California State University, San Marcos

FORM X (WHITE)

- Authorization To Offer Non-Degree Extension Credit Course Through Extended Studies -

1. Desired Term: Spring 2007

2a. Course abbreviation and Number: EDUC E1054

2b. Abbreviated Title: Std-Based Assessments

(No more than 25 characters, including spaces)

Year of implementation: 2007

4. Number of Units: 1

5. Billing Units: 1

6. Allowed Student Levels: UC X CR X EE X (Default is to check all three levels)

7. Grading Method:
   - N_Normal (N) (Default is Letter Grade +/-, Students may request Credit/No Credit)
   - _Normal Plus Report-in-Progress (NP) (As for Normal: also allows Report-in-Progress)
   - _Credit/No Credit Only (C)
   - _Credit/No Credit or Report-in-Progress Only (CP)

8. Mode of Instruction:
   (See pages 17-23 at http://www.cnsstate.edu/cm/data-elem-
dle/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)

<table>
<thead>
<tr>
<th>Type of Instruction</th>
<th>Number of Credit Units</th>
<th>Instructional Mode (Course Classification Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1</td>
<td>02</td>
</tr>
<tr>
<td>Activity</td>
<td></td>
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<tr>
<td>Lab</td>
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9. Attributes: Course Requires Consent for Enrollment? Yes X No
   - Faculty     Credential Analyst    Dean    Program/Department - Director/Chair
   - Prerequisites: __________________
   - Co-requisites: __________________

10. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes X No
    If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.
    Support ______ Oppose ______
    ___________ Signature ___________ Date
    Support ______ Oppose ______
    ___________ Signature ___________ Date

Important: Please Complete

1. Instructor: Dennis A. Johnston, Ph.D.

2. Extension Course Proposal Form - attached

SIGNATURES: (COLLEGE LEVEL)

1. Program Director/Chair __________________ Date ______

2. College Dean (or Designee) __________________ Date ______

3. Dean, Extended Studies (or designee) __________________ Date ______

4. Vice President for Academic Affairs (or designee) __________________ Date ______

(UNIVERSITY LEVEL)

__________________________ __________________

01/31/07 2/7/07

__________________________ __________________

01/29/06 2/7/07
• **Course Title:** *Developing Standards-Based Assessments for the Classroom*

• **Course Description:**
This workshop provides administrators and teachers an opportunity to explore and discuss issues surrounding various aspects of student assessment practices as they relate to today’s classrooms. Participants will be exposed to the fundamentals of classroom assessments including topics on:
- Criteria and norm-referenced tests
- Validity and reliability
- Levels of learning (i.e. Blooms taxonomy)
- Aligning tests to instruction
- Test item types (i.e., multiple choice, t/f, essay questions and various alternative assessment strategies)
- Portfolio assessment
- Scoring rubrics and grading
- 5-step process of developing standards-based assessments

• **Course Objectives:**
Participants develop an actual test blueprint with an emphasis on identifying which item types are best aligned with the standards they are teaching and testing. In addition, participants are given a tutorial on how to write solid test items and an opportunity to develop test items with the blueprint they created on day one. In many instances, participants are placed into department or content area groups and the focus for day two is on the development of a common benchmark assessment that will be used department-wide or potentially district-wide.

• **Evaluation:**
Class participation and homework assignment which entails creating a student test to be used in their classroom as an assessment tool

• **Course Length:** 16 contact hours plus homework assignment

• **Proposed Date(s):** March 9 and 10, 2007

• **Location:** North County Regional Education Center, sponsored by San Diego County Office of Education

• **Support Needs:** N/A

• **Comments:** Dr Johnston has successfully presented this workshop in Nevada through Clark County Office of Education and in the Hawaiian islands through the State of Hawaii Office of Education

*When completed, please return this form, along with an up-to-date resume (with teaching references) to: Catherine Boyle Askor, Office of Extended Studies, Cal State San Marcos, 333 S. Twin Oaks Valley Rd., San Marcos, CA 92096; FAX: (760)750-3138; E-mail: cboyle@csusm.edu*
Developing Standards-Based Assessments for the Classroom

Dennis A. Johnston, Ph.D.
National Consultant on Educational Assessment Strategies

**Audience**~ Teachers and Administrators

This workshop provides administrators and teachers an opportunity to explore and discuss issues surrounding various aspects of student assessment practices as they relate to today’s classrooms. Participants will be exposed to the fundamentals of classroom assessments including topics on:

- Criterion and norm-referenced tests
- Validity and reliability
- Levels of learning (i.e. Blooms taxonomy)
- Aligning tests to instruction
- Test item types (i.e., multiple choice, t/f, essay questions and various alternative assessment strategies)
- Portfolio assessment
- Scoring rubrics and grading
- 5-step process of developing standards-based assessments

**One-day Workshop:**
This format allows for a cursory overview of the topics listed above with hands-on opportunities for assessment development. Participants are provided the knowledge base necessary to develop an actual test blueprint. Participants leave the session with a framework for evaluating student performance with an emphasis on identifying which item types are best aligned with the standards they are teaching and testing.

