

SYLLABUS

ED 503 DEVELOPMENT, ASSESSMENT, AND EVALUATION

Instructor: Dr. Dr. Bertha Ealey	Class Meetings Location: Instructor:	Time: Class Meetings- Location/Time: T/R OPL 2:33 1:00—2:15 P.M.	Office Location: OPL 157
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ED 503, Development, Assessment, and Evaluation, is designed to introduce prospective classroom teachers to the elements of educational assessment and evaluation that are relevant to good teaching. Essential elements will include the appropriate uses of standardized and teacher made tests, their administration and interpretation, as well as the linkage of evaluation results to the development, and implementation of appropriate instruction.

Course Hours 3

PURPOSE

The Holistic Transformer Model (HTM) will be employed as the basis for the instruction and practical application experiences provided in ED 503. Therefore, the course will be presented in a manner designed to enhance students' abilities as scholars, facilitators, reflective thinkers and lifelong learners; all of which should be facets of those who consider themselves to be professional educators.

Commensurate with the HTM, students will not only be exposed to the theoretical underpinnings and knowledge base related to educational assessment, they will also learn to use a scholarly approach to think reflectively, and therefore critically about that which constitutes appropriate evaluation of their students' performance. Becoming lifelong learners in the general sense, and particularly in educational evaluation as a tool for making decisions related to effective instruction, is foreseen as another outcome for students enrolled in ED 503. Such learners are easily cultivated among those who consider themselves scholars and thinkers.

Finally, this course is designed to develop professional and skillful educators who can facilitate learning among all students by basing their instructional practices on thoughtful decisions based upon valid and reliable assessment results.

GENERAL COURSE GOALS

The primary emphasis of ED 503 will be on the development of a detailed pedagogical foundation related to assessment and evaluation in education; both in terms of the characteristics of appropriate educational evaluation and appropriate (i.e., ethical, efficient, effective) practices employed in such activities. Therefore, the practical application of assessment and evaluation skills will be stressed along with the theoretical and knowledge bases of the subject.

The general goals for ED 503 include:

1. Presenting content that focuses on basic procedures in the assessment of student performance;
2. Providing content concerning the professional ethics and legal issues related to assessment;
3. Developing a knowledge base for educational decision making;
4. Demonstrating the linkage between learning theory, assessment, and instruction;
5. Promoting an understanding of the relationship between assessment and effective pedagogy;
6. Enhancing a professional knowledge of curricular issues;
7. Developing skills in establishing instructional goals and objectives based on considerations related to curricula and student needs (e.g., ability, achievement, levels of learning, mastery criteria);
8. Developing the skills required to administer and interpret formal and informal assessment instruments (i.e., standardized norm-referenced, published and teacher made criterion-referenced tests);
9. Developing a professional level of knowledge and skill related to the assessment and evaluation of reading, language arts, mathematics, and content area subjects;
10. Developing skills in producing criterion-referenced, curriculum-based assessment; and
11. Producing practitioners who cannot only assess student achievement but who can facilitate their students' academic progress with appropriate instructional planning based on that assessment.

MATRIX: LINKAGE OF THE HTM WITH ED 503 GENERAL COURSE GOALS

General	HTM	HTM	HTM
Course Goals	Scholar (Knowledge)	Reflective Thinker and Facilitator (Skills)	Responsible Professional (Dispositions)
Goal 1	1.3	2.1, 2.3	3.2, 3.3
Goal 2	1.4, 1.3	2.1, 2.3	3.2, 3.3
Goal 3	1.4,	2.1, 2.3	3.2, 3.3
Goal 4	1.2	2.2, 2.3	3.1, 3.2, 3.3
Goal 5	1.2	2.2, 2.3	3.1, 3.2, 3.3
Goal 6	1.4	2.4	3.4
Goal 7	1.4, 1.3	2.1, 2.3	3.2, 3.3
Goal 8	1.4,	2.1, 2.3	3.2, 3.3
Goal 9	1.2	2.2, 2.3	3.1, 3.2, 3.3

COURSE CONTENT

Text

Nitko, A.J. (1996). Educational Assessment of Students (2nd Ed.). Englewood Cliffs, New Jersey, Prentice Hall.

