

Southwestern Adventist University

Department of Education & Psychology

Semester: Fall 2018

Course Number: EDUC 434

Course Title: Classroom Assessment

Time: M and W; 6-7:20p

Classroom: PEC 103

Instructor: Kisha Norris

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Course Description

This class seeks to prepare prospective teachers to have a better understanding of classroom learning and assessment. Attention will be given to test construction and evaluation of testing materials.

Textbook Needed

Waugh, C. Keith, Gronlund, Norman E. (2013). Assessment of Student Achievement. Pearson Education, Inc. New Jersey. ISBN – 13:978-0-13-268963-2

Optional Textbook

Miller, M., Linn, R., & Gronlund, N. (2009). Measurement and Assessment in Teaching. Boston, MA: Pearson Education Company. ISBN – 13: 978-0-13-240893-6

Course Objectives

1. Demonstrate the importance of general and specific objectives in planning, delivering, and assessing in teaching. 1.12k, 1.13k, 1.14k, 1.15k, 1.24k, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s Section B Texas Administrative code 228.30

2. Analyze and interpret a variety of instruments that are used to assess students' learning (PPR 1.16k, 1.17k, 1.24k, 1.25k, 1.26k, 1.27k, 1.11s)
3. Analyze the important components of test construction in the teaching and learning process (PPR 1.9k, 1.10k, 1.11k, 1.19k,1.29k,1.30k, 1.31k, 1.6s, 1.7s,1.8s, 1.12s, 1.13s, 1.14s, 1.15s,1.20s, 1.21s, 2.5k, 2.4s, 2.5s, Section B Texas Administrative code 228.30)
4. Understand the role of key components of lesson plans that cater for different students' populations in teaching. (PPR 1.24k, 1.27k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s,1.12s, 1.13s, 1.14s, 1.15s, 1.20s, 1.21s)
5. Be able to critically discuss current educational issues in classroom assessment (PPR 1.25k, 1.26k, 1.27k, 1.28k, 1.29k,1.30, 1.31k)
6. Knows how to use data and develop data driven skills in order to efficiently monitor and sustain students' learning. 1.11k, 1.31k,

Class Requirements

1. Reading Assignments: Read Chapters and complete the self-assessment before attending class. Be prepared to discuss reading assignments as assigned in the schedule.
2. Chapter Reviews: Chapter review are found on Canvas under the section "Quizzes". Be sure to complete review on or before the due date. The system will close the review one week after it has been assigned.
3. Participation: Be prepared to discuss and participate in different class projects, presentation, discussions, etc. Collaboration is important in this profession; hence opportunity is given her to develop the needed skills to work together.
4. Mid-Term: The Mid-Term exam will consist of objective and free response questions. Please look at your schedule and plan in advance so that you can be prepared for the test.
5. Individual Projects:
You will construct three tests with the following:
 - i. Test 1 – must include 15 multiple choice items four possible responses (choices), five (5) true and false items, and a mix and match that have five (5) items.
 - ii. Test 2 – must include four (4) extended-response essay questions that are aimed at the higher level of Bloom's taxonomy, four (4) restricted-response essay questions targeting higher level thinking and two (2) authentic performance based assessments and one (1) restricted

- performance task and the other extended performance task forms of assessment. Please be sure to include a rubric to grade your assignment.
- iii. Test 3 – must include 10 multiple choice questions, five (5) true and false, a mix and match that has 10 items, two (2) essay question and three (3) short answer questions. Make sure to have rubric for your essay and short answer questions.

*** Please note you must outline a lesson plan with general and specific objectives, the content that the test will be covering so one can determine if there is alignment. The grade level and the subject must be stated; items must be original and must not be taken from textbooks or online testing banks. Failure to adhere to these criteria will result in a zero for the assignments.

6. Journal Articles: Students are required to read a total of three (3) articles on current topic in classroom assessment that are to be discussed and studied in this course. Give a summary of the article and give your evaluation of the article. Be sure to adhere to the approved rules of grammar in writing your report. Your report should adhere to the APA 6th Ed. Format.
7. Final Exam: Final exam for this course will consist of all areas studied in the course (comprehensive).

Policies

- Please be sure to check Canvas for all information for this class (grades, syllabus, quizzes, etc.).
- All assignments must be turned in when they are due. Exceptions to this policy will be made in extreme circumstances such as prolonged illness, hospitalization, family emergencies requiring leave to be taken.
- Quizzes or exam cannot be made up except for major extenuating circumstances. See Student Handbook for clarification on this policy.
- You will be allowed two unexcused absences without penalty. You can expect grade reduction if absences exceed the allowed amount. Three (3) tardies are equivalent to one (1) absence.
- Remember to always respect the views and opinions of others. We should maintain an atmosphere of mutual trust and respect for each other.
- Cheating and plagiarism are forbidden and will result in an automatic zero for the assignment and could result in disciplinary action. Please see the student handbook for this complete policy

Severe Weather Protocol

In the event of severe weather, an announcement will be made between 9:00 and 10:30 pm indicating that classes will be delayed, or cancelled, or that the university will open as usual on the following day. If it is not determined until early morning that classes must be delayed or cancelled, an announcement will be made by 6:00 am. You may check the following for official delay or closing announcements: 88.3 FM The Journey, NBC 5 KXAS TV, or the University switchboard operator at (817) 645-3921 or campus text updates.

