



On-Campus Course Syllabus

EDU 213

Educational Assessment Methods

Spring 2020

Class Information

Day and Time: Tuesday 1:30-4:00

Room Number: E202

Contact Information

Instructor Name: Dr. Jennifer Brooks

Instructor Email: jslbrooks@criswell.edu

Instructor Phone: 214-181-1324

Instructor Office Hours: M 1:30-6:45; T 12:00-1:30

Course Description and Prerequisites

Tools used in education that support the improvement of the teaching - learning process. The course includes a study of standardized test, methods of classroom assessment, and innovative means used to evaluate students' learning. Texas' specific assessment instrument (STARR) is a key aspect of this course

Course Objectives

- A. Cognitive Objectives
 - Evaluate and prioritize advantages and disadvantages of modern testing practices by collaborating with peers in class discussions.
 - Differentiate between types of behavioral objectives by writing objectives for yearly plans, unit plans, and lesson plans.
 - Construct a variety of instruments for measuring student progress with objective and non-objective artifacts.
 - Examine the results of a variety of standardized assessment tests to evaluate and report the progress of a chosen child.
 - Compare and contrast the TAPR reports of two Texas EC-6 grade schools and summarize findings in a multi-media presentation.
 - B. Affective Objectives
 - Display significance of quality short answer, essay, and alternate choice test questions by writing models of each for chosen discipline.
 - Demonstrate personal growth in the field of education with reading reflection submissions, class discussion, and debate of significant educational issues with peers.
- TEKS Objective – Pedagogy and Professional Responsibilities EC–12 Standard I
- The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Required Textbooks

Tom Kubiszyn and Gary D. Borich. *Educational Testing and Measurement: Classroom Application and Practice*, 10th ed. Hoboken: John Wiley and Sons, Inc., 2013.

Course Requirements and Assignments

- A. Reading
Read chapters and outline or write a one-page reflection for each week's reading.
DUE 4/21
- B. Objectives
Write 30 behavioral objectives for 3 disciplines.
- 5 course objectives, addressing the 3 highest levels of Bloom's Taxonomy for 3 disciplines (total of 15)
 - 2-unit objectives addressing the 3 highest levels of Bloom's for 3 disciplines (6 total)
 - 3 lesson plan objectives addressing any areas of Bloom's for 3 disciplines (total of 9)
- DUE 2/25**
- C. Objective and Subjective Tests
- Write an objective test for a discipline and grade level (K-6th) of your choice. Include 20 questions with an assortment of completion, short answer, multiple-choice, and alternate choice test items. All questions must be from the same unit or topic of study in your chosen discipline. Type the test and provide an answer key. Provide a copy for everyone. Be prepared to explain your test items and justify your construction with your peers in class.
DUE 3/3
 - Write an essay test for a discipline and grade level (K-6th) of your choice. Include 10 questions all from the same unit or topic of study in your chosen discipline. Type the test and provide an answer key. Provide a copy of both for everyone. Be prepared to explain your test items and justify your construction with your peers in class.
DUE 3/10
- D. Non-objective Scoring Instruments
Create a packet of rubrics for scoring the following non-objective activities.
- Writing
 - Performance
 - Portfolio
- DUE 4/2**
- E. TAPR Analysis
Select two Texas elementary schools and analyze their testing reports. Summarize your findings in a formal Turabian style paper and present the information to your classmates and professor in class.
DUE 5/5

Course Supplemental Information

- A. Class Participation
Each student brings a variety of gifts and life experience to each class. All students should participate and assert themselves into the flow of discussion so that others will benefit.
- B. Since everyone who attends class, including the professor, bears the imago dei, everyone will be treated with respect and dignity. Evaluations from the professor to the students and from the students to each other will be given and received with sensitivity and grace.
- C. Discrimination Policy
The institution does not discriminate in the operation of any of its programs and activities because of the student's disability. To avoid discrimination, the student is responsible for informing the course instructor of any disabling condition that will require modifications. Students needing educational support or services should contact the Student Services at 214-818-1332 or studentservices@criswell.edu. Delete section if not needed or enter policies and/or information applicable to your course or classroom. Create relevant subheadings as desired.

