



**University of North Alabama
College of Education and Human Sciences
Department of Elementary Education**

Course Number: EED 401

Course Title: Evaluation of Teaching & Learning

Semester Hours: 3

Prerequisites: Admission to Educator Preparation Program, ABI/FBI Background Clearance

Revised: Spring 2017

Instructor: Lorie Johnson, Ph.D

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Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
10:45-12:15 pm 2-4 pm	By appointment	11-12:30 pm	9:15-11:15 am	By appointment

Course Description:

The construction of classroom tests, elementary statistical treatment of test scores, and the critical evaluation of various educational measurement

Required Readings:

- Popham, W.J. (2016). *Classroom assessment: What teachers need to know*. 8th Ed. California: Pearson.
- Content on Canvas – <https://una.instructure.com>

Course Standards & Objectives:

All requirements of EED 401 must be satisfactorily completed to receive credit for the course. better. The following Alabama State Department Standards will be evaluated in EED 401.

Candidates must demonstrate:

Conceptual Framework (CF)	AL Code #	Standard	Evidence / How Assessed
	290-3-3-3.03 Alabama Quality Teaching Standards		
CF 2	290-3-3-.03(2)(c)5.(i)	Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.	Chapter Activities/ Assessment Creation, Administration & Analysis, Assessment Plan
	290-3-3-.03(2)(c)5.(ii)	Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.	
	290-3-3-.03(2)(c)5.(iv) & 290-3-3-.03(5)(c)3.(ii)	Knowledge of current Alabama assessment requirements and procedures.	
	290-3-3-.03(2)(c)5.(iii)	Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.	
290-3-3-.05 Early Childhood Education			
CF 2	290-3-3-.05(2)(c)2.(i)	Observation, documentation, and other appropriate assessment tools.	Chapter Activities/ Assessment Plan

In addition to the following Alabama standards, students will also demonstrate the following additional knowledge and skills by being able to:

1. discuss current assessment trends and issues in Alabama and across the nation. **(Chapter Activities/Interview/Final Project)**
2. identify characteristics, uses, advantages, and limitations of various types of formal and informal assessments. **(Chapter Activities, Final Project)**

3. create, administer and interpret data from authentic assessments, including those specifically designed for English Language Learners. **(Authentic Assessments)**
4. construct performance-based tasks and rubrics. **(Chapter Activities, Assessment Plan)**
5. identify appropriate observation strategies and documentation of student performance and behavior. **(Chapter Activities)**
6. interpret and discuss AL state-mandated norm-referenced achievement and aptitude test results. **(Chapter Activities)**

Course Requirements:

1. In this class you are expected to act in a professional manner at all times.
2. "Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit" (UNA Bulletin).
 - Part of your grade is based on your participation in class discussions and activities. Absences will be considered unexcused unless you bring a doctor's excuse **(for yourself)** or are participating in a UNA-sponsored event **(and notice is received from UNA administration)**. **Doctor's excuses must be presented in the professor's office and a request must be made to make up work at that time. It is your responsibility to make contact with the professor. You will be allowed to make up only TWO excused absences. Submitting a doctor's excuse does not mean you automatically receive the class participation points. An appropriate number of points will be deducted for being tardy and leaving class early.**
 - **Chapter Activities and other in-class assignments cannot** be administered early or late unless it is an emergency. **Make-up assignments** will be available only to students who have an **excused absence** and should be completed **before** returning to class. These make-up assignments may be an alternate form (all essay or comprehensive).
 - If you are absent when an assignment is due, the **assignment** must be turned in **before** or **prior** to the **next class session** after an **excused absence**. Points will be deducted for late assignments (5 points will be deducted **each day** an assignment is late, including weekends if the assignment can be submitted electronically).
 - Assignments will be due/administered during the next class session if UNA is closed unexpectedly.
 - Class participation points will be awarded for **appropriate** behavior (being in class, on time, on-task, having class materials [text, class handouts from Canvas, and handouts distributed by the professor], and answering questions correctly).
 - **Cell phones should be placed on silent prior to class and will not be allowed out of your bag, etc. unless you have a family emergency and you let me know before class begins.** Points will be deducted for failing to comply with any of these behaviors (10 points will be deducted from your final grade for each occurrence).
3. Read assigned text and supplemental reading material prior to class. Bring all assigned reading material to class.
4. Final drafts of all products should be **typed** and submitted as requested in class as either a hard copy and/or submitted electronically in Canvas as a Word document or PDF. If a hardcopy is requested, only an original copy may be submitted to the instructor. Students should make or keep an electronic copy of each product **before** submitting it to the instructor on the specified

date. If anything unforeseen happens to your product, you will be asked to submit another copy to the instructor. This is your responsibility to have an extra copy of all assignments.

5. Use Canvas for class communication and to access class materials. If I do not respond to a message on Canvas within 24 hours, please email me at ljohnson15@una.edu or call/text my cell (205) 352-8977.

