A. **Course Description:** Presents the student with theory and skill in techniques for measuring, learning, and gathering information about learner performance in order to measure learning and improve instruction. Preparation in the areas of types of learning, norm- and criterion-referenced tests, test construction and evaluation, and the use of alternative grading systems will be included. The student will be involved in critiquing existing tests and in designing and evaluating new tests, as well as interpreting and communicating test results.

B. **Text(s) and Resources:**

*Carson-Newman Writing Guide*

*APA Manual of Style*


Tennessee State Department of Education web site: [www.state.tn.us/education](http://www.state.tn.us/education)

CN Teacher Education web site: [www.cn.edu](http://www.cn.edu)

Code of Professional Responsibilities in Educational Measurement web site: [www.ncme.org/about/docs.cfm](http://www.ncme.org/about/docs.cfm)

National Forum on Assessment web site: [www.fairtest.org](http://www.fairtest.org)

C. **Course Objectives:** Course objectives are selected to meet standards established for teachers by the TN State Department of Education. Other sources for the development of the course objectives include the Standards for Teacher Competence in Educational Assessment of Students, published by the American Federation of Teachers, the National Council on Measurement in Education, and the National Education Association; and The Student Evaluation Standards, published by the Joint Committee on Standards for Educational Evaluation. At the conclusion of the course, students will demonstrate knowledge, skills, and dispositions to:

1. choose assessment methods appropriate for instructional decisions;
2. develop assessment methods appropriate for instructional decisions;
3. administer, score, and interpret the results of both externally-produced and teacher-produced assessment methods;
4. use assessment results when making decisions about individual students, planning teaching, developing curriculum, and making recommendations for school improvement;
5. ensure that assessment and evaluation strategies are aligned with standards, goals and objectives, and instructional strategies;
6. develop valid grading procedures that make use of pupil assessments;
7. communicate assessment results to students, parents, other lay audiences, and other educators;
8. maintain high standards of ethical conduct with regard to assessment and evaluation;
9. recognize unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information;
10. differentiate and articulate contemporary issues in assessment, documentation, and evaluation.
D. **Course Activities:** Lectures, group activities, assigned readings, reflections, presentations, and tests.

E. **Methods of Evaluation:** All assignments must include student name, date, and title of the Assignment in a header on the upper right corner!! All assignments must be handed in hard copy in class through the Portfolio below. The last five assignments below must be posted to me on the Assignments Link at to the class on the Discussion Link. Correct grammar, punctuation, and spelling must always be used. Points will be deducted if the above items are not included and for poor grammar, punctuation, and spelling.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Reflections</td>
<td>240</td>
</tr>
<tr>
<td>Course Assignments</td>
<td></td>
</tr>
<tr>
<td>Standards, Textbooks, Objectives Assignment (Ch 4)</td>
<td>120</td>
</tr>
<tr>
<td>Test Construction Assignment (Ch 5 &amp; Ch 6)</td>
<td>120</td>
</tr>
<tr>
<td>Observation/Interview Assignment (Ch 7)</td>
<td>120</td>
</tr>
<tr>
<td>Performance-Based Assessment Assignment (Ch 8)</td>
<td>120</td>
</tr>
<tr>
<td>Portfolio Assignment (Ch 9)</td>
<td>120</td>
</tr>
<tr>
<td>Statistical Application Assignment (Ch 11)</td>
<td>60</td>
</tr>
<tr>
<td>Report Card Interpretation Assignment (Ch 12)</td>
<td>75</td>
</tr>
<tr>
<td>TN Framework for Evaluation Assignment (Ch 16)</td>
<td>50</td>
</tr>
<tr>
<td>Test Preparation and Studying Handouts</td>
<td>50</td>
</tr>
<tr>
<td>Philosophy of Assessment Assignment</td>
<td>225</td>
</tr>
<tr>
<td>Research Paper</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>1500</strong></td>
</tr>
</tbody>
</table>

