

Guide to Dr. Kim's EDPS 340 – Introduction to Assessment & Evaluation

Dr. Kim's EDPS 340 is, with little doubt, one of the most important classes you will be taking on your seemingly endless road to graduation. With this class being so important, it is not a class that you can sleep through and show up on the day an assignment is due and succeed. There is a tremendous amount of work expected of you in this class, but unlike many classes you have probably taken, this class holds extreme relevance to your potential career as a teacher. For example, if you're a social studies or English major, you've had to take classes in such unrelated subjects as art, math, or chemistry. These are those questionable classes that you sit through and think, "Why do I have to take this class?" You learn little from these classes, yet your graduation depends on it. Much of your early college career consists of these kinds of classes. Dr. Kim's EDPS 340 is the exact opposite. You are now beginning your career, not as an average college student, but as one in the College of Education. Although the teaching program may seem insurmountable, nothing spectacular can be built without utilizing a step-by-step progression toward your goal. In Dr. Kim's EDPS 340, your goal should be, as with any class, to pass and move on to the next level.

However, in Dr. Kim's EDPS 340, it is not just the grade you try to achieve. There is a lot of learning involved, and that is why it is impossible to view this class as a typical blow-off class. Your goal should be to get an A. If your thinking that you just want to squeeze by with a C just so that you can advance in the teaching program and graduate, that means you're only about 75% proficient at evaluating and assessing your future students. Your work and your grade in this class *is* a direct reflection on how well you will be a teacher. Sure, you might know everything you need to know in your subject area, but if you cannot proficiently teach (and subsequently assess) your students, then, to put it quite bluntly, you won't be much of a teacher at all. To get an A in Dr. Kim's EDPS 340 means that you have mastered the

requirements needed to create tests and projects for your students, as well as construct assignments, rubrics, and adaptations for the benefit of your future students.

EDPS 340 asks for you to do a lot of work, and that's why it is important that you stay alert of when things are due and how they should be done. Be sure to regularly consult your syllabus to keep informed on when projects are due. There are four CAP projects, one SLA project, and two exams. In addition to that, your professionalism in this class accounts for 10% of your grade. For the projects, it is imperative that you follow the directions, rubric, and checklist laid out in the documents available on eReserve. Failure to include even the smallest requirements on the directions will result in an overall grade deduction. Failure to include major portions may result in an automatic failure ($\geq 72\%$).

HERE'S WHAT YOU CAN DO TO GET THE BEST GRADE POSSIBLE

- **CAP3:** As your first project, it's important that you try your hardest to do as good as possible. The key to this project is to keep it simple. The more complicated you make this project the more apt you are to make mistakes. This is supposed to be a project that you would make for your students, so put yourself in your students' position and don't make the project too long, too hard, irrelevant to course objectives, or too complicated. Try to keep the project as closely related to your objective as possible and make sure that the objective(s) requires a high level of cognitive complexity. Constructing the rubric for your project is the most time consuming part of this project. It requires some skills in making a table in Microsoft Word. An ugly rubric makes for an ugly grade. This rubric has to be simple and legible enough for your hypothetical students to be able to read it. If Dr. Kim can't make out what your rubric is supposed to mean, how are your students supposed to understand it? My CAP3 turned out to be 22-pages long, because I overcomplicated my project (causing me to lose 1½ points by straying away from

my objectives). It put me through a lot of misery when trying to put it all together. It took me a long time to do this project since I didn't really understand it at first, but that's why I needed the directions.

- **SLA:** This project will test out your mathematical skills, your ability to make charts using Excel, and your ability to use a scanner to scan your cooperating teacher's test to attach to the project. You're going to have to most likely adjust your FETE schedule slightly to make sure that you're in your class on the day there is a test. You get to administer the test to your students, but you don't actually have to grade the tests (unless you wanted to). When all the tests are graded, you get to compare the students' grades to see if they actually passed the objectives of the test; the test has to have three separate objectives for analysis. First, you have to describe the class in which you administered and evaluated their tests, and then you have to briefly explain the breakdown of the students' points achieved for each objective. This must include one large table breaking down the whole test amongst the students. When you breakdown each objective, you *must* include an Excel-generated bar graph illustrating the grades for the whole class. Remember, these bar graphs must include a title describing the objective, x- and y-axis labels, and the first name of each student in alphabetical order. It is also crucially important that each graph inserted into your Microsoft Word document has a caption. The graphs inserted into your SLA are an important part of the grade, so make sure they are flawless and aesthetically perfected. To succeed at this project, make sure you administer the test and compile the results as soon as possible so that you have plenty of time to create the SLA project. Also, don't forget to scan a copy of your cooperating teacher's test for part of your SLA. If needed, there are scanners in the Bonisteel Lab. This project took me a long time to complete, and it amassed to 20-pages long. Remember, it's not the length but the content that will determine your grade. Conversely, a lot of pages are needed to include the content.
- **CAP1-2:** I'm not even going to lie. This project consumed so much time. I wanted to get it done early, so I had to dedicate a weekend of two 15-hour days to complete these two CAP projects. It was, needless to say, incredibly confusing and time consuming. These two CAP projects added up to 22 pages. The most crucial element to these two projects is that all the information has to match. The figures

