

EASTERN MICHIGAN UNIVERSITY

EDPS 340: Introduction to Assessment and Evaluation Winter 2007

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Office hours: Mondays & Wednesdays: 9:00-12:30
 By Appointment
Class: 12:30 pm - 1:45 pm
Classroom: Porter 221

Course Description

Basic principles in evaluation and assessment. Students will construct and interpret tests and alternative assessments; critique standardized tests; assess social, affective, and behavioral factors; use computer applications; and examine assessment issues.

Assessment and evaluation are integral parts of the teaching-learning process. This process includes reflective decision making and planning, diagnosis of student needs, grouping of students, identification of instructional goals, and evaluation of those goals in order to facilitate student learning and growth. The intent of this course is to help future teachers develop the decision making ability to make appropriate use of a variety of assessment tools to evaluate student progress and teaching effectiveness. The emphasis in the course will be on student application. Students will design their own assessments and evaluate techniques already available while developing their own philosophy of the relationship of assessment to the teaching-learning process.

Readings

1. Robert L. Linn & M. David Miller's "Measurement and Assessment in Teaching" Ninth Edition. by Pearson Merrill Prentice Hall (ISBN number: 0-13-113772-7).
2. EMU Teacher Preparation Programs: An Introduction_Yellow booklet you received in EDPS 322 or SPGN 251 Also available on the web:
http://www.emich.edu/coe/teach_ed/handbooks/cped.s.pdf

Course Requirements

1. **Student Learning Analysis (SLA: 15 points)**
 You will administer an assessment in a K-12 classroom. Then you will analyze the results in terms of student learning. Specific directions and criteria will be handed out in class.
2. **Classroom Assessment Project (CAP: 45 points)**
 You will develop a classroom assessment project (CAP). The CAP is based on a 2 week curriculum unit and consists of: a) an introduction that ties the unit objectives to the assessments and State benchmarks, b) an original test bank and test, c) an original authentic assessment direction sheet and

rubric, and d) a self-evaluation paper in which you reflect on your learning in the **entire** project and course. Specific directions and criteria will be handed out in class.

The parts of the CAP and their relative weight in the 45 points are as follows:

1. Introduction, Blueprint, and Justification (10 points)
2. Teacher-Made Test Bank, Test, and Adaptations (15 points)
3. Authentic Assessment Directions, Rubric, and Adaptations (15 points)
4. Self-Reflection (5 points)

The total projects grades for SLA and CAP AND **each** of your SLA, CAP 1, CAP2, CAP 3, and CAP 4 **must be at least C (at least 73%)** to pass this class.

The example SLAs and CAPs from my previous students are available on the e-reserve for you to review before you work on your own projects. However, the examples are not necessarily perfect and it is your responsibility to compare the examples to the project descriptions to discover errors. You cannot compare your paper and grade to the examples because not all of them are perfect. Note: if you copy any part(s) of the examples, you will get a 0 for your project.

3. Two tests – (Test 1: 10 points; Test 2: 20 points) Test grades will be criterion-referenced where 90-100% = A, 80-89% = B, etc. A study guide will be given for each test.

Please do not talk about your projects or tests grades in class, if you have any questions about your grades you should e-mail me and set up an appointment. I consider an overemphasis on grades and discussions about grades (e.g., complaints) in class both unproductive and unprofessional (Hint: See professionalism grade).

4. Professionalism (10 points)

This is a subjective portion of your final grade. I will grade this in my sole discretion depending upon your class participation, timeliness and professionalism. An approximate scale is:

- 0 points for excessive tardiness and/or essential lack of participation and/or ill behavior (including chewing gum, eating loudly, yawning loudly, sleeping, complaining about grades, disruptive behavior, or being rude) in class (whether or not I correct you)
- 10 points for perfect attendance, consistent timeliness and responsibility, and consistent positive and constructive behavior in class.
- A “Professionalism” grade of 10 points will be reserved for students who meet achieve 10 points and who, in my judgment, stand out as strongly engaged in classroom activities (e.g., volunteering; frequent constructive verbal contributions; strong engagement in group activities, etc.)

Please note: I strongly discourage being disrespectful and/or rude to your classmates or the professor and this type of behavior will result in a 0 for your “Professionalism” grade. I consider cell phones and pagers ringing during class disrespectful and types of disruptions will be a negative toward professionalism.

