

Student Assessment I, II, & III

TCHL 554, 558 Spring 2015



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		Office Hours:	<i>Online Office Hours:</i> Monday-Thursday 10-2 <input type="checkbox"/> ***Feel free to contact me on email at any time with questions or to request a meeting.
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Instructor's Office Hours:

I am often out of my office working in school districts. Therefore, feel free to email me and set up an appointment to ensure I do not miss you.

Emailing your instructor: ☐ Email is a timely way to communicate. I usually check my e-mail daily (excluding weekends) and will respond if possible within 24 hours. When you email me, please use in the subject line your **name, course number** and the nature of your inquiry. Some questions cannot be best answered in an e-mail, please in that case schedule an office appointment or make a phone call.

Kentucky Teacher Standards Addressed:

Standard 5: Assesses and Communicates Learning Results
Standard 7: Reflects/Evaluates Teaching/Learning

Course Purpose

This course is to introduce the basic concepts of validity, reliability, professional ethics, and grading perspectives to strengthen your ability to design and evaluate assessments, demonstrate ethical behaviors as related to assessment, and describe your ideas on your grading philosophy.

Course Materials

Nitko, A. J., & Brookhart, S. M. (2010). *Educational assessment of students* (7th ed). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall. □***This textbook is authored by the preeminent scholars in educational assessment. This textbook is utilized in most educational programs due to its thorough examination of assessment principles. This is the primary resource for the course. **IF YOU HAVE A 6TH ed of this book, feel free to use it. There are some chapter differences but I will label all assignments and tests with the chapter numbers from both editions.**

Communication Required: Students **MUST** have access to Blackboard to participate in this course. The majority of the course content, communication with the instructor and other class members, and the ability to complete and submit course requirements will be conducted via Blackboard. Students must utilize the WKU email account provided by the university to receive communication from the instructor.

Plagiarism

To represent ideas or interpretations taken from another source as one's own is plagiarism. Students must give the author(s) credit for any source material used. Changing a few words in a borrowed passage, even if the source is cited is also plagiarism.

Academic Dishonesty

“Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal.”

Technology

Students will need access to Microsoft Office 2007 with Word, PowerPoint, and Excel to complete this course. Managing student technology is the sole responsibility of the student. Please note that working, compatible technology (hardware & software) are prerequisites to taking this course. If you have difficulties accessing Blackboard you should contact WKU Technical Support (745-7000).

Student Disability Services:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 745-5004; TTY is 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. For more information on accessibility please visit:
<http://www.wku.edu/Dept/Support/Legal/EOO/AccessibilityStatement.php?siteid=5>.

Professionalism

The amount of professionalism/ participation points earned will depend upon the following standards being met:

- Due dates will be observed. Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment.
- Failure to upload critical performances to the Electronic Portfolio on the required date will result in losing all professionalism points.
- The student is to post only original work and is expected to work independently on discussion boards and quizzes during the online course.
- Failure to abide by these guidelines could result in dismissal from the course or other penalties as per university policy.
- Respect for the view of each member of the learning community and the use of professional standards when communicating with the instructor or other class members is expected and will be adhered to throughout participation in this online course.
- The student will make every effort to be a contributing member of the TCHL 550/554/558 online learning community in order to experience optimal educational and professional growth.
- See attached Professionalism and Participation rubric for further explanation.
- **Incomplete** ☐ Incompletes are only given for medical or other emergencies when a small amount of work is left in the course. ☐ **Electronic Portfolio and Critical Performance** ☐ An X (i.e., Incomplete) will be assigned as a final grade until the critical performance is upload is completed. Once the assignment upload is completed by the student receiving the X, then a Change of Grade form must be filed by the course instructor. To avoid this complicated and time-consuming process, take care of your Critical Performance upload promptly and efficiently! ☐ **Evaluation and Grade Assignment:**

Projects, assignments, quizzes, discussion boards, and any online requirement must be completed and uploaded no later than 11:59 PM on the date due. There will be a 10% grade reduction for each day the assignment is late.

After three days, late assignments will not be accepted.

Normally your assignment will be graded and posted in Blackboard's Grade ☐ Center within seven days of the due date barring unforeseen circumstances.

