



Saili Le Atamai

ACADEMIC AFFAIRS DIVISION
Office of the Dean of Academic Affairs

INSTRUCTIONAL COURSE APPROVAL FORM

Date August 11, 2011

Course Title Tests and Measurements

Course Code (Alpha and Number) ED 340

ROUTING SIGNATURES AND DATE

1. Initiator _____
2. Academic Department Chair _____
3. Dean, Academic Affairs _____
4. Curriculum Committee _____
5. Dean, Academic Affairs _____
6. Vice President _____

Approved Disapproved Approved with the following recommendations:

American Samoa Community College, Post Office Box 2609, Pago Pago, American Samoa 96799
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AMERICAN SAMOA COMMUNITY COLLEGE INSTRUCTIONAL
COURSE APPROVAL FORM

DEPARTMENT Teacher Education INSTRUCTOR Mr. Sonny Leomiti
Email: sleomiti@amsamoa.edu
Phone Number: _____

COURSE ALPHA/NUMBER ED 340 SIZE 25

COURSE TITLE Tests & Measurements Check One: Course Revision
 Course Proposal

TEXTBOOK Popham, J.K. 2008 Classroom Assessments-Why teachers need to CREDITS Lecture Credits 3
Laboratory Credits _____

know? ISBN # 0-205-51075-2
PREREQUISITES: ED 300 & ED 301

CATALOG DESCRIPTION:

This course examines the basic knowledge on the use of measurement and evaluation in the educational process. Primary focus will be given to the theoretical foundations of test & measurement development and its practical application in the construction and evaluation of tests.

COURSE RATIONALE:

An effective teacher must be able to facilitate learning. To facilitate learning we must have clear, measurable goals and outcomes. Assessment is the tool and process we use to determine how well students are meeting the outcomes. This course and how well we are teaching those outcomes. This course explores the theoretical, practical, and applied approaches to assessment.

TEACHING METHODOLOGY:

Lecture, Class discussion, online forum discussions & MOODLE.

LEARNING OUTCOMES:

1. Selects and constructs & uses assessment strategies appropriate to learning outcomes.
2. Uses a variety of formal & informal strategies to involve learning in self-assessment activities to help them become aware of their strengths and needs & to encourage them to set personal goals for learning.

3. Evaluates the effect of class activities on individuals and on groups through observation of classroom interaction, questioning, and analysis of student work.

COURSE REQUIREMENTS:

- 1. Reaction Papers
- 2. Online forums: MOODLE
- 3. Chapter Quizzes
- 4. Scoring Guides/Rubric Criterion
- 5. Assessment PLAN PROJECT
- 6. FINAL Examinations

EVALUATION:

Reaction Papers-----	10 %-----	100 points
Forum Discussions-----	10%-----	100 points
Chapter Quizzes -----	25%-----	250 points
Scoring Guide/Rubric criterion ----	10%----	50 points
Assessment Project -----	35% -----	200 points
Final Exams-----	10%-----	100points

ATTENDANCE POLICY:

All students are to adhere to the Attendance Policy of the American Samoa Community College (ASCC) stated on pages 30 of the catalog.

(see course syllabus for more details)

TOPICAL COURSE OUTLINE: * see course syllabus attached*

American Samoa Community College
Teacher Education Department
Spring Semester 2010
Course Syllabus

Course Alpha/Number: ED 340 (Section-35)
Course Title: Assessing Student Learning
Instructor: Sonny J. Leomiti, MA Ed.
Office Hours: 10:00-11:30am (MWF @ Ed. Dept.)
Office Hours: 10:00-11:30am (TR @ Ed. Dept.)
Email: s.leomiti@amsamoa.edu

Semester/Year: Spring 2010
Days/Time: MWF 2:00-2:50pm
Department: Teacher Education
Classroom: TED 2
Contact Phone: 699-9155 ext. 394
Pre-Requisite: ED 300, ED 301

Required Textbook: Popham, J. W. (2008). Classroom assessment- *Why teachers need to know*. 5th Edition: Perarson Education Inc. (ISBN- 0-205-51075-2)

Course content, assignments, and materials will be available for students via Online Course Management System- Modular Objective Oriented Dynamic Learning Environment (MOODLE) @ <http://ict.amsamoa.edu/moodle/>

Course Materials: (USB flash-drives)

Additional supplement:

Lewin, L., Jean, J. B. (1998). Great performances- *Creating classroom-based assessment tasks*. Association for Supervision and Curriculum Development. (ISBN- 0-87120-339-1)