Major areas of study

Major areas of study for ED 503 include:

- A. Teaching Decisions
- B. Definitions of Assessment, Tests, Measurement, and Evaluation
- C. Assessment and Educational Decisions about Students
- D. Curricular Domains, Objectives, and Mastery

- E. Importance of Specifying Objectives
- F. Taxonomies of Objectives
- G. Sources of Objectives
- H. Qualities of Appropriate Instructional Objectives
- I. Matching Assessment to objectives

- J. Validity of Teacher Made Assessment
- K. Reliability of Assessment Results
- L. Categories of Validity
- M. Desired Levels of Reliability

- N. Teachers' Responsibilities
- O. Student Rights
- P. Confidentiality Considerations
- Q. Accommodations for Students with Disabilities
- R. Court Decisions Related to Educational Assessment
- S. Bias in Educational Assessment

- T. Linking Assessment and Instruction

A.

SPECIFIC COURSE OBJECTIVES

Upon the completion of ED 503 the student will be able to:

1. Outline and explain basic procedures in the assessment of student performance;
2. Explain professional ethics and legal issues related to assessment;
3. Make educational decisions utilizing evaluation results and the knowledge base related to educational assessment;
4. Link educational assessment with effective pedagogy;
5. Establish instructional goals and objectives based on considerations related to state standards, curricula and student needs (e.g., ability, achievement, levels of learning, mastery criteria);
6. Explain the appropriate use of formal and informal assessment instruments;
7. Administer and interpret formal and informal assessment instruments (i.e., standardized norm-referenced, published and teacher made criterion-referenced tests);
8. Employ knowledge and skills related to the assessment and evaluation of reading, language arts, mathematics, and content area subjects
9. Create criterion-referenced, curriculum-based assessment tools;
10. Demonstrate an understanding of the relationship between assessment and instruction; and
11. Assess student achievement and facilitate their students' academic progress with appropriate instructional planning and implementation.

STUDENT PERFORMANCE OBJECTIVES

Upon the completion of ED 503 the student will be able to:

1. Administer educational assessments with due consideration of professional ethics and legal issues;
2. Employ appropriate assessment instruments (formal and informal) based on the educational decisions to be made;
3. Evaluate published formal and informal assessment instruments;
4. Interpret information provided by formal and informal assessment procedures for themselves, other teachers, parents and administrators;
5. Perform task analysis of educational goals and objectives;
6. Perform error analysis when interpreting curriculum based criterion referenced assessments based on task analysis;
7. Develop and employ curriculum based, criterion referenced assessment tools for (a) Reading Comprehension, (b) Decoding, (c) Written Language; (e) Mathematics; (f) Academic Tasks, Skills, and Procedures (e.g., content related reading strategies);
8. Create and use formative and summative evaluation tools to evaluate student progress, and instructional effectiveness;
9. Evaluate student strengths and weaknesses in specific curricular domains;
10. Develop instructional plans based on evaluation results; and,
11. Utilize library database and online search procedures to aid in the acquisition of information concerning best practices in the educational assessment of students.

MAJOR STUDENT ACTIVITIES

ALL ASSIGNMENTS MUST BE TYPED

- a. Complete all assigned readings and group assignments.
- b. Construct a formative or summative test
- c. Demonstrate knowledge of course content on each of three examinations.
- d. Review critique of at least one standardized test
- e. Complete all written assignments in Standard English using APA style.

Assigned Reading from Other Sources:

Gronlund (1993). How to make achievement tests and assessments (5th ed., p. 28), Boston: Allyn & Bacon.

PRESENTATION METHODS

Presentation methods will include lectures and discussions and “in-class” application exercises.

EVALUATION AND GRADING PROCEDURES

Grades for the course will be calculated based on data from:

Written examinations -----	20%
Test Review -----	20%
Group Activities -----	20%
Formative/summative test -----	30%
Classroom participation/attendance -----	10%

Grading Scale

90 ----- 100 =	A
80 ----- 89 =	B
70 ----- 79 =	C
60 ----- 69 =	D
59 and Below =	F

USE OF TECHNOLOGY

Becoming a holistic transformer is facilitated by the use of technology. Scholarship and reflective thinking are promoted by easy access to information that may include widely varying viewpoints on an extensive array of educationally related subjects. The same is, of course, true for developing the habits of a life-long learner and classroom facilitator. Therefore, the use of technology in various forms will be encouraged in preparing for classroom discussions, practical application exercises, and in practicum experiences. Such technology will include, though not be limited to:

1. Computerized library searches for information using the ERIC data base;
2. Use of the Internet to perform in depth searches for information related to educational assessment (e.g., availability, descriptions, uses of, critiques of assessment instruments).

CLASS ATTENDANCE

Regular and punctual attendance is required of all students for all classes and related activities. All absences in this course are counted until this course has been officially dropped. Students absent for any reason whatsoever are expected to do the full work of the course, and are responsible to the instructor for work missed through late registration, illness, or any other cause. The instructor is not obligated to give any "make-up work" for unexcused absences; and the student must realize that while absence from class itself is not justification for receiving a failing grade in a course, missing tests or assignments due to absence from class is a legitimate cause for failure (Student Handbook, pg. 16). It is the responsibility of the student to make arrangements with the instructor in instances where there has been a legitimate reason for the absence which can be documented.

