SYALLABUS
MEASURMENT AND EVALUATION

Term: 2015-1 (Fall 2015)
Course Number: MAT 518-N Hybrid
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Office Hours:
By appointment only

Course Time: Face Time: 8:00 – Noon
                       On-line: Asynchronous at least 2 hours/day
                       Saturdays: 12.5, 12.12, 12.19.2015
Room: TBA

Course Description:
Measurement and Evaluation in Teaching is intended to introduce prospective teachers to those elements of measurement and assessment that are essential to student achievement. This course highlights the fundamental principles of measuring the cognitive, affective, and psychomotor components of classroom learning. Teacher candidates are actively involved in constructing and implementing a variety of informal, formative and summative assessment tools, to evaluate and ensure the continuous intellectual, social, and physical development of individual students as well as the entire class. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Five key elements of assessment are addressed: curriculum, quality, quantity, variety, and feedback.
Field Experience Required

Prerequisites:

Master of Arts in Teaching (MAT) Orientation, MAT 500 ((Educational Psychology), and MAT 502 (Foundations of Education), and MAT 516 (Curriculum Development)

e-Textbook:
Measurement and Assessment in Teaching Tenth Edition**,** Miller, David M.; Linn, Robert L. and Gronlund, Norman E., (Pearson Education, Inc,. Upper Saddle River, New Jersey)

Competencies:

Teacher candidates should be able to do the following as a result of participating in this course:

Behavioral Objectives/ Outcomes: Students should be able to do the following as a result of participating in this course:	INTASC	NBTPS
Understand the role of measurement and assessment as a teacher	6	3
Communicate effectively with other teacher candidates, teachers, students and parents	10	2
Select and devise appropriate method of assessment tool	6	3
Examine a variety of assessment and its validity	6	3
Review and analyze and discuss various articles related to assessment	9	4
Show how assessment improves student learning	7	2
Analyze the use of Student Portfolios	6	1
Understand how to develop Electronic Teaching Portfolios	6	1
Develop assessment tools to meet need of diverse student learners	2	2
Develop student achievement and improvement plans	6	5
Practice a proactive positive parent conferences	10	5
Construct and apply rubrics aligned to academic standards	6	3
Align assessment with standards and learning objectives	7	2
Analyze and discuss issues relevant to Public Law 221	9	2
Develop a personal homework philosophy that is student centered and outcome driven which establishes a relationship with parents/guardians	10	5
Develop an assessment philosophy that will be the driving force behind when to assess, what to assess, and how to use results of assessment to improve student outcomes.	9	3
Create an electronic grading system that is reflective of a variety of assessments	6	2
Construct a pacing guide aligned to state standards	7	2
Analyze diagnostic assessment and develop a strategic plan to improve learning	1	1, 3
Use feedback from assessment to make instructional decisions	1	3
Interpret assessment data	1	3
Use data to improve learning and instruction	1	

Hybrid courses:

Hybrid courses blend face-to-face interaction such as in-class discussions, active group work, and live lectures with typically web-based educational technologies such as online course cartridges, assignments, discussion boards, and other web-assisted learning tools. The degree to which the design of hybrid courses utilize traditional classroom and online learning environments varies, being largely dependent on the subject matter and overall nature of a course. Regardless of design, such courses may be expected to deliver instruction in both an asynchronous and synchronous manner, and are becoming increasingly prevalent in today's society.

In this course we will use the following tools to access information via Black Board:

- Computer
- Internet (uninterrupted)

- Video streaming
- You-Tube videos
- Power Points with voice over
- Assignment Center
- Test Center
- Discussion Board
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Class Assignment/Assessment:

See Guidelines:

Class Dates	Topic			Points
	Discussion	**Chapter**	**Assignment**	
	See Agenda		Chapter Reading Everyday	
Pre Assignment	Does Assessment Improve Learning		1. Black Board Discussion	25
Pre-Assignment	Intro to M&E.	1 - 3	Core Standards by content	
Pre Assignment	Forms of Assessment	1-3	Review PP on-line	
12.5	Curriculum and Assessment	2	**2. Pacing Guide/Standards**	100
12.5	Forms of Assessment	6-10	**3. Homework Letter**	50
12.12	Forms of Assessment continued Benchmark Assessments Remediation	15	**4. Test Construction** **5. Rubric**	100 100
12.19	Feedback Parent Conferences Diagnostic Analysis Parent Involvement	12, 15	Think Pair/Share Articles 6. **Assessment Philosophy/Feedback Loop**	100
On-going		7. Disposition • Participation • Professionalism • Communication • Attendance (see policy) • Preparation		100
Field Exper. Ongoing		Individual Assessment Topics	8. **Position Paper**	100
	Assessment Topic Presentation	Same	9. **You Tube Assessment**	100
12.19	Final Exam	Online	10. **Final Exam**	100
Total				

Assignment Criteria

Note: Any assignment used to satisfy a portfolio artifact must be accompanied by a rationale and achieved at 80% mastery.

