

Troy University College of Education
Master Syllabus (2007-2012)
PSY-3346: Educational Assessment (3-3)

I. Course Title: Educational Assessment

II. Course Number: PSY-3346

III. Semester Hours: 3

IV. Pre-requisites: Admission to Teacher Education Program (TEP).

V. Approved Delivery Models: Face-to-face, live-to-tape, on-line, etc.

Instructor: Linda Creel, M.S., M.Ed., Ed.S., Ed.D

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Dates/Times: September 7, 8, & 9 and October 5, 6, & 7

Friday: 6:00 – 10:30

Saturday & Sunday: 8:30 – 5:30

Lunch: 12:00 – 1:30

VI. Catalog Course Description: This course provides a study of measurement and evaluation techniques for the classroom teacher. Emphasis will be placed on the selection, evaluation, administration, scoring, and interpretation of selected measurement of student performance, achievement and behavior. The student will demonstrate skills in utilizing measurement data to plan appropriate learning activities for students. *Pre-requisite: Admission to TEP*

VII. Goals and Objectives of Course: The Teacher Education Program is designed to provide a quality, academic program that emphasizes meaningful learning experiences in preparing students to be informed, innovative and reflective decision makers. By taking this course students understand and use formal and informal assessment strategies to evaluate student progress. The candidate shall demonstrate knowledge of:

1. Purposes, strengths and limitations of formal and informal assessment approaches. 2(h)1. (i)
2. Measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. 2(h)1. (iii)
3. Current state assessment requirements and procedures. 2(h) 1. (iv)
4. Importance of teacher expectations and their relationship to student performance. 2(e)1.(v)

VIII. Course Content: Students will demonstrate knowledge and competency in the following:

1. The role of informal and formal assessment methods in education. 2(h)1.(i)
2. Establishment of learning targets and their use to construct informal assessment. 2(h)1.(i)
3. Appropriateness of various assessment methods in particular educational settings. 2(h)1.(iii)
4. Characteristics of methods for quality assessment of student progress. 2(h)1.(i) & 2(h)1.(iii)
5. Using informal assessment for grading and reporting. 2(h)1.(i)
6. Selecting, evaluating, administering, scoring and interpreting standardized achievement. 2(h)1.(i)
7. Using test scores to plan instruction, modify teaching, and report student progress related to curriculum. 2(e) 1. (v)
8. Adjusting short-term and long-term plans based on the assessment of student's needs and performances. 2(e)1.(v)
9. Teacher standard, student evaluation standard, and procedures required by the State of Alabama Department of Education. 2(h)1. (iv)
10. Basic statistic concepts, principles and simple calculations.
11. Levels of readiness in teaming and different teaming styles.
12. When and how to adjust plans based on student responses and other contingencies.
13. Characteristics, uses, advantages, and limitations of different types of assessments.
14. How to select, construct, and use a variety of appropriate assessment strategies.
15. Measurement-related issues such as validity, reliability, norms, bias, scoring concerns and ethical uses of tests and test results.
16. Student assessment instruments and techniques, including functional and vocational knowledge and skills.
17. General principles of testing and measuring students in cognitive, affective and psychomotor areas.
18. Develop, select, administer and interpret formal and informal assessments.
19. Translate assessment information into functional long-term goals and short-term objectives.
20. Implement or assist other teachers in implementing the student's individualized educational plan by selecting, developing, and using ongoing measurements techniques.
21. Use and interpret the results of informal and formal assessment measures of behavior as a basis for program planning.
22. Use observational techniques (event recording, interval recording, duration recording) as a basis for a functional analysis of behavior and subsequent planning for new behavior.
23. Use task analysis as a technique to understand current level of

performance and an understanding of and show effective performance with diverse learning populations in a variety of school cultures.

24. Demonstrate competencies in content area knowledge, assessment, and emerging technologies.

25. Practice authentic self-assessment, critical and reflective thinking, and the continual monitoring of progress and development.

26. Refine and evaluate innovative delivery and assessment models.

IX. Text(s):

Required: McMillan, J. H. (2011). *Classroom Assessment: Principles and Practice for Effective Instruction. 5th Edition.* New York: Pearson Education, Inc.

X. Course Requirements: Course objectives are evaluated through exams, assignments and activities.

XI. Course Evaluation: Four or more traditional paper and pencil tests (in-class as well as take home) are required during the term. Suggested assignments may include, but not limited to, test construction, evaluating standardized achievement test, interpreting standardized test scores, a research paper on fairness in assessment, research on accommodations done by school teachers for mainstreamed students based on their specific needs, basic statistics problems etc.