Lindquist, T. (1997). Ways that work- *Putting Social Studies Standards into Practice*. Heinemann-Portsmouth NH. (ISBN- 0-435-08907-2)

American Samoa Department of Education Content Standards & Benchmarks Booklet

I. Course Description:

This course examines the basic knowledge on the use of measurements and evaluation in the educational process. Primary focus will be given to the theoretical foundations of test and measurement development and its practical application in the construction and evaluation of tests. Assessment and the use of rubrics will also be explored

II. Course Rationale:

An effective teacher must be able to facilitate learning. To facilitate learning we must have clear, measurable goals and outcomes. Assessment is the tool and process we use to determine how well students are meeting the outcomes we state and how well we are teaching those outcomes. This course explores theoretical, practical, and applied approaches to assessment.

III. Learning Objectives: Upon completion of this course

a) Plan instruction based on developmentally appropriate assessment(s);

V. **Course Requirements:**

- a. **Reaction Papers:** All students are required to submit a reaction paper as listed in the Topical Outline portion of your syllabus. Reaction papers must emphasize your level of understanding reflecting on the importance of assessing student achievement, best assessment practices, developing assessment instruments to measure learning outcomes, and analyzing assessment data to measure student achievement with appropriate referencing in APA 5th Edition. Reaction papers should be typewritten, double-spaced, Times New Roman Font- Size 12, and limited to 500 words. A total of 10 reaction papers should be submitted throughout the course. Reaction papers are required to be submitted via Moodle. (**Assessing Learning Objectives a, b, c, d, e & f; Student Learning Outcomes a, b, & c)**)
- b. **Online Forums:** Substantive student dialogue is an essential part of the learning process. Therefore, all ED 340 courses require consistent, substantive, and timely participation in and contributions to online discussion as required in each course by your instructors. Students are expected to post online as described by your instructor and discussion prompts. Although discussions may vary from week to week within a course depending upon the instructional objectives, and from course to course depending upon the educational outcomes to be achieved. (**Assessing Learning Objectives a, b, c, d, e & f; Student Learning Outcomes a, b, & c)**)

All students are required to post one initial response pending the question posted by your instructors. Secondly, each student is to respond using proper netiquette to two other students within your class or if the teacher permits, two other students enrolled in the other ED 340 sections. All Education instructors will carefully monitor responses posted by all students' on Moodle. For more information on netiquette please visit: <http://www.learnthenet.com/english/html/09NETIQT.HTM>.

- c. **Chapter Quizzes:** Chapter quizzes are assigned to each chapter. Quizzes are based on professional lexicon pertaining to assessment, types of assessment tools, best assessment practices and assessment based learning theories. All quizzes are available on Moodle with time limitations. Students are required to access each quiz on dates assigned by your instructor. (**Assessing Learning Objectives a, b, c, d, e & f; Student Learning Outcomes a & b)**)
- d. **Scoring Guide/Rubric Criterion:** Students are required to write a valid scoring guide based on a selected performance/product. This could include but not limited to: students performance in oral presentation, music, drama, visual posters, artistic creations, creative writing, etc. (**Assessing Learning Objectives a, b & f; Student Learning Outcomes a & c)**)

- d. **MOODLE Accessibility & Accountability:** All students will access assignments on Moodle and participate on online discussion boards, course quizzes, and other assignments as indicated in the syllabus. (*Reinforcing Learning Outcomes a, b & c*)

Please Note: The Teacher Education Department is launching the delivery of this course via synchronous and asynchronous learning environments.

Synchronous learning: A real-time, instructor-led online learning event in which all participants are logged on at the same time and communicate directly with each other. **Asynchronous learning:** Learning in which interaction between instructors and students occurs intermittently with a time delay. Examples are self-paced courses taken via the Internet via MOODLE, online discussion groups, and email.

Our contact hours will remain however, the delivery of the course will include participation in an asynchronous environment where you as a student are fully responsible for accessing course material, online quizzes and other course materials your instructor has planned out to achieve the identified outcomes. Internet access during scheduled course hours have been reserved at the Teacher Resource Center in the Library.

