

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Spring 2012

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 450

Course Title: Assessment and Evaluation

Reason for initiating, revising, or canceling:

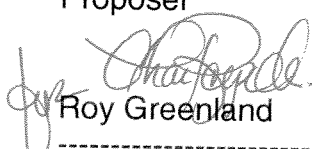
The course guide has been updated to reflect changes and/or modifications to the textbook, course outline, instructional goals, assessment, and course objectives.


Amanda Diaz

3/19/2012

Proposer

Date


Roy Greenland

3-19-12

Department Chair

Date


Barbara Meralen

3.26.12

Dean of Academic Programs and Services

Date

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Course Guide

Course: ED 450 Assessment and Evaluation

1. **Department**
School of Education
2. **Purpose**
Enhancing the classroom environment and teaching successfully using a variety of learning and behavior styles, interests, values, and goals is essential as an elementary school teacher. This course provides teachers-in-training with the practical knowledge and skills to diagnose and analyze classroom management difficulties and to teach using developmentally appropriate teaching strategies. It is a required course for the Bachelor of Science in Education with an emphasis in Elementary Education and Special Education.
3. **Description**
 - A. **Required/Recommended Textbook(s) and Related Materials**

Required:

Popham, W. James. *Classroom Assessment: What Teachers Need to Know*. 6th Edition. Boston, MA: Allyn & Bacon, 2011.
Readability level: Grade 12

Marzano, Robert. *Classroom Assessment & Grading That Work*. Alexandria, VA: Association for Supervision & Curriculum Development, 2006.
Readability level: Grade 12

Frey, Nancy & Douglas Fisher. *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. Alexandria, VA: Association for Supervision & Curriculum Development, 2005.
Readability level: Grade 12
 - B. **Contact Hours**
 1. **Lecture:** 3 hours per week / 45 hours per semester
 2. **Lab:** None
 3. **Other:** None
 - C. **Credits**
 1. **Number:** 3
 2. **Type:** Regular degree credits
 - D. **Catalogue Course Description**

This course provides students with educational theories and approaches to assessing and evaluating student abilities and

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performance as well as the effectiveness of their own planning and instruction. Specific subjects covered including giving and interpreting standardized tests, pre-assessment in content areas, learning styles and intelligences, products, processes and progresses. The course also covers the translation of assessments into letter grades, motivating students using self-assessment, and professionally interpreting all forms of assessment. Prerequisites: Successful completion of ALL core course and general education requirements, with a grade of "C" or better and completion of ED 205, ED 211, ED 282, and ED 300 with a grade of "C" or better. English Placement Level: EN 202. Math Placement Level: MA 132.

E. Degree or Certificate Requirements Met by Course

This is a required course for the Bachelor of Science in Education with a concentration in Elementary Education and Special Education

F. Course Activities and Design

This course is designed to incorporate lectures, projects, activities, presentations, lesson plans, portfolio, course attendance and participation, written reflections and assessment.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisites: ALL core course and general education requirements, ED 205, ED 211, ED 282, and ED 300 with a grade of "C" or better. Or taken concurrently or permission of the Director of the School of Education.
English Placement Level: EN 202
Math Placement Level: MA 132

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 3-credit course, cost of the textbook and instructional materials fee.

Cost to the College: Instructor's salary.

Instructional resources needed for this course include whiteboard, CRC materials, laptop computer, computer projector, photocopied materials, and other materials as necessary.

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6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Why Do Teachers Need To Know About Assessment?
 - 1.1 Federal laws rule
 - 1.2 Assessment versus testing
- 2.0 Deciding What To Assess and How To Assess It
 - 2.1 What to assess
 - 2.2 Your state official content standards
 - 2.3 How to assess it
- 3.0 Reliability of Assessment
 - 3.1 Stability reliability
 - 3.2 Alternate-form reliability
 - 3.3 Internal consistency reliability
 - 3.4 Three coins in the reliability fountain
 - 3.5 The standard error of measurement
- 4.0 Validity
 - 4.1 A quest for defensible inferences
 - 4.2 Validity evidence
 - 4.3 Content-related evidence of validity
 - 4.4 Criterion-related evidence of validity
 - 4.5 Construct-related evidence of validity
 - 4.6 Sanctioned and unsanctioned forms of validity evidence
 - 4.7 The relationship between reliability and validity
- 5.0 Absence-of-Bias
 - 5.1 The nature of assessment bias

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- 5.2 Disparate impact and assessment bias
 - 5.3 Judgmental approaches
 - 5.4 Empirical approaches
 - 5.5 Bias detection in the classroom
 - 5.6 Assessing students with disabilities and English language learners
- 6.0 Selected-Response Tests
 - 6.1 Ten item-writing commandments
 - 6.2 Binary-choice items
 - 6.3 Multiple binary-choice items
 - 6.4 Multiple-choice items
 - 6.5 Matching items
- 7.0 Constructed-Response Tests
 - 7.1 Short-answer items
 - 7.2 Essay items: Development
 - 7.3 Essay items: Scoring students' responses
- 8.0 Performance Assessment
 - 8.1 What is a performance test?
 - 8.2 Identifying suitable tasks for performance assessment
 - 8.3 Identifying scoring criteria
 - 8.4 An illustrative performance-test task
 - 8.5 Rubrics: The wretched and the rapturous
 - 8.6 Rating and observations
 - 8.7 Sources of errors in scoring student performance
- 9.0 Portfolio Assessment
 - 9.1 Classroom portfolio assessment versus large-scale portfolio assessment
 - 9.2 Key ingredients in classroom portfolio assessment
 - 9.3 The pros and cons of portfolio assessment
- 10.0 Affective Assessment
 - 10.1 Why assessment affect?
 - 10.2 The other side of the argument
 - 10.3 Which affective variables should be assessed?
 - 10.4 How should affect be assessed in classrooms?
 - 10.5 Self-report assessment
 - 10.6 What kind of inferences are at stake in affective assessment?

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- 11.0 Improving Teacher-Developed Assessments
 - 11.1 Judgmentally based improvement procedures
 - 11.2 Empirically based improvement procedures
 - 11.3 Item analysis for criterion-referenced measurement
 - 12.0 Formative Assessment
 - 12.1 Assessment that transforms teaching
 - 12.2 Formative assessment research support
 - 12.3 Learning progressions as frameworks
 - 12.4 Multilevel process
 - 13.0 Making Sense Out of Standardized Test Scores
 - 13.1 Standardized tests
 - 13.2 Group-focused test interpretation
 - 13.3 Individual student test interpretation
 - 13.4 The SAT and the ACT: Three-letter, high-import exams
 - 14.0 Appropriate and Inappropriate Test-Preparation Practices
 - 14.1 High stakes assessment arrives
 - 14.2 Assessment results as inference illuminators
 - 14.3 Two evaluative guidelines
 - 14.4 Five test-preparation practices
 - 14.5 Applying the two guidelines
 - 15.0 The Evaluation of Instruction
 - 15.1 A focus on consequences
 - 15.2 Classroom assessment evidence
 - 15.3 Evidence from external accountability tests
 - 16.0 Assessment-Based Grading
 - 16.1 The purpose of grading
 - 16.2 Grade-giving specifics
- 8. Instructional Goals**
This course will introduce students to:
- 1.0 Methods and techniques for developing assessment and evaluation systems;
 - 2.0 Methods for developing student authentic performances in monitoring student achievement in the classroom;

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- 3.0 Methods and techniques for developing lessons and activities that include a variety of assessment strategies;
 - 4.0 The theory of multiple intelligences in student achievement;
 - 5.0 Methods and techniques for developing an assessment performance and grade plan;
 - 6.0 The process and procedures necessary for successful implementation of rubrics, checklists, graphic organizers, portfolios, learning logs, journals, and teacher-made tests in the classroom;
 - 7.0 Methods and techniques for conducting authentic performance assessment within a variety of instructional strategies;
 - 8.0 Theories, approaches, and standards for standardized tests and the controversies that surround them;
 - 9.0 The types of learning standards and benchmarks; and
 - 10.0 Selection of appropriate materials, texts, and technology in assessing and evaluating student learning.
- 9. Student Learning Outcomes**
Upon successful completion of this course, students will be able to:
- 1.0 Demonstrate knowledge and understanding of effective assessment and evaluation systems;
 - 2.0 Apply a variety of assessment methods appropriate to student learning;
 - 3.0 Demonstrate and practice teaching skills using a variety of assessment and evaluation strategies;
 - 4.0 Plan and develop a classroom assessment and evaluation portfolio;
 - 5.0 Distinguish the various types of assessment tools used in a classroom setting;
 - 6.0 Conduct authentic assessment skills when addressing student achievement concerns in the classroom;

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- 7.0 Explain the theories, approaches standards, and controversies that surround classroom assessment and evaluation;
 - 8.0 Demonstrate and practice how to appropriately and effectively grade student achievement;
 - 9.0 Write a fact-based report on an assessment and evaluation book that was pre-chosen by the course instructor to read throughout the semester; and
 - 10.0 Demonstrate the ability to select appropriate materials, texts, and technology for assessing and evaluating student learning.
- 10. Assessment Measures**
Assessment of student learning may include, but not be limited to, the following:
- 1.0 Demonstrate understanding through activities, reflections, lessons, book report, course portfolio, chapter readings, projects, and presentations;
 - 2.0 Evaluation by the instructor and class member using provided rubrics; and
 - 3.0 Quizzes and examinations.