

**GRAMBLING STATE UNIVERSITY
COLLEGE OF EDUCATION**

*Protecting the heritage: Cultivating knowledgeable, skilled and compassionate educators, and community leaders in
"The Place Where Everybody is Somebody!"*

ED 328 Diagnosis and Evaluation

Dr. Kathryn Newman

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Number of Semester Hours: 3

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Fall 2009, Tues/Thurs

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Length of Course: August - December 2009

Office Hours: TBA

Address: PO Box 434, Grambling, LA 71245

Prerequisite(s):

Meeting the requirements for admission into the Teacher Education program--

- a. 2.5 Undergrad GPA
- b. Successful passage of Praxis - I (reading, writing and math).
- c. Formal application to Department of Teacher Education (accepted, application submitted or application to be submitted by midterm)

If you are lacking any of these elements, and you are **allowed to remain in the course**, I require you to participate *concurrently* in an intensive program or programs designed to assist you in meeting the criteria. These will be built into your final grade for this course. If you do not like/accept these conditions, you have the option of delaying taking the course and substituting other courses *immediately* to maintain fulltime status and assist you in meeting admission requirements for the Department of Teacher Education as set by the state of Louisiana and the University of Louisiana System. If allowed to remain in the course, your personal decision to remain in the course indicates that you have read the above conditions, and accept the conditions listed later in the syllabus in the section "*Course Requirements as Related to Course Objectives and their Corresponding Program Outcomes*".

Course Description

Develops skill in selecting, constructing, administering and interpreting instruments appropriate for assessing needs of children and youth with different learning styles. Activities involve classroom testing and development of programs.

Conceptual Framework Theme and Selected Program Outcomes for this Course

Through broad-based curricula, consisting of performance-based assessment, research-based instruction and strategic field experiences, the teacher education and educational leadership programs at Grambling State University graduates teachers and educational and community leaders. Content, professional and pedagogical knowledge, skills and dispositions enable professional educators to help all students reach their full potential. The department recognizes three strands: preparers of subject matter scholars, facilitators of learning, and enhancers and nurturers of affective behaviors.

The following program outcomes represent what teacher candidates will know and be able to do at the completion of this course as it relates to the conceptual framework:

Discussion of Program Outcomes for Each Strand

1.0 Masters of Subject Matter Content

- 1.1 Demonstrate knowledge of content that underlies professional competencies (Cognitive, Psychomotor)
- 1.2 Apply knowledge of best pedagogical practices in the instructional process. (Cognitive, Psychomotor)
- 1.4 Identify technology infusion strategies for diverse populations (Cognitive, Psychomotor)
- 1.6 Interpret and implement appropriate and multiple measures of assessment (Cognitive, Psychomotor)
- 1.7 Reflect on the value of practices, knowledge inquiry and critical thinking behaviors (Cognitive, Affective)

2.0 Skills-Facilitators of Learning

- 2.3 Devise activities that promote active involvement, critical/creative thinking and problem solving skills for all students. (Cognitive, Psychomotor)
- 2.4 Demonstrate the use of diverse experiences that incorporate the underlying philosophy of education that is multicultural across the curriculum. (Cognitive, Psychomotor)
- 2.6 Apply strategies that accommodate diverse learner needs by selecting and using appropriate resources (Cognitive, Psychomotor)
- 2.7 Analyze research that relates to strategies for promoting effective teaching and learning in a global society. (Cognitive)
- 2.10 Demonstrate an awareness of the social, cultural, political, economic and comparative context of schools and learners. (Cognitive, Affective, Psychomotor)
- 2.11 Utilize technology in planning and presenting lessons, research, and professional development (Cognitive, Affective, Psychomotor)

3.0 Dispositions- Enhancers and Nurturers of Affective Behaviors

- 3.1 Display positive self-concept development and respect for others (Affective)
- 3.3 Display sensitivity to diverse learning styles and multiple intelligences (Affective, Psychomotor)
- 3.4 Demonstrate sensitivity to the many facets of diversity. (Cognitive, Affective)
- 3.7 Display a commitment to the improvement of student learning and school improvement (Affective Psychomotor)
- 3.8 Display a classroom climate that is conducive to learning (Affective, Psychomotor)

Course Goals

One of the major components of education involves the appropriate diagnosis and evaluation of all students. Assessment involves not only the appropriate selection and creation of assessment materials, but also appropriate administration and interpretation of these results. Proper assessment facilitates proper diagnosis of strengths, weaknesses and instructional needs for regular and special education students. Student diversity and the inclusion movement will require greater awareness and analysis of assessment theory and practice. Otherwise, students of various abilities, and/or from diverse cultural, linguistic, religious, or socioeconomic backgrounds may be unfairly assessed, placed, and subsequently educated.

This course is designed to follow Bloom's Taxonomy of cognitive functioning. The first goal will be to develop a knowledge of the philosophy, theory, types of tests and techniques basic to the evaluation of students. The second major goal is to begin to develop the skills to diagnose and remediate learning/behavioral problems in students. The third goal will be to demonstrate the ability to analyze the information, pose alternate interpretations for assessment

data, design instruction according to standards and needs of students, and ultimately evaluate the final results. The activities that will be used to foster these steps include: the exposure to formal and informal testing procedures; the examination of the concept of "learning styles" and multiple intelligences; the development of informal assessment measures; the use of national, state and regional standards to guide instruction; the use of portfolio assessments in elementary, secondary, higher education and its developing use in national certification; the use of technology in organizing, and researching data and information; the selection and administration of some commonly used assessment devices; and experience in analyzing and interpreting the results (including the descriptive statistics). The candidate will be exposed not only to traditional academic and achievement measures, but will also have experience developing informal behavioral assessments and portfolio assessments. Moreover, the candidate will be expected to participate in assessment activities in schools as well as expand his/her knowledge base through outside reading.

