## COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EDF 3430</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section:</td>
<td>002</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>None</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3</td>
</tr>
<tr>
<td>College:</td>
<td>College of Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Department of Secondary Education and Foundations</td>
</tr>
<tr>
<td>Supplies:</td>
<td>N/A</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Dr. Endya B. Stewart</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>GECB-103; Tuesday and Thursday, 9:30 a.m. – 10:45 a.m.</td>
</tr>
<tr>
<td>Office Location:</td>
<td>GECB-204</td>
</tr>
<tr>
<td>Telephone:</td>
<td>850-561-2710</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:endya.stewart@famu.edu">endya.stewart@famu.edu</a></td>
</tr>
</tbody>
</table>

### Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 4 p.m.</td>
<td>1 – 4 p.m.</td>
<td>9 – 1 p.m.</td>
<td>By appt.</td>
<td>By appt.</td>
</tr>
</tbody>
</table>

### Description of Course

This is an undergraduate course for prospective teachers. This course, with assessment as its primary focus, includes understanding the content measured by state tests and using data to improve student learning.

### Purpose of Course

This course will provide students with skills and knowledge in designing and developing assessment instruments, analyzing tests, and using the results to guide instructional decision-making in grades K-12 and to improve student learning. Furthermore, this course will prepare prospective teachers in the area of evaluation, recording and reporting procedures, and in analyzing and interpreting student achievement results using educational technology.
Overall Goals of the Course

This course focuses on understanding standardized tests. Upon completion of this course, successful students will demonstrate proficiency related to the Florida’s Educator Accomplished Practices: Assessment. Following are some of the sample key indicators for Assessment. Accomplished educators are expected to:

- Employ performance-based assessment strategies to determine students’ performance of specified outcomes and to modify subsequent instruction.
- Maintain observational and anecdotal records to monitor students’ development.
- Use data from various informal and standardized instruments to plan instruction.
- Review assessment data concerning the students so as to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths.
- Communicate individual student progress based upon appropriate indicators to the student, families, and colleagues.

The goals of this course are:

- To enable students to select and use valid and reliable assessments for specific purposes (e.g., screening, diagnosis, progress monitoring, or outcomes).
- To enable students to analyze and interpret classroom assessment data to improve instruction and outcomes in grades K-12.
- To provide students with practical examples and suggestions for classroom assessment.
- To enable students to recognize basic measurement terms.
- To enable students to develop technically sound written and alternative assessments.
- To enable students to calculate and interpret descriptive statistics and item analysis.
- To enable students to analyze scores and interpret students’ results of teacher-made tests and standardized tests.

FAMU Professional Education Unit Conceptual Framework

THE CONCEPTUAL FRAMEWORK: AN EXEMPLARY PROFESSIONAL

The conceptual framework of the Professional Education Unit (PEU) at Florida A&M University may be described as an integrated approach to providing educational experiences that result in exemplary professional educators. The term "exemplary" describes the kind of graduates the unit strives to produce. Educational experiences include courses, clinical experiences, and support services, all of which are interrelated and integrated and have several strands or emphases that pervade them. The integrated approach of the PEU’s conceptual framework is comprised of the component activities and cross-curricular themes described below and illustrated in the following diagram.

Although program components appear as self-contained "orbits" on the diagram, all are dependent on and integrated with each other as to program design, implementation, and evaluation.
The preparation of an exemplary professional at FAMU will be guided and characterized by certain essential measurable qualities (outcomes) as defined in the:

- Educator Accomplished Practices specified by the Florida Education Standards Commission,
- Florida Essential Teaching Competencies identified by the Florida Department of Education,
- Competencies and domains identified by the Florida Council for Educational Management, and
- Competencies set forth by the national specialty organizations for each program in the unit.

The conceptual framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists, practitioners, and developmental theorists. Concepts from these writers and from learned societies for each area of education help form the knowledge base from which the unit gets the curriculum components and principles of its conceptual framework.

