

**Murray State University**  
**COMMON SYLLABUS**

**Department:** ECE      **Course Number:** EDU 405      **Credit Hours:** 2

**I. Title: EDU 405: Evaluation and Measurement in Education (sec 01)**  
(SECTION for some secondary, 5-12 and K-12 certifications)

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 meeting instructional goals as defined by the Education Professional Standards Board.

IV. Course Objectives:

Following each objective and enclosed in parentheses are numbers that reference the Kentucky Teacher Standards.

- A. The students will describe a perspective regarding current issues in educational evaluation under No Child Left Behind and the Kentucky Education Reform Act, including Kentucky Program of Studies, and Core Content. (KTS 5)
- 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 Kentucky Program of Studies, and Core Content (KTS 1,2,5)
- C. The students will prepare assessment-focused objectives and a variety of assessment activities that will address Kentucky Program of Studies, and Core Content. (KTS 2,5)
- 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 (KTS 5,7)
- E. The students will collaborate in the development of course curriculum projects using lap top computers and participate in discussions of current issues in instruction and assessment. (KTS 2,5, 6,8)
- F. The students will analyze ethical dilemmas related to common classroom situations to prepare for the complexity of classroom decision making. (KTS 3)
- G. The students will review procedures of Response to Intervention–RTI, (called Student Intervention System in Kentucky) directed at addressing learner differences (ethnicity, race, socioeconomic status, gender, exceptionalities, language, geography, and intellectual diversity). (KTS 2,5)

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 assessment project assignment is aligned with the TPA portfolio with use of a pre and post-test design.

The theme of Diversity is explored in the course through planning multifaceted assessment options. Students learn to assess the learning and achievement of all students, regardless of gender, ethnicity, learning styles, or exceptionalities. The COE dispositions of Caring, Ethical, Responsible, Enthusiastic, Confident and Tolerant are evaluated during the field experience.

## 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. 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)

### 4. 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. A rationale for the selection of this particular assessment design (not a rationale for the lesson).
6. The learning objectives related to KDE Combined Documents.
7. Pretest to revise initial ideas and 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 Kentucky 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 the 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.**

5. 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) a artifact (course assignment) for each of the five course standards
- 4) a reflection for each artifact/standard

VII. Field and Clinical Experiences:

SEC 420 and EDU 405 are taken as a block for some secondary, 5-12, and K-12 certification majors with a required 18-hour planned practicum in local schools. 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, *Livertext*, KDE website and Internet

IX. Grading Procedures:

**Assignments and Points:**

Chapter Quizzes (4 quizzes x 5 pts.).....	20
Reflective Reviews (3 reviews x 5 pts.).....	15
E-mail Journal (3 entries x 10 pts.).....	30
Collaborative Thematic Unit (50 pts.) .....	50
Field Experience Assessment Project (75 pts.).....	75
Course Portfolio (50 pts.).....	50
<b>TOTAL .....</b>	<b>255</b>

**Grading Scale:**

<b>255-240</b>	<b>A</b>
<b>239-224</b>	<b>B</b>
<b>223-208</b>	<b>C</b>
<b>207-192</b>	<b>D</b>
<b>186-below</b>	<b>E</b>

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. 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). 2<sup>nd</sup> Edition: 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 grounds of race, color, gender, sexual orientation, religion, national origin, age, disability, or veteran's status in providing any educational or other benefits services of Murray State University to students or those applying for admission at Murray State University. Murray State University attempts to provide equal opportunity in all areas of student admissions, financial aid, employment, and placement 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.

XV. 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.**