Measurement and Evaluation Assessment Committee

After an initial meeting with the assessment committee, it was decided that we would recommend continuation of the two separate assessment courses: ESSE 402/502 and PE 406. This recommendation is based on the fact that the two courses vary dramatically in their content as ESSE focuses on assessment of individuals with disabilities and PE 406 focuses on the use of criterion-referenced testing in physical education (see descriptions of courses attached). The committee was also advised that ESSE 431/531(Tests and Measurement) will be deactivated next year and not included in the 2008-2010 catalog. Psychoeducational Assessment for Students with Diverse Needs (ESSE 414/514) will be replaced by Instructional Design I: Characteristics and Assessment (ESSE 402/502) once the new Virginia Department of Education licensure regulations are implemented. It is anticipated this will occur in 2008. The new course has already been approved and must remain in the special education curriculum in order to meet state licensure regulations for assessment. Once ESSE 402/502 is implemented, ESSE 414/514 will be deactivated

402/502. Instructional Design I: Learner Characteristics and Assessment. Lecture 3 hours; 3 credits. Practicum of 45 hours required. Prerequisites: ESSE 400/500 and passing scores on PRAXIS I or equivalent. The intent of this course is to provide pre-service teachers with: (a) knowledge of the characteristics of students with mild disabilities who are accessing the general curriculum, K-12, including, but not limited to, LD, BD, and EMR, and (b) the ability to develop knowledge and skill in the selection, administration, scoring and interpretation of standardized/norm-referenced assessments of exceptional learners. Administering formal and informal assessment tools and the development of an IEP are emphasized. The use of assessment data to improve instruction and student performance is discussed.

PE 406: Tests and Measurements in Physical Education

COURSE DESCRIPTION: This course is designed to acquaint the student with tests and measurement in the fields of health and physical education, test construction, scoring, and methods of using results. This course fulfills standard 7 (Student Assessment) and standard 9 (Technology) from the NASPE national standards.

The content of this course is specific for health and physical education teacher candidates for licensure and national standards.

COURSE OBJECTIVES: This course fulfills standard 7 (Student Assessment) and standard 9 (Technology) from the NASPE national standards. Through the course assignments, activities, and experiences, the professional candidate will accomplish the following:

Knowledge:

1. Recognize and understand basic statistical concepts.
2. Know the meaning of and show how to calculate reliability and validity in a testing instrument. (NASPE 7.4)
3. Know the meaning and implications of bias in a testing instrument. (NASPE 7.4)

4. Read and understand journal articles using statistical information.
5. Understand the philosophies involved in generating grades for physical skills.
6. Understand the purpose and administration of norm-referenced tests.
7. Understand the purpose and administration of criterion-referenced tests.
8. Understand reliability and validity as it relates to tests used in the classroom.
9. Know and correctly use the principles of designing effective test questions.
10. Know and correctly use the principles of alternative assessment in evaluating physical skills.

Skills:

11. Implement a file for an electronic gradebook on Microsoft Excel. (NASPE 9.3)
12. Use SPSS and Microsoft Excel to run simple data analyses. (NASPE 7.4)
13. Gather data using norm referenced or criterion referenced testing and analyze and correctly interpret the data gathered. (NASPE 7.4)
14. Design alternative assessments for physical education courses. Use one or more of these assessments in generating grades for a physical education class or an individual learning experience.