

**ED 5545 Analysis and Evaluation of Pupil Growth
ON-LINE course**

Semester: Summer 2009

Credit Hour: 3

Professor: Dr. Jane Benjamin, Retan Center, Room 203B

Tel: (570) 662-4797 E-Mail: jbenjami@mansfield.edu

Student Office Hours: Telephone conversation can be arranged by e-mail

Course Description:

ED 5545 is designed to introduce educators to the current trends in the development of evaluative instruments in education. Emphasis is placed upon the development of teacher-made tests based on behavioral objectives. In addition, a brief introduction to standardized tests will also be addressed.

Course Content:

This course focuses on the application of principles in classroom assessment. The major topics include:

- a) Understanding the classroom assessment challenge
- b) Understanding assessment methods
- c) Applying the assessment techniques into classroom
- d) Communicating effectively about student achievement

Goals of the Course:

- 1) To acquaint students with the basic knowledge concerning the logic and theory of assessment.
- 2) To train students in the evaluation of a standardized test.
- 3) To train students in the development of valid and reliable assessment
- 4) To help students develop general intellectual skills (acquiring and evaluating knowledge, producing and solving problems and communicating their ideas).

Course Objectives:

The course objectives are built around the standards of accreditation agency and University theme. The Mansfield University theme for advanced teacher education is "Teacher as Reflective Educational Leader." The program is accredited by the National Council for Accreditation of Teacher Education (**NCATE**). The complete NCATE elementary education standards can be found at www.ncate.org.

The teacher education program at Mansfield University is also approved by the Pennsylvania Department of Education (**PDE**). It is designed to prepare teachers for

Pennsylvania teaching certification. Students in the program gain skills necessary to prepare elementary and secondary pupils to meet PDE standards. Course-related resources can be found at the Pennsylvania System of School Assessment Web site: www.pde.psu.edu/esscores.html.

The knowledge base of the teacher education program at Mansfield University is developed around the components of professional practice as described in the ASCD *Enhancing Professional practice: A Framework for Teaching* document authored by Charlotte Danielson. The following course objectives are referenced with this framework and the PDE Standards.

It is expected that after completing requirements for this course, students will be able to:

1. Understand the topics listed in the above course content section. (Framework #1a, #1b) (PDE standards: EC* ID, IIB, IID; Math IIE**; EE* IB, IIB, IIC, IID, IIE, IIF, IIC, IIID)
2. Understand the meaning of excellence in classroom assessment (Framework #1a, #1b) (PDE standards: EC* ID, IIA, IID; Math IIB, IIE**; EE* IB, IIB, IIC, IID, IIE, IIF, IIC, IIID)
3. Make a personal professional commitment to meeting standards of assessment excellence (Framework #4e, #4f) (PDE standards: EC* ID, IIA, IID; Math IIE, IIIB, IIC**; EE* IIID)
4. Understand classroom achievement targets (Framework #1a, #1c) (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB)
5. Understand the assessment alternatives (Framework # 1a, #1b) (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC)
6. Utilize appropriate assessment formats based on subjects and student levels. (#1a~#1e) (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC, IID)
7. Apply different assessment techniques to meet the needs of individual learners. (#1b, #1c, #2a~#2d, #3a, #3b, #3d, #4a) (PDE standards: EC* ID, IIA, IID; Math IID, IIE**; EE* IB, IIB, IIC, IID)
8. Evaluate the advantages and disadvantages of each assessment technique. (#1a, #1d) (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC)
9. Apply their knowledge of assessment methods by constructing a classroom assessment. (#1a~#1f, #4a) (PDE standards: EC* ID, IIA, IID; Math IIA, IIB, IIE**; EE* IB, IIA, IIB, IIC, IID, IIE, IIIA, IIIB)
10. Apply their knowledge of classroom assessment by assessing their target students. (#1a, #1b, #2a, #2e, #3a, #3b) (PDE standards: EC* ID, IIA, IID, IIIB, IIC; Math IIA, IIB, IIC, IIE**; EE* IB, IIA, IIB, IIC, IID, IIE, IIIA, IIIB)
11. Analyze and evaluate their classroom assessment. (#1a~#1f, #4a) (PDE standards: EC* ID, IIA, IID, IIID; Math IIE**; EE* IIF)
12. Evaluate a standardized test (#1a~#1f, #4a) (PDE standards: EC* ID, IIA, IID, IIID; Math IIE**; EE* IIF)
13. Understand the effective communication about student achievement. (#1a, #1b) (PDE standards: EC* ID, IIA, IID, IIC, IIID; Math IIE, IIID**; IIC, IIID; EE* IIC, IIID)

