CEL/CUR 612 – Development, Assessment, and Evaluation
Course Syllabus
Summer I 2020
Online

Faculty Information

Dr. Robin Acord, Assistant Professor
reacord@deltastate.edu – When possible, please use the Canvas message system to contact me.

Campus Office Location: Ewing 387

Campus Office Telephone: 662-846-4370

Office Hours: Weekdays 8:00-9:00 a.m. (also available by appointment)

Communication plan: I will always be available via email or Canvas message system and will respond to messages within 48 hours (usually sooner).

Course Materials

Required Materials
Waugh, C.K. & Norman, E.G. (2013). *Assessment of student achievement,* (10th ed.). Boston: Pearson.
ISBN: 13: 978-0132689632 or 10: 0132689634

Course Description

A study of assessment and evaluation theory based on developmental criteria from cognitive, social, language, motor, and affective domains.

Purpose

The purpose of this course is to help graduate students understand the role of the essential elements of assessing and evaluating student achievement. This is done by achievement assessment and its relationship to instruction, the nature of student assessment, and planning for assessment. Students' assessment performances function as a critical form of evidence that the world uses when judging educational quality. Therefore, our students need to be adept at assessing student achievement.

Program Learning Outcomes

This course helps students achieve the following program learning outcomes:

Program	PLO	PLO Description
Master of Arts in Teaching (MAT)	1	Demonstrate knowledge and understanding of content and pedagogical content appropriate for licensure area
Master of Arts in Teaching (MAT)	2	Plan an integrated unit of instruction for a diverse student population
Master of Arts in Teaching (MAT)	3	Demonstrate the pedagogical and professional knowledge, skills, and dispositions

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Master of Arts in Teaching (MAT)	7	Demonstrate the ability to synthesize views of education that are commensurate of best practices and professionalism

Course Student Learning Outcomes

At the completion of the course students will:

1. discuss the role of measurement and evaluation in teaching (MAT PLO7; GP 4; NCATE 1.1, 1.3; NBPTS – MC-VIII; INTASC 1)

2. prepare instructional objectives for their content area (MAT PLO2; NCATE 1.1, 1.3, 1.4; NBPTS – MC-VI; INTASC 7)

3. discuss the link between assessment, teaching, and student learning (MAT PLO1,2,7; GP 4, NCATE 1.1, 1.4; NBPTS-MC-II; INTASC 1)

4. discuss factors involved in planning a classroom test (MAT PLO7; GP 2,4; NCATE 1.1, 4.1; NBPTS – MC-II; INTASC 1)

5. construct test items such as short answer, true-false, matching, multiple choice, interpretive, and essay items including analyzing the cultural bias of items (MAT PLO7; GP 1; NCATE 1.1; NBPTS-MC-VI; INTASC 8)

6. identify procedures for assembling, administering, and appraising classroom tests and relate these to the dispositions needed for teaching (MAT PLO3,7; GP 1; NCATE 1.1, 5.2; NBPTS – MC-II; INTASC 8)

7. identify and discuss achievement and aptitude tests (MAT PLO1,7; GP 3,4; NCATE 1.1, 5.2; NBPTS-MC-II, VIII; INTASC 8)

8. explain how to select, administer, interpret, and use selected tests to accommodate diverse student bodies including students of ELL backgrounds (MAT PLO1, 7; GP 1,2; NCATE 1.1, 5.2; NBPTS-MC-II, VIII; INTASC 8)

9. explain the interpretation of test scores and norms (MAT PLO1, 7; GP 3,4; NCATE 1.1; NBPTS-MC-VIII; INTASC 8)

10. explain the use of anecdotal records, rating scales, and checklists (MAT PLO7; GP 1; NCATE 1.1; NBPTS-MC-VIII; INTASC 8)

11. explain various types of marking and reporting systems (MAT PLO1,7; NCATE 1.1; NBPTS-MC-VIII; INTASC 8)

12. understand how to assign letter grades (MAT PLO7; NCATE 1.1; NBPTS-MC-VIII; INTASC 8)

13. explain trends and issues in assessment and evaluation including the use of technology (MAT PLO1,7; GP 5; NCATE 1.1, 1.3; NBPTS-MC-II; INTASC 1,6)

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14. demonstrate competency in planning developmentally appropriate lessons consistent with developmental learning theories, best teaching practices, the Teacher Intern Assessment Instrument (TIAI), and the Mississippi College and Career Readiness Standards (MAT PLO1,2,7; GP 1,2,3,4; DP 4; INTASC 1-8; CAEP Elementary 1,2,3,4; HS 1,2)

15. demonstrate skill in the use of formal and informal assessments for the planning of instruction (MAT PLO1,2,7; GP 4; INTASC 6; CAEP Elementary 3,4; DP 6; HS 5,6; ISTE Domain II: D)

