 & 4	11/14/24

<b>11/18/24</b> <b>Wk 14</b>	<b>Checklist and Rating Scales</b>	Read Checklist & Rating Scales & How to Give Effective Feedback, Ch 8 -Reading responses	11/21/24
<b>11/25/24</b> <b>Wk 15</b>	<b>-Reflection &amp; Assessment Project</b>	No Reading -Assessment Project & Course Reflection	11/29/24
<b>12/2/24</b>	<b>FINALS WEEK (?)</b>		

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Class sessions	38.5 hours
Assignments	70 hours
Reading (Course text)	30 hours
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