**Syllabus**

**MISSISSIPPI VALLEY STATE UNIVERSITY**

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| **Academic Term and Year** | Fall 2021-2022 | |
| **Course Prefix and Number** | SE 503-E01: August 16 – September 19, 2021 | |
| **Course Title** | Development, Assessment, and Evaluation | |
| **Days, Time and Location of Class Meeting** | **See Course Outline for details on page 6.** | |
| **Instructor’s Contact Information** |  | |
| Name: | Dr. Chukwuma Ahanonu | |
| Office Location: | Virtual | |
| Office Hours: | Tuesday-Thursday 10:00 am-12:00 pm. **(others by appointment)** | |
| Office Phone Number: | 662.254.3614 - CALL | |
| E-Mail Address: | Canvas E-Mail | |
| **MVSU Mission Statement** | Mississippi Valley State University, as a Carnegie Classified Master's University, provides comprehensive undergraduate and graduate programs in education, the arts and sciences, and professional studies. The University is driven by its commitment to excellence in teaching, learning, service, and research--a commitment resulting in a learner-centered environment that prepares critical thinkers, exceptional communicators, and service-oriented, engaged, and productive citizens. MVSU is fundamentally committed to positively impacting the quality of life and creating extraordinary educational opportunities for the Mississippi Delta and beyond. [2019-2021 Graduate Catalog page 16] | |
| Teacher Education Department Core Mission | The core mission of the Teacher Education Department (TED) is to prepare competent pre-service and in-service teachers and other personnel for the schools of the Mississippi Delta Region, the State of Mississippi, the nation, and beyond. Additionally, the TED is committed to providing need-based staff development services, research and technical assistance support and in-service training for its constituent school districts, agencies, and other entities.  The TED is also committed to providing mentoring support for its first-year teachers especially those who are employed in the Mississippi Delta Region. The TED provides and supports summer enrichment activities and other special programs for Pre-Kindergarten-12th grade students and seeks opportunities to collaborate with school districts in the Mississippi Delta Region and beyond, as well as other colleges and service providers, to improve the life chances of Pre-Kindergarten-12th grade students by preparing top quality teaching candidates for the schools of the region and beyond. [2019-2021 Catalog] | |
| **Course Prerequisites** |  | |
| Technology skills: | Basic computer skills, working within Windows system environment, navigating the internet, and familiarity with E-mail. | |
| **Course Description** | ED 503, Development, Assessment, and Evaluation is designed to introduce prospective classroom teachers to the elements of educational assessment and evaluation that are relevant to good teaching. Essential elements will include the appropriate uses of standardized and teacher made tests, their administration and interpretation, as well as the linkage of evaluation results to the development, and implementation of appropriate instruction. **(3credits)** | |
| **Expected Student Learning Outcomes:** | The primary emphasis of ED 503 will be on the development of a detailed pedagogical foundation related to assessment and evaluation in education; both in terms of the characteristics of appropriate educational evaluation and appropriate (i.e., ethical, efficient, effective) practices employed in such activities. Therefore, the practical application of assessment and evaluation skills will be stressed along with the theoretical and knowledge bases of the subject.  The general course goals for ED 503 include:  1. Presenting content that focuses on basic procedures in the assessment of student performance.  2. Providing content concerning the professional ethics and legal issues related to assessment.  3. Developing a knowledge base for educational decision making.  4. Demonstrating the linkage between learning theory, assessment, and instruction.  5. Promoting an understanding of the relationship between assessment and effective pedagogy.  6. Enhancing a professional knowledge of curricular issues.  7. Developing skills in establishing instructional goals and objectives based on considerations related to curricula and student needs (e.g., ability, achievement, levels of learning, mastery criteria).  8. Developing the skills required to administer and interpret formal and informal assessment instruments (i.e., standardized norm-referenced, published and teacher made criterion-referenced tests).  9. Developing a professional level of knowledge and skill related to the assessment and evaluation of reading, language arts, mathematics, and content area subjects.  10. Developing skills in producing criterion-referenced, curriculum-based assessment; and  11. Producing practitioners who cannot only assess student achievement but who can facilitate their students’ academic progress with appropriate instructional planning based on that assessment. | |