16. demonstrate competency in planning a Teacher Intern Assessment Instrument (TIAI) teaching portfolio with a Teacher Work Sample included (MAT PLO2; GP 2,4; INTASC 3,7; ACEI 4; HS 1,2; CAEP Elementary 1-5; ISTE Domain I, II, III, IV)

Delta State University College of Education Conceptual Framework Guiding Principles (GP), National Board of Professional Teaching Standards Five Core Propositions (NBPTS), College of Education Diversity Proficiencies (DP)

Major Course Activities

Each week, a module will be available in Canvas. Each module will contain a list of tasks to complete along with assignments associated with the module. There will be, at a minimum, one discussion board thread based on a chapter in the text listed above and another assignment and/or exam. There will also be readings from either attachments or web-based resources to inform discussions and assignments. The major course activities include

- Assessment Portfolio
- Objective Writing Practice
- TIAI Lesson Plan (5 Day Unit)
- Teacher Work Sample (Sections 1-4)
- Discussion Questions
- Midterm Assessment
- Final Exam

Assessment Portfolio: Candidates will create an assessment portfolio consisting of five assessments that would be appropriate to administer to students at the grade level and subject area in which he/she is seeking licensure. Candidates will determine the strengths and weaknesses for each assessment provided.

Objective Writing Practice: Candidates will demonstrate objective writing ability by clearly writing objectives for lessons, including all parts of an objective, on the various levels of Bloom's Taxonomy.

TIAI Lesson Plan: Candidates will develop a one-day lesson plan based on the requirements of the Teacher Intern Assessment Instrument.

Teacher Work Sample (TWS): Candidates will create an integrated unit of instruction for a particular grade level and subject area to include lesson plans (5 lesson plans) and assessments based on the requirements of the Teacher Work Sample. Candidates will only complete sections 1-4 of the TWS: Contextual factors, instructional objectives, assessment plan, and design for instruction.

Discussion Questions: Candidates will complete four discussion questions via Canvas that pertain to the topics covered in each module. Candidates must respond to at least two classmates'

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posts to receive full credit.

Midterm Exam: Candidates will complete a midterm examination based on information from Chapters 1-6 from the textbook. The exam will be composed of multiple choice questions.

Final Exam: Candidates will complete a final examination based on information from Chapters 7-13 from the textbook. The exam will be composed of multiple choice questions.

Participation

Participation is essential. It is a means of learning through your peers as well as your instructor. Participation means activity engaging your mind in the discussion and activities of the class time. This includes discussion postings and responses to classmates. Each weekly discussion will consist of the required readings, posting a response to the discussion question, then responding to at least 2 classmates. Initial posting should be approximately 250-300 words and be organized with an introduction, body paragraphs and conclusion. Response to classmates should be at least 1 paragraph. The class may also include 3 videoconferences for online class meetings.

Scoring Rubric

Exemplary	Proficient	Unsatisfactory
19-20	12-18	0-11
The required postings are complete. Postings reflect awareness of postings by other participants. Discussion postings are in-depth, respond adequately to topic, and provide thought-provoking examples that enhance discussion. Written responses are free of grammatical, spelling, or punctuation errors.	The required postings are complete. Postings reflect limited postings of other participants. Discussion postings are in-depth, and provide few examples that enhance discussion. Written responses are free of grammatical, spelling, or punctuation errors.	Discussion postings are below the minimum number required. Contributions are unclear or lack depth. Discussion postings are shallow and provide few/no examples that enhance discussion. Written responses frequently contain grammatical, spelling, or punctuation errors.

Evaluation and Grading

Students are expected to complete all readings and assignments as scheduled. Late assignments will result in the lowering of a student's grade. **Five points will be deducted each day an assignment is late.** Feedback will be provided by the instructor within five days on Canvas. All formal work should utilize APA style as described in the Publication manual of the American Psychological Association. Please refer to the following website for information on citations: www.apastyle.org**.** Typed, double-spaced, Times Roman, 12 font, number pages, stapled, cover page (name, date, title of assignment, course #), APA reference page, grammatically correct. **If**

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the assignment is longer or shorter than stated, points would be deducted. Evaluation criteria for written assignments consists of:

- Content: Follow the directions and/or the Scoring Rubric for the assignment.
- Style and Format: This involves correct grammar, spelling, APA.

Participation (Online activities, readings, discussions)	25%
Assignments: Assessment Portfolio, Objective Writing Practice,	50%
TIAI Lesson Plan, Teacher Work Sample Unit (Sections 1-4)	
Exams (Midterm and Final)	25%
	100%

College of Education Grade Scale

A= 94-100

B= 84-93

C= 74-83

D= 65-73

F= below 65

The Final Exam for this course is due by 3:59 p.m. on June 29, 2020.