14. Understand the classroom perspectives on standardized tests. (#1a, #1b, #1d) (PDE standards: EC* ID, IIA, IID; Math IIE**;; EE* IB, IIB)

Course Format:

This is an online course and you will not meet in a traditional classroom. Instead, you will complete your lessons and communicate with your instructor and classmates using email and an interactive website.

The course consists of a sequence of lessons, one that orients you to the Blackboard system, and the rest on different areas of assessment. To complete these lessons you will read from a textbook, visit and learn from recommended websites, prepare short essays on assigned topics, answer questions, and complete computer-based activities.

The course assumes no previous background in assessment. However, all students must be competent users of email, word processing software and an internet browser. If you do not have these skills then you are not ready for online study.

Required textbook:

Jane Benjamin (2009) Classroom Assessment: A Practical Guide for Educators, CAT Publishing Inc., ISBN: 978-1-56226-625-7

This book can be purchased at the campus bookstore at Mansfield University.

Recommended Software:

LiveText CD software: Available at MU bookstore

Bibliography

1. Airasian, P.W. (2006) Classroom Assessment – Concepts and Applications (5th ed.) McGraw Hill
2. Banks S. R. (2009) Classroom Assessment – Issues and Practices, Waveland Press, Inc.
3. Borich, G. D. & Tombari, M. L. (2009) Educational Assessment for the Elementary and Middle School Classroom (2nd ed.), Pearson Merrill Prentice Hall
4. Brookhart, S. M. & Nitko, A. J. (2009) Assessment and Grading in Classrooms, Pearson Merrill Prentice Hall
5. Brookhart, S. M. (2009) Grading (2nd ed.), Pearson Merrill Prentice Hall
6. Charles, C. M. (2005) Building Classroom Discipline (8th ed.), Allyn and Bacon
7. Cohen, R. J., Swerdlik M.E., & Smith D.K. (2003) Psychological Testing and Assessment (2nd ed.), Mayfield Publishing Company
8. Forbes, S. A. & Shannon D. M. (2006) Classroom Assessment Case Book, Pearson Merrill Prentice Hall
9. Groulund, N.E. (2008) Assessment of Student Achievement (9th ed.), Allyn & Bacon
10. Kubiszyn, T. & Borich, G. (2006) Educational Testing and Measurement Classroom Application and Practice (8th ed.). John Wiley & Sons, Inc.

11. Layton, C. A. & Lock, R. H. (2009) Assessing Students with Special Needs to Produce Quality Outcomes, Pearson Merrill Prentice Hall
12. Linn R.L. & Gronlund N.E. (2003) Measurement and Assessment in Teaching (8th ed.) Merrill Prentice Hall
13. McMillan, J.H. (2006) Classroom Assessment: Principles And Practice For Effective Standards –Based Instruction (4th ed.) Allyn & Bacon
14. Popham, W. J. (2005) Classroom Assessment What Teachers Need to Know (4rd ed.) Allyn & Bacon
15. Popham, W. J. (2006) Assessment for Educational Leaders, Allyn & Bacon
16. Popham, W. J. (2005) Modern Educational Measurement (4rd ed.) Allyn & Bacon
17. Reynolds, C. R., Livingston, R. B., & Wilson, V. (2006) Measurement and Assessment in Education, Allyn & Bacon
18. Stiggins, R. J. (2006) Student-Involved Assessment For Learning (4th ed.), Merrill Prentice Hall
19. Thorndike, R. M., Cunningham G. K., Thorndike, R.L., & Hagen E.P., (2003) Measurement and Evaluation in Psychology and Education (5th ed.) MacMillan Publishing Company
20. Ward, A. W. & Ward, M.M.(2003) Assessment in the Classroom, Wadsworth Publishing company
21. Worthen, B.R., White, K. R., Fan, X. & Sudweeks, R. R. (2003) Measurement and Assessment in Schools (2nd ed.) Addison Wesley Longman, Inc.