| **Course Requirements** | (2250 Minutes of coursework) | |
| Required textbook(s): | Brookhart, S. M. and Nitko, A.J. (2015) Educational Assessment of Students (7th Ed.). Upper Saddle River, N.J, Prentice Hall. | |
| Class attendance policy: | Each student is required to participate in using Canvas Communication Tools, taking online exams, assignments (to be assigned as the course progresses), and other aspects of Canvas. **You are expected to log in regularly (daily, perhaps several times per day) to take tests, submit assignments, check grades, personal messages, and view course materials.**  Student(s) who fail to participate in the online course during a course week will be deemed absent for that week. The absence will be annotated as absent unexcused (AU), unless the instructor has been informed beforehand and deemed the absence as absent excused (AE). The instructor shall report all absences to the main campus as required. A student who has not participated for 7 consecutive days regardless if the absences were deemed AU or AE shall be recommended to the main campus for administrative withdrawal. In a traditional classroom just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or attendance. The student is still annotated as AU or AE**. The online classroom shall be no different in this respect.** It is the instructor's sole discretion as to what he/she shall consider AU or AE. | |
| Submission of Work: | Scheduled assignments MUST be completed and successfully submitted through the Canvas Assignment Tool (drop box) by due date and time. Assignments automatically become unavailable after the due date/time expires.  All assignments MUST be keyed using MS Word or saved as a .DOCX file and no multiple submissions will be allowed.  **All assignments are to be submitted in Word 97-2010 format (.docx) as attached files.**  **Discussions:**  Access Canvas Discussion Board and post a reply to case study. You are expected to surely analyze the case thoughtfully as to post meaningful responses to each discussion topics.  **After posting your initial reply, read and comment back to at least two classmates.** This means analyze their answers and give them some useful feedback. Your response to the postings of your peers and/or instructor should never be just **"Well done"**, **"I agree**", or **"Great Answer".**  **Research Paper: (When assigned)**  Your research paper must be three (3) pages double spaced, on Best Assessment Practices literature report. You may use the course links as resources. The format for the research paper includes a title page, abstract, text, and references that do not count as part of the 3-page report. Students are required to use the American Psychological Association (APA) Manual as a guide for writing the research paper. You will find electronic reference formats recommended by the APA at https://www.apa.org/pubs**.** Also, you are required to utilize a minimum of five sources to write the paper. The paper must meet three pages double spaced requirement. | |
| Make-up policy: | **Make-up Assignments (Exams cannot be made up)**  Make up maybe allowed, depending on the circumstances with an excuse. It is at the instructor’s discretion. | |
| Course Drops/Incompletes: | Students not completing the course for any reason are required to submit official drop notices to the Registrar’s Office prior to the deadline date. **This is your responsibility**. Failure to comply with the procedure WILL result in your receiving a letter grade of “**F**”.  Not officially withdrawing from the university may impact your financial aid and results in “you” owing the university. | |
| Cheating and plagiarism policy: | Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another’s words, work or ideas on individual class assignments.  To address the situation of plagiarism, the University has implemented *Turnitin* to fight plagiarism and improve reading, writing, and research skills. *Turnitin* is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students’ work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet.  Plagiarism will result in at least a failing grade for the assignment(s) and/or course. | |
| Online Communication  Observation of “Netiquette”: | Students MUST turn in their assignments in Canvas but contact the lecturer with the Official Banner email.  All your Online communications should be composed with fairness, honesty, and tact. What you put into an Online course reflects on your level of professionalism | |