F. **Grading Scale:**
- A = 1425-1500 95%-100%
- B = 1275-1424 85%-94%
- C = 1125-1274 75%-84%
- F = 0-1124 0%-74%

G. **Chapter Reflections:** To demonstrate that you read and reflected on the chapters, turn in the following for each chapter on the dates on the calendar. (Each chapter is 15 points.)
1. A brief summary of the chapter’s main points
2. Two points with which you agree or disagree
3. Anything you will use or not use when you teach

H. **Course Activities:**

**Standards, Textbooks, & Objectives Assignment:** With a hypothetical class in mind, find three textbooks or resources, the National Professional Organization Standards, The Common Core Standards, and the TN State Curriculum Standards for your grade level and content area. Write a reflection on the following:
1. compare and contrast three different textbooks/resources and explain which one you prefer and why:
2. compare and contrast the two different National Standards with the TN Curriculum Standards;
3. compare and contrast Marzano’s Thinking Strategies with Bloom’s Revised Taxonomy; and
4. write ten objectives using the standards and Bloom’s Revised Taxonomy Table. For each objective, tell what standard will be met, how you would teach to that standard, and how you would assess what you taught. Tell in which square of the Bloom’s Taxonomy Table you would place each objective (Ex. A3, B5).

Test Construction Assignment: Create a traditional “objective” test that includes Selected-Response items (True/False, Multiple-Choice, Matching) and Constructed-Response items (Fill-in-the-Blank, Short-Answer/Completion, and essay). On a cover page, you will identify the following for the test: grade level; content for the test; the textbook/resources used; the National Standards, State Standards, and Teacher Objectives; the instructional strategies hypothetically used to teach the material on the test; and how the test would be graded (total points, points for each section, an answer Key, scoring guide for essays). The test must conform to the guidelines in the textbook (Chapters 5 & 6) and in the “Checklist for Development of Test Items” found in the attachment for this assignment.

Observation/Interview Assignment: Create an Observation Activity and an Interview Activity. Create a Checklist for each activity that you could use to assess your students. On a cover page for each tool, state the grade level, the content area, the purpose for the observation or interview, and how the observation/interview will be conducted and graded (total points, grading scale).

Performance-Based Assessment Assignment: Create a performance activity and a performance-based assessment for a specific grade level and content area. Create a communication page for your students where you will explain the Standards and Objectives that will be met through this activity, how the activity relates to what was studied, the guidelines for completing the activity, and how the activity will be assessed. You will create a rating scale as your assessment tool for this assignment. The performance activity and performance-based assessment must conform to the guidelines in the textbook (Chapter 8) and the Performance Assessment Checklist” found as an attachment with this assignment.

Portfolio Assignment: Create a portfolio activity and assessment tool for a specific grade level and content area. Create a communication page for your students and their parents/guardians that will explain what Standards and Objectives will be met through the portfolio, how the portfolio relates to what was studied, the guidelines for completing the portfolio, and how the portfolio will be assessed. You will create a rubric as your assessment tool for this assignment. The portfolio activity and rubric must conform to the guidelines in the textbook (Chapter 9) and the “Portfolio Checklist” found as an attachment with this assignment.

Statistical Application Assignment: For one of the assessments you have designed this semester, complete a hypothetical set of class scores (at least 20 scores). Find a computer program for grades and run a set of statistical applications (range, mean, median, mode, standard deviation, and histogram) that you would use to understand how the students performed as a group. Then disaggregate the data for all populations in your hypothetical class and complete the same statistical applications for each sub-group. Print all your data and explain what you have learned about your students’ performance. What questions/would you have about your teaching and your assessment?
Report Card Interpretation Assignment: Go to the TN State Department of Education web site and read the most recent TN Report Card. Then pick a TN school system. Look at the Report Card for that system, and look at the report card for two schools in that system. Write a reflection about how the new ways of looking at assessment have impacted K-12 education in Tennessee and one system in particular. Would you want your child to be in this system and either of these two schools? Explain why or why not. Would you want to teach or not teach in this system or these two schools? Explain why or why not. Include your thoughts about No Child Left Behind (NCLB) and its impact/affects on assessments nationally, statewide, and locally; demographic data; adequate yearly progress (AYP); accountability for teachers, schools, systems, and states; high-stakes testing; standards based classrooms; data-driven evidence and “scientific” research; equal opportunity for diverse learners; curriculum changes; retention and graduation rates; expulsion/suspension rates; and authenticity of learning as related to the world outside the classroom.

