

Course: ED 349 Educational Assessments
Credit: 3 hours
Semester: Fall 2020 (Cycle 1) July 20-24
Time: 9:00 – Noon; 1:00 – 4:00 p.m. Monday through Thursday
Instructor: Karen Hange
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I. DESCRIPTION

This course is an introduction to assessment of student achievement through use of teacher-made tests, standardized tests, performance assessments, portfolios, rubrics, and other assessment tools. The student will learn how to conduct formative and summative assessments, collect data, and make data-based decisions regarding curriculum development. (Prerequisite: ED190 or permission of the Education Department program director; must be officially admitted to Teacher Education program.)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. Competencies to be achieved. The student will:

1. Understand the role of measurement and assessment in the instructional process.
 - a. PLO-2, 3, 5; MTS-2, 3, 4, 7
 - b. Assignments: A1, A3, B1, B2, B3
2. Examine the connections between assessment practices and a biblical worldview.
 - a. PLO-1, 2, 4; MTS—1, 2, 5, 6, 7
 - b. Assignments: A2, B1, B4

3. Recognize basic measurement concepts and their role in the construction, selection, use, and interpretation of tests and assessments.
 - a. PLO—2, 3, 5; MTS—1, 3, 4, 7
 - b. Assignments: A1, A3, B1, B2, B3, B5
4. Describe the significance and general importance of assessment strategies and evaluative techniques in the classroom.
 - a. PLO—2, 4, 5; MTS—1, 2, 3, 4, 5, 6, 7
 - b. Assignments: A1, A2, A3, B1, B2, B5
5. Explain how tests and assessments can contribute to improved instructional decisions.
 - a. PLO—2, 4, 5; MTS—2, 3, 4, 5, 7
 - b. Assignments: A1, A2, A3, B1, B2, B3, B5
6. Cultivate a deeper ability for critical thought and constructive discussion regarding a variety of assessment issues and questions.
 - a. PLO—1, 2, 4, 5; MTS—2, 4, 5, 7
 - b. Assignments: A2, B1, B4, B5
7. Distinguish the advantages and limitations of various tests and assessment tools used in educational settings.
 - a. PLO—2, 4, 5; MTS—2, 3, 5, 7
 - b. Assignments: A1, A2, B3, B4, B5

IV. MATERIALS required for this course:

A. Bible (see note below in Course Policies)

B. Textbook

Chappuis, J. and Stiggins, R. (2019). *Classroom Assessment for Student Learning: Doing it right.* (3rd edition). Pearson. ISBN: 978-0135185575 (Retail: \$55.85)

American Psychological Association. (2020). *Concise guide to APA style* (7th ed.). ISBN: 978-1433832734, (Retail: \$32.63)

C. Other

There will be additional articles posted from academic journals for student discussions.

V. REQUIREMENTS

A. Weekly Assignments

1. Reading

Read the assigned textbook according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. Chapter quizzes will be given over the textbook material.

To accomplish our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and the assigned articles. *While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. The more you read now, the better prepared for your future classroom!*

2. Discussion Posts

An article or discussion question will be posted each week through CANVAS. Students are expected to respond with a 350-400 word response and respond to the reflections of two of their peers each week. Additional support must be provided from an academic source and appropriate citation information must be included.

3. Quizzes

A quiz will be posted in CANVAS to review the material from each chapter of the textbook. This will reinforce the main ideas and provide evidence of understanding.

B. Assignments & Projects

1. Personal Philosophy Assessment Paper

Write a 1,700 word paper which presents your own personal philosophy of tests and assessments. The paper must have a clear thesis statement and include academic research to support your views. A minimum of 5 citations from academic sources and 3 citations from Scripture should be included within the paper. Use APA formatting and submit via *Turnitin*.

Sections should be divided according to the following guiding questions:

- What will be your purpose in conducting assessments in your future classroom?
- How will you support students who struggle with test anxiety?
- How will you determine whether your tests are effective and accurate?
- What will you do to insure validity, reliability, and absence of test bias?
- How is assessment connected with a biblical worldview?