VII. **Grading:**

- a. All course requirements consist of points that will determine your final grade based on the weight of each assignment. All assignments must be submitted via MOODLE.

b. **Assignments:**

1. Reaction Papers	100 points	10% of grade
2. Forum Discussion	100 points	10% of grade
3. Chapter Quizzes	250 points	25% of grade
4. Scoring Guide/Rubric Criterion	50 points	10% of grade
5. Assessment Project	200 points	35% of grade
6. Final Exam	100 points	10% of grade
	800 points	100%

c. **Grading Scale:**

A+	98-100	A	94-97	A-	90-93
B+	88-89	B	84-87	B-	80-83
C+	78-79	C	74-77	C-	70-73
D+	68-69	D	64-67	D-	60-63

d. **Important Dates:**

1. January 11: Instruction Begins
2. January 18: Holiday- Martin Luther King's Day
3. January 19-21: ASTEP Registration
4. January 25: ASTEP Instruction Begins
5. Feb. 1- Mar. 12: Withdrawal Period to Receive "W"
6. Feb. 1- Mar. 5: ASTEP Withdrawal Period to Receive "W"

- d. Three Coins in the Reliability Fountain
- e. The Standard of Error Measurement
- f. What do Classroom Teachers really need to know about Reliability

III. Validity:

- a. Validity Evidence
- b. Content-Related Evidence of Validity
- c. Criterion-Related Evidence of Validity
- d. Sanction and Unsanctioned forms of Validity Evidence
- e. The Relationship between Reliability and Validity

IV. Deciding What to Assess and how to Assess it:

- a. What to Assess?
- b. How to Assess it?
- c. What do classroom teachers really need to know about what to assess?

Assignment:	Description	SLO	Due Date	Notes
Reaction Paper 1	Chapter 1 Summary	A, B & C	01/22/10	
Chapter 1: Discussion	Moodle: Online Forum	A, B & C	Refer to calendar on Moodle	
Quiz #1	Moodle: Chapter 1	A, B & C	Refer to calendar on Moodle	
Reaction Paper 2	Chapter 2 Summary	A, B & C	02/05/10	
Chapter 2: Discussion	Moodle: Online Forum	A, B & C	Refer to calendar on Moodle	
Quiz #2	Moodle: Chapter 2	A, B & C	Refer to calendar on Moodle	
Reaction Paper 3	Chapter 3 Summary	A, B, & C	02/12/10	
Chapter 3: Discussion	Moodle: Online Forum		Refer to calendar on Moodle	
Quiz #3	Moodle: Chapter 3		Refer to calendar on Moodle	
Reaction Paper 4	Chapter 5 Summary		02/19/10	
Chapter 5: Discussion	Moodle: Online Forum		Refer to calendar on Moodle	
Quiz #4	Chapter 5		Refer to calendar on Moodle	

Instructor's Note: Asynchronous session scheduling will be announced by your instructor. Please read your instructor's note in the "Methods of Instruction" portion (p. 5) of your syllabus. Should you wish to inquire more information about the utilization of Moodle and asynchronous learning environments, please contact your instructor.

	Chapter 7: Discussion	Moodle: Online Forum	A, B, & C	Refer to calendar on Moodle	
	Quiz #5	Moodle: Chapter 7	A, B, & C	Refer to calendar on Moodle	
	Reaction Paper 6	Chapters 8 & 9 Summary	A, B, & C	03/19/10	
	Chapter 8: Discussion	Moodle: Online Forum	A, B, & C	Refer to calendar on Moodle	
	Quiz #5	Moodle: Chapter 8	A, B, & C	Refer to calendar on Moodle	
	Chapter 9: Discussion	Moodle: Online Forum	A, B, & C	Refer to calendar on Moodle	
	Quiz #6	Moodle: Chapter 9	A, B, & C	Refer to calendar on Moodle	
	Reaction Paper 7	Chapter 10 Summary	A, B, & C	03/26/10	
	Chapter 10: Discussion	Moodle: Online Forum	A, B, & C	Refer to calendar on Moodle	
	Quiz #7	Moodle: Chapter 10	A, B, & C	Refer to calendar on Moodle	
	<i>Assessment Plan Project</i>	<i>Please Read Course Requirements</i>	A, B, & C	<i>Launching Culminating Activity</i>	
	<p><i>Instructor's Note: Reaction Paper #6 is due on Good Friday. For students without access to the internet, you may wish to upload your reaction paper on Thursday of that week to prevent any penalties for late submission.</i></p> <p><u>Comments:</u></p>				
WEEKS 11-15	TOPICS:				
	<p>X. Improving Teacher-Developed Assessments:</p> <ul style="list-style-type: none"> a. Judgementally Based Improvement Procedures b. Item Analysis for Criterion-Referenced Measurement c. What do Classroom Teachers really need to know about Improving their Assessments? <p>XI. Making Sense out of Standardized Scores</p>				

	Concerns pertaining to the content of this syllabus should be addressed in class or during office hours. Office hours are posted on page one of this syllabus. Fa'afetai tele lava.....
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Disclaimer: Subject to change to accommodate circumstances beyond the control of the instructor.