Software / Computer Skills:

This course has an expectation that all students will have access to a web-connected computer running Windows 2003 (or greater), Internet Explorer, and Microsoft Word. Students must understand the use of these software tools to be successful in this course. You will use Internet Explorer to access the course website and submit many online assignments. In addition, your papers must be submitted as Microsoft Word files. It is up to you to acquire the skills and software to meet this requirement. Tutoring and assistance with questions can be obtained by going to the Information Desk at the North Hall Library of Mansfield University or calling 570-662-4671.

Responsibilities of Online Learners:

As an online learner, you will be responsible for determining the pace and schedule of your work. You can complete the readings and activities at any times that are convenient to you as long as they are submitted before the assignment deadline.

Although you might be completing your work hundreds of miles from Mansfield University, you should expect to have frequent contact with your instructor and classmates via e-mail, electronic document exchange and the online discussion board. All of your assignments will be submitted using these tools and an interactive website. You can also use the online discussion board to ask questions, offer comments, and obtain advice from

both your instructor and your fellow students.

Lesson Format:

For each lesson, you will read the textbook and visit the course website to obtain your instructions. You will then complete your work by doing some or all of the tasks listed below.

- Read assigned materials from the textbook.
- Visit recommended websites to read.
- Complete activities designed to apply what you have learned or deepen your understanding.
- Participate in the discussion board.
- Submit all work for that lesson as specified on the course schedule.
- Your instructor will respond to your work a few days after the lesson due date.

Lesson Availability and Due Dates:

Homework #1 through #3 is posted in the “**Homework**” and should be submitted in the “**Homework**” of the content area in Blackboard. Test development project, Test Critique paper and Performance Based Assessment paper guidelines are posted in the “**Project Guidelines**” and these papers should be submitted through “**Assignment Submission**” in the content area of the Blackboard. A list of the lesson topics and the scheduled due dates are shown in the course calendar below. Students are required to submit the assignment on time. **Please note: the textbook serves as my lecture as it was written by me.**

Add / Drop / Withdraw / Incompletes:

The policies for adding the course, dropping the course and withdrawing will follow those described in the Mansfield University Graduate Catalog or in your school Graduate Catalog.

Incomplete final grades are not possible. Any assignment that is not received by the specified deadline will be scored as a zero. Course deadlines will be strictly maintained and students should work diligently to meet them.

Office Hours:

The fastest way to get assistance at any time is to post a message in the "Helping Each Other Conference" on the course discussion board. This should be your first approach for asking questions of a general nature. One of your classmates will likely help you within a short period of time and your instructor will read and respond to unanswered questions within 48 hours unless otherwise announced.

For questions about grades or other private matters you should email your instructor

at jbenjami@mansfield.edu. Again, she will respond within 48 hours unless otherwise announced. Phone conversations or chat meetings with your instructor can be arranged at times of mutual convenience, however, the instructor is unable to accept collect calls outside of the Mansfield local dialing area.

Your Study Schedule:

If you are coming into this course thinking that online study is a way to "click your way to three credits" then you will be in for a rude awakening. Be prepared to spend a significant amount of time completing this course. In particular, this is an intensive 6 week summer course.

When you take an on-campus course, you spend about 45 hours in the classroom. In addition, you should spend an even larger amount of time reading, going to the library, completing homework, and writing.

The key to success is self-motivation and perseverance. Set some special work hours every week and stick to them. Learning at home requires much greater dedication than learning on-campus. This course allows you great flexibility as long as you meet the inflexible deadlines.

You can begin working as soon as the blackboard is accessible. Each week you must do enough work to complete one lesson. The amount of time needed to complete a lesson will vary depending upon the length of the lesson, your reading speed, and your writing ability.

Course Website:

All of your assignments will be posted on or emailed through the Blackboard course management system. This system enables you to post messages for your classmates and instructor, send email to any course participant, and complete your assignments online. Every student should plan for regular and frequent use of personal or university computers to access this website and do these assignments.

