



On-Campus Course Syllabus

EDU 213

Assessment Methods

Fall 2023

Class Information

Day and Time: Mondays 4:45pm-7:15pm

Room Number: E202

Contact Information

Instructor Name: Jennifer Smith, M.Ed.

Instructor Email: jsmith@criswell.edu

Instructor Phone: 214-8763798

Instructor Office Hours: [By appointment](#)

Course Description and Prerequisites

This course is a study of the assessment tools used in education that support the improvement of the teaching learning process. The course includes the study of standardized tests, methods of classroom assessment, and innovative means used to evaluate student's learning. Texas' specific assessment instrument (STAAR) is a key aspect of this course.

Course Objectives

1. Determine and choose assessment methods appropriate for instruction.
2. Develop skills and knowledge to inform students and families of assessment data.
3. Investigate the design and selection of evaluation instruments.
4. Interpret and use teacher created and state assessment reports to help make informed decisions for individual students, class groups, lesson planning and improvement.
5. Develop formal and informal assessment strategies.
6. Interpret and communicate the results of standardized tests and related assessment results.
7. Describe and distinguish between assessment, screening information, formal and informal assessment methods.

Required Textbooks

Classroom Assessment: What Teachers Need to Know, W. James Popham, 9th edition **ISBN:** 978- 0135569108
(Supplemental digital package is optional and NOT required)

Course Requirements and Assignments

**Please reference the assignment calendar for due dates*

Class Participation/Notes/Respond to the Discussion: Students will be evaluated on their participation in the course. Such assignments will include attendance, contribution to class discussions, parent talk responses from the text, and analyzing test data. **10 pts**

Bi-Weekly Assignments and Presentations: To help assess your understanding, we will use and create assessment strategies learned in class. On some occasions, you will present your ideas about student assessment. You will create formal and informal assessments to include multiple choice, open ended, binary choice items, matching, summaries, alternate choice, and essay items including a rubric. **-10 pts**

Create an assessment – Using Bloom’s Taxonomy and Costas Level of Questioning, you will create an assessment to address each level of thinking. Please refer to the TEKS as you develop your assessment questions. You may use your final project subject area or the subject of your choice to create your assessment. You must please use at least three different test response formats. **-10pts**

Lesson Plans: You will write two subject specific lesson plans to be included in the final project; however, it is not graded in the final project. Your lessons should include curriculum standards, goals, objectives, lesson steps/order and a summary of the unit. An example and explanation will be provided. **15pts**

Final Project: You will select a unit of instruction and develop a variety of assessments that align with the goals and objectives (TEKS) of the unit. You are encouraged to use a unit that has already been created. However, you may create a unit to be used in your classroom.

You must develop a multiple choice and essay test format, two formative assessments, two summative assessments, a portfolio assessment, as well as a performance-based assessment to include scoring rubrics. Your test is to include each level of Bloom’s Taxonomy and each level of Costas Level of Questioning. You must include a minimum of twenty multiple choice items that target specific learning outcomes of the TEKS curriculum standards.

A full explanation, rubric, and project contents will be provided. We will work on portions of the project throughout the semester so that you can have adequate feedback and time to make needed corrections. **30pts**

Tests: Test 1- **10pts** Test 2- **15 pts**

Course/Classroom Policies and Information

Texas Educator Standards - PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 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.

Standard II -The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III - The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV - The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Educator Technology Application Standards

Standard I - All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
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	

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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring

Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Date	Topic	Be sure to read	Assignment Due Dates
August 21	Introductions; Icebreaker Review Assignments and Requirements Chapter 1 Defining Assessment	Class syllabus and class CANVAS	
August 28	When to Assess, and Reliability of Assessments (updated 8/28)	Chapters 2-3	
Sept 11	Validity and Fairness (updated 8/28)	Chapter 4-5	Parent Responses Due: Choose Chapters 3
September 18	Improving Assessments and Formative Assessments: What it is, what it's not and how to make it better.	Chapters 11-12	
September 25	Selected Responses, Multiple Choice, and Constructed Responses	Chapters 6 and 7	*Parent Responses Due: Choose Chapters 6, 11, or 12
October 2	Test 1	Chapters 1-7	
October 9	Performance Assessments Portfolio Assessments	Chapters 8 and 9	Create an Assessment Assignment Due
October 16	Student Well Week		
October 23	Evaluating Standardized Tests	Chapter 13	*Test Prep and Practices Summary
October 30	Making Sense of Standardized Test Scores	Chapter 13	*Test Evaluation Analysis Due
November 6	Appropriate and Inappropriate	Chapter 14	
November 13	Evaluating Instruction Assessing Students with special needs	Chapter 15 & 16	*Lesson Plans Assignment Due
November 20	Test 2	Chapter 1-16	

November 27	Assessment Based Grading Giving Work vs. Assessing Student Learning	Chapter 16	*Parent Response - Choose Chapters 8, 9, 11, 12, 13 or 16
December 4	Final Project Review	Review readings from previous classes and assignment instructions	
December 11	Final Project Due		