FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education
Course Syllabus
EDUC 6893 Evaluation and Measurement

Day/Time:
Location:
Instructor:
Phone:
Fax:
E-mail:
Office and office hours:

Required Text:

The New Jersey Core Curriculum Content Standards. www.nj.gov/njded/cccs

Articles (these articles and others as relevant to the session and identified by the instructor)


COURSE DESCRIPTION

This course emphasizes the use of multiple methods to assess student learning in K-12 classrooms, development and assessment of portfolios and performance-based tasks, and objective and standardized tests. Analysis of assessment information and self-/peer assessments to enhance teaching and address individual student learning needs is integral to the course. Strategies for evaluation and grading and the use of rubrics are addressed. Emphasis is placed on standards-based instruction and assessment using the New Jersey Core Curriculum Content Standards and statewide assessments as reference points. This course will provide the student with both a theoretical and a practical framework for acquiring the knowledge and developing the skills necessary to successfully incorporate assessment and grading activities into a
comprehensive and effective approach to teaching. This cohesive philosophy of assessment and evaluation will provide an intellectual framework for enhancing teaching and learning. Beginning with an examination of the “why,” “what” and “how” of evaluation and measurement, this course examines the various forms of evaluation and measurement, addresses technical issues associated with evaluation and measurement and guides the student through the process of developing a comprehensive evaluation program that includes both traditional and alternative assessment.

Additional topics will include:

- appropriate and inappropriate test preparation practices
- making sense out of standardized test scores
- tracking student progress and instructional effectiveness
- reporting student progress to parents
- writing selected-response and constructed-response test items

**School of Education Mission Statement**

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

**SOE Claims**

We believe our candidates are:

1. **Qualified to teach subject matter knowledge.**

   We believe that our evidence will show that graduates of our programs understand the central concepts, tools of inquiry, and structure of their certification area and meet the New Jersey licensure requirements (NJPST 1—Subject Matter Knowledge).

2. **Competent in pedagogical knowledge.**

   We believe our graduates have acquired the pedagogical skills to meet the needs and differences of individual students through teaching strategies that address individual learning styles, Multiple Intelligences, and differentiate instruction and take into account the developmental levels of their students.(NJPST 2, 3, 4, 5, 6, 7, 8—Pedagogical Knowledge).

3. **Caring**

   We believe our graduates have acquired the skills to meet the needs of their students and to promote achievement for all students (NJPST 2, 3, 4, 5, 6, 9, 10, 11).

**Cross-cutting Themes – Technology, Learning to Learn, Multicultural Perspectives**
Course Outcomes/Competencies:

Standards

All teaching candidates must be familiar with and use the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, Technical Subjects, and Mathematics and have a copy of these standards on their computer. They can be found at: http://www.corestandards.org/. This course supports those standards and the NJ Core Curriculum Content Standards (NJCCCS) that can be found at http://www.state.nj.us/education/cccs/. This course also supports the New Jersey Professional Standards for Teachers (NJPST) which can be found at: http://www.state.nj.us/njded/profdev/profstand/standards.pdf

New Jersey Professional Standards for Teachers

Upon completion of this course, pre-service teachers will demonstrate following competencies (knowledge, dispositions, skills, and performances):

Standard #1 (Content): Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students. [1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9]

Standard #2 (Human Growth and Development): Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development. [2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9]

Standard #3 (Diverse Learners): Teachers shall understand the practice of culturally responsive teaching. [3.1, 3.2, 3.3, 3.5, 3.10]

Standard #4 (Instructional Planning and Strategies): Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners. [4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11]

Standard #5 (Assessment): Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students. [5.1, 5.2, 5.3, 5.4, 5.7]

Standard #6 (Learning Environment): Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation. [6.1, 6.2, 6.3, 6.12]
Standard #7 (Special Needs): Teachers shall adapt and modify instruction to accommodate the special learning needs of all students. [7.1, 7.3, 7.4, 7.5, 7.7]

Standard #8 (Communication): Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions. [8.4, 8.5]

Standard #9 (Collaboration and Partnerships): Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being. [9.2, 9.3]

Standard #10 (Professional Development): Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process. [10.1, 10.2, 10.3, 10.4, 10.5]

Standard #11 (Professional Responsibility): Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. [11.1, 11.2, 11.3]

COURSE OBJECTIVES

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

1. demonstrate a philosophical, historical, theoretical, and conceptual understanding of student assessment and evaluation practices and the implications for the classroom, teaching, and learning.