Course Objectives and Corresponding Program Outcomes

At the end of the semester, the teacher/teacher candidate should be able to:

- A. Compare and contrast the strengths and weaknesses of formal and informal testing -- **CF 1.1** (INTASC principles 1,2,7; LCET Standards IA, IIC, IIIA, IIIB; NCATE Standards I, III, VI; NBPTS Gen. Standards I, II) CEC Standards 1, 2,4,7; NCTM Standards 2.3; **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8
- B. Define and discuss the importance of reliability (test-retest, alternate form, interrater, split half) and validity (content, curricular, instructional, and construct).--**CF 1.1** (INTASC principles 1,2,7; LCET Standards IA, IIC, IIIA, IIIB; NCATE Standards I, III, VI; NBPTS Gen. Standards I, II) CEC Standards 1, 2,4,7; **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8
- C. Complete assessment of own learning, achievement, testing requirements mastered and seek out and participate in sessions to enhance and strengthen candidate achievement **CF 3.1** (INTASC principles 2,3,5,6,9,10; LCET Standards IV,VB; NCATE I,III,IV; NBPTS Gen. Standards IV,V) CEC Standards 2,3,5,9,10 Praxis Series Mastery (all levels).
- D. List and discuss philosophical, legal and ethical issues in assessment, testing, standardized -- testing (K–university students), and evaluation. **CF 1.1** (INTASC principles 1,2,7; LCET Standards IA, IIC, IIIA, IIIB; NCATE Standards I, III, VI; NBPTS Gen. Standards I, II) CEC Standards 1, 2,4,7; **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8; **CF 1.7** (INTASC principles 1,4,6,7,9; LCET Standards IIIA,IIIB,IIIC,IVB; NCATE I,II,III,IV,V; NBPTS Gen. Standards IV) CEC Standards 4,6,7,9; **CF 2.6** (INTASC principles 1,3,5; LCET Standards IA,IIIC; NCATE I,II,III,IV ,V; NBPTS Gen. Standards I,II) CEC Standards 1,2,3,4,5,6,7,10
- E. List and discuss the assumptions and theories of assessment -- **CF 1.1** (INTASC principles 1,2,7; LCET Standards IA, IIC, IIIA, IIIB; NCATE Standards I, III, VI; NBPTS Gen. Standards I, II) CEC Standards 1, 2,4,7; **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8
- F. Compare and contrast different types of learning styles and multiple intelligences, including the ramifications for the classroom **CF 2.6** (INTASC principles 1,3,5; LCET Standards IA,IIIC; NCATE I,II,III,IV ,V; NBPTS Gen. Standards I,II) CEC Standards 1,2,3,4,5,6,7,10; **CF 2.10** (INTASC principles 1,2,3,4,5,6,7,8,9,10; LCET Standards IIIA,IIID, IVA,IVB,VA,VB; NCATE I,II,IV; NBPTS Gen. Standards IV,V) CEC Standards 2,3,4,5,6,7,9,10; **CF 3.3** (INTASC principles 1,3,5; LCET Standards IA,IIA,IIC,IIIC; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 1,2,3,4,5,6,7,9,10; Praxis PLT Topics I &II.

G. Construct and use an informal behavioral codesheet using time sampling, event recording or measuring the duration of behavior(s) of interest during ongoing informal assessments -- **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8; NCTM standards 1.5.9; Praxis PLT Topics I & II

H. Demonstrate the ability to calculate, and interpret the mean, and mode, median, t-score, z-score, standard deviation, percentile and construct a frequency chart -- **CF 1.1** (INTASC principles 1,2,7; LCET Standards IA, IIC, IIIA, IIIB; NCATE Standards I, III, VI; NBPTS Gen. Standards I, II) CEC Standards 1, 2,4,7, NCTM Standards 1.5.5, 1.5.6, 1.5.9; **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8

I. Interpret and plan for subsequent instruction using descriptive statistical data about students -- **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8; NCTM 1.5.6, 1.5.9, 2.3; **CF 2.3** (INTASC principles 1,2,3,4,5,6,7,8,9; LCET Standards IIIC; NCATE I,II,III,V; NBPTS Gen. Standards I,II,III) CEC Standards 3,4,5,6,7

J. Discuss major issues in the assessment of minorities including standards-based instruction, quality of teaching, technology access, over referral for special education, ramifications of *The Bell Curve*, etc. **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8; **CF 1.7** (INTASC principles 1,4,6,7,9; LCET Standards IIIA,IIIB,IIIC,IVB; NCATE I,II,III,IV,V; NBPTS Gen. Standards IV) CEC Standards 4,6,7,9; **CF 2.4** (INTASC principles 1,2,4,5,6,7,8,10; LCET Standards I,IIIA,IIIB,IIIC,IIID,IV; NCATE I,III,IV; NBPTS Gen. Standards I,II,V) CEC Standards 2,3,4,5,6,7; **CF 2.6** (INTASC principles 1,3,5; LCET Standards IA,IIIC; NCATE I,II,III,IV ,V; NBPTS Gen. Standards I,II) CEC Standards 1,2,3,4,5,6,7,10; **CF 2.10** (INTASC principles 1,2,3,4,5,6,7,8,9,10; LCET Standards IIIA,IIID, IVA,IVB,VA,VB; NCATE I,II,IV; NBPTS Gen. Standards IV,V) CEC Standards 2,3,4,5,6,7,9,10; **CF 3.3** (INTASC principles 1,3,5; LCET Standards IA,IIA,IIC,IIIC; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 1,2,3,4,5,6,7,9,10; **CF 3.4** (INTASC principles 1,3; LCET Standards IIA,IIC,IIIC; NCATE I,III,IV,V; NBPTS Gen. Standards I,II,III,IV) CEC Standards 2,3