| Technical Problems: | | If you experience technical/computer difficulties (*need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course*), contact **Presidium Learning, Inc 1-877-654-8333** or **Mr. Pendleton** at 662.254.3114 / 662-254-3913 (as well as your instructor.) |
| Technology Infusion: | | **Hardware:**   |  |  | | --- | --- | | **Operating System:** | Windows 98, 2010, NT, XP or a Macintosh System 8.1 or higher | | **Processor:** | 200 MHz or higher | | **Memory:** | 32 MB of RAM | | **H Drive Space:** | 100 MB free disk space | | **Modem:** | 28.8 kbps or higher | | **Monitor:** | 800x600 resolution |   **Software:**   |  |  | | --- | --- | | **Internet Access:** | Any Internet Service Provider | | **Browser:** | Internet Explorer, Netscape r 4.7 or higher\*, AOL 5.0 or higher\*\*, Chrome | | **Application** | Recommend Microsoft Word or application file name **.doc/docx** | | **Audio & Video:** | RealPlayer, Quick Time | |
| **Teaching/Learning Strategies** | | The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the course, it is important that students read the assigned materials, submit assignments, and be prepared to discuss what they have read. The goal of this approach is to develop safe learning environments that address a variety of learning styles, promote critical thinking, and foster creativity as to develop responsible scholars and professionals. |
| **Evaluation Procedures** | | Access Canvas course at [www.mvsu.edu](http://www.mvsu.edu) click on CANVAS, top left of “Valley” site for detailed instructions. |
| |  |  |  |  | | --- | --- | --- | --- | | **Performance Standards/Grading**: | | | | | A | 450 – 500 | 90% | | B | 400-449 | 80% | | C | 350-399 | 70% | | D | 300-349 | 60% | | F | 299 - Below | 50% | | | |  |  |  | | --- | --- | --- | | **Assessments** | **#** | **Points** | | Chapter 2 Assignment |  | **100** | | Assignments (2 Data Sets) | **2 @ 25** | **50** | | Chapters Tests | **19 @ 785** | **100** | | 2 Data Transformation | **2 @ 75** | **150** | | Final Examinations |  | **100** | | **Total** |  | **500** | |
| **ADA Statement** | | Any student requiring accommodations or services due to a disability must contact the University College, Office of the ADA Coordinator. The coordinator can be contacted directly at 662.254.3446 or through the University College office number at 662.254.3442. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course. The instructor, Teacher Education Department, and the University are not responsible to provide modification and accommodation related equipment. |

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| **Course Outline:**  *subject to some changes depending on the needs and level of the class* |

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| **Course Outline** | | | |
| **WEEK ONE** | | | |
| **Friday, February 19 – 20 Orientation: Obtain your Textbook – See page 3 above** | | **Chapter** | **Comments**  **(Note time for Chapter Test)** |
| **Friday, Aug. 20, 2021 (3hrs DURATION)** | Classroom Decision Making and Using Assessment | Ch.1 | **(6:00pm – 8:40pm)** |
| **Saturday, Aug. 21, 2021 (7hrs DRATION)** | Describing the Goals of Instruction | Ch.2  Assign Chapter 2 | Assignment Based on Chapter 2: Developing Learning Targets for an Instructional Unit from State Standards**. (9:00am – 12:00pm)** |
| **WEEK TWO** | | | |
| Friday, **Aug. 27**, 2021 | Validity of Assessment Results | Ch. 3 | **(6:00 – 7:10pm)** |
| Reliability of Assessment Results | Ch. 4 Assign Data Sets | **Case Studies/Application Exercises - Data Sets 1 & 2 (Needs calculator) (7:25pm – 8:45pm)** |
| Saturday, **Aug. 28**, 2021 | Professional Responsibilities, Ethical Behavior, and Legal Requirements in Education Assessments | Ch. 5 | **(8:10am – 9:20am)**  **ASSIGNMENT CHAPTER 2 DUE** |
| Planning for Integrating Assessment and Instruction | Ch. 6 | **(10:00am – 11:00am)** |
| Diagnostic and Formative Assessments | Ch 7 | **(1:00pm – 2:30pm)** |
| **WEEK THREE** | | | |
| Friday, **Sept. 3**, 2021 | Providing Formative Feedback | Ch. 8  Assign 2 Data transformation | **(6:00pm – 6:50pm)** |
| Fill-in-the-blank and True-False Items | Ch.9 | **(7:20pm – 8:40pm)** |
| Saturday, **Sept. 4**, 2021 | Multiple-Choice and Matching Exercises | Ch.10 | **(8:25am – 9:30am)** |
| Essay Assessment Tasks | Ch.11 | **(10:00am – 11:20am) DATA SETS 1 & 2 DUE** |
| Higher-Order Thinking, Problem Solving, and Critical Thinking | Ch.12 | **(2:00pm – 3:00pm)** |
| **WEEK FOUR** | | | |
| Friday, **Sept. 10**, 2021 | Performance and Portfolio Assessment | Ch. 13 | **(6:00pm -7:40pm)** |