Course Outline and Schedule of Activities

<u>DATES</u>	<u>CONTENT/ACTIVITY</u>	<u>ASSIGNMENTS</u>
August 20	Introduction: Syllabus Review	Read Chapter 1
August 22	Chapter 1 Discussion: Achievement, Assessment and Instruction	Read Chapter 2
August 27	Chapter 1 Discussion: Achievement, Assessment and Instruction	Chapter 1 Review
August 29	Chapter 2 Discussion: Nature of Student Assessment	Read Chapter 3
September 3	Chapter 2 Discussion: Nature of Student Assessment	Chapter 2 Review Article Review #1 Due
September 5	Chapter 3 Discussion: Planning for Assessment	Read Chapter 4
September 10	Chapter 3 Discussion: Planning for Assessment	Chapter 3 Review
September 12	Chapter 4 Discussion: Validity and Reliability	Read Chapter 5
September 17	Chapter 4 Discussion: Validity and Reliability	Chapter 4 Review
September 19	Chapter 5 Discussion: Preparing and Using Achievement Tests	Read Chapter 6
September 24	Chapter 5 Discussion: Preparing and Using Achievement Tests	Chapter 5 Review
September 26	Chapter 6 Discussion: Writing Selection Items: Multiple Choice	Read Chapter 7

October 1	Chapter 6 Discussion: Writing Selection Items: Multiple Choice	Chapter 6 Review
October 3	Chapter 7 Discussion: Writing Selection Items: True-False, Matching, and Interpretive Exercise	Read Chapter 8 Article Review #2 Due
October 8	Chapter 7 Discussion: Writing Selection Items: True-False, Matching, and Interpretive Exercise	Chapter 7 Review
October 10	Mid-Term Exam	Exam Covers Chapters 1-7
October 15	Chapter 8 Discussion: Writing Supply Items: Short Answer and Essay	Read Chapter 9
October 17	Chapter 8 Discussion: Writing Supply Items: Short Answer and Essay	Chapter 8 Review
October 22	Chapter 9 Discussion: Performance Assessment	Read Chapter 10
October 24	Chapter 9 Discussion: Performance Assessment	Chapter 9 Review Project #1 Due
October 29	Chapter 10 Discussion: Assessment in Distance Education	Read Chapter 11
October 31	Chapter 10 Discussion: Assessment in Distance Education	Chapter 10 Review
November 5	Chapter 11 Discussion: Grading and Reporting	Read Chapter 12 Project #2 Due
November 7	Chapter 11 Discussion: Grading and Reporting	Chapter 11 Review
November 12	Chapter 12 Discussion: Interpreting Standardized Achievement Test Scores	Read Chapter 13
November 14	Chapter 12 Discussion: Interpreting Standardized Achievement Test Scores	Chapter 12 Review
November 26	Chapter 13 Discussion: Using Assessment in Action Research	Article Review #3 Due
November 28	Chapter 13 Discussion: Using Assessment in Action Research/Final Exam Review	Chapter 13 Review Project #3 Due

December 3	Final Exam	Comprehensive Exam

Grading System

- Individual Projects 20%
- Chapter Reviews 10%
- Participation 15%
- Mid-term Exam 20%
- Journal Articles 15%
- Final Exam 20%

100-97	A+	79-77	C+
96-93	A	76-70	C
92-90	A-	72-70	C-
89-87	B+	69-66	D+
86-83	B	65-63	D
82-80	B-	62-60	D-
		60 and below	F

Writing Help

If you need writing help The English Department provides writing tutoring to students of all academic disciplines through the Write Spot, our campus writing center, located on the ground floor of the Library. The Write Spot is open every evening from 6:00 p.m. to 10:00 p.m. and some daytime hours. Find the full schedule on the library's website, or contact Lindsey Gendke at lindsey.gendke@swau.edu for more information. The Write Spot officially opens for business during the fifth week of classes.

Disability Statement

“Southwestern Adventist University complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008,” “...offering reasonable accommodations to qualified students with documented disabilities.” In keeping with Southwestern Adventist University policy, any student with a disability who requires academic accommodations will need to call the Disability Services Office at 817-202-6290, to arrange a confidential appointment with the Disability Services Coordinator during the first week of classes.

Accommodations for disabilities are available only as recommended by the Disability Services Coordinator after review of supporting documentation. Accommodations will not be provided if they fundamentally alter or impact the nature of the program, or inappropriately impede access for others. The University's goal is to provide an academic experience and learning opportunity, not to guarantee the success of the student's education or career."