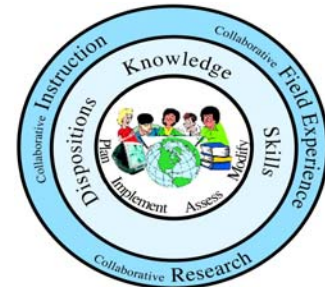


**Sam Houston State University  
College of Education**

**EED 484 Assessment and Evaluation, and Legal Issues for the Elementary Teacher  
Summer II 2008**

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**Office Hours:** By appointment



Enhancing The Future  
Through Educator Preparation

**Text:** Popham, W. James (2007). *Classroom Assessment: What Teachers Need to Know* (5<sup>th</sup> Edition). Boston, MA: Allyn and Bacon.

Walsh, James and Kemerer, Frank (2005). *The Educator's Guide to Texas School Law* (6<sup>th</sup> Edition). Austin, TX: University of Texas Press.

**Course Description**

The purpose of this course is to provide the prospective elementary teacher practical experience in two areas: assessment and evaluation, and legal issues. In the area of assessment and evaluation, the course will include a study of teacher-made tests, standardized tests, interpretation of test scores, performance assessment techniques, and grading and reporting student progress. The study of legal issues will cover those issues most pertinent to the elementary and middle school teacher.

**Course and IDEA Objectives**

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities</b> <b>*Indicates field-based activity</b>	<b>Assessment</b>	<b>Standards</b>
The candidate: Displays skill in choosing assessment methods appropriate for instructional designs; Displays skill in developing assessment methods appropriate for instructional designs	Presentation of curriculum and assessment relationship  Critique of candidate designed assessments (selected response, constructed response, portfolios, essay, authentic, projects, performance) and rubrics  Exam#1	Paper and class presentation  In-class assignments and class discussion  In-class exam	PPR 3, 4, 10  ACEI 4
Displays skill in administering, scoring, and interpreting the results of both externally-produced and teacher-produced assessment methods; Displays skill in using assessment results when making decisions about individual students, planning instruction, developing curriculum, and school improvement; Displays skill in developing valid student grading procedures which use student assessments	Presentation on reliability and validity of assessment  Group project explaining nature of bias in assessment  Critique of candidate designed assessments (selected response, constructed response, portfolios, essay, authentic, projects, performance) and rubrics  Group presentation of interpretation of various teacher-produced and	In-class assignments and class discussion  Class presentation and discussion  Paper and class presentation and discussion  In-class assignment and presentation and discussion	PPR 3, 4, 10  ACEI 4  NMSA 3,5

	externally-produced assessment Exam #1	In-class Exam	
Displays skill in communicating assessment results to parents, other lay audiences, and other educators; Displays skill in recognizing unethical, illegal, and otherwise inappropriate methods and uses of assessment information	Group presentation of interpretation of various teacher-produced and externally-produced assessment examples Exams #1 and 2	In-class assignment and presentation  In-class Exam	PPR 11, 13 ACEI 4, 5 NMSA 3,5
Displays knowledge of the professional roles and responsibilities of educators; Displays knowledge of school organization and due process	Scavenge Hunt on structure of education in Texas, presentation to class  Presentation of research on current issue regarding professional roles and responsibilities Exams #1 and 2	Out-of-class assignment and in-class discussion  Paper and in-class Discussion  In-class Exam	PPR 13 ACEI 5 NMSA 7

## Standards

### ***Texas Pedagogy and Professional Responsibilities (PPR)***

Site: [http://texes.ets.org/assets/pdf/testprep\\_manuals/100\\_pedprofrespec\\_4.pdf](http://texes.ets.org/assets/pdf/testprep_manuals/100_pedprofrespec_4.pdf)

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

*Domain I: Designing Instruction and Assessment to Promote Student Learning*

*Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.*

*Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.*

*Domain III: Implementing Effective, Responsive Instruction and Assessment*

*Competency 010: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.*

*Domain IV: Fulfilling Professional Roles and Responsibilities*

*Competency 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.*

*Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.*

### ***Association of Childhood Education International (ACEI)***

Site: <http://www.acei.org>

Standard 4: Assessment for Instruction

Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, emotional, and physical development of each elementary student.

Standard 5: Professionalism

Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek opportunities to grow professionally.

**National Middle School Association (NMSA)**

Site: <http://www.nmsa.org>

**Standard 3**

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

**Standard 5**

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

**Standard 7**

Middle level teacher candidates understand the complexity of teaching young adolescents and they engage in practices and behaviors that develop their competence as professionals.

