

Murray State University
COMMON SYLLABUS

Revised, August 2006

DEPARTEMENT: ECE COURSE NUMBER: EDU 405 CREDIT HOURS: 3

I. Title: EDU 405: Evaluation and Measurement in Education

II. Catalog Description: The selection, administration, and uses of educational evaluation and measurement approaches with emphasis on application in school classrooms.

III. Purpose: This course is designed to promote the development of reflective decision-making as pre-service teachers learn the design, interpretation, and uses of educational assessment methods, particularly in relationship to techniques of good classroom instruction and as pertaining to the goals of Kentucky Education Reform Act (KERA).

IV. Course Objectives:

The behaviors indicated below are understood to be reflective of, but not limited to those teacher behaviors advocated by the Kentucky Education Reform Act guidelines. Curriculum connections will be made with KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky New Teacher Standards.

- A. The students will describe a perspective regarding current issues in educational evaluation under the Kentucky Education Reform Act, including knowledge of Learner Goals and Academic Expectations, Program of Studies, and Core Content. (NTS 4)
- B. The students will investigate and practice the design of various assessment methods, including portfolios, task events, open ended questions and more traditional objective methods, utilizing the KERA initiatives-Learner Goals and Academic Expectations, Program of Studies, and Core Content. (NTS 4)
- C. The students will prepare assessment-focused objectives and a variety of assessment activities that will address Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. (NTS 1,4)
- D. The students will reflect on the uses of assessment in instruction, in relationship to their own learning and their development as reflective decision-makers (NTS 4,5)
- E. The students will collaborate in the development of course curriculum projects using lap top computers and participate in discussions of current issues in assessment. (NTS 1,3,6)
- F. The students will prepare and analyze assessment items directed at addressing the physical, race, ethnic, and intellectual diversity of learners. (NTS 1,4)

The COE 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 instructional goals, 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.

V. Content Outline/ VI. Instructional Activities:

1. Chapter Reviews/Quizzes

Students will read designated chapters from the course textbook and either use assigned metacognitive strategies or will take a short quiz. The strategies and quizzes form a review of the chapter material and assure that the student has read the assigned material. (Objective A/Standard 4; Objective D/Standards 4,5; Objective E/Standards 1,3,6)

2. Reflective E-Mail Journals

E-mail journals will be used to remain in contact with the instructor during field experiences. The purpose of the journal activity is to assist learning through reflection and as one determination of growth and progress in the student's ability to integrate course content and concepts. Journaling topics will include observations of secondary students' instructional needs, the physical, race, ethnic, and intellectual diversity of learners and the classroom teachers' instructional and assessment methods. The content of the journal entries will not be graded but points will be awarded for completion and the quality of reflection. (Objective A/Standard 4; Objective D/Standards 4,5; Objective F/Standards 1,4)

3. KERA Reflection Paper

Students will write a short paper expressing their opinion of the progress of KERA reform effort. Students will support their opinions with evidence from a variety of sources including personal experience, the personal experiences of others, findings published from KDE, and research from educational journals. The assessment of the paper will be determined, not from the students' opinions, but from the quality of the evidence used to support those opinions. (Objective A/Standard 4; Objective D/Standards 4,5)

4. Thematic Unit Packet

Students will work in cooperative groups to develop objectives and assessment items that connect to a thematic curriculum unit. The completed unit packet will receive a group score as a demonstration of the student's ability to collaborate with others in designing effective assessment items that support instructional objectives and proficiency in reflecting on the strengths and weaknesses of various assessment formats. (Objective A/Standard 4; Objective D/Standards 4,5; Objective E/Standards 1,3,6; Objective F/Standards 1,4)

5. Field Experience Assessment Project (To be completed during field experience.)

Develop a performance assessment to measure student learning. The options for assessment design will be discussed in class. This project must include:

