SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS

OVERVIEW/SCHEDULE/INSTRUCTIONS

I. COURSE NAME AND NUMBER: EDUC 4653 - CLASSROOM ASSESSMENT:

EDUC 4653
Hours Credit: 3

Dr. Ramona A. Hall
Nance-Boyer 1078 G 581-2279
Classroom: As assigned
Office Hours: As posted
Email: rhall@cameron.edu

II. COURSE DESCRIPTION:

Selection, design, administration, and interpretation of a variety of assessment methods. Use of assessment results to make instructional decisions, plan instructional activities, and develop appropriate grading practices. Communication of results to students, parents, educators, and the community. Prerequisite: Admission to Teacher Education. Lecture 3 hours.

III. CONCEPTUAL FRAMEWORK:

An educator who is COMPETENT displays the following dispositions:
- Values the subject matter (s)he teaches
- Appreciates multiple teaching strategies
- Uses fair and consistent practices

An educator who is CARING displays the following dispositions:
- Exhibits a belief that all students can learn
- Demonstrates strong interpersonal skills
- Is sensitive to student needs

An educator who is COMMITTED displays the following dispositions:
- Demonstrates professionalism
- Is a reflective decision-maker
- Is dedicated to the profession
### IV. SPECIFIC LEARNING OBJECTIVES AND RELATED STANDARDS:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Conceptual Framework</th>
<th>Oklahoma Competencies</th>
<th>ACEI Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>state the relevance of objectives to the teaching/learning and evaluation/assessment processes</td>
<td>Competent</td>
<td>(7) The teacher plans instruction based upon curriculum goals, knowledge of teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.</td>
<td>(4) Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</td>
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<tr>
<td>construct developmentally appropriate tests for the purpose of evaluating academic progress and instruction</td>
<td>Competent</td>
<td>(8) The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner</td>
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<td>conduct pre-assessment and post-assessment analyses including computation of gain scores and an evaluation of student performances on individual objectives</td>
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<td>define statistical terminology and utilize statistical procedures</td>
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<td>effectively interpret standardized test results</td>
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<td>identify a variety of alternate means (both formal and informal) for assessing/evaluating student performance</td>
<td>Competent Caring</td>
<td>(8) The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner. (5) The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self motivation and active engagement in learning, thus, providing opportunities for success.</td>
<td>(4) Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. (3.2) Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to...</td>
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<td>design or select appropriate alternative assessment instruments (checklists, rating scales, rubrics) for assessing performance, products, attitudes, and/or behaviors in various subject areas and for students of differing developmental levels</td>
<td>Competent Caring</td>
<td>(8) The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner</td>
<td>(3.2) Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</td>
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<td>evaluate the effects his/her choices of grading and recording methods will likely have on students and parents and explain ways for modifying grading decisions when necessary</td>
<td>Competent Caring Committed</td>
<td>(9)The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</td>
<td>(5.1)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 out opportunities to grow professionally.</td>
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<td>demonstrate skill in accurately and ethically communicating academic progress and standardized test results to students and parents</td>
<td>Competent Caring Committed</td>
<td>(10)The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students’ learning and well-being.</td>
<td>(5.1)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 out opportunities to grow professionally.</td>
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<td>utilize reflective processes in interpreting results of teacher-made and standardized tests to improve and individualize instruction</td>
<td>Competent Caring Committed</td>
<td>(7)The teacher plans instruction based upon curriculum goals, knowledge of teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.</td>
<td>(5.1)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 out opportunities to grow professionally.</td>
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<td>recognize instances of stereotyping or bias (cultural/ethnic, religious, gender) in test items and revise items to eliminate bias</td>
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</table>
V. TEACHING STRATEGIES: The content of this course is taught using a variety of instructional strategies. Those strategies include but are not limited to lecture, classroom discussion, group work, student presentations, role-playing, and practice exercises. Primary uses of technology include the overhead projector, and PowerPoint presentations.

