

Evaluating Student Progress

Fall 2007

Curriculum 573

I. Course Description

CURR 573: Evaluating Student Progress. 3 cr. Designed for evaluating learning systems with emphasis on constructing measures to evaluate progress and outcomes in social, affective, and cognitive areas.

II. Rationale

The ULM Interactive Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs. This course is offered to candidates in advanced programs. Content related to the ULM conceptual framework, INTASC, and NCATE standards permeates the course and is specifically reflected in the Objectives, Outcomes, Topics, Evaluation Methods, and Chapters of the text.

III. Course Objectives, Outcomes, and Standards

Objectives This course is designed to enable candidates to:	Conceptual Framework KSD	Assessment (VIII below)	LCET	Specialty Standards (ELCC)	NCATE Standards/ State Standards	Mastery Level
1. Identify, formulate, reference, and sequence school goals, content standards, curriculum objectives, and specific lesson objectives	K1, 2, 4, 6 S1, 3, 4, 6 D1, 2	VIII A1a, 2a	A.1, A.4	INTASC 1	1	Ma
2. Relate and reference curriculum objectives and specific learning outcomes to LA content standards and benchmarks	K1, 2, 6 S1, 3, 6	VIII A2a	A.1, A.4, B.2	2, 6	1, 2	Ma
3. Gather and assess information to diagnose student achievement and student needs.	K4, 5 D4	VIII A1a, 2a, 2b	A.1, B.1, B.2	2	1, 2, 4	Ma
4. Apply theoretical concepts of human learning to instructional design.	K1, 4, 5, 6 S1, 4, 5, 6 D1, 4	VIII A1a, 2a	A.1, A.4, A.5	2, 6	1, 4	Ma
5. Develop instructional plans in area of choosing that emphasize thinking skills, based on sound principles of human learning, and relate to achievement standards	K1, 4, 5, 6 S1, 4, 5, 6 D1, 4	VIII A1a, 2a	A.1, A.4, A.5	2, 6	1, 4	Ma
6. Understand the basic principles and attributes of sound classroom assessment.	K4 S4 D4	VIII A1a, 2a	A.1	2	1	Ma
7. Develop classroom assessments appropriate for different achievement targets	K1, 4, 5, 6 S4, 5, 6 D4	VIII a2a, 2b	A.1, A.4	2	1, 4	Ma
8. Understand the role of data, feedback and assessment in understanding.	K3, 4, 5 S4, 5 D4	VIII A1a, 2a	A.1	2	1	Ma
9. Understand how to monitor students; understandings through a variety of means and to adjust instruction accordingly	K1, 4, 5, 6 S1, 4, 5, 6 D1, 4	VIII A1a, 2a	A.1, A.4, A.5	2, 6	1, 4	Ma
10. Implement a variety of assessment strategies to measure teaching impact on P-12 students.	K3, 4 S4, D4	VIII A1a, 2a	A.1	2	1	Ma
11. Utilize technology in developing unit plans and assessment.	K1 S4	VIII A2a, 2b	A.5	2	1	Ma

IV. Primary Empirical Base

The primary empirical base for this course includes research that supports educational measurement (e.g., Aiken, 1998; Carey, 1992; Gagne, 1995; Gagne, Briggs, & Wager, 1992;

Popham, 2000; Sadler, 1998; Stiggins, 1997; Wiersma & Jung, 1911).

V. Resources and Materials

The textbook adopted for this course is: Popham, W. J. (2005). *Classroom assessment, what teachers need to know* (4th ed.). Boston: Allyn & Bacon. Other major resources and materials include: Louisiana State Content Standards, Benchmarks, and Grade-Level Expectations (www.lcet.doe.state.la.us/conn2/indes.asp?U-standards_main.asp); Kathy Schrock's Guide for Educators (<http://www.school.discovery.com/schrockguide/assess/html>); Practical Assessment, Research, and Evaluation (<http://www.ericae.net/pare/>) **Proof of professional liability insurance is required for this course.**

VI. Course Topics

The major topics to be considered are: A. Evaluation, Measurement, and Testing; B. Classroom Tests; C. Alternative Assessment; D. Louisiana School and District Accountability System; E. Louisiana's Assessment System; F. Rubrics and Scoring Guides; G. Standard-based Education and Assessment; H. Validity and Reliability; I. Affective Assessment; J. Performance Assessment

VII. Instructional Methods and Activities

Methods and activities for instruction include:

- A. Traditional Experiences:** 1. Lecture/Discussion; 2. Professional Reading; 3. Cooperative Learning Groups; 4. Electronic Communications; 5. Locate and Use Internet Resources
B. Clinical Experiences: 1. Write Performance Outcomes; 2. Construct Test Items for Measuring Performance Outcomes; 3. Analyze Assessment Data; 4. Identify Instructional Needs and Suggest Instructional Strategies; 5. Create Rubrics and Scoring Guides; 6. Test Critique.