K. List and critique at least two (2) standardized measures of assessment commonly used in educational settings at the level of, and in the content area of certification. **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8; **CF 2.7** (INTASC principles 6,9; LCET Standards IIB,IVA,IVB; NCATE I,II,III,IV,V; NBPTS Gen. Standards IV,V) CEC Standards 3,4,6,7,9,10

L. Identify and discuss legal decisions that have had an impact upon the assessment of children -- **CF 1.1** (INTASC principles 1,2,7; LCET Standards IA, IIC, IIIA, IIIB; NCATE Standards I, III, VI; NBPTS Gen. Standards I, II) CEC Standards 1, 2,4,7; **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8; **CF 2.4** (INTASC principles 1,2,4,5,6,7,8,10; LCET Standards I,IIIA,IIIB,IIIC,IIID,IV; NCATE I,III,IV; NBPTS Gen. Standards I,II,V) CEC Standards 2,3,4,5,6,7; **CF 2.10** (INTASC principles 1,2,3,4,5,6,7,8,9,10; LCET Standards IIIA,IIID, IVA,IVB,VA,VB; NCATE I,II,IV; NBPTS Gen. Standards IV,V) CEC Standards 2,3,4,5,6,7,9,10; **CF 3.3** (INTASC principles 1,3,5; LCET Standards IA,IIA,IIC,IIIC; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 1,2,3,4,5,6,7,9,10; **CF 3.4** (INTASC principles 1,3; LCET Standards IIA,IIC,IIIC; NCATE I,III,IV,V; NBPTS Gen. Standards I,II,III,IV) CEC Standards 2,3

M. Use and interpret internet sources and reference libraries to analyze and critique commonly used assessment instruments within selected content areas -- **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8; **CF 2.7** (INTASC principles 6,9; LCET Standards IIB,IVA,IVB; NCATE

I,II,III,IV,V; NBPTS Gen. Standards IV,V) CEC Standards 3,4,6,7,9,10; **CF 2.11** (INTASC principles 4,5,6,7,8,9,10; LCET Standards IA,IIA,IIIA,IIIC,IIID,IV,VA,VB; NCATE I,II,V; NBPTS Gen. Standards II,IV,V) CEC Standards 3,4,5,6,7,9,10

N. Discuss how the presence of a disability affects learning performance. **CF 1.4** (INTASC principles 1,2,3,4,5,6,8,9; LCET Standards IIIA; NCATE I,II,III, IV,V, VI; NBPTS Gen. Standards I) CEC Standards 2,4,5,6,7,8; **CF 1.6** (INTASC

principles 1,4,6,7,8; LCET Standards IA,IIA,IIIB,IIIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8; **CF 2.4** (INTASC principles 1,2,4,5,6,7,8,10; LCET Standards I,IIA,IIIB,IIIC,IIID,IV; NCATE I,III,IV; NBPTS Gen. Standards I,II,V) CEC Standards 2,3,4,5,6,7; **CF 2.6** (INTASC principles 1,3,5; LCET Standards IA,IIIC; NCATE I,II,III,IV ,V; NBPTS Gen. Standards I,II) CEC Standards 1,2,3,4,5,6,7,10; **CF 2.10** (INTASC principles 1,2,3,4,5,6,7,8,9,10; LCET Standards IIIA,IIID, IVA,IVB,VA,VB; NCATE I,II,IV; NBPTS Gen. Standards IV,V) CEC Standards 2,3,4,5,6,7,9,10; **CF 3.3** (INTASC principles 1,3,5; LCET Standards IA,IIA,IIIC,IIIC; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 1,2,3,4,5,6,7,9,10; **CF 3.4** (INTASC principles 1,3; LCET Standards IIA,IIIC,IIIC; NCATE I,III,IV,V; NBPTS Gen. Standards I,II,III,IV) CEC Standards 2,3

O. Discuss how cultural, religious, or gender diversity may affect either learning performance or teachers' perceptions of learning performance, as well as strategies for remediating or compensating for either the performance (or the perception) -- NCTM Standards 2.1; **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIA,IIIB,IIIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8; **CF 1.2** (INTASC principles 1,2,7; LCET Standards IA, IIC, IIIA, IIIB; NCATE Standards I, III, VI; NBPTS Gen. Standards I, II) CEC Standards 1, 2,4,7; **CF 1.7** (INTASC principles 1,4,6,7,9; LCET Standards IIIA,IIIB,IIIC,IVB; NCATE I,II,III,IV,V; NBPTS Gen. Standards IV) CEC Standards 4,6,7,9; **CF 2.4** (INTASC principles 1,2,4,5,6,7,8,10; LCET Standards I,IIIA,IIIB,IIIC,IIID,IV; NCATE I,III,IV; NBPTS Gen. Standards I,II,V) CEC Standards 2,3,4,5,6,7; **CF 2.6** (INTASC principles 1,3,5; LCET Standards IA,IIIC; NCATE I,II,III,IV ,V; NBPTS Gen. Standards I,II) CEC Standards 1,2,3,4,5,6,7,10; **CF 2.10** (INTASC principles 1,2,3,4,5,6,7,8,9,10; LCET Standards IIIA,IIID, IVA,IVB,VA,VB; NCATE I,II,IV; NBPTS Gen. Standards IV,V) CEC Standards 2,3,4,5,6,7,9,10; **CF 3.3** (INTASC principles 1,3,5; LCET Standards IA,IIA,IIIC,IIIC; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 1,2,3,4,5,6,7,9,10; **CF 3.4** (INTASC principles 1,3; LCET Standards IIA,IIIC,IIIC; NCATE I,III,IV,V; NBPTS Gen. Standards I,II,III,IV) CEC Standards 2,3

