

**SAM HOUSTON STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**COURSE SYLLABUS  
Semester: Summer 2008**



**DEPARTMENT:** Curriculum and Instruction

**COURSE NUMBER/TITLE:** CI 593 -- Assessment of Learning

**INSTRUCTOR:** **Kimberly N. LaPrairie, Ph.D.**  
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**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 (including alternative 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 further prepare the teacher candidate to develop and implement a Teacher Work Sample (TWS) during the internship semester.

**Standards Matrix:**

<p><b>Objectives</b></p> <p>The teacher candidate will gain knowledge and skills in __</p>	<p><b>Activities</b></p>	<p><b>Performance Assessment</b></p>	<p><b>Standards:</b> <i>Texas State Standards (Pedagogy &amp; Professional Responsibilities)</i></p>
<p>1. Choosing appropriate assessment methods</p>	<ul style="list-style-type: none"> <li>➤ Analyze, synthesize book chapters</li> <li>➤ Write measurable objectives, analyze state curriculum (Student expectations)</li> <li>➤ Examine TAKS items</li> <li>➤ Group discussion, analysis, reflections online</li> </ul>	<p><b>Detailed lesson plan-</b> Using a suggested format, the teacher candidate will choose a grade level, objectives, assessment appropriate for the students and lesson (see rubric)</p> <p><b>Unit Test</b> 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). (see attached rubric)</p>	<p><i>Domain 1- Designing instruction and assessment to promote student learning</i></p> <p><i>Standard 1- The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</i></p> <p><i>Competency 3- The teacher understands procedures for effective and coherent instruction and assessment based on appropriate learning goals objectives.</i></p>

<p>2. Developing appropriate assessment methods</p>	<ul style="list-style-type: none"> <li>➤ Read and apply “rules” for constructing all types of test items</li> <li>➤ Write sample items for each type of test (objective, open-ended, etc.)</li> <li>➤ Critique peer’s test items</li> <li>➤ Design short rubrics</li> </ul>	<p>Test Blueprint – the teacher candidate designs a unit test by constructing a test blueprint.</p> <p>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). (see rubric attached)</p> <p>Rubric design- The teacher candidates will search for a variety of rubrics for alternative assessments and then design their own.</p> <p>The teacher candidate will write sample test items for each test type (short response, essay, and open-ended)</p>	<p><i>Domain 1- Designing instruction and assessment to promote student learning</i></p>
<p>3. Obtaining and analyzing assessment results</p>	<ul style="list-style-type: none"> <li>➤ Analyze student data and conduct statistical tests.</li> <li>➤ Use a spreadsheet to graph test results and compare mean, median.</li> <li>➤ Search resources for parents and how to help them understand the report.</li> </ul>	<p>Using spreadsheets to report student data- the teacher candidate will analyze a set of student data and organize data for parents and other stakeholders.</p> <p>Reflections on state assessment report for parent.</p>	<p><i>Standard 1- The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</i></p>

4. Using assessment results	<ul style="list-style-type: none"> <li>➤ Critique published articles on assessment and related issues</li> <li>➤ Developing valid pupil grading procedures, which use pupil assessments</li> </ul>	The teacher candidate reads a sample of Teacher Work Sample and critiques the assessment instruments and results.	<i>Competency 10 – The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning or all students</i>
5. Communicating assessment information	<ul style="list-style-type: none"> <li>➤ Chapter readings</li> <li>➤ Write formal letter to communicate assessment results to students’ parents, other lay audiences, and other educators.</li> </ul>	<p>The teacher candidate will download a sample of report card from TEA web site and write an analysis of TAKS report card and describes ways to communicate report to parents.</p> <p>Compare/contrast z-scores, T-scores, Stanines, and percentile ranks</p>	<i>Standard 4 The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</i>
6. Observing ethical standards when designing, administering, and reporting assessment data.	<ul style="list-style-type: none"> <li>➤ Recall, from personal experience, recognize unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information;</li> <li>➤ Read research articles on assessment issues in both state and national level;</li> <li>➤ Develop awareness of issues by reading textbook chapters and other sources.</li> </ul>	<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 Project (described above)</p> <p>Review of 2 published articles from professional journals (one can be from an educational web site) from at least two different journals. See article review format and rubric.</p>	<p><i>Standard 4 -- The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</i></p> <p><i>Domain 4 – Fulfilling professional roles and responsibilities</i></p> <p><i>Competency 13- The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas</i></p>

