

Assessment #6 Additional Assessment Addressing Standard IV

Overview. In order to satisfactorily address Standard IV (Evaluating the Effectiveness of Coordinated Health Programs) all candidates in the B.S. in Health Education Program take HED 325, Assessment in Health and Physical Education. The over-riding purpose of this course is to provide candidates with the necessary skills to assess student achievement. Course emphasis is on assessment planning, construction of appropriate assessment tools, interpretation of the assessment data, and appropriate and meaningful use of assessment information. One way to accomplish this is by means of a class group project worth approximately 40% of the course grade.

Project Description. In order to complete the project, candidates work collaboratively to plan and develop an appropriate assessment tool; carry out an evaluation plan; interpret the results of the evaluation; and then, based on the data, to make recommendations for future instructional planning. Candidates are expected to fulfill four key responsibilities. They are:

1. Plan for assessment. This will require the candidate to: decide on a realistic evaluation plan; develop a set of appropriate standards to assess student learning; locate reliable evaluation instruments; and select or develop an appropriate evaluation instrument to assess student achievement.
2. Implement the evaluation plan. This will require the candidates to: indicate the steps for assessment; conduct the assessment; and statistically analyze the data using MS Excel.
3. Interpret the data. This will require the candidates to: develop tables or charts to provide a meaningful interpretation of the data; determine the extent to which the results measure impact of learning; develop a profile of student performance; and identify strengths and weaknesses of student performance.
4. Infer evaluation findings. This will require the candidates to: use the student and class profile to draw inferences about performance and the possible relationship of evaluation strategies to student performance; identify/suggest possible bias, errors, or flaws in the evaluation process; identify/suggest possible problems with the evaluation instrument; and suggest ways to improve or modify instruction based on the data.

Strengths and Weakness. After having done this project for four semesters, it appears there are both strength and weaknesses to this project.

Strengths - the real strength of the project is that it allows the candidate to put into practice and make sense of the material presented and discussed in class. Candidates consistently indicate on the course evaluation that they never realized the difficulty associated with developing a sound evaluation instrument as well as interpreting the data in meaningful way. At the conclusion of the course candidates invariably say that in

spite of how much they learned and how well this project pulled together a lot of theory, it was a very difficult project because (a) it forced them to work at the upper level of the cognitive taxonomy and (b) it wasn't something they could download from some on-line source. It forced them to think, act, and apply.

Weaknesses – As with any project there are weaknesses that impact the overall success or value of the project. It seems that candidates are much more comfortable working with recall and comprehension than with application, analysis or synthesis activities. Since this activity requires a lot of higher level thinking, candidates struggle with designing the instrument, analyzing the data, creating a meaningful profile of class and individual student performance and, ultimately, linking performance with lesson or effective instructional design.

Rationale for mastery of this standard. After several semesters of project implementation, it is convincingly valuable. The fact that the class average on this project is in the mid B to low A range (see data chart) is testimony of its difficulty and the fact that the candidates find it difficult to develop, interpret, and apply the data is testimony of its need.

Projected changes for Assessment Project. This fall the project will be introduced earlier as per candidate suggestions so candidates will have the entire semester to work on it. Also, candidates will want to turn in components of the project as they finish them to get feedback that will permit substantive changes to be made.

Assessment Project

Date	N=Candidates	Mean Project Score
Fall 2006	13	87
Spring 2007	9	90
Fall 2007	7	84
Spring 2008	2	90
Fall 2008	13	90
Spring 2009	12	82
Fall 2009	8	92
Spring 2010	3	89

HED 325 Course Project - Assessing Performance*

GENERAL INSTRUCTIONS.

The purpose of this project is to develop an instrument to assess student achievement of program/lesson/or unit objectives. To do this you will need to work collaboratively to plan and develop an appropriate assessment tool; carry out an evaluation plan; interpret the results of the evaluation; and then, based on the data, make recommendations for future instructional planning. You are expected to fulfill four key responsibilities. They are:

1. Plan for assessment. This will require you to:
 - decide on a realistic evaluation plan;
 - develop a set of appropriate standards to assess student learning;
 - locate reliable evaluation instruments; and
 - select or develop an appropriate evaluation instrument to assess student achievement.

[Standard IV; Key element A]

2. Implement the evaluation plan. This will require you to:
 - indicate the steps for assessment;
 - conduct the assessment; and
 - statistically analyze the data using MS Excel.

[Standard IV; Key element B]

3. Interpret the data. This will require you to:
 - develop tables or charts to provide a meaningful interpretation of the data;
 - determine the extent to which the results measure impact of learning;
 - develop a profile of student performance; and
 - identify strengths and weaknesses of student performance.

[Standard IV; Key element C]

4. Infer evaluation findings. This will require the candidates to:
 - use the student and class profile to draw inferences about performance and the possible relationship of evaluation strategies to student performance;
 - identify/suggest possible bias, errors, or flaws in the evaluation process;
 - identify/suggest possible problems with the evaluation instrument; and
 - suggest ways to improve or modify instruction based on the data.

[Standard IV; Key element D]

*AAHE: Standard 4. Key elements A-D

Project 2. Performance Assessment - Rubric

COMPONENT	EXPECTATION	POSSIBLE POINTS	POINTS EARNED
Plan for Assessment [AAHE 4-A]	<ul style="list-style-type: none"> • Decide on a realistic evaluation plan; • Develop a set of appropriate standards to assess student learning; • Locate reliable evaluation instruments; and • Select or develop an appropriate evaluation instrument to assess student achievement. 	10 10 10 10 [40]	
Implement Evaluation Plan [AAHE 4-B]	<ul style="list-style-type: none"> • Indicate the steps for assessment; • Conduct the assessment; and • Statistically analyze the data using ms excel. 	10 10 10 [30]	
Interpret the Data [AAHE 4-C]	<ul style="list-style-type: none"> • Develop tables or charts to provide a meaningful interpretation of the data; • Determine the extent to which the results measure impact of learning; • Develop a profile of student performance; and • Identify strengths and weaknesses of student performance. • Item analysis [not required by AAHE] 	15 15 15 15 10 [70]	
Infer Findings [AAHE 4-D]	<ul style="list-style-type: none"> • Use the student and class profile to draw inferences about performance and the possible relationship of evaluation strategies to student performance; • Identify/suggest possible bias, errors, or flaws in the evaluation process; • Identify/suggest possible problems with the evaluation instrument; and • Suggest ways to improve or modify instruction based on the data. 	10 10 10 10 [40]	
Assessment Format	<ul style="list-style-type: none"> • Table of specifications (aligned with standards) • Clearly stated instructions • Appropriateness of evaluation items • Copy ready (spelling/grammar/formatting/organization) 	10 5 10 10 [35]	
Grading	<ul style="list-style-type: none"> • Clear indication of how evaluation is graded and or scored. 	10 [10]	
MAXIMUM POINTS		225	