

**SAM HOUSTON STATE UNIVERSITY
COLLEGE OF EDUCATION**

COURSE SYLLABUS

Fall 2007



- DEPARTMENT:** Curriculum and Instruction
- COURSE NUMBER/TITLE:** CI 593 -- Assessment of Learning
- INSTRUCTOR:** Dr. Sylvia R. Taube
Office: TEC 237
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Email: taube@shsu.edu
- TEACHING SCHEDULE:** CI 593 Section 01 (**taught online**)
- OFFICE HOURS:** Tuesday-Thursday: 9:00 am - 3:00 pm
8:00 pm - 10:00 pm
Mon-Wednesday: 8:00 pm - 10 pm
- REQUIRED TEXT:** Tests & Measurement for People Who Hate Tests & Measurement (copyright 2006)
Author: Neil Salkind
Sage Publications, Thousand Oaks, CA,
ISBN 1-4129-1364-0

COURSE DESCRIPTION

This course is intended to introduce the student those elements of measurement and assessment that are essential to good teaching. The emphasis in this course is that assessment of learning plays an important role in the instructional process and that its effectiveness depends on the ability to construct and select tests and assessments that provide valid, reliable, and fair measures of learning outcomes. The teacher candidate should learn to effectively communicate information concerning measurement and evaluation to students and their parents or guardians. This course will also prepare the teacher candidate to develop and implement a Teacher Work Sample (TWS).

THIS IS NOT A STATISTICS COURSE. HOWEVER, SOME EXPOSURE TO STATISTICAL TECHNIQUES AND CLASSROOM WORK WILL REQUIRE THAT STUDENTS REVIEW OR LEARN SOME OF THE BASIC STATISTICAL CONCEPTS THAT PERTAIN TO CLASSROOM TESTING AND TEST SCORE INTERPRETATION. Experience in using the EXCEL program (or any spreadsheet program) will be helpful.

COURSE OVERVIEW AND EXPECTATIONS

PLEASE check **BLACKBOARD** each day for announcements, course information, documents, and assignments.

1. Study the textbook as it relates to class work and discussion. In general, the course presentation will follow the chapters of the text (*see calendar*).
2. Read from related books and articles and participate in chats and discussion forums while providing examples from your experiences in school.
3. Submit a list of objectives for a unit of study (students' choice), prepare a blueprint, and develop a complete teacher made test from those objectives. Include TEKS for lessons but no lesson plans required. **(100 pts)**
4. Write critical analysis of two different articles from 2 different journal titles on the level that you are certified to teach indicating pros, cons, and your opinion. **(30 pts)**
5. Two major tests will be given **(100 pts)**: Test 1 (mid term) and Test 2.
6. Demonstrate ability to solve basic statistical problems (e.g., find mean, mode, median, standard deviation, percentile rank) using a spreadsheet.
7. Prepare an analysis of student learning and self evaluation (part of TWS). **(20 pts)**
8. Prepare a one-page resume with educational objective, educational background, experience, awards, and references.[format will be given] **(10 pts)**
9. Develop a lesson plan (see format) and include TEKS for that one lesson. **(25 pts)**
10. Participation in forums, group discussions will be graded as attendance. **(50 pts)**
11. Assignments submitted individually are graded as class participation. **(50 pts)**

Standards Matrix:

<p>Objectives</p> <p>The teacher candidate will gain knowledge and skills in __</p>	<p>Activities</p> <p>(No field experience required)</p>	<p>Performance Assessment</p>	<p>Standards:</p> <ul style="list-style-type: none"> • <i>State Standards (Pedagogy & Professional Responsibilities)</i>
<p>1. Choosing appropriate assessment methods</p>	<ul style="list-style-type: none"> ➤ Analyze, synthesize book chapters ➤ Write measurable objectives, analyze state curriculum (Student expectations) ➤ Examine TAKS items 	<p>Detailed lesson plan (see rubric)</p> <p>Group discussion, analysis, reflections online</p> <p>Unit Test (see rubric)</p>	<p><i>Standard 1 Domain 1-Competency 3</i></p>
<p>2. Developing appropriate assessment methods</p>	<ul style="list-style-type: none"> ➤ Read and apply “rules” for constructing all types of test items’ ➤ Write sample items for each type of test (objective, open-ended) ➤ Critique peer’s test items ➤ Design short rubrics 	<p>Test blueprint (see rubric)</p> <p>Unit test (see rubric)</p> <p>Rubric design</p> <p>Sample test items</p>	<p><i>Domain 1</i></p>
<p>3. Obtaining and analyzing assessment results</p>	<ul style="list-style-type: none"> ➤ Analyze student data and conduct statistical tests. ➤ Use a spreadsheet to graph test results and compare mean, median. ➤ Search resources for parents and how to help them understand the report. 	<p>2 spreadsheets using sample student data</p> <p>Reflections on state assessment report for parent.</p> <p>Sample Teacher Work Sample</p>	<p><i>Standard 1</i></p>
<p>4. Using assessment results</p>	<ul style="list-style-type: none"> ➤ Critique published articles on assessment and related issues ➤ Developing valid pupil grading procedures, which use pupil assessments 	<p>Sample Teacher Work Sample</p> <p>Rubric</p>	<p><i>Competency 10</i></p>

5. Communicat- ing assessment information	<ul style="list-style-type: none"> ➤ Chapter readings ➤ Write formal letter to communicate assessment results to students’ parents, other lay audiences, and other educators. 	<p>Short reflections Analysis of TAKS report card</p> <p>Compare/contrast z-scores, T-scores, Stanines, Percentile ranks</p>	<i>Standard 4</i>
6. Observing ethical standards when designing, administering, and reporting assessment data.	<ul style="list-style-type: none"> ➤ Recall, from personal experience, recognize unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information; ➤ Read research articles on assessment issues in both state and national level; ➤ Develop awareness of issues by reading textbook chapters and other sources. 	<p>Reflections on NCLB, legal ethics, test biases</p> <p>Reflections on the process of developing a unit test in content area.</p> <p>Unit Test</p> <p>Review of published articles</p>	<i>Standard 4 Domain 4 Competency 13</i>

Web address for state standards: <http://www.sbec.state.tx.us/SBECOnline/>

Web address for national standards: <http://www.ncme.org>

MAJOR TOPICS

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|---|---|
| <ul style="list-style-type: none"> ○ Issues in Testing ○ Learning objectives/TEKS ○ Bloom’s Taxonomy ○ Teacher-made Tests ○ Interpreting Test Scores ○ Reliability/Validity ○ Standardized Tests ○ Basic statistics | <ul style="list-style-type: none"> ○ Portfolios ○ Rubrics ○ Grade book Programs (use of spreadsheet) ○ Assessment in Special Education ○ Ethics, NCLB ○ Teacher Work Sample |
|---|---|

COURSE EVALUATION

The course grade will be assigned based on the following point system:

2 Major Examinations (Test 1 and 2)	100
Unit Test Project	100
Short Assignments on chapter readings	50
Review of Articles (2) on School Testing	30
3 Forums	30
Detailed lesson plan	20
Resume, survey (pre and post)	20
Statistics (using spreadsheet)	20
NCLB reflections	10
Sample TWS (Analysis of learning & Self evaluation)	20

TOTAL POINTS	400

Grade Distribution:

A=360-400; B= 320-359;
C=280-319; F = 279 and below

Per University catalog (2005-07, p. 51), only 4 grades are given in graduate courses:

- A - Academic Excellence
- B – Acceptable performance
- C - Passing, yet insufficient performance
- F - Failure

ABSENCES/CLASS PARTICIPATION

A student shall not be penalized for three or fewer hours of absences when exams or other assigned class work have not been missed; however, at the discretion of the instructor, a student may be penalized for more than three hours of absences. Each instructor should state in their course syllabi his/her classroom policy regarding absences. **In this course, every week the student has at least an assignment to turn in which will be considered class participation and attendance for that week.**

STUDENT SYLLABUS GUIDELINES

<http://www.shsu.edu/syllabus/>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work.