presented in CAP1 must appear identical in CAP2, or you will lose a lot of points. CAP1 requires you to look at the Michigan Department of Education Curriculum Framework to find at least 10 standards—as well as your own subsequent objectives, cognitive complexities, and points—that you would include in your unit. The objectives for these standards must appear in your constructed test for CAP2. It is quite an ordeal to make everything coincide. On top of that, CAP2 requires a lot of formatting. Your test for CAP2 does not have to include all the objectives you have on CAP1. For example, your objective covered in your earlier CAP3 project does not have to appear again in CAP2. Other objectives don't have to appear either, but you *must* explain why in CAP1. Failure to explain or include any objective will result in a loss of points and risk of failure. For CAP2, it is important to strictly follow the formats required for various testing methods. These can be found in your textbook and in Dr. Kim's Power Point slides. The test bank for CAP2 must include all seven testing items, while the actual test (the one you would give to students) only has to have at least four items. The test bank has to have the answers identified, which will include rubrics for short answer and essay questions. The actual test should *not* include the answers, but you will have to make an answer key. Your adaptation must also include all 10 methods of adaptations. The hardest part of the CAP1–2 project is the attention needed to details. Follow the instructions and check your work many times to insure there are no errors or missing criteria. It's not due until later on in the semester, but since it requires an immense amount of time, it won't hurt to get started soon. Also, make sure your CAP1 rough draft is included with the final project or else you will lose 5% on your CAP1.

- **CAP4:** If you've made it this far in the class, then this project is relatively simple. It is basically just a reflection on what you have learned. You can sit back and reflect on what you have learned in Dr. Kim's EDPS 340. However, you must make sure that you adhere to the directions for this project. It's only worth 5 points, but there's no sense in losing any of these points on this easy project. Remember, you must score higher than 73% on this project too. This project can be done in about 5–7 pages. Just make sure you put some thought and details into your learning analysis.

10 TIPS FOR SUCCESS (OR TO AT LEAST ATTEMPT SUCCESS)

1. Despite what you may think, Dr. Kim is always available for help whether it is from office visits, phone calls, or emails. However, don't bother her with simple question that are answered in the handouts. For example, don't ask, "What do I have to do for CAP3?" two days before it's due. Read the directions first. It will save you a lot of time and frustration.
2. Try doing your projects (or at least some portions of it) early and show it to Dr. Kim. By doing that, she can help you alleviate any confusions you may have before it is actually due.
3. You may think you don't need the textbook or don't have to read it, but the final exam amounts to more points than any other project. The test answers can be found in the textbook, and much of the information from Dr. Kim's lectures comes from the book as well.
4. Take your saved Word document for your projects and attach it to your Livetext document. Taking your projects and posting them on Livetext infamously skews your perfected formatting on your projects. Dr. Kim looks at the attachments to determine your grade, so don't worry if Livetext is uncooperative.
5. The projects for this class cannot be done in one day. Don't wait until the day before a project is due to start doing it. Each project takes hours of time and multiple revisions. Pay attention to details!
6. Use the class examples posted on eReserves to get an idea on what to do, but don't copy them for your own use. Be creative and do the work yourself.
7. Put yourself in your future students' perspective when you make your CAP1–3 projects. Don't make things too hard or complicated. Doing that will make things harder for you.
8. Give yourself plenty of time to get to class. You can't pull into the parking lot five minutes before class starts and expect to make it. Attendance is a crucial element in your professionalism grade.

9. Follow the directions with utmost attention. That can mean the difference between passing and failing a project. The handouts have all the criteria required for each project. As you proofread your projects (multiple times), go through the checklist and make sure you have everything.
10. Make sure you print off *all* of the Power Point slides (using the library of course). All of Dr. Kim's lectures focus on these slides, and the direction clarifications for your projects appear in these slides as well. They will be great references for when you do your projects.

Your level of success in this class is determined by you. Dr. Kim is there to make sure that you meet all the requirements. She doesn't make the requirements, but she does try to make you meet them. Therefore, if you get an unexpectedly bad grade, it is your fault. This is not one of those kinds of classes where (x) amount of students will get A's, (x) amount of people get a B, C, or D, and (x) amount of people will fail. If everyone in the class does A-work, then everyone will get A's. However, don't expect to get an A unless you put in the time and effort into insuring that you will get an A. The thing is, you know exactly what you need to do to get an A. Yes, you may struggle, but it's a struggle that you are able to overcome with extra effort and dedication. If you end up getting a C in this class and are happy with that grade, then that is a reflection on how well you will be a teacher. How happy would you be if any of your own children are in a class with a C-graded teacher? Therefore, the grade you get in this class will not disappear once you graduate. Your chances of getting a future teaching job depend on your success in this class. A high grade and your work from this class will look very good in your portfolio when you try to get a teaching job. The things you will learn in this class will benefit your future students, and anything that may benefit your future students should be something that you want.

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