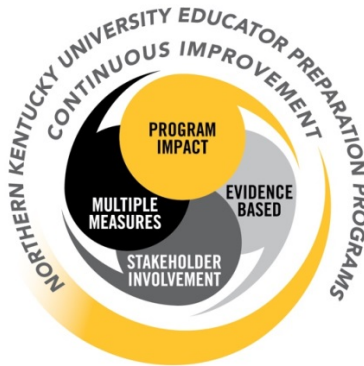


**Northern Kentucky University
College of Education and Human Services
EDU 343 Educational Assessment, 2 credit hours
Monday 10:00-11:50 am, MEP 204
Spring 2017**



Learn, Lead, Succeed

Mission

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities

Vision

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that foster individual growth and collective success.

Kentucky Academic Standards (KAS)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Academic Standards](#).

Professor: Dr. Lenore Kinne **Office:** MEP 288

Telephone: 859-572-1503 **Email:** kinnel1@nku.edu
note "lower case L" followed by "numeral"

Office Hours: Monday – 1:00-4:30, Tuesday – 2:00-4:30

Textbook: Stiggins, R. J. & Chappuis, J. (2012). An introduction to student-involved assessment for learning. (6th ed.). Boston: Pearson.

COURSE DESCRIPTION

Concepts and principles of testing needed to select, construct, and interpret assessment instruments used in schools. This course is open to middle grades majors only.

Overall Course Objective - students will understand the basic principles of sound measurement, including advantages and disadvantages of various types of assessment and be able to select and create assessments to effectively implement as pre-assessment, formative assessment and summative assessment.

Student Learning Outcome	Assessment (KAS Alignment)	Kentucky Teacher Standards (Initial)	InTASC Category	Specialized Professional Association (SPA) Standards	KFfT Domains
Classify assessment items to align with Kentucky Academic Standards	Test Analysis (varied KAS)	2.3	Instructional Practice	varied	1F
Classify assessment items with respect to Bloom's taxonomy	Test Analysis (varied KAS)	2.3	Instructional Practice	varied	1F
Analyze advantages and disadvantages of various forms of assessment	Midterm Exam Final Exam	5.1, 5.2, 5.3 5.1, 5.2, 5.3	Instructional Practice	varied	1F
Identify and apply a variety of formative assessment techniques	Formative Assessment Toolkit (varied KAS)	5.2	Instructional Practice	varied	1F
Apply accepted guidelines to develop assessments aligned with standards	Selected Response Test & Key (varied KAS) Performance Assessment & Rubric (varied KAS) Midterm Exam	2.3 2.3 5.1, 5.2, 5.3	Instructional Practice	varied	1F 3D
Develop a unit assessment and grading plan based upon varied assessments that represents student achievement.	Grading Philosophy	5.3	Instructional Practice	varied	1F 4D
Develop ways of involving students in self-assessment and self-evaluation	Self & Peer Assessment Toolkit (varied KAS)	5.6	Instructional Practice	varied	3D

Analyze student assessment data for student growth, instructional improvement.	Final Exam	5.4, 7.1, 7.2, 7.3	Instructional Practice	varied	1F 3D
Interpret standardized test scores to communicate to students & families	Final Exam	5.5, 5.6 7.1	Instructional Practice	varied	4C
Develop an awareness of the influence of high-stakes assessments, including K-PREP, on school decision making and classroom practice	Midterm Exam Final Exam	7.2, 7.3	Instructional Practice	varied	4F
Understand issues related to ethics and confidentiality surrounding assessment practices and the use of assessment data.	Final Exam		Professional Responsibility	varied	4F

COURSE ASSIGNMENTS AND GRADING

Professionalism is not an assignment, but it is an expectation. Professional behavior is a very important aspect of teaching. It is expected that you think of yourself as a professional and a collaborative member of this learning community. Self-responsibility, a positive attitude, and dispositions that demonstrate respect for learners, parents, peers, and professors with whom you interact during this course are expected and highly valued. Professionalism includes being on time for class; attentive, engaged behavior during class, being prepared for class discussions based on assigned readings, staying for the entire class period, notifying the professor if you will be absent, interacting respectfully with professor and peers. For further information, see the College of Education and Human Services code of ethics or ask the instructor for clarification.