P. Demonstrate how assessment information can be translated into educational intervention via follow-up lessons, individualization for students, IEP, IFSP, ITP -- NCTM Standards 2.1, 2.3, 2.4 ; Praxis PLT Topics I & II; **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIA,IIIB,IIIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8; **CF 2.3** (INTASC principles 1,2,3,4,5,6,7,8,9; LCET Standards IIIC; NCATE I,II,III,V; NBPTS Gen. Standards I,II,III) CEC Standards 3,4,5,6,7

Q. Demonstrate appropriate modifications of materials, content or methods within the area of certification to meet developmental levels, exposure, interests, ages and abilities of students -- **CF 1.2** (INTASC principles 1,2,7; LCET Standards IA, IIC, IIIA, IIIB; NCATE Standards I, III, VI; NBPTS Gen. Standards I, II) CEC Standards 1, 2,4,7; **CF 1.4** (INTASC principles 1,2,3,4,5,6,8,9; LCET Standards IIIA; NCATE I,II,III, IV,V, VI; NBPTS Gen. Standards I) CEC Standards 2,4,5,6,7,8; **CF 2.3** (INTASC principles 1,2,3,4,5,6,7,8,9; LCET Standards IIIC; NCATE I,II,III,V; NBPTS Gen. Standards I,II,III) CEC Standards 3,4,5,6,7; **CF 2.4** (INTASC principles 1,2,4,5,6,7,8,10; LCET Standards I,IIIA,IIIB,IIIC,IIID,IV; NCATE I,III,IV; NBPTS Gen. Standards I,II,V) CEC Standards 2,3,4,5,6,7; **CF 2.10** (INTASC principles 1,2,3,4,5,6,7,8,9,10; LCET Standards IIIA,IIID, IVA,IVB,VA,VB; NCATE I,II,IV; NBPTS Gen. Standards IV,V) CEC Standards 2,3,4,5,6,7,9,10; NCTM Standards 2.1, 2.3, 2.4, 2.7; **CF 3.3** (INTASC principles 1,3,5; LCET

Standards IA,IIA,IIC,IIIC; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 1,2,3,4,5,6,7,9,10; **CF 3.4** (INTASC principles 1,3; LCET Standards IIA,IIC,IIIC; NCATE I,III,IV,V; NBPTS Gen. Standards I,II,III,IV) CEC Standards 2,3; **CF 3.7** (INTASC principles 1,2,3,4,5,6,7,8,9,10; LCET Standards IIA,IIC,IIIC,VA,VB; NCATE I,II,III,IV,V,VI; NBPTS Gen. Standards I,II,IV) CEC Standards 2,3,4,5,6,7,8,10

R. List and discuss desired qualities in portfolio and performance assessments -- **CF 1.1** (INTASC principles 1,2,7; LCET Standards IA, IIC, IIIA, IIIB; NCATE Standards I, III, VI; NBPTS Gen. Standards I, II) CEC Standards 1, 2,4,7; **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8

S. Use problem-based learning and current research to practice diagnosing learning hindrances, evaluating informal assessments for usefulness and developing multiple and alternate methods to address learner needs-- **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8; **CF 3.7** (INTASC principles 1,2,3,4,5,6,7,8,9,10; LCET Standards IIA,IIC,IIIC,VA,VB; NCATE I,II,III,IV,V,VI; NBPTS Gen. Standards I,II,IV) CEC Standards 2,3,4,5,6,7,8,10Praxis PLT Topics I &II.

T. Using state standards, benchmarks, curricula or specialized professional association guidelines, and/or results from formal assessments for hypothetical students, evaluate the learning climate then use that knowledge to create and evaluate unit and lesson plans for diverse groups -- NCTM Standards 2.4, 2.3, 2.1; NCTE Standards 4.12; **CF 1.2** (INTASC principles 1,2,7; LCET Standards IA, IIC, IIIA, IIIB; NCATE Standards I, III, VI; NBPTS Gen. Standards I, II) CEC Standards 1, 2,4,7; **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8; **CF 2.4** (INTASC principles 1,2,4,5,6,7,8,10; LCET Standards I,IIIA,IIIB,IIIC,IIID,IV; NCATE I,III,IV; NBPTS Gen. Standards I,II,V) CEC Standards 2,3,4,5,6,7; **CF 2.6** (INTASC principles 1,3,5; LCET Standards IA,IIIC; NCATE I,II,III,IV ,V; NBPTS Gen. Standards I,II) CEC Standards 1,2,3,4,5,6,7,10; **CF 3.7** (INTASC principles 1,2,3,4,5,6,7,8,9,10; LCET Standards IIA,IIC,IIIC,VA,VB; NCATE I,II,III,IV,V,VI; NBPTS Gen. Standards I,II,IV) CEC Standards 2,3,4,5,6,7,8,10; **CF 3.8** (INTASC principles 5,6; LCET Standards IIA,IIC; NCATE I,II,III,IV,V,VI; NBPTS Gen. Standards I,II,III,IV) CEC Standards 2,3,4,5,6,7

U. Use the internet to explore and evaluate an "electronic bibliography" of useful websites and software -- **CF 2.11** (INTASC principles 4,5,6,7,8,9,10; LCET Standards IA,IIA,IIIA,IIIC,IIID,IV,VA,VB; NCATE I,II,V; NBPTS Gen. Standards II,IV,V) CEC Standards 3,4,5,6,7,9,10; NCTM Standards 2.6; NCTE Standards 4.1

V. Use technology to dialog about issues, plan for diverse populations, respond to case studies, develop gradebooks, research and present assessment information -- **CF 1.4** (INTASC principles 1,2,3,4,5,6,8,9; LCET Standards IIIA; NCATE I,II,III, IV,V, VI; NBPTS Gen. Standards I) CEC Standards 2,4,5,6,7,8; **CF 2.7** (INTASC principles 6,9; LCET Standards IIB,IVA,IVB; NCATE I,II,III,IV,V; NBPTS Gen. Standards IV,V) CEC Standards 3,4,6,7,9,10; **CF 2.10** (INTASC principles 1,2,3,4,5,6,7,8,9,10; LCET Standards IIIA,IIID, IVA,IVB,VA,VB; NCATE I,II,IV; NBPTS Gen. Standards IV,V) CEC Standards 2,3,4,5,6,7,9,10; **CF 2.11** (INTASC principles 4,5,6,7,8,9,10; LCET Standards IA,IIA,IIIA,IIIC,IIID,IV,VA,VB; NCATE I,II,V; NBPTS Gen. Standards II,IV,V) CEC Standards 3,4,5,6,7,9,10.

W. Use problem-based learning and case study approach to practice diagnosing learning problems and developing multiple and alternate strategies to address learner needs -- **CF 1.2** (INTASC principles 1,2,7; LCET Standards IA, IIC, IIIA, IIIB; NCATE Standards I, III, VI; NBPTS Gen. Standards I, II) CEC Standards 1, 2,4,7; **CF 1.6** (INTASC principles 1,4,6,7,8; LCET Standards IA,IIB,IIIB,IIC,IV, IIID; NCATE I,II,III,IV,V; NBPTS Gen. Standards I,II,III) CEC Standards 4,6,7,8Praxis PLT Topics I &II; **CF 2.6** (INTASC principles 1,3,5; LCET Standards IA,IIIC; NCATE I,II,III,IV ,V; NBPTS Gen. Standards I,II) CEC Standards 1,2,3,4,5,6,7,10; **CF 2.10** (INTASC principles 1,2,3,4,5,6,7,8,9,10; LCET Standards IIIA,IIID, IVA,IVB,VA,VB; NCATE I,II,IV; NBPTS Gen.

Standards IV,V) CEC Standards 2,3,4,5,6,7,9,10; **CF 3.7** (INTASC principles 1,2,3,4,5,6,7,8,9,10; LCET Standards IIA,IIC,IIIC,VA,VB; NCATE I,II,III,IV,V,VI; NBPTS Gen. Standards I,II,IV) CEC Standards 2,3,4,5,6,7,8,10

Course Content

Including, but not limited to the following:

A. Legal issues for assessing students in inclusive populations

1. Legal mandates general and diverse (including special education and/or linguistically diverse) populations

2. Assessment for identification (special education and limited English proficient students)

3. Assessment Problems

4. Accommodations for linguistic, cognitive, experiential, behavioral and/or sensory differences

B. Assumptions and foundations of assessment

1. Basic assumptions of assessment

2. Validity and Reliability

a. Type , calculation, and interpretation

b. Issues in validity and reliability

c. Threats to validity and reliability

d. Testwiseness—what is the effect?

3. Types, selection and applications

4. Fairness, alignment, practicality & efficiency

5. Assessment before instruction

a. Records, interpretation, high-quality preinstructional assessment

b. Teacher expectations

C. Technical Aspects of Preliminary and Formative Assessments

1. Selection of Assessment tools

a. Criteria of the selection of assessment tools

b. Evaluating technical quality

c. Test Scores and other assessment results

d. Promoting nonbiased assessment

2. Understanding, writing and evaluating behavioral, performance aka instructional objectives and goals

a. Bloom's Taxonomy

b. Multiple intelligences & learning styles

c. Analyzing prerequisites for performance

d. Building task specifications (instructional objectives)

2. Standardized Tests

a. Preparation for testing

b. Test Administration

c. Observation of Test Behavior

d. Scoring the test

e. Interpreting test results

f. Avoiding bias in testing

3. Informal Assessment -- Developing, Analyzing, Evaluating and Communicating Student Progress

a. Observation, work sample analysis, and task analysis

b. Curriculum-based measures

c. Interpreting informal assessment results

d. Avoiding bias in informal assessment

e. Task analysis, item analysis, distractor analysis

- f. Portfolio assessment
- g. Performance assessments
- 4. The role of assessment in Teaching
 - a. Integrating instruction & assessment
 - b. Definitions, trends & issues in classroom assessment
- 5. Analyzing and interpreting formal and informal assessments for diverse populations
 - a. Ethnicity, gender, regional, socioeconomic, religious
 - b. Ability incl. absence or presence of disability
 - c. Developmentally appropriate practice--applications to assessment, evaluation, instruction, and intervention
- 6. Learning targets & standards
 - a. Goals vs. objectives
 - b. Standards-based instruction
 - c. Types & sources of learning targets
 - d. Criteria for selecting learning targets & standards
- D. Types of Diagnostic and Evaluative Tools
 - 1. Essay Tests and Short Answer Tests
 - a. Construction
 - b. Scoring
 - c. Considerations in construction
 - d. Advantages and disadvantages
 - e. Qualities desired
 - 2. Multiple-Choice Tests and True-False Tests
 - a. Construction
 - b. Scoring
 - c. Considerations in construction
 - d. Advantages and disadvantages
 - e. Qualities desired
 - 3. Portfolio Assessments
 - a. Construction
 - b. Organization and contents
 - c. Scoring
 - c. Advantages and disadvantages
 - 4. Performance and authentic assessments
 - a. Characteristics and categories
 - b. Qualities desired
 - c. Advantages and disadvantages
 - d. Scoring
 - 5. Adapting types of assessments to diverse populations:
 - a. age (e.g., infant-toddler, preschool, elementary, secondary, postsecondary-age, adult)
 - b. ability and/or exposure levels
 - c. exceptional populations
 - 6. Assessing affective traits and dispositions
 - a. Observed vs. "true" traits and dispositions -- the problem with perception
 - b. Methods
- E. Descriptive statistics (for analyzing/interpreting assessment results)
 - 1. Normal curve and its assumptions
 - 2. Mean, median & mode