2. demonstrate the ability to apply varied and appropriate student assessment and evaluation strategies to teaching by:
   - describing the relationship among curriculum, teaching, and assessment
   - discussing broader context regarding testing
   - discussing aggregated and disaggregated data and the implications for assessment plans for special needs students and second language learners
   - 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
   - choosing assessment methods appropriate for instructional decision-making and planning
   - developing assessment strategies which provide for the needs of diverse learners and demonstrate culturally responsive pedagogy and global awareness
• discussing rationale of individual assessment strategies as a result of differentiated instruction
• defining the terms and describing the characteristics of traditional assessment (paper and pencil, objective tests) and alternative assessment methods (authentic assessment, performance-based, portfolios) in the context of the classroom, and explaining the implications for teaching and learning
• administering, scoring, and interpreting the results of both externally-produced and teacher-produced assessments
• using assessment results when making decisions about individual students, planning, instruction, developing curriculum, and school improvement
• developing valid pupil evaluation and grading procedures which use a broad-base of assessment methods
• effectively communicating assessment results to students, parents, and other audiences
• identifying appropriate and inappropriate uses of standardized and teacher-developed tests
• describing the New Jersey statewide assessment program and monitoring standards related to student performance and assessment; and explaining the implications of state-mandated standards and assessments for curriculum, instruction, and learning

• defining and explaining terminology, including: measurement, data, instrument, test, standardized, validity, reliability, absence of bias, formative evaluation, summative evaluation, baseline, benchmarks, standards, criteria, outcomes, measures of central tendency (mean, median, mode), measures of variability (range, standard deviation, variance, standard error of measurement), raw scores, percentiles, stanines, ranks, normal curve equivalent, item-response theory, cut scores, and proficiency determinants
• describing and explaining the use of different kinds of scoring devices and alternative means of scoring and grading, such as checklists and rubrics, and the implications for instruction, assessment, and learning
• describing the concept of the bell curve, normal and skewed distributions of data, and the implications for assessment and grading
• describing accommodations for students with disabilities and second language learners
• demonstrating skill in using technology to locate and utilize data
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.

- Performance Task # 1 – Educational objectives and an assessment plan (20%)
- Performance Task # 2 – Evaluation of district testing and grading policies (30%)
- Performance Task # 3 – Analysis of a Standardized Test (20%)
- Performance Task # 4 – Personal Journal (5%)
- Performance Task # 5 – Take home Final (15%)
- Attendance, participation, scenarios, and “quick writes” (10%) which will provide an opportunity to summarize and respond to ideas and concepts.

Total = 100%

Your total number of points will be converted into the following grade:


Any grade below C is considered unacceptable in graduate programs and considered failing.

Quick writes may occur at any time during the class and may reference readings. Please be prepared to write your reaction and analysis by doing the reading. Attendance is mandatory (see the FDU policy in the syllabus) since a core part of the course will be discussion of the assigned topic and hands-on activities that will be evaluated regularly. You will have an opportunity to apply concepts, strategies, and ideas to specific educational settings during these activities. Satisfactory participation includes actively engaging in discussion, contributing to small group activities, and commenting on peer work.
FORMAT FOR WRITTEN ASSIGNMENTS:

All written assignments except those done in class should be typed and double-spaced, 12 font. All papers should be submitted with two introductory header pages indicating the following:

1. On a cover sheet:
   • Title of assignment
   • Course name/section
   • Instructor’s name
   • Date of submission
   • Student’s name

2. Checklist - included in syllabus for each task. Print your name clearly on top of the check sheet.

   It is expected that each paper will be written using APA style, including appropriate and accurate grammar and syntax. Please consult the American Psychological Association website for details regarding citation formats. Content and mechanics will be considered in the evaluation of your assignments as indicated since successful oral and written communication is expected of all teachers. 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 and follow the correct citation for that information. All papers are to be submitted on the due date unless the instructor has given prior approval. If for some reason a paper must be submitted late, please make other arrangements with the instructor. It is the student’s responsibility to make the contact. Unless this is done, late papers may not be accepted.

STUDENT ASSESSMENT AND EVALUATION (GRADING POLICY)

Tasks are written and performance-based and should demonstrate overall

   • an understanding of the theory and concepts related to the topics covered in this course;
   • the ability to think critically;
   • assessment strategies that include special needs students and second language learners.
   • 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, very good understanding of the knowledge and skills presented.
C = adequate performance, good understanding, and demonstration of the knowledge and skills presented.
D = inadequate performance, lacks a demonstration of and understanding 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.

