

## EPY 355 Syllabus

**College of Education, Conceptual Framework: *A purpose of this course will be to prepare professional educators through teaching, research, and service to become committed to life-long learning and to facilitating the process of building better communities.***

- I. **TEXT:** Airasian, P. W., & Russell, M. K. (2008). *Classroom assessment* (6<sup>th</sup> edition), St. Louis, MO.: McGraw-Hill Higher Education.
- II. **COURSE DESCRIPTION:** The application of formative and summative evaluative concepts in building and interpreting tests in the educational setting.

Application is demonstrated by an assessment unit which includes composing a unit assessment instrument, completing a unit on Interpreting standardized (SAT) test scores, and group activities which evaluate assessment items from classmates and course materials.

### III. COURSE OBJECTIVES

While there are specific objectives for each course topic, and more general objectives presented in a subsequent section, this course is currently covered by TEN ALABAMA STATE STANDARDS, as listed below. These standards are documented and archived through a system called e-Portfolio, which is described in the following section.

### **Student e-Portfolio Assessment**

The College of Education uses student portfolio assessment as a part of program requirements and assessment of student learning outcomes. Students majoring in the College of Education are required to purchase the license (\$30.00 per year) to use Foliotek beginning with the first College of Education course (which contains teacher education standards) taken and continue to use Foliotek throughout their program of study. **Students must document mastery of all standards associated with each course and provide evidence in the e-portfolio to receive credit for the course.**

In general the process consists of students submitting evidence/artifacts, as facilitated by the course instructor, related to the knowledge, skills, or abilities taught in a course or internship. The instructor evaluates the student's evidence/artifacts based on a standardized scoring rubric and the results are kept in an electronic database. The progress of the student in meeting the required competencies is monitored throughout their program.

For e-portfolio instructions go to <http://www.southalabama.edu/coe/eportfolio.shtml> and click on the appropriate help screen.

With each standard, there is an item to be loaded from class.

**State Standards (Knowledge/Ability Statements)  
with SDE Code Numbers for each Knowledge/Ability statements as objectives**

**290-3-3-  
.34(2)(h)2.** Knowledge of student assessment instruments and techniques, including functional and vocational knowledge and skills.

**\*\*\* *Archival upload: Review and critique a functional (for Special Education; see text, Appendix E) or vocational assessment instrument. Tell how the test is administered, to who, how test is scored and interpreted, and uses/misuses of results. Due as announced on schedule at end of syllabus One (min) to two (max) pages. Be prepared to present a 2-3 minute report to class. This is called Paper 3.***

**290-3-3-.03  
(1)(c)1.(iv)** Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.

**290-3-3-.03  
(2)(c)5.(i)** Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.

**\*\*\*Archive upload: Nontraditional Assessment Project.**

**290-3-3-.03  
(2)(c)5.(ii)** Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.

**\*\*\*Archive upload: Traditional Assessment Project**

**290-3-3-.03  
(2)(c)5.(iii)** Knowledge of measurement-related issues including validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.

**\*\*\*Archive upload: SAT worksheet.**

**290-3-3-.03  
(2)(c)5.(iv)** Knowledge of current Alabama assessment requirements and procedures.

**\*\*\*Assignment: Go to Alabama State Department of Education Website.** Clock yourself. Spend 30-60 minutes, searching that website.

Specifically, look for the STATE-MANDATED tests and assessments for the students you will be teaching. So if you are elementary ed, what tests/assessments are required of all elementary students? If secondary, what specific or general tests, are required

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for the middle or high school students you plan to teach? At your level (elem, middle, high), what tests does Alabama require for ALL students, in what grades? You probably already know this, but this is a documented paper.

You may want to indicate how often these assessments are implemented.

The paper: You start by telling me what/whom you wish to teach.

Then you need to copy and paste charts, links, etc, straight from the websites, as part of your paper, with a note summarizing them. The end result should be a one-page summary of what you found (if the charts are big, they can be attachments, summarized in paper.) The links are important; they are like references in a paper.

**\*\*\* Due Date: Week 3. See schedule. \*\* Note: This paper is PAPER # 2, and is also submitted to BOTH standards in Foliotek.**

290-3-3-.03  
(2)(c)5.(vi)

Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.