XII. Additional Services:

AMERICANS WITH DISABILITIES ACT: Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Service Coordinator. Various accommodations are available through the Program.

ABSENCE POLICY:

A. UNIVERSITY POLICY – In registering for classes at TSU students accept responsibility for attending scheduled classes and completing assignments on time, and for contributing to class discussion and exploration of ideas. A student will be excused for class absence for circumstances beyond the student's control or to attend a required university activity. **Any other absences will be cause for the student to drop the class. Two times of arriving late or leaving early are considered an absence. Extra assignments or withdrawal from the class/course will be necessary.**

B. FACULTY POLICY – Faculty members may levy academic penalties upon unexcused absences, as long as these are explained in the syllabus of the course provided to students at the beginning of the term.

C. INCLEMENT WEATHER AND EMERGENCY SITUATIONS: Both faculty and students are responsible for meeting all assigned classes. In the event of inclement weather, faculty and students will be expected to attend classes as usual as long as they may do so without risking peril to themselves or others. During periods of inclement weather, faculty and students will not be penalized for absences dictated by perilous conditions. In severe cases of inclement weather or other emergency conditions, the Office of the Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

INCOMPLETE WORK POLICY: University policy states that an incomplete may be reported for students whose progress in a course has been satisfactory (e.g. the student is passing the course), but who are unable to receive a final grade because of circumstances beyond their control. An incomplete which is not removed during the specified time limit of enrollment, automatically becomes a "F". **In this class, there will be no "Incompletes" will be given – all work must be completed as scheduled.**

Faculty policy: Faculty members may levy academic penalties upon unexcused absences; however, such penalties for unexcused absences will be a part of each course syllabus and will be distributed to each class at the beginning of each term and a copy filed in the department office. A tardy is either arriving late or leaving class early. Leaving early on two occasions or arriving late on two occasions is considered one absence. Extra work is given for arriving late and/or leaving early from class.

ACADEMIC MISCONDUCT: A student may be disciplined, up to and including suspension and expulsion from the University if they are found in violation of the "Standards of Conduct." which is stated in the student handbook, **The Oracle.**

The University now provides an email account for all currently enrolled students. Please access your account by going to <https://mail.troy.edu>. Then read the note at the bottom of the screen to determine your User ID and Password. The University uses this means to communicate with all students.

XIII. GRADING METHODS AND WEIGHTS OF THE CRITERIA

(INCLUDING MAKE-UP EXAMINATION POLICY)

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = Below 60

There will be no incomplete grades assigned.

XIV. CLASS PROCEDURE AND COURSE REQUIREMENTS

- | | |
|---------------------------------------|-----|
| a. Five Examinations | 20% |
| b. Group Work/Internet Assignment | 10% |
| b. Field Experience | 10% |
| c. Weekly Journal Articles (10 total) | 10% |
| d. Oral Presentation | 20% |
| e. Critical Assignments | 30% |

Standard: AQT 290-3-3-.04 (2) (c) 5. (i)/ (2) (c) 5. (iii)

Critical Assignment: Evaluate a standardized achievement test: Students will select & evaluate a standardized achievement test from the library using a copy of the test, the manual and review in the Mental Measurement Yearbook.

Scoring Rubric

	Excellent (4points)	Average (3 points)	Below Average (2 points)	Poor (1 points)
Title & Publication details- Author, Publisher & Copyright date (5%)	All details correctly given	Mostly accurate	Half accurate	Mostly inaccurate
Purpose (5%)	Very clear explanation	Mostly clear	Partly clear	Not at all clear
Administration, time, scoring, scores, forms, grades/age, and practical features (ease to administer, score, and interpret) (10%)	All details are given	One or two areas left out	Three or four areas left out	Most areas left out
Validity: Types & Consequence of use. (5%)	Explained types & consequences of use very well.	Explained adequately	Explained only one of them	Very primitive information.
Reliability: Types & SEM (5%)	Explained types & SEM very well	Explained most of it	Explained one of them	Very little information.
Norm: Participants, representation, recent, etc. (5%)	Explained very well	Explained most of it	Explained part of it	Not at all
Critical Review-MMY (10%)	Fully explained one reviewer's comments including Name & volume number	Only the reviewer's comments given	Part of the reviewer's comments given	Very little information
Strengths & Limitations (5%)	Explained very well	Explained most of them	Explained either the strength or limitation	Very little information

Standard: AQT 290-3-3-.04 (2) (c) 5. (i)/ (2) (c) 5. (ii)

Critical Assignment: Test Construction Assignment: Students will construct a test based on a chapter in a text book.