Required Novell and WebCampus (Blackboard) Accounts): Announcements, additional readings, and messages from the instructor will be sent via your FDU mail account. Be certain it is operating order and that you access it often.

All students in this course are required to obtain an FDU student webmail account. In order to access WebCampus, you must have a Webmail account and be officially registered for classes.

If you have a FDU Webmail account, your username and password for WebCampus are identical to your Webmail username and password (e.g. einstein@student.fdu.edu). Please note, there will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus. Passwords must be 6-8 characters in length and are case-sensitive (i.e. capitalization counts).

If you do not have a Webmail account, you must first create your Webmail account at webmail.fdu.edu. Click on the "Create New Account" link and follow the online instructions. There will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus.

If you are having trouble creating your Webmail account or logging in to WebCampus, please contact the Fairleigh Dickinson University Technical Assistance Center (FDUTAC) at 973-443-8822 or email fdutac@fdu.edu. Assistance is available 24 hours a day for Webcampus users.

If you are using campus computers, you must have a Novell account. For additional information, please see the Student Resources section on the Office of Educational Technology website. Novell accounts must be created in a university lab. A valid FDU ID is required.

To access Blackboard:
WEBSITE: http://webcampus.fdu.edu
Click on Login on the top left of the screen
At this point you will be asked for a user name and password
Once you log in, scroll down to the box called My Courses. Click on EDUC 6893.
COURSE OUTLINE

Sessions will include identification and discussion of topics, individual/group activities, instructional media, and guest speakers, as the instructor deems appropriate.

Students are encouraged to begin Task 4 at the start of the semester. It is also recommended that students plan for the time and place of Task 2 early in the semester. These two assignments can be worked on throughout the semester. Use your time wisely.

Session 1:
• Overview of course; guidelines regarding the tasks
• Establishing a philosophical base for assessment
• Historical perspective
  o ESEA
  o A Nation at Risk
  o IDEA
  o NCLB
  o 504 (1973)
  o ADA

For next week: Chapter 1

Session 2:
• Measurement and teaching
• Accountability
• Student diversity- special services, needs, and differentiated instruction
• Inclusion
• Child study teams
  Activity: Assessments and differentiated instruction

For next week: Chapter 3, 4

Session 3:
  NJCCCS
  Norm-referenced tests and criterion-referenced tests
  Instructional objectives, learning activities, and outcomes
  Accommodations, lesson planning and assessment

For next week: Chapters 5, 6
Session 4:
- Validity
  - Implications for teacher constructed tests
  - Evaluating tests for validity
- Reliability
  - Methods of estimating reliability
  - Standard error of measurement

For next week: Chapter 2

Session 5:
- Teaching, learning, assessment
  - Creating a Table of Specifications
  - Co teaching
  - Planning and assessment
  - Exceptionality (CEC)
- Items and tasks
- Peer critiques of items

For next week: Chapter 7

Session 6:
- Constructing classroom tests
  - Objective test items – simple forms
  - Measuring knowledge understanding and application
  - Objective test items – multiple choice forms
- Peer critiques of sample test items

For next week: Chapter 8

Session 7:
- Assessing higher order thinking skills
- Essay questions
- Rubrics
- Scoring

For next week: Chapter 9
Session 8:
  • Performance-based assessments
    o Rubrics and scales
    o Effective rating
  • Portfolios
    o Purposes
    o Contents
    o Evaluation criteria

Session 9:
  • Administering assessments
    o Dealing with parents of general education students, special needs students and second language learners
    o Other issues
    o Scenarios
  • Task # 1 Assessment Plan DUE
  • Presentations of plans
For next week: Chapter 10

Session 10:
  • Grading and reporting
  • Standardized tests
    o Achievement tests
    o Percentile ranks, grade equivalent scores;
    o Standardized tests and informal classroom tests
    o Scenarios

Session 11:
  • Task 2 DUE
  • Task 2 presentations
  • Scenarios
For next week: Chapter 11
Session 12:
- Standardized tests- Aptitude tests
  - Components
  - Examples
  - Culture-fair testing
  - Culturally responsive teaching and assessment
- Activities:
  - Culture biased tests
  - Recognizing questions that are not “neutral”

For next week: Chapter 12

Session 13:
- Standardized tests
  - Appropriateness
  - Administration
  - Accommodations for students with learning disabilities
  - Second language learners
  - Interpreting scores
  - Norms
  - Percentile rank
  - Standards and students with learning disabilities and second language learners
- Task # 3 Test analysis DUE and presentations

