

EDUC 322: Educ Measurement & Assessment

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL2/EDUC/322/AEV
Semester Credit Hours:	3
Class Day(s) and Time(s):	Thursday 5:30 PM - 9:30 PM from October 21, 2019 to December 14, 2019

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Course Information

Catalog Description

The study of methods used to develop educational measurements, and the procedures used to globally assess student achievement. Included in the program of study are the development and use of standardized assessments, structured and constructed assessments, observational methods, performance assessment, portfolio assessment, affective measures, and special needs measures. Included also are the historical study of psychometry, the concepts of validity and reliability, referencing methods, and evaluation and reporting methods.

Prerequisites: EDUC 300 or EDUC 505; EDUC/PSYC 230 or 560; and admission to the Teacher Certification Program.

Textbooks

As part of TruitionSM, students will receive their course materials automatically as described below.

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of [TuitionSM](#) are responsible for purchasing their own course materials.

Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

Course Learning Outcomes

1. Applies knowledge of the theory of learning in all aspects instructional design. (2.3)
2. Recognizes diversity and the impact it has on education. (2.4)
3. Can plan learning activities to address students' prior experiences, learning styles, multiple intelligences, strengths, and needs in order to positively impact learning. (2.5)
4. Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community. (2.6)
5. Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes. (3.1)
6. Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. (3.2)
7. Understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives. (3.3)
8. Demonstrates knowledge of researched-based models of critical thinking and problem- solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. (4.1)
9. Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques. (6.1)
10. Develops sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in communication with families. (6.2)
11. Develops the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy. (6.3)
12. Has knowledge of the development, use, and analysis of formal and informal assessments. (7.1)
13. Describes, explains, and analyzes a variety of self and peer assessment strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals, and is able to teach students to set learning goals. (7.3)
14. Develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions and using higher order questioning, and uses analysis of the data to determine the effect of class instruction on individual and whole class learning. (7.4)
15. Can explain ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues, and administrators. (7.5)
16. Demonstrates a capacity to engage in a collaborative classroom/department/school data analysis process. (7.6)
17. Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students. (8.1)

18. Identifies and understands the use of an array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning. (8.2)
19. Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure. (8.3)
20. Understands school-based systems designed to address the individual needs of students by working with the cooperating teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners. (9.2)
21. Recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being. (9.3)

Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Class Participation	50	5%
Weekly Discussion Post	100	10%
Selected Response	100	10%
Constructed Response	100	10%
Performance Task	100	10%
Item Analysis	50	5%
Exams	300	30%
Final Project	200	20%
Total	1000	100%

Schedule of Due Dates

Week 1

Assignment	Points	Due
Discussion Post 1	20	Week 1

Week 2

Assignment	Points	Due
Discussion Post 2	20	Week 2

Week 3

Assignment	Points	Due
Discussion Post 3	20	Week 3
Exam 1	100	Week 3
Selected Response Test Items	100	Week 3

Week 4

Assignment	Points	Due
Discussion Post 4	20	Week 4
Constructed Response Test Items	100	Week 4

Assignment	Points	Due
Week 5		
Assignment	Points	Due
Discussion Post 5	20	Week 5
Performance Assessment Items	100	Week 5
Week 6		
Assignment	Points	Due
Item Analysis	50	Week 6
Exam 2	100	Week 6
Week 7		
Assignment	Points	Due
Exam 3	100	Week 7
Week 8		
Assignment	Points	Due
Final Project	200	Week 8
Class Participation	50	Week 8
Total Points: 1000		

Assignment Overview

Assignments

All Assignments will be due the following Monday by 3 pm.

Examinations

All Exams will be located in the Content Section of The Week Of The Exam. Place Exams in the Drop Box Section in D2L Under the titled Exam Name.

Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1: Assessments

Discussion Post 1 Weekly Discussion Post

Professor will assign a topic to respond to as a class.

Expectations of the Discussion:

1. First respond to the question that is asked of the class 300 word or more.
2. Respond to two classmates in 300 or more words.

Week 2: Learning Outcomes , Reliability and Validity

Discussion Post 2 Weekly Discussion

Post Professor will assign a topic to respond to as a class.

Expectations of the Discussion:

1. First respond to the question that is asked of the class 300 word or more.
2. Respond to two classmates in 300 or more words.

Week 3: Selected Response

Discussion Post 3

Weekly Discussion Post

Professor will assign a topic to respond to as a class.

Expectations of the Discussion:

1. First respond to the question that is asked of the class 300 word or more.
2. Respond to two classmates in 300 or more words.