In response to Florida's demand for accountability from their public schools, the 1997 State Legislature created the Florida System of School Improvement and Accountability, which is designed to improve student performance. The Professional Education Unit, in response to this initiative, strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who will assist students in meeting the Florida Sunshine State Standards.

Below are the appropriate Florida A&M University Professional Education Unit Conceptual Framework (CF) theme(s) addressed in this course. Knowledge (K), skills (S), and dispositions (D) are noted. In addition, corresponding Florida Educator Accomplished Practices Standards (F) and Interstate New Teacher Assessment and Support Consortium Standards (I) are provided for each theme.

**CF 2: TECHNOLOGY**

Through this focal area, the FAMU professional education candidate will:

| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1,4,10,12 | I: 6,7 |
CF 4: CRITICAL THINKING
Through this focal area, the FAMU professional education candidate will:

| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1,4 | I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

CF 5: PROFESSIONALISM
Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |

Behavioral Objectives

The following course objectives include Conceptual Framework and Florida Educator Accomplished Practice principles addressed during this course. For further details refer to the Course Schedule (and/or appendices). Upon completion of this course, students will be able to:

- Complete and act upon self-assessment instruments (oral and written) given in the classroom. (CF-4; FEAP-1, 3)
- Identify current issues in the field of education and develop positions and solutions. (CF-5; FEAP-3)
- Develop an understanding of education in a social context with emphasis on social movements, culture, governance and law. (CF-1; FEAP-5)
- Develop an understanding of teaching as a profession and the role of the teacher (CF-5; FEAP-3, 7)
- Develop an understanding of the fluid nature of curriculum and curriculum development with emphasis on technology, diversity, and instructional strategies. (CF-5; FEAP- 8, 11)
- Demonstrate mastery of computer software applications and use of proper grammar by preparing written and oral assignments. (CF-2; FEAP-2, 12)
- Demonstrate oral, written, and grammatical skills through presentations, classroom participation, interactions with peers and professional educators, and attending seminars and seminars. (CF-5; FEAP-2)
- Become knowledgeable of the Professional Code of Ethics for teachers, Florida Educators Accomplished Practices, and Generic Competencies and Skills. (CF-3; FEAP-6)

Skill Acquisition
Within the specific objectives, students should be able to:

- Identify valid and reliable assessments.
- Identify statistical terminology used in assessment.
- Compare and contrast varied types of educational assessments.
National, State, and PEU Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Below are the appropriate Interstate New Teacher Assessment and Support Consortium (INTASC) Standards addressed in this course.

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

Florida Educator Accomplished Practices (FEAP)

Below are the appropriate Florida Educator Accomplished Practices addressed in this course.

1. ASSESSMENT
   1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

   1.PRE.a Analyzes individuals’ learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.

   1.PRE.d Identifies students’ cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.

   1.PRE.e Employs traditional and alternative assessment strategies in determining students’ mastery of specified outcomes.

   1.PRE.f Guides students in developing and maintaining individual portfolios.

   1.PRE.g Modifies instruction based upon assessed student performance.

   1.PRE.h Provides opportunities for students to assess their own work and progress. Assists students in designing individual plans for reaching the next performance level.

   1.PRE.j Interprets, with assistance, data from various informal and standardized assessment procedures.

   1.PRE.k Reviews assessment data and identifies students’ strengths and weaknesses.

   1.PRE.l Communicates individual student progress in student, parent, and staff conferences.

   1.PRE.m Develops short- and long-term personal and professional goals relating to assessment.
3. CONTINUOUS IMPROVEMENT
3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

3.PRE.c Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.
3.PRE.e Communicates student progress with students, families, and colleagues.

4. CRITICAL THINKING
4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4.PRE.a Provides opportunities for students to learn higher-order thinking skills.
4.PRE.j Uses technology and other appropriate tools in the learning environment.

8. KNOWLEDGE OF SUBJECT MATTER
8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

8.PRE.c Uses the materials and technologies of the subject field in developing learning activities for students.