Grades:

Paper and Pencil Test Development	30%
Standardized Test Critique Paper	25%
Performance Based Assessment	25%
Assignment/Participation	20%

[The Paper and Pencil Test Development project](#) involves constructing a classroom assessment based on the objectives students develop. The objectives are specific to a selected group of students and a subject specialization. Once the test is constructed, **students are required to administer their tests to a class of about 20 students.** After data is collected, students must evaluate their own assessment regarding the validity and reliability of the assessment. The guidelines for this assignment are **detailed** in a separate

file posted in **Project Guidelines**. The grading criteria will be based on **the clarity of the concept, the organization of the content, the level of complexity, and the writing skills**. The project should be **typed, double spaced, font 12, in English**. In terms of grading, a brief and concise argument rather than a long paper is desired. **Delay of submission of each part will not be accepted for credit.**

A **standardized test critique paper** requires students to apply their knowledge of testing theories to a standardized test. Students choose a standardized test from Mansfield University Media Center, located at the ground floor of the library and summarize and evaluate the test. The guidelines for this paper are also detailed in a separate file posted in **Project Guidelines**.

Students are required to design a **performance-based assessment** based on their interests. Students may choose a specific grade level, a subject and a particular unit to devise a performance-based assessment. The guidelines for this paper are detailed in a separate file posted in **Project Guidelines**.

Due dates for Project/Paper/ homework are posted in the course calendar below. **Homework** (total of 3) can be found in the “**homework**” while the project/papers guidelines are posted in “Project”. The submission of these projects and papers are through “**Assignment Submission**” in the content area of the Blackboard. It is the student's responsibility to ensure that he/she is aware of any announcements made in blackboard website. Students are also required to participate in the discussion board. There are **2 issues posted in the discussion board**. Students must participate to earn the participation grade.

Letter grades and their percentage equivalents are as follows:

A 95%-100% A- 90%-94% B+ 87%-89% B 84%-86% B- 80%-83%
 C+ 77%-79% C 74%-76% C- 70%-73% D+ 67%-69% D 64%-66%
 D- 60%-63% 59% and below: F

Week	Topic	Chapter in Text (PDE Standards)	Due Date
05/18 to 05/21	Blackboard Orientation Introduction of Assessment Objectives and Cognitive Levels	1(PDE standards: EC* ID, IIA, IID; Math IIB, IIE**, EE* IB, IIB, IIC, IID, IIE, IIF, IIIC, IIID) 2(PDE standards: EC* ID, IIA, IID; Math IIE**, EE* IB, IIB)	Blackboard Assignment (H.W.#1) Due; Thursday, 5/21 at 11:59pm
05/22 to 05/24	Types of Assessments Test Blueprint	3(PDE standards: EC* ID, IIA, IID; Math IIE**, EE* IB, IIB) 4(PDE standards: EC* ID, IIA, IID; Math IIE**, EE* IB, IIB)	

05/25 to 05/28	Selected Response	5(PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC)	Project Determination and Part A Due: Thursday 5/28 at 11:59pm
05/29 to 05/31	Non-Selected Response Examples of Paper and Pencil Test -Test Blue Print and Questions	6(PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC) 7(PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC)	
06/01 to 06/04	Properties of Assessment	8(PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB)	Project Part B Due Thursday 6/4 at 11:59pm
06/05 to 06/07	Basic Statistics	9(PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB)	H.W #2 (Basic Statistics homework) due; Sunday 6/7 at 11:59pm
06/08 to 06/11	Standardized Test	10(PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB)	Test Critique Paper; Due Thursday 6/11 at 11:59pm
06/12 to 06/14	Performance Based Assessment Examples of Performance Based Assessment	11, 12 (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC)	Performance Based Assessment Assignment Due Sunday 6/14 at 11:59pm
06/15 to 06/18	Portfolio Communication Assessment	13(PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC) 14(PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC)	Project Part C Due Thursday 6/18 at 11:59pm
06/19 to 06/21	Grading and Reporting Assessing Disposition	15(PDE standards: EC* ID, IIA, IID, IIIC, IIID; Math IIE, IIID**; IIIC, IIID; EE* IIIC, IIID) 16(PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB)	H.W #3 due; Sunday 6/21 at 11:59pm Discussion board issue #1 Due; Sunday, 6/21 at 11:59pm
06/22 to 06/25	Assessing Students with Special Needs	17(PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB)	Discussion board issue #2 due; Wednesday, 6/24 at 11:59pm

*EC is Early Childhood; EE is Elementary Education;

**Math referenced; meets other subject standards in this area.