VI. REQUIREMENTS AND ASSIGNMENTS:

1. The student will read assigned chapters and outside readings before the topics are discussed in class.
2. The student will participate in all class discussions and/or activities.

REQUIREMENTS:

2. The student is responsible for all information presented in class.
3. The student is responsible for all assigned activities and outside readings.
4. The student is responsible for his/her own work. Copying, plagiarism, or other forms of academic dishonesty are not acceptable behaviors. If a student engages in any form of academic dishonesty, action will be taken in accordance with university policy (see Student Handbook).
5. The student is responsible for turning off her/his cell phone and/or pager before class begins or placing it on silent mode.

ASSIGNMENTS:

1. The student will participate in all activities and discussions. Activities may include but are not limited to: group work, responses to articles, statistical problems, and word problems. Activities may be completed in class or given as take-home work. Students who are not present when an activity is completed during class forfeit their opportunity to complete the activity—no exceptions (even if the student has a valid excuse).

2. Teacher-made Test and Reflection: The student will construct a typewritten teacher-made test including objectives, a table of specifications, test items, and a scoring key. An outline of all essential features and evaluation criteria will be provided to the student and discussed. The teacher-made test is an integral part of the course and must be completed in order for the student to pass the course. Any study not completing a teacher-made test has not completed course requirements and will not receive a passing grade in the course (ACEI #4, OK #7).

3. Sociogram and Reflection: The student will construct a sociogram to evaluate the social structure of a classroom. Scoring criteria and instructions for this assignment will be provided and discussed (ACEI #3.2, #4, OK #5).

4. Assessment Reflection: The student will write a reflection on the informal and formal assessments (s)he used while teaching the Practicum unit. Students are expected to explain how the information and feedback they received from these assessments impacted the teaching/learning process and his/her instructional decisions (ACEI #3.2, #4, OK #8).
5. Portfolio: Copies of the teacher-made test and sociogram are appropriate documents to include in the student’s electronic portfolio (Chalk & Wire) as artifacts (ACEI #3.2, #4, OK #7, #8).

VII. TEXTBOOK:

VIII. EVALUATION/GRADING:

1. The student will be graded on a total point basis. Points will be earned as follows:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1 teacher-made test*</td>
<td>100</td>
</tr>
<tr>
<td>Teacher-made test reflection*</td>
<td>15</td>
</tr>
<tr>
<td>Sociogram*</td>
<td>25</td>
</tr>
<tr>
<td>Sociogram reflection*</td>
<td>15</td>
</tr>
<tr>
<td>Assessment reflection *</td>
<td>15</td>
</tr>
<tr>
<td>1 exam @ 50 points</td>
<td>50</td>
</tr>
<tr>
<td>2 exams @ 100 points</td>
<td>200</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>545</strong></td>
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</tbody>
</table>

*Assignment will be assessed using a rubric provided by the professor. Students will be given all rubrics well in advance of submitting the assignment.

2. Student grades will be assigned as follows:

- 90-100% = A  
- 80-89% = B  
- 70-79% = C  
- 60-69% = D  
- 0-59% = F

3. Definition of late assignments: Assignments should be submitted on or before the due date. An assignment will be considered late:
   i. After 12:15 a.m. on the due date if the student attended class that day.
   ii. At the beginning of the class period on the due date if the student did not attend class that day.