TN Framework for Evaluation Assignment: Find the TN Framework for Evaluation on the TN Department of Education web site and download the Assessment Domain. Find the adapted TN Framework for Evaluation on the CN Teacher Education Department web site and download the Assessment Domain. Evaluate yourself for each Indicator and explain whether each Indicator is an area of strength or an area to strengthen for you. Cite specific examples for why you believe you are strong in the areas identified as strengths and plans for improving each area you feel needs to be strengthened.

Test Preparation and Studying Assignment: Design two handouts for students. One handout should be directions for taking tests. The second handout should be directions for how to study and prepare for tests and other forms of assessments in your classroom. In both handouts, be sure to include ideas for your teacher-designed assessments as well as for high-stakes tests.

Philosophy of Assessment Assignment: Write a statement of your philosophy on the role of assessment and evaluation in the classroom. In the paper, explain your beliefs about the following: the relationship between instruction and assessment; the effects of high-stakes testing; the impact of research on assessment; the use of standards for instruction and assessment; recent trends in assessment; the purposes for assessment before, during, and at the end of instruction as well as self-assessment for students and teachers; grading practices and grading scale; communication about assessment with students, parents, and others; and assessment of self. Your paper should be a minimum of three double-spaced pages in length, and a minimum of three sources in addition to the textbook should be used to document the paper appropriately.

Research Paper: Choose a topic related to assessment/evaluation. Use APA style and 10 sources (not all the same type). Include a Cover Page, an Abstract, an Introduction, a Summary, and a Reference Page. Use correct standard grammar, punctuation, and spelling.
I. **Class Participation:** Attendance, preparation for class, completion of all assignments on time, participation in class discussions and activities, and listening actively and respectfully to others’ points of view are all behaviors expected of every student. These behaviors will be considered heavily and could affect the final grade you earn.

J. **Class Attendance Policy:** Attendance at all class meetings is required and a student is responsible for all the work, including tests and written assignments of all class meetings. Each individual faculty member will establish the consequences for absence and publish in the course syllabus. If students must miss class for any reason, they are obligated to account for their absences to their instructors and arrange to obtain assignments for work missed. Students will be allowed to make up class work missed if the absence was caused by documented illness, death of an immediate family member, or participation in college sponsored activities. Otherwise, the instructor has no obligation to allow students to make up work.

   Class attendance and participation will be a factor in the determination of the final grade for this course. Five points will be deducted for each class absence, for each three times a student is tardy for class, and for inappropriate class behavior.

K. **Students with Disabilities:** Carson-Newman College is committed to extending access and opportunity to those who have disabilities. To request modifications or accommodations due to a disabling condition, or for a copy of the college policy concerning modifications and accommodations, you must contact the Coordinator of Students with Disabilities, Mr. David Humphrey, at dhumphrey@cn.edu or 865-471-3268.

L. **Late Work:** All assignments and tests must be submitted on time. Due dates will be announced in class and posted on the Blackboard Calendar. Five points per day will be deducted for all late work.

M. **Extra Credit:** There will be no extra credit allowed. Each student needs to do his/her best on all tests and other assignments.

N. **Other:** If you are having trouble with the course, see the professor. She will be glad to discuss the material and expectations of the course, but do not wait until the last few weeks of the semester to do so. A study hall is available through the Academic Support Center (on the third floor of Baker Building).

   Please become familiar with the Education Department web site. Especially, keep informed about the Education matrixes and the Professional Development Plan Requirements. The instructor reserves the right to make changes/adjustments to the class schedule and grading procedures as needed. All changes will be discussed in class in advance of the changes.