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

II. COURSE DESCRIPTION: The selection, administration, and uses of educational evaluation and measurement approaches with emphasis on application in school classrooms. Prerequisite: Admission to Teacher Education

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 Teacher Standards.

A. The students will describe current issues in educational evaluation including initiatives at the national, state, and local levels. (KTS 1, 7)
B. The students will investigate and practice the design of various assessment instruments and methods, including portfolios, performance tasks, and traditional test items. (KTS 5)
C. The students will prepare assessments that are aligned with lesson activities, objectives, and standards. (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 and effective evaluators. (KTS 5, 7)
E. The students will develop an assessment project. (KTS 1, 2, 5, 7, 8)
F. The students will identify ways they can meet the needs of a diverse classroom population by modifying assessment practices and addressing achievement gaps. (KTS 2, 5)
G. The students will use central measures of tendency and descriptive statistics to analyze standardized achievement data. (KTS 5)
H. The students will identify multiple strategies for sharing assessment results with students, colleagues, and parents. (KTS 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 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:

A. Classroom Decision Making  
B. Effects of Classroom-Based Assessments on Students  
C. Performance Assessment Requisites  
D. Portfolio Assessment  
E. The Development and Use of Selected-Response Items  
F. The Development and Use of Constructed-Response Items

VI. INSTRUCTIONAL ACTIVITIES:

Students will participate in large and small group discussions and activities related to course goals and objectives, including:  
A. Reading assigned materials  
B. Performing successfully on exams and written assignments  
C. Contributing to cooperative team activities

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: NONE

VIII. RESOURCES:

*liveText* and Internet

IX. GRADING PROCEDURES:

**Course Assignments**

Students will demonstrate their understanding of assigned readings and course information through a variety of assignments, which might include introductory activities, application activities, quizzes, and performance tasks. All course instructors will require students to complete the assessment project.

**Grading**

Grades will be awarded for performance in accordance with this scale. Students’ attendance and exhibition of the COE student dispositions will also be considered when calculating the final grade.

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<thead>
<tr>
<th>Percent</th>
<th>Final Grade</th>
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<tr>
<td>93-100 %</td>
<td>A</td>
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<td>86-92 %</td>
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<td>79-85 %</td>
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<td>72-78 %</td>
<td>D</td>
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<td>0-71 %</td>
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X. ATTENDANCE POLICY:

This course complies with the Attendance Policy stated in the current MSU Undergraduate Bulletin.

XI. ACADEMIC HONESTY POLICY:

This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.
XII. TEXT AND REFERENCES:

College LiveText-EDU Solutions Student Membership

XIII. PREREQUISITES: Admission to Teacher Education

XIV. NON-DISCRIMINATION 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 Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

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.