Session 14:
Final exam distributed
  Scenarios

Session 15:
Final exam due
Task # 4 Journal DUE
  Group activity
  Wrap up
ASSIGNMENTS/PERFORMANCE TASKS

In addition to regular class attendance and participation, students are expected to complete all required readings, journal entries, and assignments. Each task is designed especially for this course and students should incorporate the readings and discussions from this course in the completion of those assignments. The instructor reserves the right to add occasional readings when current issues or articles that relate to the course content present themselves. All tasks should contain references to class readings and contain specific terminology to indicate your knowledge and understanding of the dynamics of teaching, learning, and assessment. Superior papers will be marked by analysis and synthesis of the concepts. You MUST integrate into your paper appropriate terms from readings and class discussion in order to demonstrate knowledge and understanding of teaching, learning, and assessment. Use APA format to cite from your textbooks, articles, and readings.

** Suggestion. These tasks are cumulative in nature and you are encouraged to begin taking notes, gathering information, reading, and writing on each as the semester progresses.

TASK # 1 EDUCATIONAL OBJECTIVES AND AN ASSESSMENT PLAN (20%)

This task requires that you select a subject area, topic, and grade for which you will identify instructional objectives and construct an assessment plan in which you link the assessments with the objectives. You will be expected to include different kinds of objective questions, essay questions, and at least one performance or product assessment and an instrument to score it. You will also indicate how technology will be related such as how it will be employed in teaching and/or the assessment and how the needs of diverse learners will be handled. Include the following: (1) the educational objectives (2) a set of a least 3 observable performance criteria for judging the performance or product and a rubric or checklist to score it (3) the rationale for the different types of questions and assessments and (4) a general overview of the learning activities. THIS IS NOT A UNIT PLAN or a teaching lesson so your focus is on assessment, not the instructional delivery which can be summarized. The relationship of items 1-4 should be explained in 4-5 pages (maximum) and items such as the rubric and test questions should be appendices. You will present the assessment plan informally in class and submit a written copy.

This task addresses New Jersey Professional Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9; 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9; 3.1, 3.2, 3.3, 3.5, 3.10; 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11; 5.1, 5.2, 5.3, 5.4, 5.7; 6.1, 6.2, 6.3, 6.12; 7.1, 7.3, 7.4, 7.5, 7.7.
TASK #2: EVALUATION OF A SCHOOL DISTRICT’S TESTING AND GRADING POLICIES (30%)

This task requires that you collect data on a district and school by using available sources (including online data) and field work. This information should include demographics, test results, local issues, and goals. Include information on second language learners and on classified students. This background information should be used to formulate pertinent questions for interviews.

You will personally interview a public school district or building-level administrator and a teacher (at least 2 different people), collect whatever documentation is available, and review these materials to ascertain how testing and assessment are approached in a given district, the types of assessment used, and the attitudes of the instructional staff toward testing, instruction, and grading.

Create a specific set of questions to use in these interviews (Be tactful, polite, and professional). Your final product (7-8 pages maximum) will consist of:

a. a written report that synthesizes the responses to each question (should not be written in Q/A format) and can contain a comparison and contrast of responses from different parties.

b. your analysis and conclusions gleaned from the interviews regarding the district’s testing and assessment program and its implications for teaching and learning. Your analysis should include reference to the performance of diverse learners. Include the position of those you interviewed and explain the stake they have in testing. You may identify them by their position or with a pseudonym. Include also a paragraph in which you reflect on how this task helped you to grow as a caring, competent, and qualified teacher and how your handling of the task related to one of the NJPST.

c. any pertinent supporting documentation, either downloaded or provided by school personnel (not included in page total). This task addresses New Jersey Professional Standards: 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9; 3.1, 3.2, 3.3, 3.5, 3.10; 9.2, 9.3.
TASK #3: ANALYSIS OF A TEST (20%)

You will analyze a teacher-made test or standardized test using predetermined criteria (rubric) which you will also develop. There is a list of test sites included in this syllabus. You may consult those or others you find. You will design a rubric, which you will use to evaluate this test. Keep in mind the purposes of the test, the construction of test questions, cultural fairness of the test, the needs of students with learning disabilities, second language learners, and other areas you see as relevant to the test you use. You will state the advantages and disadvantages of the test, the implications for teaching and learning and reference to diverse learners. (4-5 pages plus attachments, which will include the rubric and test). Refer to any readings to substantiate your conclusions. Include also a paragraph in which you reflect on how this task helped you to grow as a caring, competent, and qualified teacher and how your handling of the task related to one of the NJPST.