**\*\*\* Archival upload: Group chapter quiz.**

290-3-3-.03  
(2)(c)5.(x)

Ability to develop and select appropriate performance assessments.

**\*\*\*Archive submission: Nontraditional assessment project.**

290-3-3-.03  
(2)(c)5.(xii)

Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.

**\*\*\*Archive submission: SAT Group Quiz Output**

290-3-3-.03  
(5)(c)3.(ii)

Knowledge of Alabama's State assessment requirements and processes.

**\*\*\*Assignment: Go to Alabama State Department of Education Website.** Clock yourself. Spend 30-60 minutes, searching that website.

Specifically, look for the STATE-MANDATED tests and assessments for the students you will be teaching. So if you are elementary ed, what tests/assessments are required of all elementary students? If secondary, what specific or general tests, are required for the middle or high school students you plan to teach? At your level (elem, middle, high), what tests does Alabama require for ALL students, in what grades? You probably already know this, but this is

a documented paper.

You may want to indicate how often these assessments are implemented.

The paper: You start by telling me what/whom you wish to teach. Then you need to copy and paste charts, links, etc, straight from the websites, as part of your paper, with a note summarizing them. The end result should be a one-page summary of what you found (if the charts are big, they can be attachments, summarized in paper.) The links are important; they are like references in a paper.

**\*\*\* Due Date: Week 3. See schedule. \*\* Note: This paper is PAPER # 2, and is also submitted to BOTH standards in Foliotek.**

**290-3-3-.03 (2)(c)2.(i)** Observation, documentation, and other appropriate assessment tools.  
**\*\*\* Archive submission: Read pp. 10-12 in text, go to Internet, and find me 3 ways to document observation and oral questions/comments from students. Paper 1, Due week 2.**

**290-3-3-.03 (2)(c)2.(vii)** Ability to collect and use data to plan, monitor, and improve instruction.

### Objectives for the course:

Before State Standards were assessed using e-Portfolio, the objectives for the course were identified and are listed below.

After completing the course, each student will be able to:

- a) Identify the role of measurement and evaluation in teaching. [**290-3-3-.03 (1)(c)1.(iv); 290-3-3-.03 (2)(c)2.(vii); 290-3-3-.03 (2)(c)5.(i) ; 290-3-3-.03 (2)(c)5.(ii)**]
- b) Classify objectives according to Bloom's taxonomy.
- c) Write instructional objectives using standard format.
- d) Define reliability [**290-3-3-.03 (2)(c)5.(iii)**].
- e) Define validity [**290-3-3-.03 (2)(c)5.(iii)**].
- f) Differentiate between construct, content and criterion-related evidence [**290-3-3-.03 (2)(c)5.(iii)**].
- g) Use validity and reliability principles to analyze teacher-made and standardized tests [**290-3-3-.03 (2)(c)5.(iii)**].
- h) Discuss two marking systems.
- i) Design a table of specifications and use when developing a teacher-made test.
- j) Develop a teacher-made test. [**290-3-3-.03 (2)(c)5.(ii)**]
- k) Differentiate between norm- and criterion-referenced testing [**290-3-3-.03 (2)(c)5.(iii); 290-3-3-.03 (2)(c)5.(iii)**].
- l) Identify strengths and weaknesses of matching, short answer, and true-false questions.
- m) Identify strengths and weaknesses of multiple choice test questions.

- n) Identify strengths and weaknesses of essay and interpretive test items.
- o) Construct objective test items using multiple choice, essay and interpretive test questions. [290-3-3-.03 (2)(c)5.(x)]
- p) Critique a teacher-made test . [290-3-3-.03 (2)(c)5.(i); 290-3-3-.03 (2)(c)5.(ii)]
- q) Describe the development, advantages, and disadvantages of a portfolio for assessment.
- r) Identify strengths and weaknesses of achievement tests. [290-3-3-.03 (2)(c)2.(vii); 290-3-3-.03 (2)(c)5.(iii); 290-3-3-.03 (2)(c)5.(iii)]
- s) Identify strengths and weaknesses of aptitude tests.
- t) Define percentile rank, percentile, stanine, z-score, and grade-equivalent score. [290-3-3-.03 (2)(c)5.(iii)]
- u) Interpret test scores using a standardized printout. [290-3-3-.03(2)(c)2.(vii); 290-3-3-.03(2)(c)5.(iii)]
- v) Use a brief in-classroom observation scale.