Attendance

Attendance at each class is required. For online classes, students will be marked present for the week if all assignments are submitted on time. Otherwise, the student will be marked absent. After two absences, a student may be dropped from the course.

DSU Policy on Class Attendance
http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/

Academic Honesty Policy/Grievance Policy/FERPA

DSU Policy on Academic Honesty: http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/

Academic Grievance Policy-Undergraduate: http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-undergraduate/

Academic Grievance Policy-Graduate: http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-graduate/

Family Education Rights and Privacy Act (FERPA): FERPA provides the faculty member the right to discuss issues pertaining to a student's performance with DSU employees who have a legitimate educational interest. If a faculty member is concerned about a student, the faculty member may submit an alert to the appropriate DSU department. For more information about FERPA, please visit the website: http://www.deltastate.edu/academic-affairs/registrars-office/forms-and-policies

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Etiquette and Civility Online/Netiquette

Netiquette refers to the guidance and expectations for students communicating online in a group setting. This includes discussion forums, email, and any other form of communication used in this course.

Below is a source with some basic netiquette tips that you may find useful:
https://elearningindustry.com/10-netiquette-tips-online-discussions

Course Schedule/Content Outline

The following are the main readings, discussions, and assignments. Please keep in mind that these are tentative dates and may change. Please check Canvas for updates.

Week 1 (June 1-5)

Read syllabus, attend online class meeting (June 1 at 3:00 p.m.), read Chapters 1-4 and the class materials.

Assignment: Objective writing practice

Discussion: Introduce yourself to the class and include your plans for educating students. Also, discuss the importance of assessment in relation to instruction.

Week 2 (June 6-12)

Read Chapters 5-7

Assignment: Assessment Portfolio

Discussion: Discuss the strengths and weaknesses of each type of assessment (multiple choice, true-false, matching, and interpretive exercise items).

Midterm (June 13-14)

Complete the midterm exam on Canvas.

Week 3 (June 13-19)

Read Chapters 8-10

Assignment: TIAI 5 Day Unit (Lesson Plans)

Discussion: Discuss the strengths and limitations of performance assessments. Also, explain how performance assessments are related to realism.

Week 4 (June 20-26)

Read Chapters 11-12 and Class Materials 4

Assignment: Teacher Work Sample (TWS)

Discussion: How do standardized achievement test scores impact the classroom?

Week 5 (June 27-29)

Read Chapter 13 and Class Materials

Assignment: Complete the Final Exam on Canvas by 3:59 p.m. on June 29, 2020.

Discussion: List the parts of an assessment plan and briefly describe each part.

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Add and Drop deadlines are listed in the Academic Calendar:
http://www.deltastate.edu/academic-affairs/calendar/

Other important information may be found in the Course Catalog:
http://www.deltastate.edu/academic-affairs/catalog/

Technology

For assistance using Canvas, you can click the help icon in your course, or refer to the Canvas Student Guide. If you experience technical difficulties, or need technical assistance with this course, please contact OIT's 24-hour Help Desk via email at helpdesk@deltastate.edu or by phone at 662-846-4444 or 866-264-1465 (toll free). Please include the course name and your 900# when contacting the Help Desk.

Link to Canvas: https://deltastate.instructure.com

Canvas Technical Requirements: https://community.canvaslms.com/docs/DOC-10720

Canvas Privacy Policy: https://www.canvaslms.com/policies/privacy

Canvas Accessibility Statement: https://www.canvaslms.com/accessibility

Student Support Services

Student Success Center
The Student Success Center provides educational learning services and assistance for all students. Additional information can be found at: http://www.deltastate.edu/student-success-center/.

Roberts-LaForge Library
The Roberts-LaForge Library provides numerous resources and services for students, faculty, and staff. Along with the diverse print collections there are thousands of full-text journals and eBooks available 24/7 through its website. It also houses a computer lab, group study rooms, and individual study spaces. Research assistance is always available and additional material can be ordered from across the country using Interlibrary Loan. Additional information about the Roberts-LaForge Library can be found at: http://www.deltastate.edu/library/.

Writing Resources for Students
- Roberts-LaForge Library: http://www.deltastate.edu/library/student-writing-resources/
- http://www.deltastate.edu/academic-affairs/center-teaching-learning/writing-enhanced-courses/
- Student Success Center: http://www.deltastate.edu/student-success-center/academic-support-services-developmental-studies/
- Writing Center: http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/
  Services include individual assistance at all stages of the writing process, including: brainstorming, discovering a thesis, organizing and developing and argument, sentence structure, documentation style, and resumes and letters of application.

ADA Statement and Disability Services

Information about Disability Services can be found on the DSU website.
http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/

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For assistance with and to make arrangements for accommodation for disabilities, please contact Disability Services, at the O.W. Reilly Student Health Building, 662-846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the disability coordinator and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

Disclaimer

This syllabus is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events.

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