Whenever students have three or more unexcused absences, instructors are required to report the absences to the office of the Dean of Student affairs. *In evening and weekend classes, a student is permitted only one unexcused absence. The student will receive an F in the course when he/she accumulates 3 unexcused absences.*

MAKE-UP POLICY

Students may obtain from the Dean of Student Affairs an official excuse from class due to an emergency (illness, accidents, jury duty, or death in the immediate family) or for attendance at officially authorized functions. *Official absences* presented to the instructor within seven days from the date of the absence entitles the student to make up any work missed.

STUDENTS WITH SPECIAL NEEDS

ADA Statement

Any student requiring accommodations or services due to a disability must contact the University College, Office of the ADA Coordinator, located in Social Science Building. The coordinator, Mr. Billy Benson can be contacted directly at 662-254-3446 or through the University College office number at 662-254-3442. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course. Also, the evidence and prior methods of accommodations of the special needs must be submitted to the Office of the ADA Coordinator and the instructor during the first week of the course. The instructor will meet with the student to insure access to resources in the University and make appropriate instructional modifications as required.

Ethics

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion, and falsification of documents will result in an F grade for the course. Charges may be issued, with hearings held and/or sanctions imposed.

All assignments and written work turned in for credit must be the student's work, unless otherwise directed by the instructor. Students must use their own language and document any text taken from another source. "Plagiarism" is defined in Webster's Dictionary (1993) as: to steal and pass off (ideas or words of another) as one's own, use (a created production) without crediting the source, to commit literary theft, present as new and original an idea or product derived from an existing source.

Cheating on exams, plagiarism, using the same assignment for more than one class, or unauthorized collaboration of any kind on written assignments is prohibited. Students found in violation of this standard will be subjected to a failing grade for the course and referred to the Master of Education Program and Policy Committee for disciplinary action which may include suspension from the program.

Grievance Procedure

Students should attempt to resolve grievances with the person directly involved. If this is unsuccessful, they may appeal progressively to the next higher administrative body: a) program director, b) Program and Policy Committee, c) Dean of the College of Education.

References

- Airasian, P. W. (1996). *Assessment in the classroom*. New York: McGraw-Hill.
- Anderson, L. & Krathwohl (2005) *A Taxonomy of teaching and learning: A revision of Bloom's taxonomy of educational objectives*. New York: Addison, Wesley, Longman.
- Anastasi, A (1988). *Psychological testing* (6th ed.). New York: Macmillan.
- Choate, Joyce S.; Enright, Brian E.; Miller, Lamoine J.; Poteet, James A.; Rakes, Thomas A. (1995). *Curriculum Based Assessment and Programming* (3rd Ed.), Boston, Massachusetts, Allyn and Bacon.
- Gronlund, N. E. and Waugh, C. K. (2009). *Assessment of student achievement* (9th ed.) Upper Saddle River, New Jersey: Pearson.
- Howell, K.W.; Fox, S.L.; and Morehead, M.K. (1993). *Curriculum Based Evaluation: Teaching and Decision-Making*. Pacific Grove, California, Brooks/Cole.
- Hoy, C.; and Gregg, N.; (1994). *Assessment: The Special Educators Role*. Pacific Grove, California, Brooks/Cole.
- McKinney, J.D.; Montague, M.; and Hocutt, A.M. (1993). Educational assessment of students with attention deficit disorder. *Exceptional Children*, V.60, 125-131.
- Miller, M., Linn, R. and Gronlund, N. (2013). *Measurement and Assessment in Teaching* (11th ed.). Boston: Pearson.
- Mississippi Department of Education, Bureau of Special Services. *Special Education Referral to Placement Process: Part II*, Jackson, Mississippi.
- Nitko, A. J. (2012). *Educational Assessment of Students* (2nd Ed.), Englewood Cliffs, New Jersey, Prentice-Hall, Inc..
- Prasad, S. (1994). Assessing social interaction skills of children with disabilities. *Teaching Exceptional Children*, V.26, N.2, 23-25.
- Salvia, J. and Ysseldyke, J.E. (2008). *Assessment* (7th Ed.), Boston, Massachusetts, Houghton Mifflin.
- U.S. Department of Education. (1999). Assistance to states for the education of children with disabilities and the early intervention program for infants and toddlers with disabilities: Final regulations. *Federal Register*, V.64, N.48, 12406-12672.