Submission: **10 points**

Submit assignments via Black Board Assignment Center. You will have two opportunities to submit each assignment (with the exception of presentations and finals). Try to receive feedback right after the assignment has been reviewed in class. You will have until Monday, Dec 20 to submit drafts. Final assignments are due Friday, Dec. 27 . The final exam will be available on Black Board through Assignment Center on Saturday, December 19 1:00 pm– Sunday, December 20 1:00pm. You will have only <u>one</u> opportunity to take the final exam, position paper and presentation.
*Assignments = artifacts.

Complete the above self evaluations with honesty based on your current knowledge and position.

1. Pacing Guide   **50 points**

Objective: Teacher Candidate understands the importance of long term planning and can align content to meet the academic standards within the academic year.

Includes key and appropriate heading	10
Incorporates all standards (include hyperlink to standards)	10
Provide proper amount of time per standard	10
Organized and professional quality	5
Allows for 185 days	5
Use symbols appropriately	5
Include major assessments	5
Total	

2. Homework Philosophy /Letter   **50 pts**

Objective: Teacher Candidate respects the relationship with parent/guardian and can clearly and appropriately share expectations of homework as an important assessment tool to students and parents

No longer than one page in length	5
Written as a letter at the beginning of the year	2
Professional presentation	3
Developmentally appropriate	2
Student centered	3
Written so that it is parent and student friendly	2
Includes the parent	2
Amount of time is appropriate for grade, age and topic	3
Used to reinforce what is taught in the classroom that day	3
Used as an important assessment tool for students	5
Used as an important assessment tool for teacher	2
Rationale and expectations are clear	5
Assignments are challenging and realistic	3
A variety of assignments are utilized	5
Weight of homework is appropriate for subject and grade level	5
Total	

3. Classroom Test 100 pts

Objective: Teacher Candidate knows how to construct various objective and critical thinking test items that demonstrate student mastery in content area at the synthesis and evaluation level

Using your own content topic chapter or unit (i.e. 3rd grade math, physics, accounting)	
Professional Format	
Five (5) questions per category:	
• Short Answer	20
• True/False	20
• Matching	20
• Multiple Choice	20
• Essay	20
Follows guidelines for test construction and put in the above order and	
Aligned to Academic Standards (written on test)	
Total	

4. Rubric 100 pts.

Objective: Teacher candidates are able to design a student centered holistic rubric that engage students in the learning process to meet instructional goals

Four (4) point scale w/ name associated (in hierarchy)	10
Follows template format	10
Specific expectations at each level	10
Age appropriate	10
Clear distinction between levels	10
Void of bias	10
Realistic goals	10
Student centered	10
Includes quantitative and qualitative measures	10
Aligned to academic standards (written on rubric)	10
Total	

5. Assessment Philosophy/Feedback Loop 100 pts

Objective: Teacher Candidates has a positive disposition and philosophy towards the use of assessment to improve student learning. Teacher Candidate believe that all students can learn and provide a system by which all students can succeed.

No longer than one page in length (written as a philosophy statement)	10
Includes image of feedback loop	10
Feedback loop has multiple benchmarks	10
Assessment Philosophy and Feedback Loop align	10
Professional presentation	5
Personal in nature	3
Written from a philosophical perspective (disposition)	10
Understanding of goals, benefits and uses of assessments	5
Understands the importance of feedback	5
Student centered	2
Used as a tool to show student achievement	5
Used as a tool to reevaluate instruction	5
Shows fairness and consistency (validity and reliability)	5
Uses a variety of assessments appropriately	5
Uses multiple assessments is a responsible way	3
Applied terminology appropriately	5
NOT grade specific	2
Total	

6. **Field Experience:** 100 pts

Objective: Teacher Candidate is able to critically examine an assessment topic and demonstrate that they can work with highly qualified professional educators to evaluate assessment practices and student outcomes