This task addresses New Jersey Professional Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9; 3.1, 3.2, 3.3, 3.5, 3.10; 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11; 5.1, 5.2, 5.3, 5.4, 5.7.

TASK #4: JOURNAL: A PERSONAL COMMENTARY and REFLECTION on assessment (5%)

As a culminating activity for the course, you will:

a. describe your personal vision of teaching, learning, and assessment, drawing from what you have learned this semester and from what you have learned previously

b. reflect upon which task has contributed significantly to one of the NJPST and explain that connection.

For this purpose, it is important for you to record your thoughts on various assessment and evaluation strategies as the course progresses. These comments can then be synthesized into a final paper that contains your personal vision on assessment. Your statement will reflect your values, your teaching philosophy, and your understanding of assessment as it relates to effective teaching, student learning, grading, etc. You will be expected to provide specific examples of how your understanding of evaluation and measurement and your ability to apply educational technology will affect your teaching.

Utilize and cite relevant terms from readings and class discussions to demonstrate you knowledge and understanding of teaching, learning, and assessment. Superior papers will be marked by analysis and synthesis of the concepts. This task addresses New Jersey Professional Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9; 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9; 3.1, 3.2, 3.3, 3.5, 3.10; 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11; 5.1, 5.2, 5.3, 5.4, 5.7; 6.1, 6.2, 6.3, 6.12; 7.1, 7.3, 7.4, 7.5, 7.7; 8.4, 8.5; 9.2, 9.3; 10.1, 10.2, 10.3, 10.4, 10.5.

TASK 5: Final Exam (15%)

Variety of questions on class readings and discussions. Paper MUST be heavily documented with references to readings and text.
SUPPLEMENTAL REFERENCE:

WEBSITES:

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 National Center for Fair and Open Testing (Fairest) [http://www.fairtest.org](http://www.fairtest.org)
The Mid-continent Regional Educational Laboratory (McREL) [http://www.mcrel.org](http://www.mcrel.org)
The ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) [http://www.ericae.net](http://www.ericae.net)
WestEd [http://www.wested.org](http://www.wested.org)
The Northwest Regional Educational Laboratory (NWREL) [http://www.nwrel.com](http://www.nwrel.com)
The Buros Institute of Mental Measurements [http://www.unl.edu/buros](http://www.unl.edu/buros)
Performance Assessment Links in Science (PALS) [http://www.pals.sri.com](http://www.pals.sri.com)
Council for Exceptional Children [www.cec.sped.org](http://www.cec.sped.org)
Council for Learning Disabilities [www.cldinternational.org](http://www.cldinternational.org)
Association for Supervision and Curriculum Development [www.ascd.org](http://www.ascd.org)
CHADD (Children and Adults with Attention Deficit Disorders) [www.CHADD.org](http://www.CHADD.org)
The IDEA Practices website [www.ideapactices.org](http://www.ideapactices.org)
The National Information Center for Children and Youth with Disabilities [www.nichey.org](http://www.nichey.org)
TASK # 1 EDUCATIONAL OBJECTIVES AND AN ASSESSMENT PLAN (20%)

This task requires that you select a subject area, topic, and grade for which you will identify **instructional objectives** and **construct an assessment plan** in which you link the assessments with the objectives. You will be expected to include different kinds of objective questions, essay questions, and at least one performance or product assessment and an instrument to score it. You will also indicate how technology will be related such as how it will be employed in teaching and/or the assessment and how the needs of diverse learners will be handled. Include the following: (1) the educational objectives (2) a set of at least 3 observable performance criteria for judging the performance or product and a rubric or checklist to score it (3) the rationale for the different types of questions and assessments and (4) a general overview of the learning activities. THIS IS NOT A UNIT PLAN or a teaching lesson so your focus is on assessment, not the instructional delivery which can be summarized. The relationship of items 1-4 should be explained in 4-5 pages (maximum) and items such as the rubric and test questions should be appendices. You will present the assessment plan informally in class and submit a written copy.

This task addresses New Jersey Professional Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9; 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9; 3.1, 3.2, 3.3, 3.5, 3.10; 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11; 5.1, 5.2, 5.3, 5.4, 5.7; 6.1, 6.2, 6.3, 6.12; 7.1, 7.3, 7.4, 7.5, 7.7.
TASK 1 RUBRIC

The following criteria will be used to assess your plan.

1. The construction of the assessments and the rationale, i.e, the relationship between educational objectives and assessment (3).
   - Use of multiple assessments
   - Satisfactory statement of items on assessment tools
   - Link of assessments with instructional objectives
   - Appropriateness of assessments

2. Rubric or checklist (3)
   - Use of appropriate criteria
   - Consistency in development of rubric or checklist
   - Clarity of statement

3. Correlation to NJCCCS (2)
   - Clarity of statement
   - Grade and subject appropriate

4. Technology use (3)
   - Relation of technology to learning activity or assessment
   - Discussion of relevant issues such as availability, advantages, etc.

5. Attention to special needs students (3)
   - Accommodations
   - Rationale
   - Appropriateness

6. Learning activities (4)
   - Link to higher and level and lower level objectives
   - Differentiation

7. Integration of specific terminology (2)
   - From class discussions, text, and readings
   - Appropriate citations in APA format.

Total points
TASK #2: EVALUATION OF A SCHOOL DISTRICT’S TESTING AND GRADING POLICIES
(30%)  
This task requires that you collect data on a district and school by using available sources (including online data) and field work. This information should include demographics, test results, local issues, and goals. Include information on second language learners and on classified students. This background information should be used to formulate pertinent questions for interviews. You will personally interview a public school district or building-level administrator and a teacher (at least 2 different people), collect whatever documentation is available, and review these materials to ascertain how testing and assessment are approached in a given district, the types of assessment used, and the attitudes of the instructional staff toward testing, instruction, and grading. Create a specific set of questions to use in these interviews (Be tactful, polite, and professional). Your final product (7-8 pages maximum) will consist of:

a. a written report that synthesizes the responses to each question (should not be written in Q/A format) and can contain a comparison and contrast of responses from different parties.

b. your analysis and conclusions gleaned from the interviews regarding the district’s testing and assessment program and its implications for teaching and learning. Your analysis should include reference to the performance of diverse learners. Include the position of those you interviewed and explain the stake they have in testing. You may identify them by their position or with a pseudonym. Include also a paragraph in which you reflect on how this task helped you to grow as a caring, competent, and qualified teacher and how your handling of the task related to one of the NJPST.

c. any pertinent supporting documentation, either downloaded or provided by school personnel (not included in page total).

This task addresses New Jersey Professional Standards: 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9; 3.1, 3.2, 3.3, 3.5, 3.10; 9.2, 9.3.
<table>
<thead>
<tr>
<th>Task 2 Rubric -- Criteria</th>
<th>Below Standard (0-1)</th>
<th>Meets Standard (2-3)</th>
<th>Exceeds Standard (4-5)</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collection of district and school information (5)</td>
<td>Demonstrates an emerging competency in subject matter knowledge, process, and/or disposition.</td>
<td>Demonstrates excellent competency in subject matter knowledge, process and/or disposition. Competency is reflected in careful analysis and synthesis</td>
<td>Demonstrates expert competency in subject matter knowledge, process, and/or disposition. Competency is reflected in masterful analysis and synthesis and implications for classroom teaching and learning. Competency addresses diversity, special needs and differentiated instruction.</td>
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<tr>
<td>• Demographics</td>
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<td>• Local issues</td>
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<tr>
<td>• Goals- district, school, teacher</td>
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<tr>
<td>2. Collection of data on district/school district testing and grading (5)</td>
<td>Demonstrates an emerging competency in subject matter knowledge, process and/or disposition.</td>
<td>Demonstrates excellent competency in subject matter knowledge, process and/or disposition. Competency is reflected in careful analysis and synthesis</td>
<td>Demonstrates expert competency in subject matter knowledge, process and/or disposition. Competency is reflected in masterful analysis and synthesis and implications for classroom teaching and learning. Competency addresses diversity, special needs and differentiated instruction.</td>
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<tr>
<td>• Types of Assessments</td>
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<tr>
<td>• Relation to district mission</td>
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<td>• Relevance of NJCCCS</td>
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<td>• Data regarding students w/learning disabilities</td>
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<td>• Data on 2nd language learners</td>
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<td>3. Formulation of interview questions (6)</td>
<td>Demonstrates an emerging competency in subject matter knowledge, process and/or disposition</td>
<td>Demonstrates excellent competency in subject matter knowledge, process and/or disposition. Competency is reflected in careful analysis and synthesis</td>
<td>Demonstrates expert competency in subject matter knowledge, process and/or disposition. Competency is reflected in masterful analysis and synthesis and implications for classroom teaching and learning. Competency addresses diversity, special needs and differentiated instruction.</td>
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<tr>
<td>• Clarity &amp; relevance of questions</td>
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<td>• Integration of responses</td>
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<tr>
<td>• Conclusion</td>
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<tr>
<td>4. Implications of testing/grading for classroom teaching and learning (10)</td>
<td>Demonstrates an emerging competency in subject matter knowledge, process and/or disposition.</td>
<td>Demonstrates excellent competency in subject matter knowledge, process and/or disposition. Competency is reflected in careful analysis and synthesis</td>
<td>Demonstrates expert competency in subject matter knowledge, process and/or disposition. Competency is reflected in masterful analysis and synthesis and implications for classroom teaching and learning. Competency addresses diversity, special needs and differentiated instruction.</td>
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<tr>
<td>5. Written quality of paper &amp; reflection (4)</td>
<td>Demonstrates an emerging competency in subject matter knowledge, process and/or disposition.</td>
<td>Demonstrates excellent competency in subject matter knowledge, process and/or disposition. Competency is reflected in careful analysis and synthesis</td>
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<td>• Organization</td>
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<td>• Syntax</td>
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<td>• Grammar</td>
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TASK #3: ANALYSIS OF A TEST (20%) 

You will analyze a teacher-made test or standardized test using predetermined criteria (rubric) which you will also develop. There is a list of test sites included in this syllabus. You may consult those or others you find. You will design a rubric, which you will use to evaluate this test. Keep in mind the purposes of the test, the construction of test questions, cultural fairness of the test, the needs of students with learning disabilities, second language learners, and other areas you see as relevant to the test you use. Each of those items should be addressed clearly and specifically in the paper. You will state the advantages and disadvantages of the test, the implications for teaching and learning and reference to diverse learners and students with disabilities. (4-5 pages plus attachments, which will include the rubric and test). Refer to any readings to substantiate your conclusions. Include also a paragraph in which you reflect on how this task helped you to grow as a caring, competent, and qualified teacher and how your handling of the task related to one of the NJPST.

This task addresses New Jersey Professional Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9; 3.1, 3.2, 3.3, 3.5, 3.10; 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11; 5.1, 5.2, 5.3, 5.4, 5.7.

The following will be used to score your paper.

TEAC claim: Competent -Pedagogical knowledge and skills

<table>
<thead>
<tr>
<th>Rubric(6)</th>
<th>Points</th>
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<tbody>
<tr>
<td>4 (highest) Develops a rubric with meaningful and relevant criteria. Evaluation levels are uniformly clear and concise. (5-6 points)</td>
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<tr>
<td>3 Develops a rubric with criteria that are generally meaningful and relevant. Evaluation levels are generally clear and concise. (4 points)</td>
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<tr>
<td>2 Develops a rubric with only some criteria in alignment with the purpose of the task. Evaluation levels are unclear. (2-3 points)</td>
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<tr>
<td>1 (lowest) Develops a rubric with criteria that are irrelevant wholly or partially to the purpose of the task. Evaluation levels are missing or not defined appropriately. (0-1 point)</td>
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</table>

<table>
<thead>
<tr>
<th>Implications of the test for teaching and learning(10)</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Indicates many clear links between instruction and assessment. (8-10 points)</td>
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<tr>
<td>Indicates a few clear links between instruction and assessment. (5-7 points)</td>
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<tr>
<td>Links between instruction and assessment are few and superficial. (2-4 points)</td>
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<tr>
<td>Fails to demonstrate any implications of the test on instruction and assessment. (0-1)</td>
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<tr>
<th>Reflection on diverse learners and the test(2)</th>
<th>Points</th>
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<tbody>
<tr>
<td>The reflection is detailed and addresses diverse learners. (2)</td>
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<tr>
<td>The reflection addresses diverse learners. (1)</td>
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<tr>
<td>The reflection is superficial and elementary. (0.5)</td>
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<tr>
<td>The reflection fails to mention diverse learners (0)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Written quality of paper (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper is well organized and free of mechanical and grammatical errors. (2)</td>
<td></td>
</tr>
<tr>
<td>Paper is organized and relatively free of mechanical and grammatical errors. (1)</td>
<td></td>
</tr>
<tr>
<td>Paper is not Well organized And there are many Mechanical and grammatical errors (0.5)</td>
<td></td>
</tr>
<tr>
<td>Paper lacks organization and there are substantial mechanical and grammatical errors (0)</td>
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</tbody>
</table>

EDUC 6893 Evaluation and Measurement
Revised 6/14/2012 r/k
Student______________________________________________

TASK #4: JOURNAL: A PERSONAL COMMENTARY and REFLECTION (5%)
As a culminating activity for the course, you will

   a. describe your personal vision of teaching, learning, and assessment, drawing from what you have
      learned this semester and from what you have learned previously
   b. reflect upon which task has contributed significantly to one of the NJPST and explain that
      connection.

