

**MURRAY STATE UNIVERSITY**

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**COURSE PREFIX: ELE COURSE NUMBER: 383 CREDIT HOURS: 3**

- I. TITLE:** Evaluation and Measurement in Elementary Education
- II. COURSE DESCRIPTION AND PREREQUISITES:** The development, application, and analysis of educational evaluation and measurement approaches in elementary school classrooms. Emphasis is placed on the design and use of formative assessments to facilitate continual student learning and summative assessments to ensure accurate reporting of student progress. Field experiences required.  
**Prerequisite:** EDU 303.
- III. COURSE OBJECTIVES:**  
Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards (KTS) and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards addressed by that objective. Upon the successful completion of this class, students will be able to
- A.** describe current issues in educational evaluation including initiatives at the national, state, and local levels (KTS 1, 7/ InTASC 4);
  - B.** demonstrate knowledge of the design of various formative and summative assessment instruments and methods (KTS 5/ InTASC 6);
  - C.** prepare developmentally appropriate assessments that are aligned with academic standards, learning targets, and instructional strategies (KTS 2, 5/ InTASC 6);
  - D.** identify methods of using assessment to inform instruction (KTS 5, 7/ InTASC 9);
  - E.** identify ways to differentiate assessment to meet the needs of a diverse student population (KTS 2, 5/ InTASC 2);
  - F.** use measures of central tendency and descriptive statistics to analyze standardized achievement data (KTS 5/ InTASC 6); and
  - G.** identify multiple strategies for sharing assessment results with students, colleagues, and parents (KTS 5/ InTASC 6).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by urging students to consider the teacher's role in the assessment cycle. Students learn to create assessments and then reflect upon the quality of the resulting student data in relation to learning targets, student needs, and closing the achievement gap.

The theme of Diversity is explored in the course through planning multifaceted assessment options. Students learn to assess the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities. The theme of Assessment is critical to the successful completion of the course. Students learn how to design and implement quality assessments for any applicable classroom. The implications of data analysis on instructional decision making is also discussed and

practiced. The overall course project, the Assessment Project, requires student to apply the stated skills.

Through class activities, students increase their ability to become highly effective teachers and reflective decision-makers who use classroom assessment for student learning.

**IV. CONTENT OUTLINE:**

- A. Understanding quality assessments
- B. Purposes for assessing students
- C. Formative and summative assessments
- D. Designing valid and reliable assessments
- E. Using assessment results to inform instruction
- F. Collaborating with colleagues and parents

**V. INSTRUCTIONAL ACTIVITIES:**

- A. Large and small group discussion
- B. Large and small group activities
- C. Lecture
- D. Reading responses
- E. Performance tasks
- F. Collaborative group work

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

As a part of the mandatory minimum of 200 field experience hours (16 KAR 5:040), enrolled students will spend at least two (2) hours participating in a Professional Learning Community (PLC). **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the *LiveText FEM* site. Students are also expected to record field experiences in KFETS.**

**VII. TEXT(S) AND RESOURCES:**

Stiggins, R., & J. Chappuis. (2012). *An introduction to student-involved assessment for learning*. (6<sup>th</sup> ed.). Pearson.

College *LiveText*-EDU Solutions Student Membership & FEM Module Subscription

**VIII. EVALUATION AND GRADING PROCEDURES:**

Course grades will be awarded based upon the successful completion of tasks as described in the course syllabus and at the professor's discretion. Assignments and tasks will be graded according to a rubric and/or checklist that will be provided in advance to students. Individual feedback will be provided to students on each assignment/task. Students are encouraged to contact the professor with questions, needed clarifications, etc.

**Signature Assessment/Assignment:**

Assessment Project – Students will select or create an instructional unit. They will design effective assessment items that support instructional objectives and make appropriate accommodations to differentiate assessment in support of students’ individual and special needs. Students will submit various portions of their project via *LiveText*. Students’ efforts will be evaluated using an analytical rubric.

**Grade Scale:**

Grades will be awarded for performance in accordance with this scale.

<u>Percent</u>	<u>Final Grade</u>
93-100	A
85-92	B
77-84	C
69-76	D
0-68	E

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the

course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

## **XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be

denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**