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center.

RESIGNATIONS/WITHDRAWALS

If you are unable to continue in this course, it is your responsibility to either drop the course or resign from the university. **You may drop a course by accessing SamInfo before the 5th of September.** A course dropped after the stated deadline will result in a grade of **F** on your transcript. To resign, i.e. withdraw from all classes in which you are registered, you must notify the Registrar's Office and process a Resignation Request. Failure to resign will result in a grade of **F** in each course you are enrolled.

SHSU EMAIL REQUIRED

Students are required to have a SHSU email account for contact with the professor and to be able to access BlackBoard at SHSU. Check your emails and "Announcement" at least ONCE a day. If your mailbox is full, you will not be able to receive emails.

MAJOR COURSE ASSIGNMENTS

Major Examinations

Two major tests will be given in the course. Each test will use multiple formats (e.g., short response, open-ended, multiple-choice) and will cover materials from the textbook, outside readings, and other sources. The first test will be given around mid-semester and the second test toward the end of the semester. Any major test

missed must be made up within a one-week period unless other arrangements have been made.

Unit Test Project

Choose a grade level that you are teaching or might be teaching in the near future. Develop a two-three week (approximately 10-15 hours) unit of study in your certification area (subject). A rubric will be given for grading purposes and format. See examples posted in Blackboard.

Use the following guidelines:

- State at least TWO goals for the unit.
- List (approximately ONE objective per day of instruction using Bloom's format and TEKS) or specific learning outcomes in terms of observable and measurable student performance.
- Construct a TEST BLUEPRINT for the unit. Guidelines with examples will be provided.
- Construct a test to measure each of the specific learning outcomes using different test formats. Please follow the provided rubric format and requirements.
- See BLACKBOARD for examples of Unit Tests.

Teacher Work Sample

After developing a unit test, the teacher candidate will make reasonable estimates of the results on the test (pre and posttest) for a specific class/grade. A short narrative following the last 2 parts of the TWS will be submitted (See TWS booklet, pp 36-41). This is an exercise to help the teacher candidate develop a final TWS during their internship semester.

Critique Published Articles on School Testing

Two articles from professional journals (one can be from the internet) from two different professional journals. See article review format and rubric.

Lesson Plan with TEKS for one class period (50 min-60 min). Choose a grade level and subject. (follow specific format and rubric)

Resume (prepare a professional vita)

(Appropriate format will be given)

Course Evaluation (IDEA)

Toward the end of the course, the student will be asked to complete a course evaluation (on line) based on the following objectives:

1. To gain factual knowledge (terminology, classification, methods, trends) [E]
2. To learn to apply course materials (to improve thinking, problem solving, and decisions. [E]
3. Develop specific skills, competencies, and points of views needed by professional in the field of education. [I]

RELATED WEBSITES

<http://www.tea.state.tx.us/> -- official web site for Texas Education Agency

<http://www.tea.state.tx.us/teks/> -download a PDF version of the TEKS in your certification area

<http://www.tea.state.tx.us/nclb/> - info on No Child Left Behind Act

<http://www.tea.state.tx.us/teacher.html>

<http://www.sbec.state.tx.us/SBECOnline/> - for TExES PPR competencies and sample items

<http://school.discovery.com/lessonplans/9-12.html>

<http://www.tea.state.tx.us/perfreport/aeis> - to access AEIS reports

www.misterexcel.com – for tutorials, help with spreadsheet EXCEL

<http://www.nmsa.org/Publications/TodaysMiddleLevelEducator/tabid/1409/Default.aspx> - for Middle school teachers

This SYLLABUS is a binding contract between you and the instructor. Make sure you read and understand every part of this document. The instructor may drop some assignments but can not add more requirements than what have been outlined in this syllabus. The student has the responsibility to communicate with the instructor for clarification and other concerns as soon as possible. Do not wait until it is too late for the instructor to help you resolve issues that may hinder your successful completion of the course.



**GO BEARKATS!
YOU CAN DO IT!**