Exam 1

Located Online In D2L - Quizzes Tab

Selected Response Test Items

Selected-Response Test Items (100 pts)

1. State the grade level, subject, and specific content area you plan to assess.
2. Write two learning objectives that address that content area and that can be easily assessed with selected response items. a. Remember to include all three parts of the objective – conditions, outcome, and criteria.
3. For each objective, write a true-false item, a matching item (with at least four items in the choice lists), a multiple-choice item (with at least four response options to choose from), and a completion item with a word bank.

You should have a total of 8 items.

- a. Include directions/instructions for each item and indicate the correct answer.
- b. Indicate the level of Bloom's Taxonomy for each item, with an explanation for why you believe that is the correct level.
4. Remember to follow the guidelines presented in class and in your textbook!
5. You will have one opportunity to revise and rework your items, if needed.
 - a. Revision: Full points can still be earned.
 - b. There is no Revision 2, besides your final project.

If your items still need work after

Revision 1, your grade on this assignment will be based on the quality and accuracy of Revision.

Week 4: Constructed Response

Discussion Post 4

Weekly Discussion Post

Professor will assign a topic to respond to as a class.

Expectations of the Discussion:

1. First respond to the question that is asked of the class 300 word or more.
2. Respond to two classmates in 300 or more words.

Constructed Response Test Items

Constructed Response Items Assignment (100 pts)

For this assignment, write all learning objectives and items for subjects that you are likely to teach. You can use them for your own classes later!!

1. Write a learning objective. Then write one short answer item and one restricted response item that test the objective you have written. Directions, Content Level, Blooms, and include answers.
2. Write a new learning objective that addresses a different level of Bloom's Taxonomy compared with your first learning objective. Then write one short answer item and one restricted response item that test the objective you have written.

Directions, Content Level, Blooms, and include answers.

3. Write a 3rd objective that addresses a level of Bloom's Taxonomy higher than comprehension. Then write an extended response item including directions and answers. Include a rubric for scoring your item.

***A total of 3 Objectives and 5 test items**

Week 5: Portfolios and Affective Assessment

Discussion Post 5

Weekly Discussion Post

Professor will assign a topic to respond to as a class.

Expectations of the Discussion:

1. First respond to the question that is asked of the class 300 word or more.
2. Respond to two classmates in 300 or more words.

Performance Assessment Items

Creative Problem-Solving Project (100 points):

This project is an opportunity for you to not only think about how creativity and critical thinking can be reflected in practice, but to create something that actually puts it into practice.

Specifically, you will develop a detailed lesson plan, including any relevant handouts and other resources, for an activity that encourages creative problem solving.

A great place to visit for ideas is <http://www.odysseyofthemind.com> Spend some time on this website, in particular looking at the Classroom Activities link (the Practice Problems link may also be helpful). You might also look at <http://www.eduplace.com/science/invention/overview.html> for ideas.

This activity will be for a particular grade level and a particular content area, and should include the following:

1. Introduction Begin by describing the purpose of your activity and for whom it is intended. This should address each of these questions:

- What is the content area for this activity (e.g., math, science, language arts, social studies, etc.)?
- For what grade is this intended?
- What is the overall goal – what do you hope students will gain from this experience?
- What prompted you to choose this particular activity?

This should be one page, double-spaced.

2. Lesson Plan Develop a lesson plan for this activity. I am not particular about the format of the plan (i.e., it does not have to be Madeline Hunter), but do be careful to include adequate detail, including but not limited to:

- The goals and objectives of this lesson.
- The specific activities in which you will engage students.
- A discussion of how you will assess whether the goals have been met. There is no page guideline for this section. It may be as long as is necessary for you to thoroughly describe each element of your activity.

3. **Handouts and Other Resources**

What will you provide to your students to guide them through the activity? Include a copy of each of those resources. Remember the goal of this activity is to encourage creativity and critical thinking. Those elements should be reflected in what you have students do, but it should also be evident that you have been creative and have used critical thinking skills!

Week 6: Assessments For Learning

Item Analysis

Detailed Excel Sheet for This Assignment - Professor will provide for the class.

Exam 2

Located Online In D2L - Quizzes Tab

Week 7: Standardized Test

Exam 3

Located Online In D2L - Quizzes Tab

Week 8: Final Project

Final Project

Final Project (200 pts)

For your final project you will take each of the items you have constructed throughout the course and submit them as a complete assessment. You must include your selected-response items, constructed-response items, and performance assessment. Be certain to include every necessary revision!

For each item, indicate the correct response (this is not necessary for your essay items or performance assessment), the objective for which the item corresponds (please write it in its entirety; don't just say "Objective 1"), and the level of Bloom's Taxonomy the item addresses.

Class Participation

8 Week Active Participation

+ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

! Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students,

see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's **Student Conduct Code** and **Acceptable Computing Use Policy**. Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the **Student Behavioral Misconduct Policy and Procedures**, and the Acceptable Computing Use Policy can be found in the Policy Library at ccis.edu/policies. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.