12. TECHNOLOGY
12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

12.PRE.e Uses technology in lesson and material preparation.
12.PRE.f Identifies technology productivity tools to assist with management of student learning.

Topical Outline
- Introduction to Educational Testing and Measurement
- High-Stakes Testing
- The Purpose of Testing
- Norm- and Criterion-Referenced Tests
- Measuring Learning Outcomes
- Writing Objective Test Items
- Writing Essay Test Items
- Performance-based Assessment
- Portfolio Assessment
- Administering, Analyzing, and Improving the Test
- Marks and Marking Systems
- Statistics
- Standardized Tests
- Types of Standardized Tests
Teaching Methods

Activities in this course may include reading assignments in the textbook, supplemental textbooks, and/or handouts; lectures; group discussions; oral presentations by class members; guest speakers; in class activities, and/or computer-based tutorials. Each student is encouraged to read scheduled topics in advance of their class. **Students will be held responsible for course content on the exams.** **Students are expected to purchase a textbook, as it is an integral part of the course.**

Each student should maintain a notebook/portfolio to organize class work. Your notebook should include at least two sections: **Vocabulary** and **Class Notes.** New terminology may be introduced throughout the semester. You will be expected to know and appropriate utilize these terms. The vocabulary section of the notebook is where this information should be located. **DON’T FORGET TO BE PREPARED FOR CLASS.**

Technology Utilization

The instructor will use appropriate technology during class lectures and demonstrations (e.g., PowerPoint, spreadsheet, internet). Students are required to use technology as need for course assignments (e.g., word processing, spreadsheet, internet).

Course Evaluation

Grades will be based on a percentage of accumulated points earned from assignments, quizzes, exams, and class attendance and participation according to the following table.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td>Class Assignments</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes (2*50 pts.)</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Research Article Summary</td>
<td>35</td>
</tr>
<tr>
<td>Research Article Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Final Project</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam (cumulative)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>800</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**

A = At or above 90% of total possible points
B = 80% - 89% of total possible points
C = 70% - 79% of total possible points
D = 60% - 69% of total possible points
F = Below 60% of total possible points

**Note:** These percentages are approximate and may change as the course develops.

All written material will be assessed on the nature and adequacy of the content, the clarity and organization of the thought processes, and the correctness of grammar and syntax. The instructor will comment and/or assign a grade to the assignments.

Students who wish to perform well in this course should:
1. Attend all of the class lectures.
2. Arrive to class on time.
3. Take detailed notes.
4. Complete all of the assigned readings prior to attending class.
5. Complete all of the assignments.
6. Study all of the material (class notes and assigned readings) for the examinations.

## Course Schedule

The chapter readings and assignments schedule below is subject to change at the instructor's discretion. Students will be notified of changes during the regularly scheduled class sessions.