3. Standard deviation

4. Percentile, NCE scores, T-scores, z-scores frequency charts, stanine, range, grade equivalent scores

5. Interpreting standard scores

F. Standardized Tests

1. Norms--the importance of being aware of upon whom the test was developed

2. Discussing the assumptions and limitation of using descriptive statistics

3. Investigating commonly used standardized tests—using professional lit. to assist in the critique of such tests as: Peabody Individual Achievement Tests, Wide Range Achievement Test–Revised, Battelle Developmental Screening and Inventory, Adaptive Behavior Scale and/or Vineland Social Maturity Scale, Peabody Picture Vocab. Test, Test of Practical Knowledge, and/or Test of Nonverbal Intelligence.

4. Each test will be evaluated for the following:

a. Intended audience

b. Administration

c. Basal & Ceiling Scores

d. Interpretation

e. Critique--including advantages, problems and possible modifications for using the test with diverse populations

5. Using reference information to select "best" formal assessment

G. Testwiseness, ethics and standards

1. Considerations in determining testwiseness of students

2. What is the importance of understanding testwiseness

a. Threats to reliability and validity

b. Testwiseness & Indiv. & Group tests of intellectual performance, achievement and aptitude

c. Effects of exposure

d. Testwiseness and differing cultural, linguistic and ability groups

e. Achievement vs. Aptitude

f. Teaching testwiseness to different age groups including: Preschool, Elementary, Secondary, University, Vocational Students

H. Application of Assessment Results

1. Interpreting, reporting and using Assessment data

a. General guidelines for reporting assessment results

b. Reporting background information

c. Reporting current assessment results

d. Grading

e. "Fairness" in multicultural concerns

2. Monitoring and Evaluating the Instructional Program

a. Rationale

b. Areas for Evaluation

c. Collecting Data

d. Analyzing and Reporting Data

e. Using and interpreting national, regional and state standards

f. Error analysis and the reteaching process-- developing effective strategies to advance learning

g. Grading & reporting progress to students and caregivers

3. Current Issues and Future Trends

a. Technical adequacy

- b. Nondiscriminatory assessment
 - (1). Culturally, linguistically diverse groups
 - (2). Groups with differing ability levels
- c. Aptitude tests at the higher education level
- d. Minimum Competency Testing,
- e. Computer Applications
- f. Assessment Ethics
- g. High stakes testing
- h. Using, assessing and evaluating state standards, benchmarks and curricula
- I. Technology CBT, gradesheets and databases
 - 1. Evaluating advantages and disadvantages of computer based testing
 - 2. Using Internet and Library on-line services for securing further information on assessment
- J. Professional Literature & Current Issues
 - 1. Abstract articles from professional journals on assessment issues/trends
 - 2. Analyze & evaluate books, articles & controversies that will have impact upon student assessment and interpretation, especially those of diverse origins and/or experiences

Course Requirements as Related to Course Objectives and their Corresponding Program Outcomes

- 1. Secure and read all texts and readings (All objectives)
- 2. Attend, and actively and positively participate in **all** class activities, whether F2F or electronically (All objectives) **MANDATORY** attendance *See the latest copy of the Grambling State University Student Handbook for verification*
- 3. Complete all assigned homework assignments and submit them during the class period in on the date due *If you cannot come to class, either e-mail it or postmark it on the day it is due, and it will be graded without penalty. After 24 hours, please attach an "Acknowledgement of Late Assignment Form", and hope for the best. Please see the latest copy of the Grambling State University Student Handbook for verification* (all objectives)
- 4. Discuss issues, cases, ideas, problems with assessment (Objectives A-F, J, L, N,O, R, W)
- 5. Demonstrate use of technology to enhance learning and teaching (Objectives M,T,U,V)
- 6. Construct and use a behavioral assessment (Objective G)
- 7. Demonstrate methods of planning, assessing and remediating learning either hypothetically or with children in certification area (Objectives P,Q,R,S,W)
- 8. Use and interpret basic descriptive statistics and formal assessment (Objectives H,I,K, M)
- 9. Participate in Praxis II Prep sessions (e.g., PLT, Elementary 0014, Special Education, Early Childhood, all levels K-12 and secondary content certifications) and complete these activities (all objectives)
- 10. Those who are in the class w/o having passed all parts of Praxis -I are working from a deficit as evidenced by Test #1. To make up this deficit, you must spend ≥ 20 hrs. using the PLATO software in the Praxis lab, test prep software in Brown Hall or demonstrate attendance and participation in at least 7 sessions of ED 208 or ED 209, if offered for each part lacking. These hours must be completed by the 12th week of class.**

Student Evaluations

- Test: Documentation of Praxis I passage (reading, writing, math) and 2.5 GPA 150 pts.**
- Class attendance and participation (both class sessions & spec. activities) 35 pts.
- Quiz 20 pts. each
- Individual & Group presentations up to 50 pts
- Participation in all Praxis PTL and Content study sessions/activities 50 pts.**
- Minijob (behavioral research project) 40 pts each

Abstract(s) 20 pts each
Homework and/or study guides chapters/activities 15 pts.ea. (approx ≥ 10)
Mismeasure of Man/Bell Curve readings and write-up 40 pts
Creating a gradebook 20 pts.
Midterm 100 pts.
15 OP Hours and write up of activities (a part of the final) 50 pts.
Final 100 pts. total

As stated above, you will receive these points automatically if you can prove that you've **passed this section of the Praxis or corresponding sections of the NTE or PRAXIS ***and*** have ≥ 2.5 GPA as required by the state of Louisiana.