Forum Discussion Rubric:

Initial Posting Criteria:		
<i>Exemplary 3 points</i>	<i>Acceptable 2 points</i>	<i>Unacceptable 0 points</i>
Response is thought provoking, original and stimulates inquiry and investigation with supporting references.	Response is acceptable but does not consistently demonstrate higher order thinking towards the content addressed in the chapter.	Response is vague, incomplete, or demonstrates a low level of thinking.
Response is posted in a timely manner allowing time for peers to respond.	Response is posted late not allowing limited time for peers to respond.	Response is posted so that peers have inadequate time to respond.

Follow-up Posting Criteria:		
<i>Exemplary 3 points</i>	<i>Acceptable 2 points</i>	<i>Unacceptable 0 points</i>
Response demonstrates a critical and thoughtful understanding of the topic and brings the discussion to a higher level of inquiry and investigation with supporting references.	Response demonstrates a basic understanding of the topic and brings the discussion to a higher level of inquiry.	Response demonstrates lack of understanding of the topic and does not demonstrate critical understandings.
Responds to two peers in a timely manner allowing ample time for colleagues to read and respond.	Responds to at least two colleagues but posts responses late in the timeline of the chapter.	Responds to only one peer late in the timeline of the module.

Total Points: _____/10

American Samoa Community College
Teacher Education Department

Assessment Plan Rubric:

Criteria	Exemplary	Acceptable	Unacceptable	Score & Comments
Essential Understanding: 10 points	Well structured with alignment to content/standard-based questions that connect to the outcome of the thematic unit. 10 points	Well structured with somewhat alignment to content/standard-based questions that connects to the overall outcome of the unit. 9-5 points	Is defined with no alignment to the content/standards or outcomes of the unit. 4-1 points	
Content Disciplines: 10 points	Three or more content disciplines were selected. 10 points	Two content disciplines were selected. 9-5 points	The unit centers only on one content discipline. 4-1 points	
Standard Inclusion: 10 Points	Five to six ASDOE standards are identified for each discipline. 10 points	Four ASDOE standards are identified for each discipline. 9-5 points	One or two ASDOE standards are identified for each discipline. 4-1 points	
Target Grade/Subject: 15 points	A grade level is identified with relevance of the lesson for this full population. A paragraph is	Description of target population is general and the appropriateness of the lesson is clear.	Description of target population is vague and/or the appropriateness of the lesson is not	

	<p>20 points</p> <p>Activity is interesting and engaging for the target population. It is fun, even goofy enough to motivate students to do whatever it takes to accomplish it and would want to do it again.</p>	<p>19-10 points</p> <p>Activity is reasonably different from student's normal classroom activities. Students are motivated to try the activity.</p>	<p>9-1 points</p> <p>The activity is boring. The activity lacks imagination, thoughtfulness, and creativity.</p>	
<p>Lesson Motivation:</p> <p>10 points</p>	<p>10 points</p> <p>The behavior assessed exactly matches the behavior described in the objective with a solid alignment to the selected standard and learning outcome.</p>	<p>9-5 points</p> <p>The behavior assessed closely resembles the behavior described in the objective with little alignment to the standard and learning outcome.</p>	<p>4-1 points</p> <p>The behavior assessed is inconsistent with the behavior described in the objective with no evidence of alignment to the standard and learning outcome.</p>	
<p>Assessment Instruments:</p> <p>40 points</p>	<p>40 points</p> <p>Each assessment instrument provides clear criteria for evaluating a product or performance on a continuum of quality</p>	<p>39-20 points</p> <p>Each assessment instrument provides criteria for evaluating a product or performance with somewhat quality</p>	<p>19-1 points</p> <p>Defined assessment instruments do not provide criteria for evaluating a product or performance.</p>	
<p>Assessment Criterion</p> <p>40 points</p>	<p>40 points</p> <p>A timeframe was</p>	<p>39-20 points</p> <p>A timeframe was</p>	<p>19-1 points</p> <p>The timeframe lacks</p>	
<p>Unit Assessment</p>				