| Preparing Your Students to Be Assessed and Using Students’ results to Improve Your Assessment | Ch.14 | **(7:45pm - 9:00pm)** |
| Saturday, **Sept. 11**, 2021 | Evaluating and Grading Student Achievement | Ch. 15 | **(8:00am – 9:00am)** |
| Standardized Achievement Tests | Ch.16 | **(10:00am – 11:00am)**  **2 DATA TRANSFORMATION DUE** |
| Interpreting Norm-Reference Scores | Ch. 17 | **(2:00pm – 3:00pm)** |
| **WEEK FIVE** | | | |
| Friday, **Sept. 17**, 2021 | Finding and Evaluating Published Assessments Scholastic | Ch. 18 | **(6:00pm – 7:00pm)** |
| Aptitude, Career Interests. Attitudes. and Personality Tests | Ch. 19 | **(7:15pm – 8:40pm)** |
| Saturday, **Sept. 18**, 2021 | **FINAL EXAM** |  | **(9:00am – 11:30am)** |
| **NOTE:** *This syllabus is intended as a guide not a contract. The faculty reserves the right to change the contents at any time as to improve delivery and students’ mastery.* | | | |

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| **Bibliography** | APA, AERA, NCME (2014). Standards for educational and psychological tests. Washington, DC: American Psychological Association.  Black, P., and William, D. (2009). Developing the theory of formative assessment. Educational Assessment, Evaluation, and Accountability, 21, 5-31.  Bloom, B. S., Englehart, M. D., Furst, E. J., Hill, W. H., and Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals, Handbook I: Cognitive domain. White Plains, NY: Longman.  Brookhart, S. M. (2013a). How to create and use rubrics for formative assessment and grading. Alexandria, VA: ASCD.  Brookhart, S., Nitko, A. (2015). *Educational Assessments of Students*. Boston: Pearson Education Inc.  Burns, M. K.; and Parker, D. C. (2014). Curriculum-Based Assessment for Instructional Design: Using Data to Individualize Instruction (Guilford Practical Intervention in the Schools), Amazon.  David, J. (2011). Research Says…/High Stakes Testing Narrows the Curriculum. *Educational Leadership*, 68 (6), pp. 78-80. Retrieved from http://www.ascd.org/publications/educational\_leadership/mar11/vol68/num06/High-Stakes\_Testing\_Narrows\_the\_Curriculum.aspx.  Hout, M., Elliot, S., Frueh, S. (2012) Do High Stakes Tests Improve Learning? *Issues in Science and Technology*, 29 (1), 1/1. Retrieved from <https://issues.org/michael/>.  Kane, M. T. (2001). Current concerns in validity theory, Journal of Educational Measurement, 38, 319-342.  Krathwohl, D. R. (2002). A revision of Bloom’s taxonomy: An overview. Theory Into Practice, 41(4), 212-218.  Lovett, B. J. (2010). Extended time testing accommodation for students with disabilities: Answers to five fundamental questions. Review of Educational Research, 80, 611-638.  Minarechóva, M. (2012). Negative Impacts of High-Stakes Testing. *Journal of Pedagogy*, 3 (1) pp. 82-100. Retrieved from https://content.sciendo.com/view/journals/jped/3/1/article-p82.xml?lang=en.  Mississippi Department of Education, Bureau of Special Services (2019). Special Education Referral to Placement Process: Part II, Jackson, Mississippi.  Nitko, A. J. (1996). Educational Assessment of Students (2nd Ed.), Englewood Cliffs, New Jersey, Prentice-Hall, Inc.  Parkes, J. (2007). Reliability as argument. Educational Measurement: Issues and Practice, 26(4), 2-10.  Prasad, S. (1994). Assessing social interaction skills of children with disabilities. Teaching Exceptional Children, V.26, N.2, 23-25. Salvia, J.; and Ysseldyke, J.E.; Bolt, S. (2012). Assessment (12th Ed.), Boston, Massachusetts, Houghton Mifflin. Saminsky, Alina. (2011). High-Stakes Standardized Testing: A Panacea or a Pest? *Inquiries Journal, Social Sciences, Arts and Humanities*, 3 (1), 1/1. Retrieved from http://www.inquiriesjournal.com/articles/373/high-stakes-standardized-testing-a-panacea-or-a-pest.  Schraw, G., & Robinson, D. R. (Eds.) (2011). Assessment of higher order thinking skills. Charlotte, NC: Information Age Publishing.  The National Council of Teachers of English. (2014). How Standardized Tests Shape—and Limit—Student Learning. *James R. Squire Office of Policy Research,* pp. 1-3. Retrieved from https://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0242-nov2014/CC0242PolicyStandardized.pdf.  U.S. Department of Education. (2020). Assistance to states for the education of children with disabilities and the early intervention program for infants and toddlers with disabilities: Final regulations. Federal Register, V.64, N.48, 12406-12672.  Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree |
| **Comments:** | This syllabus is not a contract. It is only a guideline. The instructor reserves the right to make changes and additions to this syllabus at her/his discretion. If changes are necessitated during the term of the course, you will be notified of changes via Canvas Announcements / mail. |