4. Scoring of late assignments:

If an assignment qualifies as “late” it may be submitted to the instructor no later than at the beginning of the class immediately following the original due date. No work will be accepted after this time. Both the student and instructor will keep a written and accurate record of (a) when assignments are submitted and (b) the grade earned on assignments and exams. Grading on late work will begin at 80% of the total possible points therefore yielding a B at best for a final grade on the assignment. Unless a valid emergency arises, there will be no opportunities to make up missed exams. What constitutes a valid emergency is at the discretion of the instructor. It is the student’s responsibility to notify the instructor immediately upon realizing a conflict with an exam date. If the instructor gives approval, a student may take a
make-up exam ONLY during the seven (7) days immediately following the original exam date – no time before and no time after these seven days. It is the student’s responsibility to arrange a day and time to make up the exam. All make-up exams are given using an alternate format and are typically more difficult than the original exam. Therefore it is to your benefit to make every effort to take exams at the scheduled times. This make-up policy obviously does not apply to the final exam as the semester will be over, nor does it apply in situations involving an extended illness if acceptable documentation is provided. **There will be no opportunities to make up missed class activities - EVEN WITH A VALID EXCUSE FOR THE ABSENCE. Students must be present on the date class activities (i.e. outside readings, problems, etc.) are given to receive credit.**

5. The final exam is comprehensive (over all material covered in the course). Other exams will cover only the material studied since the previous exam.

6. Students must achieve a grade of C or better in Education courses, whether taken with an education prefix or a prefix from another department, in order to receive credit for them toward a degree. If a grade of D or F or U is achieved, the courses must be repeated. Grades which are transferred from other universities must also be a C or better. This policy does not affect courses taken before the Fall semester of 1993.

**IX. ATTENDANCE/WITHDRAWAL POLICY:**

**ATTENDANCE:**

1. You are expected to attend class and to be on time for class. If you feel you will be consistently tardy to class, you should reconsider enrolling in this class at this time. You are responsible for material presented in class and assignments given for completion at home whether you are present or not. If you are absent, please make arrangements for someone to obtain handouts and notes for you. No handouts will be available from the professor after the day they are distributed in class. It is the student’s responsibility to obtain from the professor any handouts, guidelines, instructions etc. (s)he missed due to absence.

2. Class attendance is important. Students who are absent will not benefit from class activities which provide practice in using the concepts covered in the course.

3. Points will not be deducted for non-attendance. However, if you miss 1/5 of the classes for this course, you have missed valuable experiences, discussions, content, and information necessary for minimal competency in Classroom Assessment, regardless of the points you may have earned. (If your circumstances have been such that you have had to miss more than 6 classes, I would suggest that you withdraw from the course and take it again when you have the time to devote to it.)

**WITHDRAWAL:**

Students who cease to attend class and who do not bring an official Cameron drop form for the instructor’s signature will receive an “F” in the course regardless of their grades at the time they cease to attend class. Current Cameron policy prohibits the instructor from giving students a grade of “W” in such a circumstance.
Last date to enroll or add a class: (Please see current class schedule)
Last date to drop without entry on transcript: (Please see current class schedule)
Last date to drop with a full refund: (Please see current class schedule)
Last date to withdraw with an automatic “W”: (Please see current class schedule)
Last date to withdraw from a class: (Please see current class schedule)

X. COURSE OUTLINE AND SCHEDULE:

WEEK 1
Chapter 1
Syllabus/Course Overview; Outline & Scoring Criteria for Teacher-Made Test
Chapter 5
Writing Objectives; Relationship between objectives and the Oklahoma PASS document; Coordination with Practicum Course
Chapter 5 & Chapter 12 (pg. 261-272)
Writing Objectives; Congruence between objectives and test items (content validity)

WEEK 2
Chapter 5 Bloom’s Taxonomy; Higher-Level Test Items
Chapter 5 Table of Specifications
Chapters 6 & 12 (pg. 273-276)
Writing Objective Test Items (general); Alternate Response Items (binary choice and multiple binary choice)

WEEK 3
Chapters 6 & 12 (pg. 273-276) Writing Matching Items

Topic for Test Due
Chapters 6 & 12 (p. 273-276) Writing Multiple Choice Items
Alternate Response items, objective(s) & directions due
Chapter 6 & 12 (pg. 273-276)

→Outside Reading: Assessment, Student Confidence, and School Success
Writing Multiple Choice Items & Correction for Guessing