Grades:

A = 90–100% of total points available
B = 80–89% of total points available
C = 70–79% of total points available
D = 60–69% of total points available
F = less than 60% of total points available

Cautions About Plagiarism or Not Doing Your Own Work

As always, any work, paper or presentation that copies from the text, book, article, or person without adequate citation is considered plagiarism and any plagiarism that I find will be given a failing grade-- at least, up to any penalties sanctioned in the Student Handbook for Grambling State University. Any reports must be summarized—neither read nor copied from the book. In short, DO YOUR OWN WORK! It is not acceptable to use a friend's work, and put your name on it--that is also plagiarism.

Changes within Course

As the instructor of the course, I reserve the right to amend the course to meet the needs of the class.

Assurance Statement

Grambling State University adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with the Student Intervention Resource Center (Special Services Facilitator) and contact me by the beginning of week #4 to arrange for appropriate accommodations.

Class Format, Reflection Process and Teaching Strategies Used in this Course

The course will consist of, but is not limited to the following:

Lecture
Large and small group discussion
Case studies
Internet research/presentations
Simulation
Field experiences

Technology Infused into This Course

This course will use Overheads, powerpoint, internet research (e.g., state demographic information about PK-12 schools), and technology skills demonstrations (gradebooks),

References

Textbook:**Textbooks:**

McMillan, J.H. (2007). *Classroom assessment: Principles and practice for effective standards-based instruction*. Boston: Pearson.

Gould, S.J. (1981). The hereditarian theory of IQ. *The mismeasure of man*. New York: W.W. Norton & Company.

Other references:

Birrell, J.R., (Summer, 1995). When white teachers feel like outsiders in school. *Kappa Delta Pi Record*, 163.

Cohen, L.G., & Spenciner, L.J. (2003). *Assessment of children and youth with special needs* (2nd ed.). Boston: Allynand Bacon.

Danielson, C. (1996). *Enhancing professional practice*. Alexandria, VA: ASCD.

Danielson, C., & McGreal, T.L. (2000) *Teacher evaluation to enhance professional practice*. Alexandria, VA: ASCD / ETS.

Herrnstein, R.J., & Murray, C.A. (1994). *The bell curve: Intelligence and class structure in American life*. New York: The Free Press.

Ladson-Billings, G. (1994). *The dreamkeepers*. San Francisco: Jossey-Bass.

Overton, T., (2003). *Assessment in special education* 4th ed. Upper Saddle River, NJ: Prentice-Hall.

Payne, D.A. (2003). *Applied educational assessment 2/e*. Belmont, CA: Wadsworth/Thomson Learning.

Popham, W.J. (2002). *The truth about testing*. Alexandria, VA: ASCD.

Salvia, J., Ysseldyke, J.E., & Bolt, S. (2007). *Assessment in special and inclusive education* (10th ed.). Boston: Houghton Mifflin Co.

Course Outline and Assignment Due Dates Fall:

**** Means these assignments may need to be submitted electronically for the Assessment System so keep them on a flashdrive, or disk! They are to be turned in, graded, then *corrected/enhanced if necessary before uploading*. The grades will reflect the corrected grade when uploaded. Failure to upload will result in a grade of zero!

There will be study guide questions with most/all chapters and readings. The study guide will be on Blackboard for downloading and use. These are due the day that the chapter is covered! Unless noted, turn these in as *hardcopies!!!*

Foundation: Vocabulary, Concepts Validity and Reliability

WK 1 8/18 & 8/20

Overview of course, texts, requirements; Preface–Introduction. Vocabulary; OP placement request due;

WK 2 8/25 & 8/27

Test #1 worth 150 pts Present in your passing scores from your Praxis I exam as verified by Mrs. Genevia Jones. Ch 1 McMillan *The role of assessment in teaching*; Ch. 1 questions due

Review of vocabulary used. Assumptions about testing--questions + case study;

The Backwards Design Movement-- Wiggins & McTighe (1998); Tenets of Universal Design.

Pass out Vocabulary A-Z from Kenneth Moore (gen. teaching)

WK 3 9/1 & 9/3

Tues-- ******Homework: Fundamentals of assessment responses due for uploading onto GSU Electronic Assessment System Due** Thurs: Discussion of Ch 2--Worthen & Ch 2 McMillan text--*Learning targets and standards--review of levels of Bloom & Gagné* also READING from *Educational Leadership* "When the test says you're not so smart" (April 2008); **Questions from the 2 ch 2s are due.**

WK 4 9/8 & 9/10

Tues: Review of case study format (for high stakes; Ch 3 *High quality Classroom Assessment*. Ch 3 questions due
Thurs: Quiz #1-- Vocabulary, assumptions, Ch 1-2; Ch 1 of *Mismeasure of Man* on Thursday. **in-class exercise on validity & reliability issues affecting student performance;**

Standardized Tests and Statistics

WK 5 9/15 & 9/17

Ch 4 McMillan *Assessment Before Instruction* Designing lessons and tests for assessing student potential. -- As a counterpoint to understanding validity and reliability, read ch 2 of *Mismeasure of Man* and be prepared to discuss **Tech Assignment #1 due** When assigned to a school, research and printout the state's profile for it, paying attention to the subgroup assessment demographics (www.doe.state.la.us); DISCUSS or TEST

WK 6 9/22 & 9/24

Tues: Given Out--Ch2 From Worthen text: Assessing special populations, the IEP and legal issues in assessment **Abstract on current issue in student or teacher assessment affecting African-American, other minority, or ELL youth in your certification area due on Thursday with original article;** Quiz #2 A-M Vocabulary from both Kenneth Moore (Norm-referenced)

Thurs: Discussion of Worthen article *and* Ch 11 *Assessing students with special needs in inclusive settings*. Study questions due.