2. **Organize & Build a Portfolio for Formative Assessment**

Portfolios are becoming an important way for teachers to assess student learning based on individual differences within the range of diversity in the classroom. Portfolios encourage the students to take ownership of their work and set personal learning goals for more effective classroom dynamics. Create a sample portfolio that you could use in your future classroom. Include the following components:

- Reading Range
- Writing Development
- Math Skills Checklist or Subject Specific Rubrics
- Goal-Setting
- Portfolio Evaluative Criteria
- Portfolio Conference Guide
- Student Self-Assessment
- Collaborative Components

3. **Create and Administer a Writing Rubric**

Grading student writing can be a very subjective process. Teachers need to provide clear guidelines and rubrics in order to provide students with clear expectations and requirements. Design a writing rubric for a unit that you have previously created in an earlier methods class. Include the following elements:

- Grade level
- Punctuation
- Grammar
- Content (fact/ narrative?)
- Skill-focused
- Evaluative criteria
- Clearly defined labels
- Appropriate length

4. **Affective Assessment: Character Counts!**

Student attitudes toward learning greatly impact learning outcomes. Parents often want to know “how their child behaves” and social skills are becoming more aligned to learning goals. Develop a checklist that includes which traits you will assess and the Likert-scale statements you will use based on the age/grade level you plan to teach in. Provide Biblical support for the traits that you will address. Include traits from each of the following categories:

- Attitudes toward learning
- Attitudes toward self-concept
- Attitudes toward authority
- Attitudes toward peers
- Attitudes toward those who are different

5. Teacher-Created Tests

Assessment is key to evaluating whether a lesson taught was taught well. As teachers, we want to promote creativity and develop problem-solving capabilities within our students as well as develop critical-thinking skills and determine whether they have “learned” the content. In addition to formative assessments, summative assessments are critical to the instructional process. Create 4 testing instruments based on a unit plan from a previous course. Each test must include an answer key and an appropriate scoring rubric. Use the following criteria:

- **Multiple Choice (15-20 test questions)**
- **True False (15-20 test questions)**
- **Matching (15-20 test questions)**
- **Fill-in-the-blank (15-20 test questions)**
- **Short answer (10-15 test questions)**
- **Essay (5-8 test questions)**
- **Skills/Performance test (1-2 tasks) based on objectives of the unit**

VI. METHODS

A. Teaching

1. Lectures
2. Small and large group discussion
3. Research and reading
4. Projects
5. Writing
6. Practicing skills

B. Grading

1. **Weight given to assignments:**

Writing Rubric & Application	50 points
Portfolio Development	150 points
Personal Assessment Philosophy paper	150 points
Character Counts Assessment	50 points
Teacher Created Testing Instruments	250 points
Chapter Quizzes	100 points
Final Exam	100 points
Classroom Participation posts	150 points
Total	1,000 points

2. **Late Assignments**

Late assignments may be penalized 10% of the grade on that assignment per week.

3. **Letter / Numerical Grade Scale**

The grading scale listed in the current University Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high GPA standard to successfully complete their program. Education majors must maintain a 2.75 cumulative GPA as well as a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person’s ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

E. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

F. Accommodations Statement

Students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

VIII. TENTATIVE SCHEDULE

Week	Dates	Class Topics	Assignments
1-2	Pre-Course work	<i>As a modular class, it is important that students come with a beginning understanding of the content in order to make the most of the classroom time. As such, students will be expected to have worked ahead by completing these 3 assignments prior to the first day of class.</i>	<ul style="list-style-type: none"> • Read Chapter 1 & 2 prior to the start of class • Assessment Philosophy paper • Assessment Portfolio project • Video Reflections assigned in Canvas
3	7/20 Monday	Understanding Assessment: The Why of Assessment?	Read Chapter 3 & 4 Application Activity: Cake Recipe
4	7/21 Tuesday	Learning Targets & Test Design: Choosing the What & How?	Read Chapter 5 - 8 Application Activity: Driver's Ed

5	7/22 Wed	Test Design: Selected Response & Essay Performance & Oral Responses Projects & Portfolios	Read Chapters 9 - 11 Application Activity: Attitudes Assign: Design a Writing Rubric
6	7/23 Thursday	Fair Grading Practices: Tracking Progress & Parent Conferences	Assign: Character Counts assessment
7	7/24	No in-class participation required on this day. Video & Discussion posts will be available.	Due: Formative Assessment Portfolio
8	Post-Course work	<i>After the course is finished, students will be expected to create copies of tests that demonstrate understanding of the principles learned. They will also take a final exam online.</i>	Teacher-Created Testing Instruments Final Exam

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*