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>TOPIC/ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.07.10</td>
<td></td>
<td>Introduction to EDF 3430</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Read Chapters 1 and 2.</td>
</tr>
<tr>
<td>01.12.10</td>
<td>Chs. 1 &amp; 2</td>
<td>Introduction / High-Stakes Testing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Read Chapters 3 and 4.</td>
</tr>
<tr>
<td>01.14.10</td>
<td></td>
<td>No Class – Convocation</td>
</tr>
<tr>
<td>01.19.10</td>
<td>Chs. 3 &amp; 4</td>
<td>The Purpose of Testing / Norm- and Criterion-Referenced Tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Read Chapter 5</td>
</tr>
<tr>
<td>01.21.10</td>
<td>Ch. 5</td>
<td>Measuring Learning Outcomes</td>
</tr>
<tr>
<td>01.26.10</td>
<td></td>
<td>Continuation of Chapter 5</td>
</tr>
<tr>
<td>01.28.10</td>
<td></td>
<td>Quiz 1 (Chapters 1-5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Read Chapters 6 and 7.</td>
</tr>
<tr>
<td>02.02.10</td>
<td>Chs. 6 &amp; 7</td>
<td>Writing Objective and Essay Test Items</td>
</tr>
<tr>
<td>02.04.10</td>
<td></td>
<td>Continuation of Chapters 6 and 7</td>
</tr>
<tr>
<td>02.09.10</td>
<td></td>
<td>Continuation of Chapters 6 and 7</td>
</tr>
<tr>
<td>02.11.10</td>
<td>Chs. 8 &amp; 9</td>
<td>Performance-based Assessment / Portfolio Assessment</td>
</tr>
<tr>
<td>02.16.10</td>
<td></td>
<td>Continuation of Chapters 8 and 9</td>
</tr>
<tr>
<td>02.18.10</td>
<td></td>
<td>No Class – Convocation</td>
</tr>
<tr>
<td>02.23.10</td>
<td></td>
<td>Review for Midterm Exam</td>
</tr>
<tr>
<td>02.25.10</td>
<td></td>
<td>Midterm Exam (Chapters 1-9)</td>
</tr>
<tr>
<td>03.02.10</td>
<td></td>
<td>Return and review exam</td>
</tr>
<tr>
<td>03.04.10</td>
<td>Chs. 10 &amp; 11</td>
<td>Administering, Analyzing, and Improving the Test / Marks and Marking Systems</td>
</tr>
<tr>
<td>03.09.10</td>
<td></td>
<td>No Class – Spring Break</td>
</tr>
<tr>
<td>03.11.10</td>
<td></td>
<td>No Class – Spring Break</td>
</tr>
<tr>
<td>03.16.10</td>
<td></td>
<td>Continuation of Chapters 10 and 11</td>
</tr>
<tr>
<td>03.18.10</td>
<td>Pages 242-250</td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td>250; 257-266</td>
<td>Assignment: Read pages 242-250 and 257 (bottom) – 266 (top)</td>
</tr>
<tr>
<td>03.23.10</td>
<td></td>
<td>Continuation of Statistics</td>
</tr>
<tr>
<td>03.25.10</td>
<td></td>
<td>Review of Chapters 10 and 11, and Statistics</td>
</tr>
</tbody>
</table>
Research Article Summary and Presentation

For this assignment, each student must locate and summarize one peer-reviewed research article based on the topics discussed in this class. The article selected must not be more than 5 years old. In addition to summarizing the article, the student must present the article in class and be prepared to address any questions that arise from the audience.

The 2-3 page summary should address the following elements of the article:
- The topic studied
- The hypothesis/hypotheses/research question(s)
- Background research/literature (brief discussion)
- Methods:
  - Sample
  - Data collection
  - Measures
  - Data analysis
- Results
- Conclusions
  - Limitations

Before handing in your write-up, please make sure that you used 12 point font and 1 inch margins, as well as the spelling and grammar check features of your word processing program. Also, organize your document in a logical format so that it reads smoothly and does not appear disjointed and fragmented. Provide a full photocopy of the article. Staple the pages of your summary together.

[Note: The goal of this assignment is for students to gain research skills with regard to finding published studies on best practices, case studies, etc., as well as understand data and how it “drives” educational decision making. (The presentation will allow students to hear and learn about multiple studies in varied areas.)]

Due date: (see syllabus for details)

Test Blueprint

This is a multi-part assignment. First, based on Bloom’s Taxonomy, students prepare twelve (two for each level) well written instructional objectives for a specific content area and grade level. Next, after
receiving instructor feedback, the students create a test blueprint (also referred to as table of specifications). This blueprint outlines the topic(s), content area, grade level, and objectives that will be covered on the test each student will construct later in the course. In addition, the students must classify each objective into its respective category from the cognitive taxonomy (also referred to as Bloom’s Taxonomy). The final step requires that students identify via the respective taxonomy categories the number of test items that will appear on the test from each objective.

In sum, each student must turn in the following:

- One complete test blueprint. A complete test blueprint includes:
  - specification of the grade level being taught;
  - specification of the course/content being taught;
  - ten well written instructional objectives (the audience, behavior, criterion, and degree should be clearly stated for each objective); and
  - specification of the number of questions appearing on the test from each objective by taxonomy category.