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

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

## COURSE EVALUATION

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

2 tests (objective type and open-ended)	100
Unit Test Project	100
Short Assessments on test constructions and NCLB	70
Review of Articles (2) on school testing	30
Forums discussing/reflecting on assessments of learning	30
Detailed lesson plan with assessment plan	20
Analysis of student data, organizing data, reporting data	30
Sample TWS (Analysis of learning & Self evaluation)	20
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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

### Brief descriptions of major course assignments

1. Design a Unit Test with no less than 30 items. Provide a list of objectives for a unit of study, prepare a test blueprint, and develop a paper-pencil test to assess these objectives. At least 2 items are alternative-based assessment. Include TEKS for lessons. A scoring rubric needs to be included. **(100 pts)**
2. Write critical analysis of two different articles from 2 education journals on the level that you are certified to teach indicating pros, cons, and your opinion. **(30 pts)**
3. Two tests will be given to assess content specific knowledge and skills regarding test constructions, validity, and reliability: Both tests are taken on line. The open ended questions are given as take-home assessments.**(100 pts)**
4. Organize students' test scores using graphing and solving mean, mode, median, standard deviation, and percentile rank. A spreadsheet program will be used to graph data. **(30 pts)**
5. Prepare an analysis of student learning and self evaluation (part of TWS). 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. **(20 pts)**
6. Develop a lesson plan (format and rubric are given), include TEKS for that one lesson and assessment plan. **(20pts)**

7. Participation in 3 forums about issues and problems in educational assessment (**30 pts**)
8. Chapter assignments typed and submitted individually will be measured as class participation. (**70 pts**)

### **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. 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. **The student is responsible for initiating the "DROP" and informing the instructor.**

### **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 Sam mailbox is full, you will not be receiving emails.

## RELATED WEB SITES

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

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

<http://www.tea.state.tx.us/student.assessment/resources/guides/> - TAKS information

<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](http://www.misterexcel.com) – for tutorials, help with spreadsheet EXCEL

This SYLLABUS is a binding contract between you and the instructor. Make sure you read and understand every part of this document.

**LESSON PLAN RUBRIC**

**ESTABLISHING THE LESSON FRAMEWORK**

Lesson Components	Target (3)	Acceptable (2)	Unacceptable (1)
<p style="text-align: center;"><b>TEKS/Student Learner Expectations</b></p>	<p>The <i>entire</i> TEKS (strand, knowledge and skills statements, and student expectation(s) ) is clearly written.</p>	<p>The written TEKS contains only two of the three components.</p>	<p>Only one of the three TEKS components is written.</p>
<p style="text-align: center;"><b>Objective</b></p>	<p>The objective is clearly related to the student expectation.</p> <p>The objective . . .</p> <ul style="list-style-type: none"> <li>• clearly identifies knowledge or skill, and</li> <li>• describes in detail the action that will take place (<i>not an activity</i>), and</li> <li>• describes in detail the conditions under which the action will take place, and</li> <li>• is measurable.</li> </ul>	<p>The objective is not clearly related to the student expectation.</p> <p>The objective . . .</p> <ul style="list-style-type: none"> <li>• Clearly identifies or describes <b>only three</b> of the four objective components</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• those identified or described <b>are not clear.</b></li> <li>• Knowledge or skill</li> <li>• Action that will take place (not an activity)</li> <li>• The conditions under which the action will take place</li> <li>• Is measurable</li> </ul>	<p>The objective is not clearly related to the student expectation</p> <p>The objective clearly identifies or describes <b>less than three</b> of the four objective components.</p> <p><b>OR</b></p> <p>Those identified or described <b>are not clear</b></p> <ul style="list-style-type: none"> <li>• identify the knowledge or skill, and/or</li> <li>• describe the action that will take place (<i>not an activity</i>), and/or</li> <li>• describe the conditions under which the action will take place, and/or</li> <li>• is not measurable.</li> </ul>
<p style="text-align: center;"><b>Rationale</b></p>	<p>The rationale describes <b>in detail</b> the significance of the lesson and is reasonably supported.</p>	<p>The rationale describes the significance of the lesson and is reasonably supported.</p>	<p>The rationale <b>does not</b> describe the significance of the lesson and/or is not reasonably supported.</p>