I expect that most students will earn an A, a B, or a C in this class. **However, this class is totally different from any other required undergraduate class at EMU, many of you will struggle with this class and it is easy to get a low grade in this class. I have had many students complain that they were a 4.0 student before this class and are struggling in this class. Please**

also consider that I believe that specific complaint is unprofessional. If you have any questions or concerns, please contact me earlier in this semester.

Attendance

- It is important for you to be in class both to learn and to help others learn. Arriving late and/or leaving early interrupts the flow of the class and is unprofessional.
- **IT IS IMPORTANT THAT YOU SIGN IN EVERY CLASS SESSION** as this will be my attendance role. I will set out a sign in sheet before class begins. **If you come in after I start class it is your responsibility to sign in immediately after class (or during a break without disturbing the lesson) so you are not marked absent for the class.**
- If you miss class, it is your responsibility to determine what you missed during class and submit the appropriate work timely. I consider it unprofessional to expect me to review class material that you missed with you, please do not ask.
- **Absences will lower your grade in the class. Each absence beyond two will lower your final grade by five percentage points.** Each time you are late or leave earlier I will count as ½ an absence. I consider that leaving early can be more disruptive than arriving late. Thus, if you are planning to leave early, you must notify me in advance. Otherwise, your leaving early will be counted as **one absence**.

The following scale will be used in this course

A (93-100%)	B (83-86%)	C (73-76%)	D (63-66%)
A- (90-92%)	B- (80-82%)	C- (70-72%)	D- (60-62%)
B+ (87-89%)	C+ (77-79%)	D+ (67-69%)	E (59% & below)

Professional Writing

Papers and tests should have few, if any, grammatical, spelling, or other mechanical errors. If you are not a strong writer, be sure to use the spelling and grammar checks on your computer, or a proofreader. There are NO excuses for not using these aids. Assignments with many errors will receive a grade of C or lower since this is unacceptable writing for teachers. **Note: I will NOT correct all of your grammar/spelling errors**—at most I will point out errors through one or more examples in your paper. It is **your responsibility to read and correct the entire paper prior to submittal.**

APA Formatting

- Papers should be typed, double-spaced, 12-point font, Times New Roman, 1" margins, and have no spaces between sections.
- Your paper must start with a numbered cover page that includes (in order) Project/study title (SLA, CAP 1, etc.), Course number & title, Your name, Your Program, Eastern Michigan University, Date of submission, and the semester (Winter 2007).
- All pages should have a page number with your last name on the top right corner.
- Papers **not followed the APA Style** will receive a grade **no higher than B**.

Course Incompletes

Incompletes will be given only: a) in extenuating circumstances; and b) after a student-initiated discussion with the instructor **prior to** the end of the semester. Generally, a student must have completed the majority of course work and have an average grade of "B" or better in order to be even considered for an incomplete.

- **In this course, you must have an average of 83% (B) or better on the test, SLA, and CAP to qualify for an "I" grade.**
- You must also present an acceptable reason (and accompanying documentation) for an extension, the date when your paper will be submitted, and your student ID number.

The instructor will provide the student and the department head with a rationale for the "I" grade and will specify the work required to remove the incomplete. An "I" grade must be removed within 12 months from the end of the semester or session in which it was issued or within 18 months from the beginning of the semester of registration for correspondence courses. These limits may be extended only under unusual circumstances upon the written recommendation of the instructor and with the approval of the dean of graduate studies and research. The initiative for conversion of an "I" to a letter grade rests with the student. If not converted, the "I" becomes a permanent part of the student's academic record. Permanent "I" grades may be removed only by repeating the course under the policy on repeating courses

Students with Disabilities

Pursuant to the Americans with Disabilities Act (ADA) of 1990, students with qualified disabilities will not be the objects of illegal discrimination in this class. If you have a documented disability, please contact me immediately so that I can provide appropriate accommodations to the learning environment.

General Course Expectations

Grading Policies

NOTE: IT IS EMU'S POLICY THAT YOU MUST RECEIVE A GRADE OF C OR BETTER IN THIS COURSE BEFORE STUDENT TEACHING.

- A = All required work is complete and on time. Quality is above what is required. Student has demonstrated an integrated understanding of the subject matter and gone beyond basic requirements.
- B = All required work is complete; quality shows a basic understanding of material and writing has few mechanical errors.
- C = All work is complete; quality is lacking.
- D- (62 percentage points) = Work is incomplete (or has missing part(s)); quality is lacking.