**Two-day Workshop:**
This format allows for more detailed coverage of the topics listed above with hands-on opportunities for assessment development both individually and across a department or content area. Participants develop an actual test blueprint with an emphasis on identifying which item types are best aligned with the standards they are teaching and testing. In addition, participants are given a tutorial on how to write solid test items and an opportunity to develop test items with the blueprint they created on day one. In many instances, participants are placed into department or content area groups and the focus for day two is on the development of a common benchmark assessment that will be used department-wide or potentially district-wide.
Curriculum Outline

One day Workshop

I. Establishing Context
   a. Current practices, abilities and effectiveness

II. Identifying Test Types
    a. Criterion vs. Norm Referenced
    b. Formative vs. Summative
    c. Reliability and Validity

III. Strategies for Measuring Performance
    a. Traditional Tests vs. Project Based Learning

IV. Tripartite Model of Pedagogy
    a. Curriculum
    b. Instruction
    c. Assessment

V. Creating Change through Standards-based Assessments
    a. 5 Step Process to building assessments
    b. Benefits of Standards-based Assessments

VI. Development of Individual Standards-based Assessments
    a. Process of creating standards-based, benchmark test questions

Two day Workshop

I. Establishing Context
   a. Current practices, abilities and effectiveness

II. Identifying Test Types
    a. Criterion vs. Norm Referenced
    b. Formative vs. Summative
    c. Reliability and Validity

III. Strategies for Measuring Performance
    a. Traditional Tests vs. Project Based Learning

IV. Tripartite Model of Pedagogy
    a. Curriculum
    b. Instruction
    c. Assessment

V. Creating Change through District-wide Articulation
    a. Steps to building a standards-based articulated assessment
    b. Benefits of Standards-based Assessments

VI. Constructing Standards-based Assessments
    a. Tutorial on test question development
    b. Development of department/content specific test blueprints
    c. Development of articulated, department/content specific, standards-based, benchmark assessments
Dr. Dennis Johnston: Biographical Sketch

Dennis Johnston is currently the Director of Research and Evaluation for the AVID Center in San Diego California. AVID (Advancement Via Individual Determination) is a college preparedness program designed to assist and support students in the academic middle. Prior to joining AVID, Dennis was the Director of Assessment, Accountability and Research at the San Diego County Office of Education, the Director of Assessment and Evaluation at the Grossmont Union High School District, was the Senior Research Associate of the Comprehensive Adult Student Assessment System, is a Consultant for Educational Research at RachDen Consulting and was part-time faculty at the College of Education at Temple University and the University of Pennsylvania.

a. Professional Preparation
Temple University, Philadelphia, PA  Educational Psychology  Ph.D., 1998
Loyola College, Baltimore, MD  Clinical Psychology  M.A., 1993
San Diego State, San Diego, CA  Psychology  B.A., 1990

b. Appointments
2005-Present  Director of Research and Evaluation, AVID Center
2003-2005  Director, Assessment, Accountability and Research, San Diego County of Education
2000-2003  Director, Assessment and Evaluation, Grossmont Union High School District
1998-1999  Senior Research Associate, Comprehensive Adult Student Assessment System
1996-Present  Consultant, Educational Research, RachDen Consulting
7/96-6/98  Part-Time Faculty, Graduate School of Education, University of Pennsylvania
7/95-6/98  Part-Time Faculty, College of Education, Temple University

c. Professional Development
2000-Present  Provide professional development workshops in the areas of:
- Developing Standards-Based Assessments for the Classroom
- Aligning Curriculum, Instruction, and Assessment Strategies in Measuring Learning Outcomes: A Tri-Partite Model of Pedagogy
- Developing Outcomes-Based Instructional Programs Using a Tri-Partite Model of Pedagogy
- Using Data to Inform Instruction and Program Effectives

d. Publications