Course Content:

1. Orientation to assessment (purposes of assessment, trends, and issues in formal and informal assessment)
2. Who, what, when, where, how and why to assess
3. Reliability and validity
4. Selected-Response, Constructed Response, Performance-Based and Portfolio assessments
5. Affective Assessment
6. Improving Teacher-developed Assessments
7. Formative v. Summative Assessments
8. Interpreting Standardized Test Scores and Using Data to Guide Instruction
9. Evaluation of Instruction
10. Assessment-Based Grading and Family Involvement in the Assessment Process

Grading Criteria:

- *Chapter Activities: 150 points
- *Assessment Plan (Final Project): 100 points
- *Class/Clinical Participation & Professionalism: 50 points
- *Administrator Interview (paper): 25 points
- *Reading Assessment administration & analysis: 25 points
- *Math Assessment administration & analysis: 25 points
- *Social Studies Authentic Assessment: 25 points
- *Language Arts/ELL Authentic Assessment: 25 points
- *STEM Formative Assessment: 25 points
- *Re-engagement Lesson & Analysis: 50 points
- *Exams: 100 points

Points Possible: 600

Point equivalent for grades

- A (100 - 93%)
- B (92 - 84%)
- C (83 - 75%)
- D (74 - 65%)
- F (64% and below)

Assignment Details:

Chapter Activities: You are expected to read all assigned chapters. In class, you will complete group, partner and individual activities for course credit. These activities will require a careful reading of the assigned chapter. Please bring your assigned text to class each day.

Class/Clinical Participation & Professionalism: Each day you will be expected to participate in class discussions and activities. You may be asked individual oral questions and you will collaborate with peers to answer application questions and/or complete individual written or project-based assignments related to your reading assignments and information presented in class. You will be evaluated on your overall daily performance. You are expected to conduct yourself professionally at all times. You may earn up to 50 points for attending class, arriving on time, conducting yourself professionally, submitting assignments on time and active participation in class.

Administrator Interview: At least one local school administrator will visit our class this semester to share information about the ACT Aspire and other current assessments in local schools. You will be required to take notes during his/her visit, to ask questions about current assessment practices, and to write a reflection about what you have learned and questions you still have regarding assessments. The template for this assignment will be provided in Canvas. You will type the administrator's responses and your reflection of this interview into the template and submit your document in Canvas. This assignment will be worth 25 points.

Reading Test Administration & Analysis: You will assess a student in a public school setting in grades K-6 using the Qualitative Reading Inventory (QRI) or another professor-approved reading assessment (such as Fountas & Pinnell Benchmark Assessment System) to determine the student's reading level. You will write a report as directed in class that explains the assessment results and provides instructional recommendations based on these results. This assignment must be submitted in class; it is worth 25 points.

Math Test Administration & Analysis: You will assess a student in a public school setting in grades K-6 using the math assessment provided in class to determine the student's mathematical knowledge and proficiency. You will write a report as directed in class that explains the assessment results and provides instructional recommendations based on these results. This assignment must be submitted in class; it is worth 25 points.

Social Studies Authentic Assessment: You will create an authentic assessment for a Social Studies standard based on research and information presented in class about authentic assessments. You will write an analysis of your authentic assessment and submit your analysis with your assessment. This assignment is worth 25 points.

Language Arts/ELL Authentic Assessment: You will create an authentic assessment to assess an English Language Learner on a Language Arts standard based on research and information presented in class about authentic assessments and the assessment needs of English Language

Learners. You will write an analysis of your authentic assessment and submit your analysis with your assessment. This assignment is worth 25 points.

Re-engagement Lesson & Analysis: You will examine and interpret student math assessment data and will use this data to plan a re-engagement lesson for the whole class, a small group or an individual student. You will analyze the re-engagement lesson assessment results and prepare a report explaining data from both assessments.

STEM Formative Assessment: You will create an authentic assessment for a Science/Technology/Engineering/Math (STEM) lesson that you will design and teach during a clinical experience. You will write an analysis of the assessment results, including instructional recommendations for future lessons, and submit this assignment in class. This assignment is worth 25 points.

Exams: You will complete 2 exams online or in class covering material presented in the class text and in class presentations.

Assessment Plan: As our culminating activity, you will work with a group to design an assessment plan for a grade level or school. This plan must include specific assessments with a rationale for each, how assessment results will be used, how families will be involved, how students will be encouraged to set learning goals and how grades or student evaluations will be reported. This assignment is worth 100 points.

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION
AND HUMAN SCIENCES**



CONCEPTUAL FRAMEWORK
***“Engaging Learners,
Inspiring Leaders,
Transforming Lives”***

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission – *“Changing lives. Creating futures.”*

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.
7. Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

Academic Honesty: Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary

action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

Communication: The official method of communication at UNA is UNA portal, with emphasis placed on University email.

Disability Accommodations: In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Title IX: The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA's policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

Confidential Reporting:

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:

Student Counseling Services 256-765-5215

University Health Services 256-765-4328

Women's Center 256-765-4380

Rape Response 256-767-1100 (hotline)/256-765-0025 (office)

Safe Place (domestic violence) 256-767-6210 (hotline)/256-767-3076 (office)

Formal Reporting:

If a reporting party would like the University to investigate an incident, the reporting party may speak with:

UNA Police 256-765-4357

Title IX Coordinator 256-765-4223

Tk20 Syllabus Statement

Tk20 is the official assessment management system of the University of North Alabama's College of Education and Human Sciences. All undergraduate and graduate programs leading to educator certification; undergraduate programs in Exercise Science, Fitness Management, Health Promotion, Recreation, and Sport Management; and all CACREP accredited programs require key assessments, projects, work samples, applications, professional testing and certification recommendations that will be collected, processed, and archived through the Tk20 system. It is the responsibility of each student pursuing any degree or certification in the programs mentioned above to pay the one-time COEHS Assessment Fee, which will be billed through the student's University account. The fee will allow the student access to Tk20, and may be utilized for ten years from the activation date. Students with Assessment Fee billing issues should contact Dr. Katie Kinney, Tk20 Administrator at tk20@una.edu.