

# 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;