#### IV. BROAD AREAS COVERED IN THE COURSE

- A) Major evaluation models and systems that include: needs assessment procedures [290-3-3-.03 (1)(c)1.(iv); 290-3-3-.03 (2)(c)2.(vii)], objectives, congruent learning activities [290-3-3-.03 (2)(c)5.(i); 290-3-3-.03 (2)(c)5.(ii)], and feedback [290-3-3-.03 (2)(c)5.(ii)].
- B) Using guidelines and principles of objective test development [290-3-3-.03(2)(c)5.(iii)] in constructing: true/false, multiple-choice, short answer, matching, interpretive, and essay items [290-3-3-.03 (2)(c)5.(x)]
- C) Discussing the interrelated role of evaluation and measurement and objectives. [290-3-3-.03 (2)(c)2.(vii); 290-3-3-.03 (2)(c)5.(i) ; 290-3-3-.03 (2)(c)5.(ii)]
- D) Organizing and planning objectives, developing tables of specification, and test specifications. [290-3-3-.03 (2)(c)5.(iii)]
- E) Designing test items consistent with students' ability level, age and grade. [290-3-3-.03 (2)(c)5.(i); 290-3-3-.03 (2)(c)5.(ii)]
- F) Planning, scoring, and/or administering: teacher-made tests, natural observation procedures, anecdotal records, report cards, structured interviews, and parent conferences [290-3-3-.03 (2)(c)2.(vii); 290-3-3-.03 (2)(c)5.(i); 290-3-3-.03 (2)(c)5.(ii)]
- G) Selecting and interpreting a variety of standardized achievement and aptitude tests.
- H) Crucial evaluation concepts such as: validity, reliability, scaling, standard error of measure, mean, median, standard deviation, percentile, norms, profiles, coefficient of correlation, standard scores, diagnostic, aptitude, and achievement tests, stanines, item analysis. [290-3-3-.03 (2)(c)5.(iii)]

**EPY 355 Evaluation of Teaching and Learning**

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- I)* Developing, using, and critiquing alternative methods of assessment, such as portfolios and performance assessment. [290-3-3-.03 (2)(c)5.(iii); 290-3-3-.03 (2)(c)5.(x)]

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## COURSE REQUIREMENTS:

### 1. Attendance

- a. First, you are simply expected to be in class. Since this is a hybrid-type class, things done in class won't be repeated online, and vs. versa. So missing a class means truly missing something.
- b. Second, you are paying for this course, and you are adults; therefore you are in charge of your life and are responsible for your own decisions and actions.
- c. You are responsible for work missed. This means that if you miss a class, it will **NOT** be your professor's job to give you notes, private tutoring, or other assistance which constitutes making up for time or work missed. For those who come to class, my time is your time; for those who do not, my time is yours **after you have checked with a classmate for notes, and makeup/catchup work.**
- d. However, to be fair to yourself, your classmates, and instructor, two absences or more will result in a 3% deduction of your final grade. Example: you were absent 2 times and your final average is 91; a 3% reduction=88%, and you just earned a "B".
- e. You may expect a quiz on each chapter, as discussed below. If you miss a class, that **quiz cannot be made up.**
- f. **THERE ARE NO MAKEUPS FOR EXAMS, AS STATED CLEARLY IN YOUR STUDENT HANDBOOK.** However, if there is an immediate emergency on the day of one of your exams, arrangements may be made at the discretion of the instructor **IF YOU HAVE CONTACTED ME BEFORE THE EXAM BEGINS.**

### 2. Grading Policy:

This semester, your final grade will be assessed using the activities and criteria below:

A) A 10-point scale will be used as basis for grades (A=90-100; B=80-89, etc.)