Position Paper (Topics Provided)
"Using Data to Improve Learning"
Select an assessment topic and take a position on the topic using a critical thinking approach:
1. Personal opinion;
2. Facts, supported by research (@ least 3);
3. Opinions of professional educators (@ least 3 experienced HQT);
4. Reshaped position.   (conclusion)

Position Paper should be written in APA style a total of 5 pages which consist of:
   1. Cover page;
   2. Three pages of body (The 4 step critical thinking process above should clearly be identified the content and transition of the paper);
   3. Reference page: a minimum of three professional educators that you interviewed (full name, school, grade, subject years of teaching) article provided; a minimum of one journal, a minimum of one web based, a minimum of one text.

7. **Blackboard Discussion** 50
   points

Objective: Teacher Candidates can collaborate with peers to develop ideas of about the use of assessment to improve learning.

Responding to the posted question: Does Assessment Improve Learning? Answer questions through personal reflection, experience, theory and practice. Initially respond to question, and then respond on two separate occasions to your peers (total 3 hits). Initial response due by Friday, December 4th

8. **Assessment Topic Presentation** 100 points

Using the same topic from the position paper, present an objective overview of the topic.
Presentation should include:
5-10 minute overview
Use of visuals (can use power point)
Benefits and usage of assessment
Challenges and negative impact of assessment
Consequences and outcomes of assessment
Upload video on Blackboard via video or You tube (directions will be provided, account may be necessary)

9. ~~Diagnostic Analysis~~ ~~100 points~~
   ~~Interpretation and analysis of a set of scores~~
   ~~Plan for improvement base on plan~~

10. **Final Exam: Instructional Decisions** 100 points
Objective: Teacher Candidate will be able to make instructional decision to improve student

learning by selecting the best tool for measuring student achievement and be able to support
decision through a rationale in making instructional decisions to improve learning.

Participation   **100 points**
Attendance, Disposition, Discussions, Article Reviews, Diagnostic Analysis, Parent Conferences…..

Grading Scale:
A: 90 – 100%; B: 80 – 89%; C: 70 – 79%; D: 60 – 69%

Portfolio:
As of the 2002-2003 academic year, the Education Program of CCSJ is requiring teacher candidates to
develop a professional portfolio prior to the student teaching course. This portfolio should contain
examples of professional development from various courses and activities. Many of the projects
connected with this course would make appropriate additions to such a portfolio.

Format for Written Assignments:
The professional Education and Psychology communities have adopted the standards delineated in
the Publication Manual of the American Psychological Association. The current work is the Fourth
Edition, 1994, available in the bookstore and the library. Plagiarism is a serious unprofessional
practice. Please consult the CCSJ Student Handbook as well as the APA Publication Manual for a) a
description of plagiarism and b) how to avoid it.

Statement of Plagiarism:
If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or
been involved in another form of academic dishonesty, the instructor or other personnel may elect to
bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is
dismissal from the College. The procedures for judicial review are listed under the section of CCSJ
handbook that addresses student grievances.

Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline
(i.e., MLA, APA, Chicago Manual of Style or Turabian.). All of these guidelines are available in the
Calumet College of St. Joseph library or bookstore. These texts outline how to cite references from a
variety of sources, including electronic media.

Withdrawal from Classes Policy:
Intellectual growth and success in college is reinforced through interaction in the classroom.
Students reach personal goals and course outcomes through regular and prompt attendance. The
Education Department's accelerated classes are intense and rigorous and demand student presence
and participation. Therefore, if a student is absent from one *Master of Arts in Teaching* class the
student will be academically withdrawn by the instructor.

Resources

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National Board for Professional Teaching Standards NBPTS:

Proposition 1: Teachers are Committed to Students and Their Learning NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. NBCTs understand how students develop and learn. They respect the cultural and family differences students bring to their classroom. They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships. NBCTs are also concerned with the development of character and civic responsibility.	**Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.** NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.
Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning. NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. NBCTs know how to assess the progress of individual students as well as the class as a whole. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	**Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.** NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
Proposition 5: Teachers are Members of Learning Communities. NBCTs collaborate with others to improve student learning. They are leaders and actively know how to seek and build partnerships with community groups and businesses. They work with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	

They know how to work collaboratively with parents to engage them productively in the work of the school.	

INTASC Core Teaching Standards

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_ Teachers.pdf