**Assignments**

There will be two exams: - 100 points each, 200 total

In-class assignments – 100 points

Research project over an issue in teacher professional ethics – 100 points

Assignment information will be given first day

**Grade Policy**

368 + : A

328.00-367.99 : B

288.00-327.99 : C

Below 288 : D A grade of D or below will result in the candidate taking the course again.

**Attendance Policy**

This course follows a mini-mester type format. Therefore, regular and punctual attendance is required!

Your course grade may be lowered one letter grade for each absence in excess of three hours.

**Disabled Student Policy**

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies may be considered to ensure that participation and achievement opportunities are not impaired. Notification by the Counseling Center is expected.

**Schedule**

Tue July 15 Introduction to Assessment and Evaluation - *Popham Chapter 1*

Assessment v. Testing

- Diagnostic, Formation, and Summative Evaluation

Overview of Texas Education – *Walsh Chapter 1*

- Sources of Law
- The Structure and Governance of Texas School System
- How the U.S. Constitution and Federal Government Affect Texas Schools
- School Finance
- Parent Rights

No Child Left Behind

- Wed July 16      Reliability of Assessment – *Popham Chapter 2*
- Stability
  - Alternate-Form Reliability
  - Internal Consistency Reliability
  - Standard Error of Measurement
- Validity – *Popham Chapter 3*
- Content Validity
  - Criterion Validity
  - Construct Validity
  - Relationship Between Reliability and Validity
- Student Attendance and the Instructional Program – *Walsh Chapter 2*
- Attendance
  - Maintaining a Safe School Environment
  - The Instructional Program
  - Extracurricular Activities and the UIL
- Thu July 17      Assessment Bias – *Popham Chapter 4*
- The Nature of Bias
  - Categories of Test Bias
  - Guidelines for Fair Representation of Minority Groups
  - Guidelines for Gender Equity
- Constructing Classroom Tests – *Popham Chapter 5*
- Purpose of Classroom Tests
  - Describing Learner Outcomes
  - Developing the Test
- Special Education – *Walsh Chapter 3*
- The Jargon of Special Education
  - Federal Legislation
  - Discipline of Students with Disabilities
  - Section 504 of the Rehabilitation Act of 1973
- Fri July 18      Selected-Response Tests – *Popham Chapter 6*
- True-False Items
  - Multiple Choice Items
  - Matching Items
- Constructed Response Tests – *Popham Chapter 7*
- Short Answer
  - Essay
- Employment in Public Schools in Texas – *Walsh Chapter 4*
- The Hiring Process
  - Restrictions of Employment
  - Property Rights and Due Process
  - Compensation Disputes
  - Teacher Appraisal
  - Other Employment Benefits
  - Workers' Compensation

- Mon July 21    **Exam #1**  
 Performance Assessment – *Popham Chapter 8*
- Performance Tests
  - Evaluating Performance-Test Tasks
  - Identifying Scoring Criteria
  - Ratings and Observations
- Tue July 22    Portfolio Assessment – *Popham Chapter 9*
- Classroom Portfolio Assessments vs. Large-Scale Portfolio Assessment
  - Key Ingredients in Classroom Portfolio Assessment
  - Pros and Cons of Portfolio Assessment
- Standardized Tests – *Popham Chapter 13*
- Norm referenced Tests
  - Criterion Referenced Tests
  - Texas Assessment of Knowledge and Skills
- Religion in the Schools – *Walsh Chapter 7*
- Religion in Classrooms, Programs, and Holiday Observances
  - Clergy in the Schools
  - Distribution of Religious Literature
  - Wearing Religious Symbols
- Wed July 23    Grading and Evaluation – *Popham Chapter 15*
- Grading Criteria
  - Describing Grades
  - Assigning Grades
- Student Discipline – *Walsh Chapter 8*
- Guidelines for Rule Making
  - Due Process
  - Chapter 37 of the Texas Education Code
- Thu July 24    Privacy Issues and Freedom of Speech – *Walsh Chapter 9*
- The Legal Framework
  - Educator Privacy Rights
  - Student Privacy Rights
  - Search and Seizure
  - Freedom of Speech n Schools
- Fri July 25    Legal Liability – *Walsh Chapter 10*
- Areas of Legal Liability
  - State Torts
  - Federal Civil Rights Liability
- Mon July 28    Presentation of Projects
- Tue July 29    Presentation of Projects  
**Exam #2**