Late Work Policy

CAP & SLA submitted late: Late work will **NOT be accepted**. An assignment is late if it is not turned in at the very beginning of the class it is due.

Academic Honesty

University rules concerning plagiarism will be followed. You are expected to complete your own work and give appropriate credit when referencing work from other people.

Course Goals and Student Self Assessment

Teacher Education Outcomes Assessed in this Course

All EDPS 340 instructors evaluate the outcomes listed below for this class using a 1 as little or no competence and 5 as very competent already. **Keep in mind that you are only a short way into your program and are not expected to be an “expert” in any of these areas even at the end of this course.**

- Has knowledge of the district, state, and national curriculum standards and documents. 1 2 3 4 5
- Establishes learning goals that are appropriate for students and emphasize critical thinking, creativity, and problem solving. 1 2 3 4 5
- Uses traditional & alternative assessment strategies continuously to ensure student learning and refine teaching practices. 1 2 3 4 5
- Sets realistic, high expectations for learning and persists in helping all students to reach them. 1 2 3 4 5
- Uses systematic means to examine the relationship between teaching actions and student success. 1 2 3 4 5
- Adapts instruction & assessments to meet the diverse needs of learners (e.g., backgrounds, experiences, learning styles, developmental levels, etc.). 1 2 3 4 5
- Demonstrates an ability to use instructional technology to enhance learning and personal/professional productivity. 1 2 3 4 5

(Teacher Education Theme: *Caring professional educators for a diverse and democratic society.*)

Course Schedule (tentative)

Week	Date	Topic	Reading	Assignment Due
Week 1	Jan. 8 (Mon) Jan. 10 (Wed)	Introduction to Assessment	Ch. 2	<i>Information cards/ Pre Assessment</i>
Week 2	Jan. 15 (Mon) Jan. 17 (Wed)	Martin Luther King, Jr. Day Foundation for Assessment	No Class Ch. 3	Note: Arrange with a teacher to give assessment for SLA
Week 3	Jan. 22 (Mon) Jan. 24 (Wed)	Reliability & Validity	Ch. 4 & Ch. 5	Note: Have CAP topic chosen; begin writing objectives
Week 4	Jan. 29 (Mon) Jan. 31 (Wed)	Anti-bias, Fairness Test 1	Ch. 1 Chapter 1-5	CAP 1 Draft Due (5% of CAP 1 grade)
Week 5	Feb. 5 (Mon) Feb. 7 (Wed)	Pre-Assessment Authentic Assessment	Ch. 11	
Week 6	Feb. 12 (Mon) Feb. 14 (Wed)	Authentic Assessment	Ch. 11	CAP 3 Due
Week 7	Feb. 19 (Mon) <i>Feb. 21 (Wed)</i>	Binary, Matching, & Short Answer Questions	Ch. 7	<i>Binary, Matching, & Shorter Answer Questions Due</i>
Week 8	Feb. 26 (Mon) Feb. 28 (Wed)	SLA Work Week	No Class	Work, Work, Work!
Week 9	Mar. 5 (Mon) <i>Mar. 7 (Wed)</i>	Multiple-Choice Questions	Ch. 8	SLA Due <i>Multiple Choice Questions Due</i>
Week 10	Mar. 12 (Mon) <i>Mar. 14 (Wed)</i>	Interpretive Questions Essay Questions	Ch. 9 & Ch. 10	<i>Interpretive Items & Essay Questions Due</i>
Week 11	Mar. 19 (Mon) Mar. 21 (Wed)	Portfolio Assessment	Ch. 12	
Week 12	Mar. 26 (Mon) Mar. 28 (Wed)	CAP 1 & 2 Work Week	No Class	Work, Work, Work!
Week 13	Apr. 2 (Mon) Apr. 4 (Wed)	Classroom Tests	Ch. 14	CAP 1 & 2 Due
Week 14	Apr. 9 (Mon) Apr. 11 (Wed)	Grading	Ch. 15	CAP 4 Due
Week 15	Apr. 15 (Mon) Apr. 18 (Wed)	Interpreting Test Scores & Norms	Ch. 19	MEAP Reports Due
Week 16	Apr. 23 (Mon)	Test 2	Chapter 7- 12, 14, 15, 19	

SLA = Student Learning Analysis

CAP = Classroom Assessment Project