The goal of this assignment is for students to prepare a blueprint which will allow them to plan a test with items that will assess students’ mastery of the lesson/objectives utilizing varied levels of the cognitive taxonomy.

**Due date: (see syllabus for details)**

**Final Project: 50-item test**

Utilizing the test blueprint, the students construct a test with 50 items that correspond with their twelve objectives and taxonomy categories. The student must utilize different item types (e.g., multiple choice, true-false, matching, completion, short answer, and essay). In particular, students must submit:

- One properly formatted test with (a) a heading (e.g., Chapter 1 Exam, Midterm Exam), (b) clear directions for the entire test and each section of the test, and (c) fifty test items.
  - The test items:
    - must be a mix of the varied types that we discussed in class (e.g., short answer, multiple choice, matching, true-false, essay, etc.);
    - must correspond to your instructional objectives (i.e., if the objectives are centered on history there should be no test items on math); and
    - must be appropriate for the age level and content area identified.

The goal of this assignment is for students to create a well thought out assessment instrument that can be utilized in a classroom setting. The student must create a test that can be distributed to a real audience (i.e., the test must have clear directions, well written questions, no spelling or grammatical errors, and a grading scheme).

**NOTE:** In order to earn full credit for this assignment, check your work for proper formatting, spelling/grammar errors, and test item consistency with objectives before turning it in. Revisions will NOT be allowed. Your test must be TYPED.

**Due date: (See syllabus for details)**  
**NOTE:** The final test blueprint must also be submitted.
# Course Artifact and Standards in Course Syllabi

**Faculty Name:** Dr. Endya B. Stewart  
**Course Prefix, Number and Title:** EDF 3430 (Sections 001, 002, 003): Measurement and Evaluation of Educational Growth

<table>
<thead>
<tr>
<th><em>Standards</em></th>
<th><strong>Artifact 1:</strong> Test Blueprint (with 12 instructional objectives and Bloom’s taxonomy categories identified)</th>
<th><strong>Artifact 2:</strong> Final Project (50 question test created by students with varied types of test item formats learned in the course)</th>
<th><strong>Artifact 3:</strong> Article Summary and Presentation (represents individual and group work)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEU CF</td>
<td>CF: 2.2, 4.3, 4.4, 4.5, 5.1, 5.3, 5.4</td>
<td>CF: 2.2, 4.3, 4.4, 4.5, 5.1, 5.3, 5.4</td>
<td>CF: 2.2, 4.3, 4.4, 4.5, 5.1, 5.4</td>
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<tr>
<td>FEAP</td>
<td>F: 1.1, 3.1, 4.1, 8.1, 12.1</td>
<td>F: 1.1, 3.1, 4.1, 8.1, 12.1</td>
<td>F: 1.1, 4.1, 8.1, 12.1</td>
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<tr>
<td>INTASC</td>
<td>I: 1, 8, 9</td>
<td>I: 1, 8, 9</td>
<td>I: 1, 6, 8, 9</td>
</tr>
</tbody>
</table>

Course Policies

Academic Honesty
You are encouraged to learn and apply yourself in a way that promotes respect for yourself and others. Students are expected to conduct themselves with scholarly integrity. Any type of scholastic dishonesty is prohibited. Perpetrators will be prosecuted to the fullest extent of FAMU regulations.

Classroom Environment
NO text messaging during class! Students are asked to turn off (or place in silent mode) all cell phones before the start of class. Failure to do so will result in a deduction of points from your final course grade. [NOTE: I do understand that mobile communication devices are useful for emergencies or other serious matters. If such a situation arises, please let me know.]

Students are expected to complete the reading(s) and/or assignment(s) for each class meeting. All students are required to turn in assignments at the beginning of the class on the day on which they are due. Failure to turn in an assignment on the due date or to take a test on the test date will result in a grade of ZERO (no exceptions). Please discuss in advance with me any extraordinary circumstances that may cause a problem in meeting deadlines.

Students are encouraged to ask questions, share experiences, and participate actively in class discussions. Due to the large amount of class discussion that will take place, it is important that you listen while others are speaking and that you be respectful of their thoughts and opinions. Disruptive behavior will not be tolerated. If you are being disruptive, you will be asked to leave. Disruptive behaviors include talking about material other than that presented in class, reading newspapers or other non-class material, sleeping, playing games, etc.

Class time will not be used to address individual concerns or issues, such as test grades. I will address such inquiries after class or during office hours.

Email concerning the class will be sent to students’ FAMU email accounts. Email topics include frequently asked questions, requests to meet with an individual student, and other vital information. It is important that you check your FAMU email often. If you do not have a FAMU email account, you will need to establish one. I do not know the identity of whoever@yahoo.com, therefore I cannot adequately address concerns submitted via such addresses.

All correspondence will be conducted via email and/or Blackboard. If a class is cancelled or if an exam needs to be rescheduled, you will receive an email from me and I will post this information on Blackboard. At no time will I inform you of such changes through word-of-mouth, by posting a sign in class, or by writing on the chalkboard. It is your responsibility to check your email and Blackboard daily for information regarding this class. If, for some reason, a “hoax” is played (e.g., someone writing on the chalkboard that the exam is cancelled), and you believe it, you will fail the exam. Remember, all correspondence will be transmitted via the Internet.

It is easiest to reach me via email. I check my email account daily. If you need to contact me, you can expect a response within a day. All emails addressed to me must conform to the following guidelines or they will not be answered (i.e., you will not receive a response).

1. All emails must include an appropriate subject heading that identifies you as a student in my class (e.g., “Jane Doe, EDF 1234, Question regarding homework)."  
2. All emails must include an appropriate salutation that addresses me by Dr. or Professor. Emails that begin with “Hey” or “Hey you” will be ignored.  
3. All emails must include your full name (i.e., first name and last name).  
4. Within the body of your email, completely describe your question or concern. Do not assume that the instructor knows exactly what you are talking about.
Attendance
Attendance for this course is required. Attendance will be taken each class session. It is in your best interest to attend class. If you miss class, you are responsible for all material covered in class, as well as all announcements and assignments. [NOTE: If you miss a class, I strongly encourage you to borrow one of your classmate’s notes and then talk with me if you need additional clarification on any of the information. *I do NOT provide students with my notes.*] Keep in mind that poor planning on your part does not constitute an emergency on my part. FOR EXAMPLE, many students must maintain a high GPA for advancement or acceptance into academic programs. It is the student’s responsibility to work toward this goal. Do not tell me, “I have to get a _____ grade in this class.” You cannot make up missed exams or quizzes. Come to class and participate! I reserve the right to lower your grade if you are chronically late to class, or are disruptive to me and/or other students in class. Do not make a habit of coming to class late or leaving early! If you must miss a class meeting, please speak with me in advance.

Americans With Disabilities Act
Students with disabilities and those who need special academic accommodations should register with the Center for Disability Access and Resources (CeDAR). The Center is located at 667 Ardelia Court, and the phone number is 850-599-3180. Upon registering with CeDAR, please see me and provide a copy of the letter indicating the type of accommodation needed. This should be done during the first two weeks of class.
[Note: The authors of the course text have provided a number of suggested readings for each chapter. The listing of these readings can be found near the end of the text. Don’t forget to utilize these resources.]


STUDENT INFORMATION SHEET

Student’s Name: ______________________________________________________________

Student’s Email: _______________________________________________________________

Student’s Primary Phone Number: ________________________________________________

Today’s Date: __________________________

By signing my name below, I certify that I have received a copy of the syllabus for EDF 3430: Measurement and Evaluation of Educational Growth, and I understand the policies and requirements set forth for this course. Furthermore, I understand that this syllabus is not a contract. The instructor reserves the right to modify this syllabus at any time throughout the semester and it is my responsibility to stay abreast of any changes made.

_______________________________________________
Student’s signature