Scoring Rubric

	Excellent (4 points)	Average (3 points)	Below average (2 points)	Poor (1 points)
Learning targets (15%)	All important materials/areas covered	Most important areas covered.	Half of the areas covered	Some areas covered
Components (20%)	Both content & criteria covered in all learning targets	Content or criteria left out in one or two learning targets	Content or criteria left out in more than three learning targets	Content or criteria left out in four or more learning targets
Measurable/observable (10%)	Action verbs used in learning targets	One /two times missed action verbs	Three/four times missed action verbs	Most of the time missed action verbs
Categories of learning targets (10%)	More than three categories	Three categories	Two categories	One category
Match learning targets & Assessment strategies (10%)	All strategies match with learning targets	More than half match	Half of them match	Less than half of the items match.
Quality of items- Test items follow the rules - 5 short answer, 5 True-False, 5 M.C. & One Essay/ Discussion (20%)	All rules are met in all items	Missed rules one or two times	Missed rules three or four times	Missed rules several times.
Direction for test types (5%)	Directions are clear in all test types and stated correctly	Directions are clear most of the time.	Directions are clear some time	Directions are confusing.
Keys for test items (5%)	All correct	Missed one	Missed two	Missed more than two
Textbook reference- APA (5%)	All accurate	Missed one rule	Missed two rules	Missed several rules

XV. PREPARING AND LABELING ASSIGNMENTS

- All assignments should be typed APA format unless otherwise specified by the instructor.
- Video write-up should be typed.
- Students should follow directions when completing assignments.
- Papers should be stapled before students come to class!!!
- Articles should be completed before coming to class!!!
- Each assignment should have the proper information as specified by the instructor (presentation paper and journal articles). This is specified in additional paperwork given to each student.
- 10% of the total value of the assignment will be deducted from the grade for the assignment if the student fails to follow the directions set forth by the instructor.

XVI. CLASSROOM WORK GROUP

- All students are expected to cooperate and contribute during all classroom group activities. We will be working in cooperative groups on weekly journal articles and any other current issues and research with assessing.
- Your group participation and work will be an affective part of your learning in this class. You will be expected to be ready for all group discussions.

XVII. ARTICLES

- Each student will be expected to bring a current article pertaining to educational assessment.
- The article topics will be assigned or possibly voluntary, depending on subject. When your article is brought in, you will meet in cooperative groups to share your findings. Each group will share their findings with the entire class.
- Journal articles will be turned in the day of class. There is a total of 10 journal articles due by the end of this course. **ANY ARTICLES NOT TURNED IN ON THE DATE DUE WILL NOT BE ACCEPTED.**

XVIII. ABSENCE POLICY

- Student's responsibility includes attending scheduled class meetings, for completing assignments on time, and contributing to class discussion and input of ideas.
- The only absences that will be excused are if the student has been required to attend an activity sponsored by the university. Faculty members who sponsor activities that require class absences must send a list of student names to each member concerned at least three days before the scheduled absence. Instructor will note on class roll which students fail to submit assignment due to absence.

Faculty members may levy academic penalties upon unexcused absences; however, such penalties for unexcused absences will be a part of each course syllabus and will be distributed to each class at the beginning of each term and a copy filed in the department office. A tardy is either arriving late or leaving class early. Leaving early on two occasions or arriving late on two occasions is considered one absence. Extra work is given for arriving late and/or leaving early from class. Being late for a quiz will cause the individual to take the quiz with only the limited time allowed by the instructor to complete the quiz. One absence will constitute being dropped from the class. A grade of FA will be assigned.

XIX. INCOMPLETE WORK POLICY

Incomplete grades are assigned at the discretion of the instructor. Students should refer to the appropriate Bulletin or policies regarding the removal of an incomplete grade. Attached to this course syllabus is a schedule of all examination dates, due dates for assignments and topics to be covered each week. All assignments are due on or before the date indicated on the class schedule. **IN THIS CLASS, NO ASSIGNMENT WILL BE ACCEPTED AFTER THE DUE DATE.** A grade of “O” will be applied to work that is not completed or turned in by the due date.

XX. CHEATING POLICY

- NOTE: Do not submit papers or materials from previous classes or use someone else’s papers or materials to complete the assignments for this class. According to the Standards of Conduct (Graduate Bulletin) and the Academic Code, penalties for misconduct are outlined in the oracle and may include reduction of grade, including reduction to failure, and suspension or expulsion from the university.