B) There will be three exams in the course, as listed in the schedule. They are not cumulative, are equally weighted, and the average of these scores will comprise 20% of your final grade.

**\*\*NOTE: Failure to take any exam results in a grade of zero (0) without prior discussion with me. There are no makeups, EXCEPT IN CASE OF TRUE EMERGENCY, and not unless we have talked prior to the time the exam is given.**

C) You should expect a brief quiz on each chapter, composed by professor and/or class members as described below. This is to ensure that you will keep up with the readings in the course. There are **NO MAKEUPS** for quizzes. The average of these grades will constitute 20% of your final grade.

D) Your “BIG” project in this course is a traditional assessment project, which includes test construction. You will plan a unit, describe and give samples of all types of assessment to evaluate student progress, curriculum, and lesson plans. The project will include a summative test for the unit, to be given to students, using specifications given in lecture. There is a separate handout on this project, to be disseminated when discussed. This project has a due date (see attached schedule), and it earns 15% of your final grade. [290-3-3-.03 (2)(c)5.(i); 290-3-3-.03 (2)(c)5.(ii)]

**There is also a nontraditional assessment project assigned, related to chapter 10-12, which counts 5 % of your final grade.**

E) Three papers are due this semester, and are submitted to Foliotek. Each paper requires an Internet search. **See the Foliotek attachment for these assignments.**

The grades for these assignments are averaged, and the average constitutes 20% of your grade. A detailed description of the assignment follows.

F) You need to join a group, constructing and administering a quiz on text readings. The grade you receive counts as 20% of your final grade. A detailed description of the assignments will be found in the next section.

## PAPERS

1. **Three Foliotek papers.** There are 10 Foliotek Standards. For three of them, there are papers to be written. For these papers, you will complete an activity at home, and then write a paper about your activities. For four standards, there are projects you submit. These are described in detail in the separate attachment. The deadlines are both on that document, as well as on the schedule at the end of this syllabus. **ALL PAPERS SHOULD BE DOUBLE SPACED, TYPED, ONE (MIN) TO TWO PAGES (MAX).**

## GROUP PROJECTS

Your group will choose a chapter from the syllabus, and on the day it is scheduled, your group will give a quiz on that chapter. The quizzes should be comprehensive, covering the main points of the chapter. The quiz must take no longer than 15 minutes from beginning to paper collection, must be graded and returned the following class day. A copy of the quiz, along with an answer key, will be provided to Dr. Clark when it is presented. All quizzes are given at the beginning of class, **with no invitation or prompting.** They will be graded by content coverage, ease of administration, regard to time lines (start and end on time), and accuracy and promptness of grading. [290-3-3-.03 (2)(c)5.(x)]

*Your group will also be meeting in class, to complete activities which are usually counted as quiz grades.*

The average of group scores (what your group actually receives as grades, plus your group’s evaluation of your own participation) comprises 20% of your final grade.

**Five Notes:**

- 1) **Due dates for unit assessment project and papers are on schedule and must be followed to receive full credit.**
- 2) **There are NO MAKEUPS for exams. Exceptions are only admissible by contacting me prior to the exam scheduled. Without prior arrangements, a grade of zero (0) is assigned to said exam.**
- 3) **Students with Disabilities: “If you have a specific disability that qualifies you for academic accommodations, please notify your professor and provide certification from Disability Services (Office of Special Student Services). The Office of Special Student Services is located in the Student Center, Room 270, Phone 460-7212.”**
- 4) **Changes in Course requirements: Since all classes do not progress at the same rate, the instructor may wish to modify the above requirements or their timing as circumstances dictate. For example, the instructor may wish to change the number and frequency of exams, or the number and sequence of assignments. However, the students must be given adequate notification. Moreover, there may be non-typical classes for which these requirements are not strictly applicable in each instance and may need modification. If such modification is needed, it must be in writing and conform to the spirit of this policy statement.**

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**5. STUDENT ACADEMIC CONDUCT POLICY:**

The University of South Alabama is committed to the fundamental value of academic honesty. The student handbook, *The Lowdown*, defines plagiarism as one form of academic misconduct that is “subject to investigation and disciplinary action through appropriate University procedures”. Plagiarism is using somebody else’s ideas and/or words in your writing without correctly identifying the sources. As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com or a similar method, for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism of such documents. As part of this process, you may be required to submit electronic as well as hard copies of your writing. By taking this course, you agree that all assignments may be subject to some form of originality review.