WEEK 4
Chapter 4 Bias in Test Items
Matching items, objective(s) & directions due
Chapters 7 & 12 (pg. 273)
Writing Completion and Short Answer Items
Chapters 7 & 12 (p. 273) Writing Short Answer Items and Essay Items

WEEK 5
Chapters 7 & 12 (p. 273) Writing Scoring Criteria for Essay Items
Chapter 11 Item Analysis
Multiple Choice items, objective(s) and directions due
Chapter 11 Item Analysis

WEEK 6
Chapters 11 & 5 (pg. 116-118)
Norm & Criterion-Referenced Interpretations of Tests; Disaggregation of Data
Completion items, objectives & directions due
Short answer items, objectives & directions due
Chapter 15 (pg. 323-327)
Computation of Gain Scores and Reporting of Pre-test – Post-test Data
Measuring Social Behavior: Sociograms

WEEK 7
Chapter 13 (pg. 283-287)
Tabulating Frequency Data; Measures of Central Tendency;
Chapter 13 (pg. 283-287) Types of Distributions
Essay item, objective & scoring criteria due
EXAM I (Chapters 1, 4, 5, 6, 7, 11 & 12: 100 points)

WEEK 8
Chapter 13 (pg. 283-287) Measures of Variability  
Rough Draft of Teacher-Made Test Due  
Rough Draft of Table of Specifications Due  
Chapter 13 (pg. 283-287) Properties of the Normal Curve  
Chapters 2 & 3 Correlation; Validity; Reliability

WEEK 9
Chapters 2 & 3 Correlation; Validity; Reliability  
Teacher-Made Test and Reflection Due  
EXAM II (PART I) Tabulating Frequency Data; Measures of Central Tendency;  
Chapter 13 (pg. 283-289)

WEEK 10
Chapter 2 Reliability; Accuracy and Error  
Chapter 2 Reliability; Accuracy and Error  
Chapter 2 Standard Error of Measurement

WEEK 11
Chapters 8 & 10 Performance Assessment  
→Outside Reading: Designing Scoring Rubrics for Your Classroom  
Chapters 8 & 10 Creating and Using Checklists, Rating Scales, & Rubrics  
Chapters 13, 14, & 15 (pg. 327-338; 348-349)  
Oklahoma State Testing Program Act; Interpreting Standardized Test Scores;

WEEK 12
Chapters 13, 14, & 15 (pg. 327-338; 348) Test Preparation  
EXAM II (PART II) Chapters 2 & 3  
Sociogram and Reflection Due  
Chapters 13, 14, & 15 (pg. 327-338; 348-349)  
→Outside Reading: Excerpt from Standardized Minds by Peter Sacks  
Review and Practice: Reading and Interpreting Test Profiles

WEEK 13
Explaining Standardized Test Results to Parents during Parent-Teacher Conferences  
Utilizing a Classroom Standardized Test Profile to Improve Instruction  
Review of computation of gain scores and reporting of pre-test – post-test data

WEEK 14
Chapter 15  
→Outside Reading: Competitive Grading Sabotages Good Teaching  
Grades & Types of Grading Systems; Affective Assessment  
Chapter 15 Formative & Summative Evaluation  
→Outside Reading: It’s a Good Score! Just a Bad Grade

WEEK 15
EXAM III (Chapters 13, 14, & 15; pg. 327-338; 348: 50 points)

WEEK 16
Assessment Reflection Due  
Chapter 15  
Reporting Grades: Report Cards, Permanent Record Cards, & Progress Reports  
Chapter 15 Combining Grades into a Single Mark for a Reporting Period  
Chapter 9  
Portfolio Assessment; Formal and Informal Assessments of Learning  
Using Assessment Results to Modify, Adapt, and Improve Instruction

FINAL EXAM

The above calendar is EXTREMELY TENTATIVE. Changes may be made by the professor, as necessary, in order to best meet class instructional needs.
It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580) 581-2209, North Shepler Room 314.

XI. BIBLIOGRAPHY:


