COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EDF 3430</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section:</td>
<td>001</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>Faculty Name:</td>
<td>Dr. Endya B. Stewart</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>SBI 217; Tuesday, 5:30 – 8:00 p.m.</td>
</tr>
<tr>
<td>Office Location:</td>
<td>FAMU DRS (Lucy Moten Bldg., Room 111)</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>
<tr>
<td>Office Hours:</td>
<td>Monday: By appt., Tuesday: By appt., Wednesday: By appt., Thursday: By appt., Friday: 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. The course also provides special emphasis on ESOL standards related to the nature of assessment and learning in academic settings for English language learners.

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.
- To enable students to plan, develop, and/or implement appropriate assessment strategies for English language learners at various levels of language acquisition.

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:

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

**CF 5: PROFESSIONALISM**

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

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F:3,7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.4 (K,S)</td>
<td>Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
</tbody>
</table>

**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. (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.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>INTASC</th>
<th>Professional Organization</th>
<th>FEAP</th>
<th>NCATE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Blueprint</td>
<td>This is a multi-part assignment. First, students prepare 12 well written instructional objectives for a specific content area and grade level. Next, the students create a test blueprint which outlines what topic, objectives, and taxonomy categories will be covered on the test they will construct. 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.</td>
<td>I: 1, 8, 9</td>
<td>F: 1.1, 3.1, 4.1, 8.1, 12.1</td>
<td>CF: 2.2, 4.3, 4.4, 4.5, 5.1, 5.3, 5.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct a 50-item test</td>
<td>Utilizing the test blueprint, the students must construct a test with 50 items that correspond with their objectives and taxonomy categories. The student must utilize different item types (e.g., multiple choice, true-false, matching, completion, short answer, and essay). The goal of this assignment is for students to create an assessment instrument that can be utilized in a classroom setting.</td>
<td>I: 1, 8, 9</td>
<td>F: 1.1, 3.1, 4.1, 8.1, 12.1</td>
<td>CF: 2.2, 4.3, 4.4, 4.5, 5.1, 5.3, 5.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article Summary and Presentation</td>
<td>Based on the topics covered in class, the students must select an article to summarize and then present in class. The article summary must describe the purpose, population, methods, findings, etc. of the article. 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 aid them with understanding data and how it “drives” educational decision making.</td>
<td>I: 1, 6, 8, 9, 10</td>
<td>F: 1.1, 4.1, 8.1, 12.1</td>
<td>CF: 2.2, 4.3, 4.4, 4.5, 5.1, 5.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
- Assessment and English Language Learners

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. Also, students majoring in Education are required to purchase TaskStream for use in this 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 Participation</td>
<td>25</td>
</tr>
<tr>
<td>Class Assignments (5<em>25, 1</em>50)</td>
<td>175</td>
</tr>
<tr>
<td>Quizzes (2*50)</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Article Summary</td>
<td>35</td>
</tr>
<tr>
<td>Article PowerPoint Presentation</td>
<td>15</td>
</tr>
</tbody>
</table>
Class Project (test and blueprint)  125
Final Exam (cumulative)         100
Total Points                    675

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>01.04.11</td>
<td>Introduction to EDF 3430</td>
<td>Assignment: Read Chapters 1 and 2.</td>
</tr>
<tr>
<td>01.11.11</td>
<td>Chs. 1 &amp; 2</td>
<td>Introduction / High-Stakes Testing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Discussion questions 1 and 2 at the end of Chapter 1 (p. 23).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Read Chapters 4 and 5.</td>
</tr>
<tr>
<td>01.18.11</td>
<td>Chs. 4 &amp; 5</td>
<td>The Purpose of Testing / Norm- and Criterion-Referenced Tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment Due: Chapter 1 discussion questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Discussion questions 3 and 4 at the end of Chapter 5 (p. 108).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Read Chapter 6.</td>
</tr>
<tr>
<td>01.25.11</td>
<td>Ch. 6</td>
<td>Measuring Learning Outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment Due: Chapter 5 discussion questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Prepare for Quiz 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Discussion question 1 at the end of Chapter 6 (p. 128).</td>
</tr>
<tr>
<td>02.01.11</td>
<td>Quiz 1 (Chapters 1-2, 4-6)</td>
<td>Assignment: Read Chapters 7 and 8.</td>
</tr>
<tr>
<td>02.08.11</td>
<td>Chs. 7 &amp; 8</td>
<td>Writing Objective and Essay Test Items</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment Due: Chapter 6 discussion question</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Read Chapters 9 and 10.</td>
</tr>
<tr>
<td>DATE</td>
<td>READING</td>
<td>TOPIC/ASSIGNMENT</td>
</tr>
<tr>
<td>------------</td>
<td>---------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>02.15.11</td>
<td>Chs. 9 &amp; 10</td>
<td>Assignment: Complete handouts on writing test items (7E, 8E, 10C, 10D) Assignment: Prepare for Midterm Exam</td>
</tr>
<tr>
<td>02.22.11</td>
<td></td>
<td>Midterm Exam (Chapters 1-2, 4-10) Assignment Due: Test item handouts Assignment: Read Chapters 11 and 12</td>
</tr>
<tr>
<td>03.01.11</td>
<td>Chs. 11 &amp; 12</td>
<td>Administering, Analyzing, and Improving the Test / Marks and Marking Systems Assignment: Read pages 265-270, 280-292 Assignment: Discussion question 4 at the end of Chapter 12 (p. 264).</td>
</tr>
<tr>
<td>03.08.11</td>
<td></td>
<td>NO CLASS – SPRING BREAK</td>
</tr>
<tr>
<td>03.15.11</td>
<td>Pages 265-270, 280-292</td>
<td>Statistics Assignment Due: Chapter 12 discussion question</td>
</tr>
<tr>
<td>03.22.11</td>
<td></td>
<td>NO CLASS (work on final project)</td>
</tr>
<tr>
<td>03.29.11</td>
<td></td>
<td>Final Project DUE</td>
</tr>
<tr>
<td>04.05.11</td>
<td></td>
<td>NO CLASS Assignment: Prepare for Quiz 2</td>
</tr>
<tr>
<td>04.12.11</td>
<td></td>
<td>Quiz 2 (Chapters 11-13) Assignment: Select and read an article, then complete the assignment posted on Blackboard and/or in the course syllabus</td>
</tr>
<tr>
<td>04.19.11</td>
<td></td>
<td>Assessment and English Language Learners Assignment Due: Article summary and presentation</td>
</tr>
<tr>
<td>TBA*</td>
<td></td>
<td>FINAL EXAM (cumulative) – April 25th – 29th</td>
</tr>
</tbody>
</table>

*TBA=To be announced

**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.
Assignment: Article Summary and Presentation

For this assignment, each student must (1) locate and summarize one research-based article focused on one of the topics discussed in this class (e.g., high stakes testing, norm-reference tests, portfolio assessment, marking systems) and (2) present the summary to the class. The article must not be more than 3 years old.

In the summary, you should include the following items or components about the article you read:

1. Complete APA style reference for the article
2. Indicate the purpose of the study.
3. Describe the subjects for the study.
4. Describe the instruments used in the study.
5. Describe the procedures (how was the study conducted).
6. List the major conclusions of the study.
7. Relate the study to the class or your personal experiences.

Before handing in your write-up, please make sure that you have provided a thorough analysis of the article. Your write-up should include the following format:

- 12 point font
- 1 inch margins
- 1-2 pages in length (stapled as needed)
- Complete sentences and paragraphs
- Logical format for ease of reading
- Spelling and grammar checked

Part 2:

You must prepare a brief PowerPoint presentation on the article you have summarized. The PowerPoint will be presented to the class. The presentation should cover the elements discussed in the write-up; however, the presentation should not be a carbon copy of the write-up. Be creative with your presentation!
Assignment: Blueprint and Test

Task: Based on readings and assignments covered in class, students must construct a complete test blueprint and test.

Directions: Using at least ten (10) of the instructional objectives that were completed at the beginning of the course, students must construct one complete test for their chosen grade level and content area. 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;
  - specification of the content being covered on the test;
  - ten well written instructional objectives (the audience, behavior, criterion, and degree should be clearly stated for each objective; also, number your objectives 1-10); and
  - specification of the number of test questions written from each objective (i.e., numbers should appear where checks or other marks originally appeared under the taxonomy categories).

- One properly formatted test with (a) a heading, (b) clear directions for the overall test and each section of the test, and (c) test items from each instructional objective. The test items:
  - must be a mix of the varied types that were discussed in class (e.g., short answer, multiple choice, matching, true-false, etc.—NOTE: these would be your sections);
  - must correspond to your instructional objectives (i.e., if the objectives are centered on history there should be no test items on math). Also, after each test question, place in parentheses the objective that it corresponds with (e.g., O3)

Scoring Procedure: This assignment is worth 125 points. The points will be distributed as follows:

- Grade level specified = 1.25 points
- Content area specified = 1.25 points
- Taxonomy categories specified for objectives/questions = 7.5 points
- Each instructional objective = 1.5 points (10x1.5=15 points)
- The test (directions, items, labeling, grammar, etc.) = 100 points

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

EDF 3430: Measurement and Evaluation of Educational Growth

Test Blueprint for a Unit on ___Multiple Topics_______________________

Content Area: __Elementary___________ Grade Level: _Elementary______

Topic(s) Covered by Test: ___ Animals, Reading______________________

<table>
<thead>
<tr>
<th>Content Outline</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>1. Animals</td>
<td></td>
</tr>
<tr>
<td>a. After the discussion, the students will be able to correctly identify animals and their habitats.</td>
<td>X</td>
</tr>
<tr>
<td>b. After reading the text, the students will be able to understand eating habits of farm animals with 85% accuracy.</td>
<td></td>
</tr>
<tr>
<td>2. Animals</td>
<td>3</td>
</tr>
<tr>
<td>1. After the discussion, the students will be able to correctly identify animals and their habitats.</td>
<td></td>
</tr>
<tr>
<td>2. After reading the text, the students will be able to understand eating habits of farm animals with 85% accuracy.</td>
<td></td>
</tr>
<tr>
<td>3. Reading</td>
<td></td>
</tr>
<tr>
<td>3. Objective</td>
<td></td>
</tr>
</tbody>
</table>

All of the information in this first section represents what you turned in earlier this summer. Do NOT turn in a blueprint with X’s or checkmarks.

For the final project, your test blueprint should look like this. Do NOT use marks. Insert numbers. Also number each objective individually (1-10). And, add the total and percentage columns to your table.
**SAMPLE**

FLORIDA A & M UNIVERSITY
EDF 3430: Measurement and Evaluation of Educational Growth

QUIZ 1

Directions:
First, write your name and the date in the appropriate blanks in the upper right hand corner. For each section of the quiz, follow the directions provided. All questions are worth 1 point for a total of 5 points. After you complete the quiz, please turn it in. NO CHEATING!

Multiple Choice Questions
Directions: For each question, circle the letter of the option that best answers the question. Only circle one letter.

1. What is the main purpose of testing in education?
   a. assign student grades
   b. encourage students to study
   c. provide objective achievement data
   d. help determine the best types of curricula

2. Joan, a third-grade teacher, decides to complete her lesson on “Math Facts-Addition” and move on to "Math Facts-Subtraction." This is an example of what kind of decision?
   a. instructional
   b. diagnostic
   c. placement
   d. program or curriculum

3. Robert, a ninth-grader, has just been told, “The reason you’re having so much trouble with division is that you have never mastered compound multiplication. The Math Basic Skills Tests have indicated this quite clearly. We are going to provide you with instruction in multiplication immediately.” Robert’s teacher made what kind of decision relative to his skill level?
   a. instructional
   b. diagnostic
   c. selection
   d. placement

4. This kind of decision is usually made based on standardized test data.
   a. instructional
   b. diagnostic
   c. grading
   d. selection

5. Teachers are most frequently involved in what kind of decision?
   a. instructional
   b. grading
   c. placement
   d. program or curriculum
References

[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