### **Tentative Schedule**

**Week 1**

Course intro and syllabus review  
Chapter 1 - The Breadth of Classroom Assessment  
[290-3-3-.03 (2)(c)2.(i); 290-3-3-.03; (2)(c)5.(i); 290-3-3-.03 (2)(c)5.(ii)]  
Appendix A – Standards for Teacher Competence in Educational assessment of Students

**Week 2**

Chapter 2 – Learning About Students  
[290-3-3-.03 (2)(h)(2); 290-3-3-.03 (2)(c)5.(i); 290-3-3-.03(2)(c)5.(x)]  
  
Appendix C Sample Individual Education Plan

#### **Due Date Paper #1**

**Week 3**

Chapter 3 – Lesson Planning and Assessment Objectives [290-3-3-.03 (2)(c)5.(ii)]  
Chapter 4 – Assessment During Instruction [290-3-3-.03(2)(c)5.(ii)]  
  
Appendix B - Taxonomy of Educational Objectives

**Week 4**

Chapter 5 Summative Assessments [290-3-3-.03(2)(c)5.(ii)]  
Chapter 6 – Planning for Integrating Assessment and Instruction [290-3-3-.03 (2)(c)5.(ii); (2)(c)5.(x)].

#### **Special notes on validity.**

**Week 5**

**EXAM 1 – Chapters 1-6 , handouts, appendices, web information**  
\*Bring any quizzes not recorded.

**Week 6**

Chapter 7 – Improving Achievement Tests  
Chapter 9 – Grading

#### **DUE DATE: TAP**

**Week 8**

**EXAM 2 – Chapters 6-12. Bring all quizzes, work, since Test 1**

Week 9

**Due Date: Non-traditional Assessment**

Chapter 13 – Formative Evaluation Using Informal Diagnostic Assessments

Chapter 14 – Preparing Students to be Assessed and Using Students' Results to Improve Your Assessments [290-3-3-.03(1)(c)1.(iv); 290-3-3-.03 (2)(c)2.(vii) ; 290-3-3-.03 (2)(c)5.(i); 290-3-3-.03 (2)(c)5.(ii)]

Stats II: Item Analysis [290-3-3-.03 (2)(c)5.(iii); 290-3-3-.03 (2)(c)5.(iii)];

**\*\*Due Date: Paper # 3**

Using standardized scores and disaggregated data – Computer lesson

Chapter 15 – Evaluating and Grading Student Progress [290-3-3-.03 (2)(c)2.(vii) 290-3-3-.03 (2)(c)5.(i); 290-3-3-.03 (2)(c)5.(ii)]

Week 10

STATS III: z-scores

Week 11

**\*\*DUE: Follow-up activity from week 10 lecture/demo. Counts as at-home quiz grade, and is submitted to Foliotek.**

Chapter 18 Finding and Evaluating published Tests  
Appendix B, C

Chapter 16 – Standardized Achievement Tests [290-3-3-.03 (2)(c)2.(vii); 290-3-3-.03 (2)(c)5.(iii)]

STATS IV: Stanine, Percentile rank [290-3-3-.03 (2)(c)5.(iii)].

In-class handout, lecture, activity.

Week 12

**DUE DATE: UNIT ASSESSMENT PROJECTS**

Computing and Converting Scores – Handout and Class Activity

SAT Workshop [290-3-3-.03 (2)(c)5.(iii); 290-3-3-.03 (2)(c)5.(iii)]

**Week 13**

**\*\* Due Date: MMY Paper**

Stats Review

**Week 14**

**Final Exam**

\*\*\*\*\*

**KEEPING TRACK OF YOUR GRADES:**

**GROUP PROJECTS** \_\_\_\_\_  
\_\_\_\_\_

**QUIZZES**

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**PAPERS**

- |          |
|----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |

**TESTS**

- |          |
|----------|
| 1. _____ |
| 2. _____ |