Introductory Quiz: This online quiz covers the syllabus, and professional code of ethics of the College of Education and Human Services, and the NKU Student Honor Code. The quiz will be available through Blackboard on the first day of class. It is worth 25 points and is due by midnight January 23rd.

Test Analysis: For this assignment you will find a test that covers a unit of content in one of your certification areas. Using the Kentucky Core Academic Standards, you will analyze a test to determine which standards are measured by the test items, and at what level of Bloom's taxonomy each item measures. A scoring guide will be provided. 50 points possible, Due by midnight January 30th.

Self Assessment & Peer Assessment Toolkit: This will be an annotated list of various techniques you could use to engage your students in self-assessment and peer-assessment. 25 points possible. Due by midnight April 10th.

Formative Assessment Toolkit: This will be an annotated list of various formative assessment techniques you can use in your classroom to gauge how well students are learning the content and mastering the standards, while they are learning. 25 points possible. Due by midnight April 24th.

Two Summative Assessments: The assessments you turn in for this class may (or may not) be a copy of the summative assessment portion of a unit plan that you develop for a methods class. Each assessment will be evaluated according to the scoring guide provided in this course. Please note that the criteria used for evaluating these assessments may be different from the criteria used by your methods instructors. Scoring guides will be provided for each assessment, each is worth 50 points.

Selected Response Test & Key: This will be a test that you construct to assess your students' mastery of knowledge/understanding targets. It must include true/false items, multiple choice items, matching items, and fill-in-the-blank items. Due by midnight February 20th

Performance Assessment & Scoring Rubric: You will construct this performance task to assess students' mastery of a skill target or product target. You will also construct a rubric for evaluating students' performances. Due by midnight March 13th.

Grading Philosophy – this is a paper explaining how you will address various issues in grading, as you determine your students end-of-term report card grade. 25 points possible; Due by midnight April 17th.

Midterm Exam will include a variety of item types, and will be on Blackboard to be taken at a day/time of your choosing between March 1-6th. Directions will be given in class. 100 points possible.

Final Exam will be a comprehensive assessment of the textbook and class activities. It will include scenario-based essays, along with selected-response items. The Final Exam will be administered according to the University exam schedule, 150 points possible.

Extra Credit: Multiple Choice quizzes will become available on Blackboard for each chapter at the beginning of the week that chapter is assigned to be read. Students wishing to earn extra credit should take the extra credit quizzes by their due date. Total quiz points for the semester = 13 extra credit points possible.

Summary of Course Requirements

Introductory Quiz	25 points
Test Analysis Assignment	50 points
Selected Response Test & Key	50 points
Mid-term Exam	100 points
Formative Assessment Toolkit	25 points
Self Assessment & Peer Assessment Toolkit	25 points
Grading Philosophy	25 points
Performance Assessment & Rubric	50 points
Final Exam	<u>150 points</u>
	500 points

ALL ASSIGNMENTS ARE REQUIRED: Failure to turn in ALL assignments will result in the student receiving a final grade of D or F, regardless of the total points accumulated.

The College of Education and Human Services requires education majors to earn a grade of C or better in all education (EDU & EDS) courses. A grade of C- or lower is not acceptable for program completion.

Grading Scale

Letter Grade	% equal to or greater than
A	95-100
A-	93-94.99
B+	91-92.99
B	87-90.99
B-	85-86.99
C+	83-84.99
C	77-82.99
C-	75-76.99
D+	73-74.99
D	70-72.99
F	0-69.99

Mid-term Grade: Mid-term grades will be posted in myNKU by the deadline established in the Academic Calendar (<http://registrar.nku.edu/academiccalendar.html>).