Course Policies

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

- A. Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

B. Weight of Assignments

- Reading 5%
- Behavioral Objectives 20%
- Objective Test 25%
- Essay Test 15%
- TAPR 10%
- Scoring Instruments 10%
- Class Participation 15%

C. Late work

Students may turn work in on Canvas at any time before the due date. Therefore, missing class does not excuse late work. All assignments submitted late will receive a 5-point reduction per day.

D. Absences

Student must attend at least 80% of all class time in order to pass this course. Absences cause the student to miss valuable instruction time. Moreover, peers who are in class are unable to benefit from the valuable contribution of the missing student.

E. Tardies

Three instances of tardiness of fifteen minutes or less equals one absence. The tardy student is responsible for notifying the professor of his/her presence in writing at the end of class. Students who wish to depart early should clear it with the professor.

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and

- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Session & Date	Topic	Assignment Due
1 1/21	Who's who? Introduction of teacher and students What's what? Purpose of Assessment	
2 1/28	High Stakes, RTI, and NCLB HST Debate	Chapters 2&3 of Text Read & Outline or Write a 2-paragraph Reflection
3 2/4	Formative/ Summative Assessment Norm/Criteria Referenced Assessment Create Vocab Game	Chapter 5 of Text Read & Outline or Write a Reflection
4 2/11	Integrating Assessment <i>Dead Poet's Society</i> T-Chart and Discussion Search online for a Bloom's chart and bring to class next week	Ch 6 of Text Read & Outline or Write a Reflection
5 2/18	Learning Outcomes – Bloom's Taxonomy (PPT) Professor's Puzzle Chart	On-line Bloom's Chart
6 2/25	Effective Objective Test Items Analysis & Evaluation of Objective Test Items	Ch. 7 of Text Read & Outline or Write a Reflection 30 Behavioral Objectives
7 3/3	Effective Essay Items Discuss Objective Test Assignment Create Your Own Essay Test Activity Test One	Ch.8 of Text Read & Outline or Write a Reflection 20-question Objective Test & Blueprint
8 3/10	Marking Non-objective Assessment Items Discuss Essay Test Assignment How You Gonna Score? Rubric Activity Let's Talk about Scoring Writing Assignments	Essay Test & Blueprint
3/16-20	SPRING BREAK Stay home and enjoy a good education movie <i>Stand and Deliver</i> <i>Dangerous Minds</i>	

Session & Date	Topic	Assignment Due
9 3/24	More than Tests Performance-based Assessment	Ch. 9 of Text Read & Outline or Write a Reflection Template for Writing Rubric
10 3/31	More than Tests 2 Portfolio Assessment	Ch. 10 of Text Read & Outline or Write a Reflection Template for Performance Rubric
11 4/7	Write, Administer, Score, Analyze Case Studies	Chs. 11&12 Template for Portfolio Rubric
12 4/14	Standardized Tests Test 2	Ch. 20 Read & Outline or Write a Reflection
13 4/21	Validity and Reliability PPT Explain It to an Eight-Year-Old	Ch. 16&17 Read & Outline or Write a Reflection
14 4/28	Texas School Report Cards A Visit to the TEA Web Site	Select 2 public schools to Analyze for TARP report
15 5/5	TAPR Media Reports	TAPR Analysis of Chosen School Presentations
16 5/12	Finals Week Child Observation and Portfolios	Presentations

Selected Bibliography

Kubiszyn, Tom and Gary D. Borich. Educational Testing and Measurement: Classroom Application and Practice, 10th ed. San Francisco: John Wiley and Sons, Inc., 2013.

Linn, Robert L. and M. David Miller. Measurement and Assessment in Teaching 9th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2005.

Mezeske, Richard J. and Barbara A. Mezeske, eds. Beyond Tests and Quizzes: Creative Assessments in the College Classroom. San Francisco: Jossey-Bass, 2007.

Oosterhof, Albert. Developing and Using Classroom Assessments, 4th ed. Upper Saddle River, NJ: Pearson Prentice Hall, NJ, 2009.