

**EED 484, Sections 5, ASSESSMENT, EVALUATION AND LEGAL ISSUES  
FOR THE ELEMENTARY TEACHER—Spring 2007**

*EED 484 is a required course for the Elementary Education Major*

**College of Education and Applied Science  
Department of Curriculum and Instruction**

**Instructor:**

**Doris Phelps, M.Ed.**

Teacher Education Center Room 234

P.O. Box 2119/SHSU

Email: [dfp001@shsu.edu](mailto:dfp001@shsu.edu) or [dwpelps@suddenlink.net](mailto:dwpelps@suddenlink.net)

Office hours: By appointment. Call 936.756-1520 (home) or 936.788-4697 (Cell)

**Texts:** Popham, James. (2005). Classroom Assessment: What Teachers Need to Know. Boston, MA: Allyn and Bacon.

Walsh, Kemerer, and Maniotis. (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 EED 484 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 teacher. This course is field-based requiring the student to do part of the work in the classroom during the student teaching experience.

**Standards Matrix:**

<b>Objectives/Learning Outcomes:</b>  <b>By the end of this course, the student will be able to . . .</b>	<b>Activities (*indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> *Texas Pedagogy & Professional EC-8 *Association of Childhood Education International *TExES (PPR)
Use TEKS to develop goals, objectives, and assessment items for students.	Develop model goals and objectives based on TEKS  Develop goals and objectives for lessons taught*	Goals/objectives presented to class. Written paper including goals, objectives, and assessments.	<u>1.13k, 1.13s</u> 3.a  <b>TExES Competency 10</b>
Use the knowledge of assessments to make appropriate instructional decisions.	Develop assessment instruments for selected-response test items, constructed-response test items, and performance tasks.*	Create written, age appropriate assessment instruments.	<u>1.24s, 1.25k, 1.25s, 1.26k, 1.26s, 1.27k, 1.28s</u> 3a, 4 <b>TExES Competency 10</b>
Discuss current philosophy when it comes to assigning grades to students.	Develop a personal grading philosophy with input from classroom teachers.*	Test/written assignment.	<u>1.24s, 1.25k, 1.25s, 1.26k, 1.26s, 1.27k, 1.28s</u> 3a, 4 <b>TExES Competency 10</b>
Demonstrate an understanding of the connection among the Texas statewide assessment program, the statewide curriculum, & classroom instruction.	Create and field test assessments using the TEKS*	Assessment Instruments	<u>1.24s, 1.25k, 1.25s, 1.26k, 1.26s, 1.27k, 1.28s</u>  3.a, 4  <b>TExES Competency 3 &amp; 10</b>
Use technology in assessment.	Interpret state test results using technology.*	Guest speaker; written assignment—AEIS	<u>1.24s, 1.28k</u> 3a, 4

		Report .	<b>TExES Competency 9</b>
Analyze and explain individual student performance on the state or nationally normed, standardized tests.	Analyze several different kinds of local assessment instruments.*  Analyze Texas state assessment & AEIS reports as well as nationally normed tests*  Know the importance of adhering to procedures in standardized test situations.	Class discussion  Written report, class discussion, and test  Class discussion	<u>1.31k, 1.28s, 1.29s, 4.1K, 4.2K, 4.17k</u>  4  <b>TExES Competency 3</b>
Find and discuss information included on the AEIS Report or Campus Report Card.	Analyze AEIS reports*	Written report	<u>1.31k, 1.28s, 1.29s, 4.1K, 4.2K, 4.17k</u> 4 <b>TExES Competency 3</b>
Apply the concept of absence of bias in assessment.	Recognize when bias in testing occurs and be able to create test items free of bias.	Test Written assignment	<u>2.1k</u> 3b <b>TExES Competency 10</b>
Apply State and Federal law when it comes to making decisions in various school situations.	Analyze a situation, determine appropriate action, and cite legal references.	Class discussion Written assignment	<u>2.15k, 4.5k, 4.6k, 4.7k, 4.18k, 4.19s</u> 5.a, 5.d <b>TExES Competency 13</b>
Share the different roles the federal, state, and local governments typically play as far as public schools are concerned.	Work with a group to investigate the role and responsibility of different levels of schools: local, state, and federal.*	Individual research Group report	<u>2.15k, 4.5k, 4.6k, 4.7k, 4.18k, 4.19s</u>  5.a, 5.d  <b>TExES Competency 12</b>
Apply policies & procedures in compliance with the Code of Ethics and Standard Practices for Texas Educators.	Apply appropriate standards to particular situations.	Class discussion Written assignment	<u>4.14k, 4.15k, 4.16s, 4.17s, 4.19s</u>  5.a  <b>TExES Competency 13</b>

**Course Format:**

The format of the class includes lecture, small group discussions, whole class discussions, group presentations, guest lectures, and on-line assignments with feedback. Evaluation consists of professor assessment of class discussions, written reports, written assignments, group presentation, tests, and timely and accurate submission of on-line work.