Final Examination Information: The final exam will be comprehensive, and will be on day/time listed on the university final exam schedule posted at http://registrar.nku.edu/Exam_Schedule.html

COURSE POLICIES & PROCEDURES:

ATTENDANCE: Students are expected to be prepared, punctual, participating and professional at all class sessions. Students are expected to contact the instructor if they miss class. **Students who have an extended illness or extreme circumstances requiring that they miss more than one class session should discuss their situation individually with the instructor.**

E-MAIL: Students are expected to read their NKU e-mail daily. Important announcements are sent via the e-mail function on Blackboard. Students e-mailing the instructor can expect a response to e-mail messages within 24 hours, on weekdays.

LATE ASSIGNMENTS & EXTENSIONS: Late Assignments will be accepted, but the grade will be reduced by 10% for each weekday it is late. Thus, if an assignment due on Monday is turned in on Wednesday, 20% of the points will be deducted, because it is 2 days late. The only way to avoid this late penalty is to request an extension. An extension must be requested from the professor prior to the due date of the assignment.

EXAMS: The midterm exam and the final exam must be taken as scheduled. In case of emergency situations that prevent taking exams as scheduled, contact the instructor as early as possible.

Decisions regarding whether the nature of the emergency requires taking the exam at a different time are the sole discretion of the instructor.

Student Honor Code: The [Student Honor Code](#) [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code.

In addition, students in the education programs must also adhere to the [College of Education and Human Services Code of Ethics](#) and the [Professional Code of Ethics for Kentucky School Certified Personnel](#).

What is Plagiarism? Copying without citing the source is plagiarism. Re-writing ideas into your own words without citing the source of the ideas is also plagiarism. ***Unintentional plagiarism is still plagiarism.*** Assignments containing plagiarism will receive a score of 0. If in doubt about how to avoid plagiarism, please consult the professor.

STUDENT SUCCESS CENTER: Students experiencing roadblocks to academic success may seek assistance through the Student Success Center. Financial, personal, and social concerns sometimes interfere with the dedicated focus needed to be successful in college. The Student Success Center helps students connect to free tutoring, academic and support services. Call 859 572-5475 or e-mail laplearn@nku.edu or stop by University Center 170. More information is available at: <http://lap.nku.edu/>

ISSUES OR GRIEVANCES: If you have an issue with the professor, professional behavior requires that you discuss that issue with the professor face-to-face. If you are unable to go to the professor's office hours, contact the professor by e-mail or telephone and request an appointment. If you are unsatisfied and wish to take the issue to a higher authority, you may contact the department chair. If you are still unsatisfied and wish to take the issue to a higher authority, you may contact the Dean of the College of Education and Human Services. Following the chain-of-command is a commonly accepted professional practice to which you are expected to adhere.

ACCOMMODATIONS DUE TO DISABILITY: Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this

class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

ASSIGNMENT FILE NAMES: Assignments submitted electronically should have the following file name format: *Lastname.AssignmentName.docx* or *Lastname.AssignmentName.rtf*.

Credit Hour Policy Statement: In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

Face-to-Face Class Meetings: 100 minutes x 15 weeks	=	25 hours (1500 minutes)
Readings: online content (2 hours per week)	=	30 hours
Assignments	=	20 hours
Reviewing class notes and readings (1 hour per week)	=	15 hours
Total	=	90 hours

STUDENT EVALUATION OF INSTRUCTOR AND COURSE: Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Bibliography