1. Lesson name; subject; grade level and description of the assessment

2. A description of how the lesson fits into the overall planning of the semester or school year
 3. A description of how you negotiated/collaborated with the cooperating teacher to develop the assessment
 4. A description of the students who will take the assessment and why the design is a good match for them. A description of the physical, race, ethnic, and intellectual diversity of the learners in that particular classroom and how your assessment will address these.
5. Field Experience Assessment Project (cont.)
5. A rationale for the selection of this particular assessment design (not a rationale for the lesson).
 6. The learning objectives related to KERA Core Content.
 7. Pretest to determine the focus of instruction.
 8. Scoring criteria, scoring guide or rubric.
 9. Samples of student work (at least 3 – high, medium, low) and their scores. An explanation of why students performed at these levels and a comparison of pre and post test scores.
 10. Analysis of the reactions of students to the assessment.
 11. Analysis of the reaction of the supervising teacher to the assessment.
 12. An evaluation of your assessment and what you would keep or change including what the design and administration of this assessment has taught you.
 13. An evaluation of what the assessment taught you about your instruction of that lesson and what you would change in your instruction based on that evaluation (to close the evaluation loop).

Note: The KERA New Teacher Standards include one standard that specifically addresses the assessment of student learning. This standard states that new teachers should use multiple assessment techniques, appropriate criteria and scoring (i.e. rubrics), communicate results to students, and promote student self-assessment. The assessment project for this assignment should reflect the spirit of this standard. **THIS ASSIGNMENT IS DESIGNED TO DEMONSTRATE STUDENT COMPETENCY WITH THIS SKILL, THEREFORE IT MAY NOT CONSIST OF AN ASSESSMENT OR USE A RUBRIC TAKEN FROM A TEXT BOOK OR OTHER COMMERCIAL PRODUCT.**

Objective B/Standard 4; Objective D/Standards 4,5; Objective E/Standards 1, 3, 6; Objective F/Standards 1,4)

6. Course Portfolio

Students will collect all products and work samples from the courses in a **collection portfolio**. Students will then select products from the collection portfolio to be included in a **selection portfolio** that reflects upon and to demonstrate personal and professional progress related to course content and course experiences. Course artifacts and products will be neatly organized and will include the following:

- 1) letter of introduction (which explains what the student has learned during

- the course and during the portfolio process)
 - 2) table of contents to outline the entries
 - 3) one journal entry (reflective statement)
 - 4) one chapter review (reflective statement)
 - 5) three of the student's choice (reflective statement for each choice)
- (Objective B/Standard 4; Objective D/Standards 4,5)

VII. Field and Clinical Experiences:

Students will participate in a minimum of 12 field-based laboratory hours working with teachers and students in a school. An MSU instructor will make one observation/visit during which the student will discuss the progress of his/her teaching.

VIII. Resources:

COE Curriculum Resource room, Livetext, KDE website and Internet

IX. Grading Procedures:

Assignments and Points:

Chapter Quizzes (4 quizzes x 5 pts.)	20
Chapter Reviews (3 reviews x 5 pts.)	15
E-mail Journal (3 entries x 10 pts.).....	30
KERA Reflection Paper (10 pts.)	10
Collaborative Thematic Unit (50 pts.)	50
Field Experience Assessment Project (75 pts.)	50
Course Portfolio (50 pts.)	50
TOTAL	225

Grading Scale:

225-205	A
204-184	B
183-163	C
162-142	D
141-below	E

X. Attendance Policy:

This course complies with the Attendance Policy stated in the 2001-2003 Undergraduate Bulletin. It is a strict attendance policy. Missing more than two classes will result in the lowering of the course grade by one letter. Attendance will be taken at each class period and missing more than **one half hour** of the class will constitute a missed class. Course field experiences carry an extra responsibility for prospective teachers to act professionally with regard to the school, teachers, students, and peers. Interactions with students are powerful learning experiences but require patience and understanding in order to be successful. Prospective teachers should note the qualities of cooperation, flexibility, sensitivity and understanding learned in the field are good rehearsals for future work in schools and may be the most important factors contributing to a successful field experience. If you are **forced** to miss a field experience, you will need to contact the instructor and the school as soon as possible so that alternative plans can be made for the classroom.

XI. Academic Honesty Policy: Plagiarism and cheating are unacceptable. The department adheres to the academic honesty policy stated in the *Undergraduate Bulletin*.

XII. Text: Taylor, C.S. & Nolen, S.B. (2005). Classroom Assessment: Supporting Teaching and Learning in Real Classrooms, Pearson/Merrill/Prentice Hall
COURSE MANUAL: purchase in MSU bookstore

XIII. Prerequisite: Admission to Teacher Education Program

XIV. Statement of Affirmative Action and Equal Opportunity:

Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

XIIV. 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.**