**Evaluation:** All items listed below will be worth 100 points except the Major Exam that will count 200 points. Final grades will be weighted as follows:

Major Exam	20%
Assignment 1, Selected-Response Test Items	10%
Assignment 2, Constructed-Response (Essay) Test Item	10%
Assignment 3, Performance Assessment	10%
Assignment 4, Structure of Schools (group report)	10%
Assignment 6, Legal Scenario in class	10%
Assignment 7, TAKS and AEIS Data Analysis/Item Analysis	10%
Professionalism (participation, attendance, article summary, portfolio, assessment journal, deadlines met, work quality)	10%

The grading scale is as follows:

- 800 – 900 points = A
- 700 – 799 = B
- 600 – 699 = C
- 500 – 599 = D
- Below 500 = F

## Course Content:

### Assessment and Evaluation

- Course overview, assessment versus testing, formative and summative evaluation, reasons for assessing
- Reliability of assessment: stability reliability, alternate-form reliability, internal consistency reliability, standard error of measurement
- Concept of validity in assessment: content validity, criterion validity, construct validity, relationship between reliability and validity
- Assessment bias: nature of bias, categories of test bias
- Constructing classroom tests: learner goals and objectives in relation to TEKS, selecting appropriate tests for desired results
- Selected-response tests: binary choice, multiple-binary choice, multiple-choice, matching
- Constructed-response tests: short answer, essay, developing scoring rubrics
- Performance assessment: types of performance assessment, evaluating performance tests, developing scoring criteria
- Standardized tests: norm referenced, criterion referenced, Texas state assessment
- Portfolio assessment
- Grading and evaluation
- Reading state-provided documents including AEIS reports

### Legal Issues

- Overview of education law: sources of law
- Structure and governance of the education system: local, state, federal
- Personnel issues: certification, contracts, due process, employee rights and responsibility
- Code of Ethics
- Legal Liability: state torts, federal civil rights liability
- Student and family rights: child abuse, discipline, confidentiality, religious issues
- Special needs students: special education, bilingual, gifted, abused and neglected children, 504 students, at-risk students

## Course Requirements:

1. Reading and Content
  - Be familiar with the content of the following textbook *Classroom Assessment: What Teachers Need to Know* by James Popham
  - Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 15.
  - Be familiar with the content of the following textbook *The Educator's Guide to Texas School Law*, 6<sup>th</sup> edition by Walsh, Kemerer, and Maniotis – Chapters 1, 2, 3, 4, 6, 7, 8, 9, 10.
2. Construct tests
  - Use the TEKS to develop goals and objectives.
  - Know the different types of tests and when to use each.
  - Construct different types of tests
    - Selected-response items
    - Constructed-response items
    - Performance assessments
3. Analyze standardized tests
  - Be able to analyze and explain an individual student report from a norm-referenced test.
  - Know the components of the Texas assessment system and be able to analyze an individual student report.
4. Become familiar with campus Report Cards and AEIS Reports.
5. Examine the use of technology in assessment.
6. Know the sources of law.
  - Apply state and federal law to school situations.
7. Know the structure of schools: local, state and federal
  - Work with a group to present one part of the roles and responsibilities of public schools (e.g. school board)
8. Update professional portfolio.

**Expectations:**

Please pay attention to the class calendar. Read each chapter before class discussion. The short time in class makes it necessary to have a fast paced class. Assignments that are late will be penalized. Any class missed may require a written report.

It is important that a teacher use correct spelling and standard grammar and punctuation in all written communication. For that reason, errors in work submitted for this course will result in a grade reduction.

For success in this class, be responsible, do your best work always, cooperate with others, and treat everyone, including yourself, with respect.

**Disability Statement:** Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

**Attendance Policy:** Regular and punctual attendance is required. Each hour of absence beyond three hours may result in a ten-point reduction of your grade in EED 484 for each hour of class missed. Three (3) tardies will be counted as one-absence. Any class missed will result in loss of that day's participation grade unless make-up work is arranged. Oral presentations will probably not be able to be handled another date, so the grade will automatically be reduced.

**On-Line Assignments:**

During your student teaching experiences, you will be required to submit assignments. The due dates are listed on the Class Calendar, but to avoid potential technology problems and grade penalties, you are encouraged to submit each assignment as early as possible before it's due.

Send each assignment as instructed by the class calendar: either by embedding it in an email message or attaching it as a Microsoft Word document. Do not use Blackboard. If you experience difficulties with transmitting the assignment, please call your professor and leave a message explaining what is happening and leaving a phone number where you can be reached. **Each assignment received online after its due date will be reduced by 5 points per day late.** You will be notified by return email when each assignment is received. **It is your responsibility to follow-up if you do not receive a response.**

**Bibliography:**

- Brookhart, S. (1993). Teachers' grading practices: Meaning and values. *Journal of Educational Measurement*, 30(2), 123-142.
- Gomez, Fenando C. and Kenneth R. Craycraft. (1999). *The Legal Handbook for Texas Teachers*. Bulverde, Texas: Omni Publishers.
- McMillan, James H. (2001). *Classroom Assessment: Principles and Practices for Effective Instruction* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.
- Stiggins, Richard J. (2001). *Student-Involved Classroom Assessment* (3<sup>rd</sup> ed). Upper Saddle River, NJ: Prentice-Hall.
- Valenti, William. and Christina Valenti. (2001). *Law in the Schools* Upper Saddle River, NJ: Merrill Prentice Hall.

**Annotated URLs for Teachers:**

[www.google.com](http://www.google.com) (a general search engine, one of several available)

[www.eric.ed.gov](http://www.eric.ed.gov) and click on "Contact ERIC" (a search engine specifically for educational topics)

[www.esc6.net](http://www.esc6.net) (the home page for the Education Service Center, Region VI, in Huntsville with links to other sources)

[www.tea.state.tx.us/teks/index.html](http://www.tea.state.tx.us/teks/index.html) (Texas' standards, Texas Educational Knowledge and Skills--TEKS)

[www.tea.state.tx.us/student.assessment/taks/booklets/index.html](http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html) (TAKS test information. Linked to released TAKS)

<http://www.tea.state.tx.us/student.assessment/reporting/results/itemanalysis> (Statewide TAKS Item Analysis)

[www.ali.apple.com](http://www.ali.apple.com) (sample lesson plans for a wide variety of subjects and grade levels—aligned with TEKS)

[www.teachers.net](http://www.teachers.net) (Harry Wong materials; one of many similar sites for educators)