



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Counseling and Educational Psychology Course Syllabus

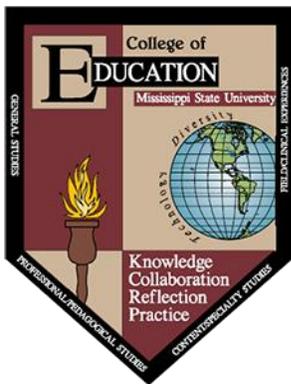
EPY 8473 Middle Level Assessment and Evaluation

Credit Hours: Three (3) credit hours

Method of Instruction: Online, Internet or Web-based

Catalog Description: A study of middle level assessment and instructional evaluation for monitoring individual student progress, general effectiveness of instruction, and communicating assessment results.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>

Course Objectives

1. Utilize the *Standards for Teacher Competence in Educational Assessment of Students* developed by the American Federation of Teachers, the National Council on Measurement in Education, and the National Education Association, to reflect on his/her own level of competence and self-assess the need for professional development in the areas of planning for, designing, administering, analyzing and interpreting appropriate middle level assessment instruments and procedures. (INTASC 8, 9; CFPO 1, 4; AMLE 4c; CAEP 1.1, 1.2, 1.3)
2. Read, reflect upon, and discuss the accountability movement in testing including relevant laws and implications of high stakes testing in the middle level, and distinguish among the terms- assessment, test, measurement and evaluation. (INTASC 7, 8; CFPO 3, 4, 8, 14; AMLE 4)
3. Relate the types of assessment and evaluation to various types of instructional decisions and to the middle level planning and instructional process. (INTASC 7, 8; CFPO 4, 8; AMLE 3a, 3b; CAEP 1.2, 1.3)
4. Plan middle level assessment design elements that will align with state standards and the

- Common Core State Standards. (INTASC 7, 8; CFPO 1, 3, 4; AMLE 4, CAEP 1.3)
5. Distinguish between norm and criterion referenced test interpretation. (INTASC 7, 8; CFPO 3, 4; AMLE 4)
 6. Explore reliability and validity and discuss ways that educators can enhance these essential test qualities. (INTASC 7, 8; CFPO 3, 4; AMLE 4; 1.2)
 7. Review and select developmentally appropriate information gathering instruments to make effective classroom evaluations. (INTASC 8, 9, 10; CFPO 1, 4; AMLE 1, 4; CRT 13.1; CAEP 1.2)
 8. Write clear, understandable instructional objectives at a variety of capability levels of Bloom, Gagne, or DOK taxonomies for a given assessment. (INTASC 7, 8; CFPO 1, 3, 4, 7, 12; AMLE 1, 3, 4; CRT 13.1)
 9. Evaluate existing teacher-made tests and quizzes for appropriateness and quality. (INTASC 8; CFPO 3, 4; AMLE 1, 3, 4)
 10. Develop appropriate checklists, rating scales, observation guides, or rubrics for evaluating middle grade student performances and products (projects, presentations, lab experiments, art pieces). (INTASC 8; CFPO 3, 4; AMLE 1, 3, 4; CRT 13.1; CAEP 1.2)
 11. Distinguish among the various types of grading and marking systems in terms of advantages and disadvantages. Demonstrate ability to calculate end of period grades. (INTASC 8, 9; CFPO 1, 3, 4; AMLE 1, 4)
 12. Interpret results derived from standardized tests for students, parents, and other constituencies. (INTASC 8; CFPO 4, 5, 9; AMLE 4, 5; CAEP 1.2, 1.5)
 13. Describe the characteristics of authentic or portfolio assessment systems. (INTASC 8; CFPO 3, 4; AMLE 4; CAEP 1.2)
 14. Effectively plan for and make decisions related to instructional and assessment accommodations necessary because of student exceptionality or diversity. (INTASC 3, 7, 8; CFPO 2, 4, 14; AMLE 1, 3, 4, 5 CRT 5.1, 13.1; CAEP 1.2)

Detailed Course Outline/Topics Covered in the Course

1. Basic testing terminology (3 contact hours)
2. Types of evaluation (preliminary, diagnostic, formative, summative, norm referenced, criterion referenced) (2 contact hours)
3. Systematic procedures: checklists, rating scales, rubrics, observation guides (2 contact hours)
4. Formal and informal assessments (2 contact hours)
5. Planning for assessment: planning-instruction-assessment cycle (9 contact hours)
6. Developmentally appropriate assessment issues and testing accommodations (3 contact hours)
7. Using the table of specifications to plan and write objectives (Bloom's and DOK) (3 contact hours)
8. Validity, reliability, and bias (4 contact hours)
9. Item planning and writing (6 contact hours)
10. Alignment with state standards and Common Core (3 contact hours)
11. Grading and marking systems, electronic grading and reporting systems (2 contact hours)
12. Interpreting results of tests for students and parents, parent-teacher conference practice (2 contact hours)
13. RTI (2 contact hours)
14. Accountability movement and high stakes testing, codes of ethical and professional responsibilities (2 contact hours)

Text/Course Materials

No textbook required. Readings will be provided.

Description of Instruction

Online, Internet or Web-based Instruction. The primary method of instruction will be online lecture by way of PowerPoint presentations. There are 13 modules in the course (roughly one per week), each consisting of a reading assignment, a PowerPoint presentation, and a variety of assessments to check for understanding and application.

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

1. Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
2. Required Browser: Mozilla Firefox (version 3 or higher); verify that your browser is supported by using the “Check Browser” feature in Canvas
3. Download or update to the latest version of Adobe Acrobat Reader; Adobe Media; Adobe Flash; Shockwave Flash; Java; Quicktime Player; and Lockdown Browser (in order to complete assessments)
4. Access to a document scanner. You may need to scan documents and send them to the instructor as a PDF.

Diversity

Issues of diversity will be inherent in all discussions and activities completed as a part of the course.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

Field Component

This course does not include a field experience.

Evaluation of Student Progress

Assessment/Activity	Points/Percentage of Final Grade
<i>Module Assignments</i> - Modules will begin with a reading assignment followed by a PowerPoint, which serves in place of a traditional lecture. Upon completion of the reading and PowerPoint, students will be asked to complete the module assignments.	630/65%
<i>Mid Term Exam</i> – The exam will be open book and open notes, and you will have several days to take the test.	25/2.5%
<i>Planning and Assessment Project</i> - The major project this semester is one that will require you to write a series of lesson plans with clear explanations of formative and summative assessments.	300/30%
<i>Final Exam</i> – The exam will be open book and open notes, and you will have several days to take the test.	25/2.5%

Grading Scale

A = 882 -980 points

B = 784 – 881 points

C = 686 -783 points

D = 588 – 685 points

F = 587 and below

Attendance Policy

Submission of assignments in compliance with due dates will account for this course's attendance.

Title IX Policy

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from discrimination based on sexual orientation, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, and at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf

Teacher candidates are initially introduced to the Mississippi Educator Code of Ethics in the orientation module which is required during the semester the intern is admitted to the Master of Arts in Teaching Special Education program. As a part of orientation module, candidates are required to complete an assessment to demonstrate their understanding of the Mississippi Educator Code of Ethics. In addition, candidates complete a self-assessment using the Common Statewide Dispositions Instrument which is linked to the Mississippi Code of Ethics. Additional self-assessments are completed during Special Education Internship I and II.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

This course provides candidates with a deep understanding of the critical concepts, principles, and practices of their field.

Bibliography

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