If you do not agree with a grade on an assignment, you may schedule an ☐ appointment to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed; however, the instructor reserves the right to mark any oversights. Grades for papers returned to students will not be changed after three days.

Problems with due dates and exams must be discussed with the instructor prior to the due date.

Plagiarism will not be accepted and will be given a grade of 0, and the student may face further disciplinary action according to university policy. **Student work will be checked using plagiarism detection software.** □

Assignment Submission:

- All assignments must be completed using a word processor. APA guidelines will be used for all assignments. All work submitted by students must follow the assignment guidelines or it will not be accepted. Points will be deducted for spelling, typographic, and grammatical errors. Use appropriate margins, 12 point font size and a font such as Times New Roman.
- The student should keep a copy of all assignments. In the event that an □ assignment is misplaced, lost, or the instructor is unable to open the document when uploaded to Blackboard, the burden of proof that the assignment was completed rests with the student.
- A grade of “X” (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor. □ All assignments will be submitted online via Blackboard. **Please follow these 3 steps for uploading.**

1. Make sure you put your name at the top of each uploaded document.

2. Put your last name in your filename of the document that you are uploading. Be aware that if your file name is too long, I won't be able to open it.

3. After you upload, click on the file to make sure it opens for you.

Grade Reporting

Students will be required to check Blackboard for posting of grades throughout the term. Student inquiries regarding grades must be addressed through a requested meeting with the instructor. No discussions of point deductions (i.e., grades) will take place via e-mail. However, students are encouraged to report any computational errors or posting errors in graded work to the instructor immediately.

References:

Educational Assessment of Students: <http://www.prenhall.com/nitko> □ The Nitko website allows you to access helpful information and quizzes for each textbook chapter.

No Child Left Behind:

<http://www.ed.gov/nclb/overview/intro/edpicks.jhtml?src=ln>

This website is sponsored by the USDE and provides accurate and extensive information about this 2001 federally mandated reform act.

Kentucky Department of Education: <http://www.kde.state.ky.us/> Find information here about Kentucky's high-stakes accountability system.

National Assessment of Educational Progress (NAEP): <http://nces.ed.gov/nationsreportcard>

This site illustrates the point made in the text that the purpose of assessment is not limited to evaluating individual students. Assessment can be used to evaluate an entire nation's educational enterprise.

CTB/McGraw Hill: <http://www.ctb.com/> This website contains a useful glossary of measurement terminology as well as showing you the wares of a commercial test publisher.

Third International Mathematics and Science Study (TIMSS): <http://timss.bc.edu/> This site extends the text's point about assessing educational enterprises. The purpose of the TIMSS assessment is to compare different countries' academic achievement.

ERIC Clearinghouse: <http://www.searchERIC.org> This site is a resource for locating tests and information about tests. Use the search engine to look up "criterion referenced testing" and "performance assessment."

Suggested Readings:

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing. New York: Longman.

Ferrara, S., & DeMauro, G. (2006). Standardized assessment of individual achievement in K-12. In R. L.

Brennan (Ed.), Educational measurement (4th ed., pp. 579-622). Westport, CT: Praeger.

Gronlund, N. E., & Brookhart, S. M. (2009). Gronlund's Writing instructional objectives (8th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Haladyna, T. M., Downing, S. M., & Rodriguez, M. (2002). A review of multiple-choice item-writing guidelines for classroom assessment. *Applied Measurement in Education*, 15, 309-334.

Joint Committee on Testing Practices. (1988). Code of fair testing practices in education. Washington, DC: National Council on Measurement in Education.

Stiggins, R. J., Griswold, M. M., Wikelund, K. R. (1989). Measuring thinking skills through

classroom assessment. *Journal of Educational Measurement*, 26, 233-246.□

Ward, A.W., & Murray-Ward, M. (1994). Guidelines for the development of item banks. *Educational Measurement: Issues and Practice*, 13, 34-39.

Student Assessment II: Standardized Testing

TCHL 554

Prerequisites:

TCHL 550

Assignment Synopses

Through directions and scoring guides posted on Blackboard, the instructor will make more information about assignments available. All assignments are subject to revision at instructor's discretion.