- Anderson, L. W. & Krathwohl, D. R., (Eds.). (2001). *A taxonomy for learning, teaching, and , assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Arter, J. & McTighe, J. (2001). *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance*. Thousand Oaks, CA: Corwin Press.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Dylan, W. (2003). *Assessment for learning: Putting it into practice*. Berkshire, England: Open University Press.
- Butler, S. M. & McMunn, N. D. (2006). *A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning*. San Francisco: Jossey-Bass.
- Gronlund, N. E. (2006). *Assessment of student achievement* (8th ed.). Needham Heights, MA: Allyn & Bacon - Longwood.
- Guskey, T. R. (2009). *Practical solutions for serious problems in standards-based grading*. Thousand Oaks, CA: Corwin Press.
- Guskey, T. R. & Bailey, J. M. (2010). *Developing standards-based report cards*. Thousand Oaks, CA: Corwin Press.
- Kahl, S. R., Hofman, P. & Bryant, S. (2013). *Assessment literacy standards and performance measures for teacher candidates and practicing teachers*. Dover, NH: Measured Progress.
- Marzano, R. J. (2000). *Transforming classroom grading*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McMillan, J. H. (2011). *Classroom assessment: Principles and practice for effective standards-based instruction* (5th ed.). Boston: Allyn & Bacon.
- Popham, W. J. (2011). *Classroom assessment: What teachers need to know*. (6th Ed.) Boston: Allyn & Bacon.

Stevens, D. D. & Levi, A. J. (2005). Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning. Sterling, VA: Stylus.

Thorndike, R. M. & Thorndike-Christ, T. (2010). Measurement and evaluation in psychology and education (8th ed.). Boston: Pearson.

Tomlinson, C. A. (2008). Grading and differentiation. Presented at the 2008 Conference of the European League of Middle Level Educators, Vienna, Austria.

Wiggins, G. (1998) Educative assessment: Designing assessments to inform and improve student performance. Jossey-Bass: San Francisco.

Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree.

Williamson, S. C. (Ed.). (2010). Annual editions: Assessment and evaluation 10/11. New York: McGraw-Hill.

TENTATIVE SCHEDULE

Date	Topics	Reading	Due on Monday	Ex.Cr. due Sunday
Jan 9	Introduction & expectations, role of assessment in teaching; State and standardized assessments; practice interpreting test scores	Preface, Ch 1, Ch 14		
Jan 16	<i>Martin Luther King Day</i>	<i>No Class; NKU closed</i>		Ch 1
Jan 23	Assessing the standards: KCAS, Common Core; Bloom's taxonomy; types of standards, objectives, targets; Formative vs. Summative; Formal vs. Informal assessments	Ch 2 & 3	Intro Quiz (on Bb)	Ch 2
Jan 30	Reliability, Validity & Fairness; test preparation practices,	Ch 4 and online readings	Test Analysis Assignment	Ch 3
Feb 6	Classroom assessment: what, why & how; Selected response assessments – multiple choice	Ch 4 & 5		Ch 4
Feb 13	Selected response: binary choice, matching, interpretive exercise; Test plan	Ch 5		Ch 5
Feb 20	Introduction to constructed response items; Target-method match, Essays, Performance assessments	Ch 6 & 7	Selected Response Test & Key	Ch 6

Feb 27	Scoring constructed response items – rubrics	online readings		
Mar 6	<i>Spring Break – No Class – but take Midterm Exam on Bb You will take the Midterm Exam online via Blackboard by midnight March 6th. (makes up missed class on 3/27)</i>	Ch 1-6, Ch 7 sections about rubrics, plus online content and class notes		
Mar 13	Formative assessment; self-assessment; peer assessment	Preface; online readings	Performance Assessment & Rubric	
Mar 20	<i>Intensive Field Experience – No Class Authentic Assessment</i>			Ch 7
Mar 27	<i>Intensive Field Experience – Class Online Class time has already been made up by online Midterm Exam.</i>			
Apr 3	Oral assessments; written assessments; writing and scoring essay items	Ch 8 & 6		Ch 8
Apr 10	Record keeping; grading; analyzing student growth	Ch 10 & 11	Self & Peer Assessment Toolkit	Ch 10 & 11
Apr 17	Report cards, conferences	Ch 11, 13 & 14	Grading Philosophy	Ch 13
Apr 24	Portfolios; Feedback, Summary & Review	Ch 12	Formative Assessment Toolkit	Ch 12 & 14
May 1	EXAM WEEK	Ch 1-8 and 10-14, plus online content and class notes		