FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education

SYLLABUS

Course Title: Curriculum-Program Evaluation and Student Assessment

Course Number: EDUC 6718

Day/Time: 

Location: 

Instructor: 

Phone and E-mail: 

COURSE DESCRIPTION

This course focuses on basic assessment and evaluation concepts as they apply to: curriculum/program; the role of assessment in education; construction of teacher-made tests and other forms of classroom assessment; interpretation of standardized tests; fundamental descriptive and inferential statistics for evaluating student and personnel performance, school improvement efforts, and various designs for process and outcome evaluations of curricula. In addition, the course will provide a comprehensive understanding of the purposes and the logic of various testing programs, including classroom testing, admissions testing, and state and national assessment programs. Students will participate in data-based decision-making simulations utilizing information from the New Jersey Core Curriculum Content Standards and statewide assessment data.

New Jersey Core Curriculum Content Standards and the standards’ relationship to curriculum and program evaluation will also be addressed in this course. Data analysis of New Jersey Statewide Assessment results that measure student performance in the Core Curriculum Content Standards will be used to assist in developing skills in data-based decision making that leads to the construction of school improvement plans and the process of establishing school goals for professional development and instructional emphasis.

NJPSSL AND ISSLLC Standards
The New Jersey Professional Standards for School Leaders (NJPSSL) and the Interstate School Leader Licensure Consortium (ISLLC) standards 1, 2, 3, 4, 5, and 6 are addressed through the coursework with special emphasis on Standards 1, 2, 5, and 6. http://www.state.nj.us/njded/profdev/profstand/standards.pdf

The New Jersey Core Curriculum Content Standards (NJCCCS)

The State Board of Education adopted New Jersey’s new professional standards for teachers and school leaders in December 2003 as part of the new licensing regulations. These new professional standards provide a clear vision of the knowledge, performances and dispositions that teachers and school leaders need to support the learning called for in the revised Core Curriculum Content Standards. Aligned with the Core Curriculum Content Standards, as well as with national professional standards, New Jersey’s professional standards for educators illustrate the wide range of knowledge, skills, and dispositions educators must possess to provide high-quality instruction and support improved student results. (NJCCCS, p. 7.) This document can be downloaded by accessing the New Jersey Department of Education website at: www.nj.gov/njded/cccs

COURSE OBJECTIVES

At the conclusion of this course, successful candidates will be able to:

1. Demonstrate the ability to apply varied and appropriate student assessment and evaluation strategies to teaching by:

   ● Describing the relationships extant among curriculum, teaching, and assessment;
   ● Identifying and describing the characteristics, uses, advantages, and disadvantages, of the following types of assessment: norm-referenced, criterion-referenced, aptitude, achievement, creativity, interest survey, language proficiency, performance-based, standardized, portfolio, individualized, observation checklists, self- and peer-assessment, and teacher developed assessment;
   ● Using assessment results when: making decisions about individual students; planning instruction; developing curriculum, and fostering school improvement;
   ● Identifying appropriate and inappropriate uses of standardized and teacher-developed tests;
   ● Using assessment to inform instruction;
   ● Defining and explaining terminology, including: measurement, data, instrument, test, standardized, validity, reliability, absence of bias, formative evaluation, summative evaluation, benchmarks, standards, annual yearly progress, measures of central tendency (mean, median, mode), measures of variability (range, standard deviation, variance, standard error measurement), raw scores, percentiles, stanines, and normal curve equivalents.
2. Demonstrate the ability to apply knowledge of standardized and classroom assessment to curriculum by:

- Interpreting and aligning national, state, and local standards
- Understanding the framework of the New Jersey Statewide Assessment Program and applying these standards to student performance and assessment and examining the implications of state-mandated standards and assessments for curriculum development, instructional planning, and professional development;
- Examining ethical considerations in assessment;
- Understand how to design local curriculum aligned to standards.

**COURSE MATERIALS**


**COURSE POLICY AND EXPECTATIONS**

*The student will demonstrate competency in complex thinking, collaboration, and quality of work standards through the application of content knowledge and skills in performance of the following, as measured by performance criteria.*

Portfolio Assignments (70% of grade)

- Performance Task #1 – Evaluating district testing and grading policies (20%)
- Performance Task #2 – Creating and applying classroom assessment (30%)
- Performance Task #3 – Analysis of Standardized Tests (10%)
- Performance Task #4 – Discussion Board assignments related to weekly topics (10%)

Reaction Papers (100 points averaged; weighted 20%)
Reaction papers will be persuasive essays, 1 to 2 pages in length, written in response to articles related to course content. These essays will provide you with the opportunity to respond subjectively to ideas and beliefs of educators in the field. They will also offer you the chance to examine ways to apply concepts, strategies, or ideas to specific educational settings. Each essay must be a minimum of two and maximum of four, typed, double-spaced pages.

Class Participation (100 points total; weighted 10%)

Students are expected to actively participate in class by completing assignments on time, taking part in small group activities, asking questions, and being involved in classroom discussions.

