EDCI 655: Assessment of Learning and the Learner
COURSE SYLLABUS: Summer II, 2012

Instructor: Joyce E. Kyle Miller, PhD
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COURSE INFORMATION

Textbook(s) Required:

Course Description:
This course provides an examination of the uses of assessment practices and strategies to improve student learning. Special emphasis will be placed on authentic assessment practices, standardized tests, and developmental screenings. Additionally, students will become familiar with measures to assess learners with special needs and learners from linguistically and culturally different backgrounds.

Student Learning Outcomes:
1. Students will be able to develop effective grading rubrics to assess student work and to promote learning in the classroom.
2. The student will develop skills and knowledge in assessing learners, classrooms, families and investigate the selection and design of evaluation instruments.
3. The student will expand their knowledge of how to interpret and use assessment data to improve learning in the classroom.
4. The student will be able to describe and distinguish between assessment, screening, information and formal assessments.
5. The student will become familiar with measures and practices used to identify school readiness skills and educational interventions.
6. The student will identify key principles of a learner-centered paradigm of student assessment.
7. Students will identify key elements of reform in the assessment of student learning.

**Topics and Content Areas:**

1. Assessment as part of a developmental and instructional process
2. Why Do Teachers Need to Know About Assessment?
3. Deciding What to Assess and How to Assess It
4. Reliability of Assessment
5. Validity
6. Absence-of-Bias
7. Selected-Response Tests
8. Constructed-Response Tests
9. Performance Assessment
10. Portfolio Assessment
11. Affective Assessment
12. Improving Teacher Developed Assessments
13. Formative Assessment
14. Making Sense Out of Standardized Test Scores
15. Appropriate and Inappropriate Test-Preparation Practices
16. The Evaluation of Instruction
17. Assessment –Based Grading
18. Authentic Assessment
19. Developmental Screenings
20. Rubrics
21. Technology and Assessments

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**COURSE REQUIREMENTS**

Each student will maintain an electronic course assessment portfolio which includes all assignments and resources related to this class. The following items should be included in the portfolio:

- □ A pre-course personal statement and a post-course personal statement of what assessment means to you.
- □ A review of Tests in Print, Mental Measurement Handbook and Test Critiques for reviews of at least two Developmental Screening instruments and two Assessments of student achievement in school learning instruments. Provide brief descriptions of the psychometric properties of each instrument.
- □ A review of grading rubrics for oral presentations, group presentations, subject specific rubrics, discussion rubrics, for example Rubrics, click here
- □ A pre-course personal assessment and a post-course personal assessment of what assessment means to the student;
- □ A Mid Term Exam and Final Exam will be required.
- □ Students will provide a chapter summary and reflection of each chapter from the textbook selected for the class
- □ Students will participate in in-class discussions and presentations of text chapter summaries.
- □ Students will use eCollege for assessing resources needed for class and for uploading assignments to be graded and viewed by the class.

**Grading**

The following grading system will be used to evaluate all assignments. Assignment grades will be averaged to arrive at the final course grade.
Course References

Assessment

- *Classroom Assessment & Grading that Work* (2006) by Robert J. Marzano
- *Great Performances: Creating Classroom-Based Assessment Tasks* (1998) by Larry Lewin and Betty Jean Shoemaker
- *How to Give Effective Feedback to Your Students* (2008) by Susan M. Brookhart
- *An Introduction to Using Portfolios in the Classroom* (1997) by Charlotte Danielson and Leslye Abrutyn
- *The Learning Leader: How to Focus School Improvement for Better Results* (2006) by Douglas B. Reeves
- *The Portfolio Organizer: Succeeding with Portfolios in Your Classroom* (2000) by Carol Rolheiser, Barbara Bower and Laurie Stevahn
- *Teaching Writing in the Content Areas* (2005) by Vicki Urquhart and Monette McIver
TECHNOLOGY REQUIREMENTS

This is not an online course, however, there will be online assignments, and therefore access to eCollege and other online resources will be required.

Students will need access to the following technology: Internet Access, Microsoft Word Processing Software, Microsoft PowerPoint Software, Adobe or Foxit Reader to access PDF files.

ACCESS AND NAVIGATION

Handouts and other resources for this class may be accessed through eCollege from the University webpage.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Each student is expected to participate fully in assigned readings related to course topics, chapter presentations, discussions of current articles and all other requirements of the class. Regular attendance is necessary and will be expected of all students.

Contact instructor by email joyce_miller@tamu-commerce.edu;

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Student 92s Guide Handbook, Policies and Procedures, Conduct).

Late Work: Follow course calendar for assignment submissions. Contact the instructor should regarding circumstances which may impact on-time submissions.
All assignments are to be completed individually unless otherwise permitted by the instructor.

Attendance: The class meets from 5pm – 9pm; contact the instructor beforehand regarding absences. See the Texas A & M University-Commerce Catalog or Student Guidebook for definition of an excused absence. Communication with the instructor is expected for late arrivals or should it be necessary to leave prior to the end of class.

Scholarly and professional work is expected in this graduate course.

**University Specific Procedures:**

**ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

**COURSE OUTLINE / CALENDAR**

This course will meet from Tuesday, July 10, 2012 through Thursday, August 9, 2012; Class meetings are on Tuesdays and Thursdays from 5pm – 9pm.

The 1st two class meetings are online. You will receive instructions before the first day of class.