WK 7 9/29 & 10/1

Tues: Ch 13 Administering and interpreting standardized and state standards-based tests. Mean, median, Mode, and assumptions of the normal curve The Standard Deviation & using it to Interpret Scores;;

Tech Assign 2 due-- 1. standards from your prof. organization(s) and 2. PRAXIS PLT and Content Area(s) plus reflections;

Thurs: Computing z-score, t-score, interpreting NCE score and the standard error of measurement; **Computing & Interpreting** Percentile Ranks, Grade-Equivalent Scores, and other norm-referenced scores. As a counterpoint to applying statistical knowledge, read ch 3 of *Mismeasure of Man* and be prepared to discuss

******In-class exercise, then homework on diagnosing strengths, weaknesses and trends using standard scores**

WK 8 10/6 & 10/8

Tues: Review and catchup--remember, there are NO dumb questions (unless this is your first time attending class!)

MIDTERM on Thurs. Covers first half of class (1-1:45); Ch 5 *Formative assessment: Assessing and promoting student progress during instruction.*

WK 9 10/13 & 10/15

Tues--post-mortem on midterm,*Mismeasure of Man Ch 4*; Finishing Ch 13 **Formal and Informal Assessments--library exercise** Evaluating group tests activity using *Test Critiques*, *Tests in Print* and catalogs;

Thurs. Ch 6 McMillan-- *Objectively scored assessments of knowledge and simple understanding: completion, short-answer, and selected-response items.* Ch 5 & 6 questions due

Designing and Scoring student performance*

WK 10 10/20 & 10/22

Ch 7 McMillan *Selected -response, short-answer, and essay items: Assessing deep understanding and reasoning* Ch 7 questions due; **Exercise on diagnosing problems that hinder student performance** (Quiz #5-- Educational Vocab N-Z from Moore and Popham)

** Writing a report on the selection of a formal (standardized test) using *Test Critiques*, *Tests in Print* and catalogs for information--due electronically

WK 11 10/27 & 10/29

Ch 8 McMillan *Performance assessments: assessing deep understanding, reasoning, and skills.* Ch 8 questions due.

In-class exercise brainstorming for ideas to promote knowledge, deeper understanding and reflection; **Individual and/or group presentations on teaching and learning areas of Praxis II Content Knowledge areas, according to cert. area.**

In-class case study for PLT and Special Education practice, 1-2 others for HWKAs a counterpoint to understanding designing and scoring performances,, read ch 5 of *Mismeasure of Man* and be prepared to discuss

WK 12 11/3 & 11/5

Tues: Ch 10 McMillan *Assessing affective traits and dispositions* **start thinking about your minijob**

DIBELS introduction; ch 10 questions due

WK 13 11/10 & 11/12

Tues: Ch 9 McMillan *Portfolios: Assessing understanding reasoning, skills & products.* Ch 9 questions due

Thurs: MinijobActivity involving time sampling, duration, intensity coding designing and using codesheets;

Minijob—design and use an informal behavior chart for measuring at least 5 behaviors (or 5 levels of one behavior) of adults. Be sure to observably define all of your variables and behaviors so that another observer could also use your scale without consulting with you. Measure at least 20 minutes worth of behavior.

Write-up (3 – 5 pages DS typed on Computer) plus your codesheet due following Tuesday.

******Continuing with designing informal assessment for a variety of tasks--which is best for what? Case study exercise**

Course Grades and Issues in Assessment

WK 14 11/17 & 11/19

Tues: Reteaching strategies--RTI, using multiple intelligences and learning styles to assist in the learning process Content area testing!-- What do you need to do to prepare for your Content area tests in Praxis II?

Thurs: Review results and brainstorm resources to assist you.

WK 15 11/24

Thurs: NO CLASS.

WK 16 12/1

Last day of class on 12/2. **Tech Assignment #3-- creating a gradebook following a set of instructions** Ch 12 McMillan *Grading and reporting student performance*. Ch 12 questions due. Thursday is the Reading Period.
******OP assignments and minijob due-- submitted to me electronically**

WK 17

FINAL EXAM See the Exam Schedule -- www.gram.edu for time and day!!!

Yes I am being a @#\$% about the Praxis exam. That is my job to get you prepared. These Praxis requirements and my requirements are not a GSU plot to keep you away from candidacy, Seminar, Student Teaching and Graduation. These are STATE requirements. . . The state says that *it* does not require you to complete all parts, but all universities are *graded* on the percentage and now number of their candidates who pass all parts of the exam. Furthermore, the unit's existence, funding, ranking and accreditation are tied to this report. . . by the state and the nation. So Think About It . . .

Also, If I have time, I'll offer study sessions for the Elementary Content Knowledge 0014 which all PK-3, Elementary 1-5, and Special Education majors have to take. If I do, you'll be required to come and participate. To get a head start, past candidates have found that McGraw-Hill's GED book with the CD-ROM is very, very helpful especially in science and social studies. I'll be using that one in the study sessions, and it is <\$25-- as opposed to taking the 0014 more times than you really need to take it.

* On reserve in either the library (main desk)

** I refer to the readings by author; hence, McMillan = your main text, etc.

**** to be uploaded on TASKSTREAM when available