- **Textbook:** The student will read assigned textbook chapters related to the chapters **prior** to the date indicated on the tentative schedule.
- **Quizzes:** ☐ The student will complete several online quizzes over the content included in the textbook readings.
- **Extended Learning Task:** ☐ This task involves disaggregating school data and connecting data to school ☐ improvement.
- **Online Discussion Board:** ☐ The prompt is posted on Blackboard in the Discussion Board section. The professional guidelines for participation in a discussion board are posted in Course Documents. Students are expected to be a part of the online learning community and to exhibit the highest level of professionalism in this arena of learning
- **Upload Quiz Revisions:** ☐ If you missed assessment items on the quizzes, you may choose to resubmit for ☐ partial credit.
- **Critical Performance:** ☐ This is a Graduate Critical Performance and is to be uploaded to the student's electronic portfolio.
- **Professionalism/Participation:** ☐ Five points may be earned for professionalism and participation.

Evaluation and Grade Assignment:

Grading in TCHL 554 is based on a point system. It is possible to earn a maximum of 100 points. The total point accumulation determines the final grade.

Tentative Grading Scale	
Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Student Assessment III: Classroom Tests/Instruments

TCHL 558

Prerequisites:

TCHL 554

Assignment Synopses

Through directions and scoring guides posted on Blackboard, the instructor will make more information about assignments available. All assignments are subject to revision at instructor's discretion.

- **Textbook and Reading** □ The student will read assigned textbook chapters related to the chapters prior to the date indicated on the tentative schedule.
- **Quizzes:** □ The student will complete several online quizzes over the content included in the textbook readings.
- **Online Discussion Board:** □ An important part of this online course is the participation in the discussion boards. The prompts are posted on Blackboard in the Discussion Board section. The professional guidelines for participation in a discussion board are posted in Course Documents. Students are expected to be a part of the online learning community and to exhibit the highest level of professionalism in this arena of learning. Due dates are posted on the course schedule.
- **Upload Quiz Revisions:** □ If you missed assessment items on the quizzes, you may choose to resubmit for □ partial credit. On Blackboard there are explicit directions for this submission.
- **Critical Performance:** □ This is a Graduate Critical Performance and is to be uploaded to the student's electronic portfolio.
- **Professionalism/Participation:** □ Ten points may be earned for professionalism and participation.

Evaluation and Grade Assignment: Grading is based on a point system. It is possible to earn a

maximum of 200 points. The total point accumulation determines the final grade.

Tentative Grading Scale

Professionalism & Participation Etiquette for Graduate Students TCHL 554, 558			
Elements of Professionalism & Participation	Excellent	Average	Needs Improvement
Preparation	Consistently prepared for classroom Instruction and online learning experiences.	Usually prepared for classroom instruction and online learning experiences	Rarely prepared for classroom instruction and online learning experiences
Responsiveness	Consistently accepts professional guidance.	Usually accepts professional guidance	Rarely accepts professional guidance
Collaboration	Consistently offers to participate in community of learners both in the classroom and online	Usually offers to participate in community of learners both in the classroom and online	Rarely offers to participate in community of learners either in the classroom or online
Online Communication	Consistently offers thoughtful, informed, and courteous	Usually offers thoughtful, informed, and courteous	Rarely offers thoughtful, informed, and courteous responses to other class

Grade	Points
A	180-200
B	160-179
C	140-159
D	120-139
F	119 or below

Professionalism & Participation Etiquette for Graduate Students TCHL 554, 558			
Elements of Professionalism & Participation	Excellent	Average	Needs Improvement
Preparation	Consistently prepared for classroom Instruction and online learning experiences.	Usually prepared for classroom instruction and online learning experiences	Rarely prepared for classroom instruction and online learning experiences
Responsiveness	Consistently accepts professional guidance.	Usually accepts professional guidance	Rarely accepts professional guidance
Collaboration	Consistently offers to participate in community of learners both in the classroom and online	Usually offers to participate in community of learners both in the classroom and online	Rarely offers to participate in community of learners either in the classroom or online
Online Communication	Consistently offers thoughtful, informed, and courteous	Usually offers thoughtful, informed, and courteous	Rarely offers thoughtful, informed, and courteous responses to other class