**DESIGNING SUPPORTIVE LEARNING ENVIRONMENTS**

Lesson Components	Target (3)	Acceptable (2)	Unacceptable (1)
<b>Materials</b>	<i>All</i> supporting materials/resources needed for the lesson are <b>explicitly</b> identified/ referenced.	<i>Most</i> supporting materials/resources needed for the lesson are identified/ referenced.	<i>Few or no</i> supporting materials/resources needed for the lesson are identified/ referenced.
<b>Setting</b>	<p>The description of the classroom environment <b>supports the lesson and includes</b></p> <ul style="list-style-type: none"> <li>• classroom arrangement, and</li> <li>• materials management, and</li> <li>• student grouping, and</li> <li>• technology needs; and/or</li> <li>• safety concerns.</li> </ul>	<p>The description of the classroom environment includes</p> <ul style="list-style-type: none"> <li>• classroom arrangement, and</li> <li>• materials management, and</li> <li>• student grouping, and</li> <li>• technology needs; and/or</li> <li>• safety concerns.</li> </ul>	<p>The description of the classroom environment <b>does not</b> include all necessary components such as</p> <ul style="list-style-type: none"> <li>• classroom arrangement;</li> <li>• materials management;</li> <li>• student grouping;</li> <li>• technology needs; and/or</li> <li>• safety concerns.</li> </ul>
<b>Student Needs</b>	Student characteristics are <b>specifically identified</b> including a description of prior knowledge and special learning and physical accommodations/modifications.	Student characteristics are generally identified including a description of prior knowledge and special learning and physical accommodations/modifications.	Student characteristics are <b>not</b> identified and/or <b>do not include</b> a description of prior knowledge and special learning and physical accommodations/modifications.

## INSTRUCTIONAL STRATEGIES

Lesson Components	Target (3)	Acceptable (2)	Unacceptable (1)
<b>Introduction/ Focus</b>	<p>The introduction/focus ...</p> <ul style="list-style-type: none"> <li>captures students' interest, and</li> <li>motivates student learning, and</li> <li>activates prior knowledge; and</li> <li>connects to the overall learning objective.</li> </ul>	<p>The introduction/focus ...</p> <ul style="list-style-type: none"> <li>engages students' interest, and</li> <li>promotes student learning, and</li> <li>acknowledges prior knowledge; and</li> <li>addresses the overall learning objective.</li> </ul>	<p>The introduction/focus <i>does not</i> ...</p> <ul style="list-style-type: none"> <li>engage students' interest, and/or</li> <li>promotes student learning, and/or</li> <li>acknowledge prior knowledge; and/or</li> <li>address the overall learning objective.</li> </ul>
<b>Instructional Procedure</b>	<p>The instructional design for this lesson...</p> <ul style="list-style-type: none"> <li>is aligned with the overall learning objectives;</li> <li>supports a particular instructional model, i.e., inquiry, direct instruction, cooperative learning, discovery learning, simulation, etc . .</li> <li>includes all necessary components for the instructional model are included.</li> </ul> <p>Aligns with objective and assessment.</p> <p>Where and when appropriate includes formative assessments such as checks for understanding and guided practice during the instructional component.</p>	<p>The instructional design for this lesson...</p> <ul style="list-style-type: none"> <li>is aligned with the overall objectives;</li> <li>supports a particular instructional models,</li> <li>includes most necessary components for the instructional model(s).</li> </ul> <p>Partially aligns with objectives and assessment</p> <p>Where and when appropriate occasionally includes formative assessments such as checks for understanding and guided practice during the instructional component.</p>	<p>The instructional design for this lesson...</p> <ul style="list-style-type: none"> <li>is not aligned with the overall objectives;</li> <li>does not support a particular instructional model, i.e., inquiry, direct instruction, cooperative learning, discovery learning, simulation, etc and/or</li> <li>does not include all necessary components for the instructional model are included.</li> </ul> <p>Does not align with objectives and assessments</p> <p>Does not include formative assessment during instruction.</p>
<b>Closure</b>	<p>The lesson closure provides opportunities <i>for the learner</i> to be included in the summary of the key points of the lesson and the restatement of the instructional objective.</p>	<p>The lesson closure provides opportunities for the summary of the key points of the lesson and the restatement of the instructional objective.</p>	<p>The lesson closure <i>does not</i> provide opportunities for the summary of the key points of the lesson and the restatement of the instructional objective.</p>