There will be no cell phones used in the classroom. If you have a phone, please be sure that the ringer is turned off. Five points will be deducted from your grade for any incoming calls or outgoing calls made in the classroom. **We have breaks when cell phones can be utilized.** You may put your cell phone on vibrate, so as to know when a call is coming in. It is very annoying for these phones to ring during class presentations. Let’s be thoughtful of others.

XXI. OTHER PERTINENT INFORMATION RELATING TO SPECIALIZATION REQUIREMENTS

During presentations of chapters, all computers must be closed - no texting allowed. Please give your undivided attention to the group presentation.

XXII. Field Experience Requirements:

1. As part of the grade for this course, you will be required to complete 11 hours of field experiences that will count toward fulfilling the 150 hours of field experience mandated by the Alabama State Department of Education.
2. The 11 hours required in this course must be completed in the following manner:
3. Two 3 hour blocks totaling 6 hours
 - i. Specific criteria for the hour blocks are determined by the course instructor and may contain the following types of activities:
 - o Teaching a lesson, leading an activity, developing lesson plans, planning a game and teaching it to students, developing a learning center, read a story, listen to a student read, helping a student, observation, assist with instruction, other instructor directed activities.
 - Four hours in any increments may contain the following types of activities:
 - i. school board meeting, faculty meeting, parent conference, school committee meeting, grade level meeting, PTA meeting, educational workshops, Saturday or After school tutoring/Programs, Boys/Girls Club, Scouting activities, library sponsored activities, Children's YMCA/YWCA activities, university sponsored activities for the elementary education students, formal interviews with administrator/faculty, in-service meeting, lunch duty, student academic team practice and competition, bus duty/pick-up duty, substitute teaching with administrator oversight, children's museum programs, day care/Head Start, Mentoring(Big Brother/Big Sisters, camps, special needs camps, art, music, P.E. and sports classes, hospital sponsored k-6 activities, city parks and recreations, activities/classes and other child-centered activities as approved by the instructor.
 - ii. These experiences must be thoroughly, officially, and authentically evidenced in a K-6 setting or with a K-6 population. This shall be done on a "Report of Professional Laboratory Experience" form.
 - Verification of All Field Experiences: Students should complete a "Report of Professional Laboratory Experience" form for each experience and have it appropriately signed.
 - i. Submit one copy to the course instructor.
 - ii. Keep one copy for your own records.
 - iii. Students must monitor and categorize their hours to be sure to meet the specific requirements for field experiences.
 - iv. 90 hours in 3 hour blocks
 - v. More than half of the 150 hours must occur in a K-6 school setting.

Troy University
College of Education

Innovative, Informed, Reflective Decision Makers
Conceptual Framework
Dispositions of Education Graduates

Our conceptual framework is grounded in best practices, current and time-tested educational theories, national initiatives, and teacher education reform elements, while being responsive to change. With our dedication to models of best practices and recognition of how we can best equip ourselves to prepare teachers and administrators, we help our students to:

1. **Demonstrate** an understanding of and show effective performance with diverse learning populations in a variety of school cultures
2. **Demonstrate** proactive leadership, professional conduct and well-balanced professional dispositions
3. **Demonstrate** effectiveness as communicators, facilitators, pedagogues and scholars
4. **Build** multi-level collaborative partnerships and mentoring relationships
5. **Demonstrate** competencies in content area knowledge, assessment and emerging technologies
6. **Demonstrate** cutting-edge competencies in pedagogical and applied research skills
7. **Practice** authentic self-assessment, critical and reflective thinking, and the continual monitoring of progress and development
8. **Demonstrate** an ability to generalize and creatively problem-solve
9. **Refine** and evaluate innovative delivery and assessment models
10. **Demonstrate** professional qualities that contribute to building safe, supportive, creative and stimulating learning environments.

<u>WEEK OF</u>	<u>ACTIVITIES</u>
September 7	Overview of Course Requirements Brief Overview of Assessment Assignment of Topics for Presentation Discuss Chapter 1
September 8	Quiz on Chapter 1 Discuss Chapters 2, 3, & 4 Group Work Journal Articles (2)(Group) Video
September 9	Quiz on Chapters 2, 3, & 4 Discuss Chapters 5 & 6 Group Work Journal Articles (2)(Group) Video
October 5	Quiz on Chapters 5 & 6 Discuss Chapters 7 & 8 Group Work Journal Articles (2)(Group) Video
October 6	Quiz on Chapters 7, & 8 Discuss Chapters 9, 10 & 11 Group Work Journal Articles (2)(Group)
October 7	Quiz on Chapters 9, 10, & 11 Discuss Chapter 12, 13, & 14 Group Work Journal Articles (2)(Group)
TBA	Final Exam