WRITTEN ASSIGNMENTS:

All written assignments should be typed (12 point Times New Roman or Arial) and double-spaced. All papers should be submitted electronically through Blackboard with a cover page indicating the following:

- Title of assignment
- Course name/section
- Instructor’s name
- Date of submission
- Student’s name

The assignment should be saved as a Word document file (.doc or .docx) using the following convention: <LAST NAME EDUC 6718 ASSIGNMENT NAME FALL 09> for example: SCHAVIO EDUC 6718 REFLECTION PAPER #1 FALL 09

It is expected that each paper will be written using APA style, including appropriate and accurate grammar and syntax. Both content and mechanics will be considered in the evaluation of your assignments. IMPORTANT: Attribution - consistent with standard research practices, ideas that are not the author’s must be cited using APA format. Be especially careful when using information obtained from the Internet.

All papers are expected to be submitted on the due date unless prior approval has been given. Points will be deducted for each day the assignment is handed in late. Assignments handed in more than four (4) days late will not be graded.

STUDENT ASSESSMENT AND EVALUATION (GRADING POLICY)
Student assessment and evaluation will be performance-based and will include the following criteria:

- Demonstration of an understanding of the theory and concepts related to the topics covered in this course;
- Demonstration of the ability to think critically;
- Creativity and development of strategies and procedures that reflect an understanding of the teaching/learning process;
- Effective written and verbal communication skills, including correct usage and expression.

Rating Scale:  
A = exemplary performance, excellence, and demonstrated mastery of the knowledge and skills presented.

B = competent performance, good understanding of the knowledge and skills presented.

C = Less than adequate performance, minimal understanding and demonstration of the knowledge and skills presented.

F = Failure to demonstrate an understanding of the content of the course; missing or incomplete assignments; poor class attendance.

I = Incomplete. This designation is not a substitute for a letter grade. It merely describes a student’s temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the “I” will automatically become an “F”. The “F” is a letter grade and will count in the student’s CGPA.

COURSE SCHEDULE AND OUTLINE
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* = ASSIGNMENT DUE

Session 1
- Introduction
- Overview of the course
- Establishing the philosophical base for assessment and curriculum review
- Historical perspectives

For next week: Tanner - Chapters 1 and 8

Session 2
- Statistics Primer
- Knowing about Assessment
- Norm-Referenced Assessment

For next week: Tanner - Chapter 9

Session 3
- Reliability
- Standard Error of Measure
- Validity
- Measurement Error and Test Bias
- Review Performance Task #1

For next week: Tanner - Chapter 10

Session 4
- Standardized Test Scores
- Interpreting Scores of Individual Students
- Developing Improvement Plans

For Next week: NJ Statewide Assessment Program
  Reaction paper #1

Session 5
- Discuss reaction paper # 1
- Criterion Referenced Tests
- NJASK 3 and NJASK 4
- GEPA and HSPA
- NCLB and AYP

For Next week: Tanner Chapter 2 and 3
  Performance Task #1 Due

Session 6
- Specifying Standards
- Focusing on Student Outcomes
- Standards and the Educational Plan
- Collect Performance Task # 1

For Next week: Tanner - Chapter 4

Session 7
- Performance Assessment
- Rubrics
- Ratings and Observations
- Review Performance Task # 2

Session 8
- Independent Field Work for Performance Task # 2
For Next week: Tanner - Chapter 5

Session 9
- Portfolio Assessment
- Grading of Students
- Evaluating Instruction

For Next week: Tanner - Chapter 6
Reaction Paper # 2

Session 10
- Test Items and Test Construction
- Constructed Response Tests
- Selected Response Tests
- Discuss reaction paper # 2
- Review Performance # 2

For Next week: Tanner - Chapter 7
Performance Task # 2

Session 11
- Improving Teacher - Developed Assessments
- Teacher – Constructed Assessments
- Collect Performance Task # 2
- Review Performance Task #3
For Next week: Erickson – Chapter 1

Session 12
- Interpreting and Aligning Standards
- Designing Local Curricula

For Next week: Erickson – Chapter 2

Session 13
- Designing a Coherent Curriculum
- Concepts and Process in Curriculum Design

Session 14
- The Influence of Testing on Curriculum

For Next week: Tanner – Chapter 2
Performance Task # 3

Session 15
- Ethical Considerations in Assessment
- Collect Performance Task #3
ASSIGNMENTS/PERFORMANCE TASKS

In addition to regular class attendance and participation, students are expected to complete all required readings, journal entries, and assignments. The instructor reserves the right to add occasional readings when current issues or articles that relate to the course content present themselves.

Performance Tasks (4)

Individual performance tasks will be assigned for completion in and out of regularly assigned class time. A Performance Task Sheet and rubric will be provided to each student for each performance task, describing the task, its purpose, required elements for the process and final product, and standards for assessment. A brief description of each required performance task for this course follows.

TASK #1: Evaluate A School District’s Testing and Grading Policies and Analyze its NJ Assessment Results (100 points; weighted 20% of final grade)

This task requires that you do advanced research on the district and school by using available sources (including online data) to get information about population, test results, and local issues and goals. This background information should be used to help you formulate pertinent questions for interviews. You will personally interview a public district- or building-level administrator and a teacher (at least 2 different people), collect whatever documentation is available, and review these materials to gain an understanding of the way testing and assessment is approached in a given district, the types of assessment used, and the attitudes of the instructional staff towards testing, and grading. Our class will create a specific set of questions to use in these interviews. Your final product will consist of:

a. A written report that provides a summary of each response to each question, (should not be written in Q/A format).

b. Your analysis and conclusion gleaned from the interviews regarding the district’s testing and assessment program and their implications for teaching and learning.

c. Any pertinent supporting documentation either downloaded or provided by school personnel.

d. A description of how information from formal assessment is made available for teachers in planning instructional improvements.
TASK #2: Writing Educational Objectives and an Assessment Plan  
(100 points; weighted 30%)

You will be asked to select a specific topic for a unit plan, write appropriate educational objectives, and design an assessment plan that will help determine how well the students achieved the objectives.

Requirements

I. Unit Plan Topic, Goals and Objectives
   A. Select a specific topic from a content area that reflects important learning.
   B. State the goals and objectives of the plan – content and process
   C. Specify the NJ core Curriculum Content Standard (s) to which each of your objectives is related. (www.state.nj/education)
   D. State the prerequisite knowledge on which the plan is built

(NOTE: plan must include a minimum of five days of distinct lessons and activities.)

II. Designing instruction

   A. Describe in detail the learning activities in which students will be engaged, including:
      ● Instructional strategies and methods.
      ● Communicating tasks to students.
      ● Computer technology and web-based information required for at least one task.
      ● Arrangements of students (e.g. individual, pairs, small group, etc)
      ● Description of what the students have to do and how they have to do it.
      ● Time allocations for each task and for the unit as a whole.

III. Thinking Standards

   A. Unit plan activities must include at least one element from each of the following standards:
      ● Complex thinking skills
      ● Effective communication skills/products
      ● Collaboration/cooperation skills

IV. Assessment Plan

   A. Specify outcomes to be measured
   B. Include the assessment tasks and scoring key, including rubrics, used to assess student performance
TASK # 3: Curriculum and Assessment (100 points; weighted 10%)

This activity will focus on the link between assessment and curriculum. Using your own school district as the model, examine and report on the following:
A. To what extent do teachers in your school understand the aspects of high-stakes assessment?
B. To what extent do teachers’ plans for instruction incorporate the curriculum standards they are responsible for teaching. Describe how this is accomplished?
C. To what extent do teachers’ plans for student assessment measure the standards being taught?
D. Based on what you have learned, describe the strengths and weaknesses of your system and for each weakness develop a plan for improvement.

TASK #4 Discussion Board Assignments (100 points; weighted 10%)

Each week a topic or article will be posted on the Discussion Board (Blackboard). Each student will be required to post at least one response/comment to the item or to a colleague’s entry.

Supplemental References:


**Websites**

The Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP)  
[http://www.csteep.bc.edu](http://www.csteep.bc.edu)

The Council of Chief State School Officers (CCSSO)  
[http://www.ccsso.org](http://www.ccsso.org)

American Educational Research Association (AERA)  
[http://www.aera.net](http://www.aera.net)

The National Council on Measurement in Education (NCME)  
[http://www.ncme.org](http://www.ncme.org)

The Joint Committee on Testing Practices  
[http://www.ncme.org/related/jctp](http://www.ncme.org/related/jctp)

The National Center for Research on Evaluation, Standards, and Student Testing (CRESST)  
[http://www.cse.ucla.edu](http://www.cse.ucla.edu)

The Consortium for Equity in Standards and Testing (CTEST)  
[http://www.csteep.bc.edu/ctest](http://www.csteep.bc.edu/ctest)

The National Center for Fair and Open Testing (Fairest)  
[http://www.fairtest.org](http://www.fairtest.org)
Students are required to attend class, arrive on time, and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

The School of Education’s Policy Committee met and established the following policy for attendance:

1. Attendance is required in all our classes.
2. 3 absences, grade is lowered by a half a letter grade.
3. 4 absences, grade is lowered by one full letter grade.
4. 5 absences, the student fails or withdraws from the course.
Academic Integrity –

Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform, and casts a shadow on the value of the academic process, past and future. (FDU, 1966, p.5)

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their college. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p.15)

Student Academic Services –

The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

If special accommodations are required, contact the Dean of Students as early in the semester as possible so that appropriate arrangements can be made.

Policy on course completion –

In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)

A leave of absence allows students to interrupt their graduate studies if necessary. FDU, 2002, p. 14) Please see Student Handbook for specific details.

Student responsibilities regarding fulfilling course requirements –

The following represents the SOE Committee’s policy regarding student responsibility in fulfilling course requirements:
It is expected that students enrolled in courses and programs in the FDU SOE take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

References –
Division of Student Affairs.