### Evaluation Strategies

Lesson Components	Target (3)	Acceptable (2)	Unacceptable (1)
<b>Assessment/Evaluation</b>	<p>The assessment/evaluation measures the students' mastery of the intended objectives and aligns with the objective s and the TEKS.</p> <p>There are opportunities for formative and summative assessments in the lesson where applicable.</p> <p>The assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.</p>	<p>The assessment/evaluation measures the students' mastery of objectives, and TEKS.</p> <p>There are seldom opportunities for formative and summative assessments in the lesson where applicable.</p> <p>The assessment includes limited criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.</p>	<p>The assessment/evaluation <b>does not</b> measure the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.</p> <p>There are <b>few or no</b> opportunities for formative and summative assessments in the lesson where applicable.</p> <p>The assessment <b>does not</b> include specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.</p>

RUBRIC FOR UNIT TEST PROJECT (100 points)

	Points
1. Cover Sheet and Overview .....	5
2. Test Blueprint [must be pre approved by instructor] .....	10
3. General Objectives (why are you giving this test?) .....	5
4. Specific Objectives and TEKS (5-10 objectives) .....	5
5. Rules of Test Construction .....	10
a. Instructions for each section with point values	yes.....No
b. Proper spacing of questions and answers	yes .....No
c. Lack of factual or grammatical errors	yes.....No
d. Proper numbering of questions in sequence	yes .....No
e. Neatness, ease of reading and responding	yes .....No
f. Answer key in red	yes .....No
g. Page numbers on test paper	yes .....No
6. Quality of True/False Items 1-----	10
7. Quality of Multiple-Choice Items 1-----	10
8. Quality of Short Answer Items 1-----	10
9. Quality of Short Essay Item (2) OR performance based task (1) 1-----	10
10. Rubric for grading essay OR performance based task 1-----	5
11. Validity of instrument when compared to intended objectives 1-----	10
<i>[This means compatibility between your intended objectives and test items]</i>	
12. Reflection on developing a unit assessment and PPR competencies 1-----	10

Please address the guide questions below in your reflection:

- a) *What have you learned about tests and measurements after you developed your unit test?*
- b) *What were some issues about testing and assessment have you come to understand as a result of this assignment?*
- c) *How did this assignment help you meet the objectives outlined for this course?*
- d) *What PPR competencies have you addressed and how well have learned them after you have completed this unit assessment project?*

**Scoring Rubric for Article Review: (Max 15 points)**

Rating→ Indicator	Met standards (3 Points)	Partially met standards (2 Points)	Did not meet standards (1 Point)
1. Citations (dated 1990 or after) APA style	Complete	1-2 info missing	3-5 info missing
2. Technical	Free of grammar and spelling errors; font size 12; one full page at least.	1-2 misspelled words and incorrect grammar spotted	More than 3 errors; incorrect grammar
3. Description (Do not include personal opinion or judgment)	Covered major ideas and presented in concise, clear manner. Include findings when applicable	Substantial, major ideas highlighted with less clarity; Missing findings or results.	Only 1-2 critical information included and are vaguely described
4. Analysis	Insightful. Analysis offers plausible viewpoints and justifications	Hmmm, Maybe. Supporting justification is not strong	Missing in action
5 How do I benefit as a teacher?	Points adequately to significance of article to personal growth	Not so convincing evidence pointing to the value of the article	Did not identify issue or ideas of significance or value to him/her.

**Guidelines for completing the Article Review Assignment**

1. Find 2 articles from educational journal or any professional journal in your field of specialization.
  - The article may be a research that uses some kind of tests (Achievement, Personality, IQ, Aptitude, etc).
  - The article may discuss current issues about testing, assessment in public school.
  - The article may be about NCLB, state assessment, and use or abuse of standardized tests.
  
2. Read carefully each article and write a 1-2 page analysis following the format given on the next page.