VIII. Assessment and Grade Assignment

The candidate will maintain an average of 80% on all work, based on grading rubrics.

A. Methods

1. Traditional Assessments: a. Knowledge and Application Exams; b. Homework Assignments
 2. Performance Assessment: a. Multi-day Instructional Unit and Assessments b. Analysis and interpretation of LEAP 21 and Iowa assessment data per rubric criteria;
- B. Grading Scale, 100-94 = A; 93-86 = B; 85-75 = C.**

IX. Bibliography

The knowledge bases that supports course content and procedures include:

A. Contemporary References

- Airasian, P. (1997). *Classroom assessment* (3rd ed.). New York: McGraw-Hill.
- Carlson, J. F., & Waterman, B. B. (2002). *Social and personality assessment of school-aged children: Developing interventions for educational and clinical use*. Boston, MA: Allyn & Bacon.
- Chase, C. (1999). *Contemporary assessment for educators*. New York: Longman.
- Gallagher, J. (1998). *Classroom assessment for teachers*. Upper Saddle River, NJ: Prentice-Hall.
- Kubiszyn, T., & Borich, G. (2000). *Educational testing and measurement*. New York: John Wiley & Sons.

- Nitko, A. J. (2004). *Educational assessment of students* (4th ed.). Upper Saddle River, NJ: Pearson Prentice-Hall.
- Linn, R. L., & Miller, D. M. (2005). *Measurement and assessment in teaching* (9th ed.). Boston, MA: Allyn & Bacon.
- McMillan, J. H. (2004). *Classroom assessment: Principles and practice for effective teaching* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Oosterhof, A. (2003). *Developing and using classroom assessments* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Popham, W. J. (2005). *Classroom assessment, what teachers need to know* (4th ed.). Boston: Allyn & Bacon.
- Tanner, D. E. (2001). *Assessing academic achievement*. Needham Heights, MA: Allyn & Bacon.
- Worthen, B., White, K., Fan, X., & Sudweeks, R. (1999). *Measurement and assessment in schools* (2nd ed.). New York: Longman.

B. Classic References

- Best, J. W. & Kahn, J. V. (1989). *Research in education*. Englewood cliffs: Prentice Hall.
- Carey, L. M. (1994). *Measuring and evaluating school learning*. Boston: Allyn & Bacon.
- Eichelberger, R. T. (1989). *Disciplined Inquiry: Understanding and doing educational research*. New York: Longman.
- Gronlund, N. E. (1993). *How to make achievement tests and assessments*. Boston: Allyn & Bacon.
- Payne, D. A. (1992). *Measuring and evaluating educational outcomes*. New York: Macmillan.
- Stiggans, R. J. (1994). *Student centered classroom assessment*. New York: Macmillan.

C. Key Journals

- American Educational Research Journal
- Democratic Schools
- Educational Administration Quarterly
- Educational Evaluation and Policy Analysis
- Educational Leadership
- Educational Psychologist
- Educational Researcher
- Harvard Educational Review
- Journal of Educational Psychology
- Journal of Educational Research
- Phi Delta Kappan
- Religion and Education

- Review of Educational Research
- Theory into Practice

X. Course Schedule and Policies

A. Grades

94% - 100%	= A
86% - 93%	= B
75% - 85%	= C
65% - 74%	= D
<65%	= F

B. Class Policies

1. Attendance: Contact me by email to report any absences. Students are expected to attend all class meetings and are responsible for any academic information and work missed during their absence, whatever the reason. In the event of absence, the student should consult student peers in order to prepare for the next class. On this sheet note 3 students to contact.

2. Assignments: All assignments are due on or before the specified date. Late assignments may be subject to a five percent (5%) per day grade reduction. Project assignments will be assessed 1 point per day for lateness. Assignments may be emailed to the instructor to avoid a penalty.

3. Examinations: All examinations will be given on the specified dates. In the event of an emergency, all make-up examinations will be made up on the day of the final.

4. Prior to class meetings, cell phones should be either silenced or turned off for the consideration of others.

5. In case of emergency, we will follow the instructions provided the first day of class.