ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

EDF 4430: Measurement, Evaluation, and Assessment in Education K-12

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EDF 4430 |
| **Section #:** | 979 |
| **Credit Hours:** | Three |
| **Co-requisites:** | None |
| **Pre-requisites:** | Admission to BSCED-BS, MGSED-BS, EDST-BS, ELEDR-BS, ESEDR-BS MGMED-BS, MTSED-BS, or ICERT-NO |

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| **Day, Time and Campus:** | Online |  | | Online |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. | | | |
| **Professor:** | Cynthia A Freed | | | |
| **Office Hours:** | As Needed | |  | |
| **Office Location:** | Clearwater | | As needed | |
| **Office Phone:** | 727-222-1986 | | | |
| **Email Address:** | Freed.cynthia@spcollege.edu | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean** | Dr. Heather Duncan | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

Advanced principles of measurement, evaluation and assessment are covered in this course. Course content includes instruction in designing, implementing, and evaluating a variety of assessments. Proper assessment modifications and accommodations will be examined. The course includes analysis and interpretation of assessment data and instruction on how to use data to meet the needs of students.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**
   * + 1. The student will design learning goals and scales to monitor individual student performance by:
          1. Identifying learning targets based on state standards.
          2. Describing foundational skills necessary for achieving different performance levels.
          3. Developing performance scales appropriate to a variety of student learning needs.
       2. The student will develop a variety of assessments to address student learning by:
       3. Developing analytic and holistic rubrics which can be used to evaluate student learning.
       4. Examining methods for providing specific and detailed feedback to students regarding academic performance.
       5. Designing effective formative and summative assessments that align with state standards and academic objectives and accurately assess student learning.
       6. Analyzing various assessments for proper validity, reliability, and proper item construction.
       7. The student will examine appropriate assessment accommodations, modifications, and adaptations for exceptional students and English Language Learners by:
       8. Identifying appropriate assessment accommodations necessary for exceptional students.
       9. Identifying appropriate assessment accommodations necessary for English Language Learners.
       10. Examining appropriately modified administration procedures for assessing exceptional students and English Language learners.
       11. Developing appropriate assessment accommodations, modifications, and adaptations for exceptional students and English Language Learners.
       12. The student will analyze and interpret assessment data trends to identify the instructional needs of students in the classroom by:
       13. Interpreting disaggregated assessment achievement data collected on students as a means to help inform decision-making.
       14. Analyzing school, district, and state assessment performance data reflecting students' strengths and weaknesses to determine student learning needs.
       15. Describing instructional methods and practices that address students' strengths and weaknesses identified in assessment performance data.
2. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
3. **Required Textbooks**

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| Textbook(s) | Required: Gronlund, N. E. (2013). *Assessment of student achievement* (10th ed.). Pearson. ISBN: 9780132689632 |
| Recommended: |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires NO hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

1. **ALL Course Assignments**

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| **Assignment Title** | **Points** |
| Module 1 discussion | 20 |
| Module 1 lab – Analyzing a standard | 50 |
| Chapter 3 & 4 quiz | 20 |
| Module 2 lab – Validity & reliability | 50 |
| Module 3 discussion | 20 |
| Module 3 lab – Item writing | 50 |
| Module 4 discussion | 20 |
| Module 4 lab – ESOL & ESE\* | 50 |
| Module 5 discussion | 20 |
| Module 5 lab –Rubrics & feedback | 50 |
| Module 6 quiz | 20 |
| Module 6 lab – Performance assessment | 50 |
| Module 7 quiz | 20 |
| Module 7 lab – Data analysis\* | 50 |
| **Total Points for Course** | **490** |

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| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **Assignment Late Policy**

*You may submit an assignment up to one week after the due date for a reduced letter grade. Assignments submitted after the one week late due date will receive a grade of zero. The late assignment policy may be used on a maximum of three course assignments. After three late submissions, all late submissions will receive a grade of zero.*

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

| **Readings** – Complete before the week begins for that week.  **Assignments** – Details for all assignments are located under the Content tab in MyCourses. | | |
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| **Date** | **Topic** | **Readings & Assignments** |
| **Discussion due by 5/23**  **Mod 1 lab due by 5/30** | Module 1:  Introduction to Course | * Review the Start Here folder * Read Chapters 1 & 2 * Module 1 discussion board * Review Analyzing a standard presentation * Module 1 lab – Analyzing a standard |
| **Mod 2 quiz due by 6/4**  **Mod 2 lab due by 6/6** | Module 2  Assessment Planning, Validity, & Reliability | * Read Chapters 3-4 * Read Assessment and UDL (in MyCourses) * Module 2 quiz * Module 2 lab – Validity & reliability assignment |
| **Discussion due by 6/10**  **Mod 3 lab due by 6/18** | Module 3:  Item Construction | * Read Chapters 5-8 * Read Aligning an assessment to a standard (in MyCourses) * Download and read Assessment Writing Tips & Item Writing Guidelines * Module 3 discussion board * Module 3 lab – Item writing |
| **Discussion due by 6/20**  **Mod 4 lab due by 6/26** | Module 4:  ESOL & ESE Student Assessments | * Read Differentiating Instruction - UDL - in MyCourses * Read guidelines for adapting materials for ESOL students - in MyCourses * Read pp.23-27 of article Cultural bias in testing (Kruse) - in MyCourses * Module 4 discussion board * Module 4 lab – ESOL & ESE modifications/accommodations – due in Anthology Portfolio (AP) |
| **Discussion due by 6/28**  **Mod 5 lab due by 7/6** | Module 5:  Rubrics & Feedback | * Read Chapter 11 & Rubrics presentation (in MyCourses) * Module 5 discussion board * Module 5 lab – Developing rubrics & providing feedback |
| **Quiz due by 7/10**  **Mod 6 lab due by 7/14** | Module 6:  Performance Assessments | * Read Chapter 9 * Module 6 quiz * Module 6 lab – Creating a performance assessment & rubric |
| **Quiz due by 7/18**  **Mod 7 lab due by 7/22** | Module 7:  Using Data to Make Decisions | * Read information in MyCourses & Chapter 12 * Module 7 quiz * Module 7 lab – Data analysis – due in AP |

1. **Uniform Core Curriculum/Program Learning Objectives Assignments**

[​xlsx icon UCC Tables for Active Courses.xlsx](https://nam02.safelinks.protection.outlook.com/ap/x-59584e83/?url=https%3A%2F%2Fspcollegeedu-my.sharepoint.com%2F%3Ax%3A%2Fg%2Fpersonal%2Fcaruana_victoria_spcollege_edu%2FEUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A&data=05%7C01%7CPoulin.Michael%40spcollege.edu%7Cedbd30db05bc4f4923fa08db83dea498%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C638248764545562806%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=zFcvWSATQi1KrgclENZG9VRL4qVIh5VwALbCX%2BHeXmg%3D&reserved=0)