For this purpose, it is important for you to record your thoughts on various assessment and evaluation
strategies as the course progresses. These comments can then be synthesized into a final paper that
contains your personal vision on assessment. Your statement will reflect your values, your teaching
philosophy, and your understanding of assessment as it relates to effective teaching, student learning,
grading, etc. You will be expected to provide specific examples of how your understanding of evaluation
and measurement and your ability to apply educational technology will affect your teaching.
You are expected to utilize and cite relevant terms from readings and class discussions in order to
demonstrate you knowledge and understanding of teaching, learning, and assessment. Superior
papers will be marked by analysis and synthesis of the concepts. This task addresses New Jersey
Professional Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9; 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9; 3.1, 3.2,
3.3, 3.5, 3.10; 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11; 5.1, 5.2, 5.3, 5.4, 5.7; 6.1, 6.2, 6.3, 6.12;
7.1, 7.3, 7.4, 7.5, 7.7; 8.4, 8.5; 9.2, 9.3; 10.1, 10.2, 10.3, 10.4, 10.5.

The following will be used to assess your journal.

   ______1. The journal will contain a clearly enunciated vision of teaching, learning, and assessment. Be
      specific. (3)
   ______2. The journal will reveal ability to link teaching and assessment with examples from
      observation
      or experience. (3)
   ______3. The journal will demonstrate an understanding of how assessment and evaluation are part of
      issues in the larger context, i.e., district, society, etc. and will refer to data collected, accessed,
      and/or used. (3)
   ______4. The journal will reveal an understanding of how to address the needs of diverse learners and
      student with disabilities and the accommodations needed with specific examples provided. (3)
   ______5. The journal will reveal evidence of how to apply technology to teaching, learning and
      assessments and specifically reference supporting data. (3)
   ______Total points

EDUC 6893 Evaluation and Measurement
Revised 6/14/2012 r/k
FINAL EXAM. The criteria listed below will be used to grade each essay. Please read the directions carefully.

Content

1. The response is oversimplified and fails to reference appropriate readings, terms, and concepts.
2. The response is adequate and it contains references to appropriate readings, terms, and concepts
3. The response contains not only appropriate references from course required materials but contains references to other related work
4. The response contains references to required materials and other materials and contains a synthesis of ideas and issues.

Usage/Style

1. The paper is difficult to read and understand, with numerous syntactical, grammatical, spelling and typographical errors. APA format was not utilized as required. Little or no proofreading is evidenced.
2. The paper requires some revision. The writing style needs improvement and, coupled with syntactical, grammatical, and typographical errors, detracts from the overall effectiveness of the presentation. The required APA conventions are not always followed.
3. The paper is well-written. Standards for acceptable usage and style are followed. Few syntactical, grammatical, spelling, and typographical errors are in evidence, suggesting that the paper was proofread. APA style conventions were followed overall.
4. APA style conventions are in evidence, suggesting that the paper was proofread. Few, if any, mechanical errors.

Analysis

1. The paper lacks a substantive analysis of the topic. Very little, if any, systematic analysis is evident. No supporting evidence is provided.
2. Although the paper includes an analysis, the analysis lacks depth and thoughtful inquiry.
3. The paper shows a systematic, insightful level of analysis.
4. The paper shows a systematic, insightful level of analysis that is multilayered
I. Attendance
A. 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)
B. 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 drops by a half a grade
3. 4 absences, grade drops by one full grade
4. 5 absences, the student fails or withdraws from the class

II. Academic integrity
A. 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.
B. Academic dishonesty includes, but is not necessarily limited to, the following:
1. Cheating—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.
2. Plagiarism—Representing the ideas or language of others as one’s own.
3. Falsification—Falsifying or inventing any information, data or citation in an academic exercise.
4. Multiple Submission—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
5. Complicity—Facilitating any of the above actions or performing work that another student then presents as his or her assignment.
6. Interference—Interfering with the ability of a student to perform his or her assignments.
C. Sanctions: Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:
1. No Credit (0) or Failure for the academic exercise.
2. Reduced grade for the course.
3. A Failure in the course that is identified on the student’s permanent record card as permanent and cannot be removed.
4. Recommendation for academic probation to the Dean’s Office. In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student’s permanent record card. In any case, the incident and penalty will be recorded in the student’s file maintained in the campus Office of Enrollment Services.
5. For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions and, with concurrence of the academic dean, one of the following:
   a) Suspension from the University for one year. Readmission will be contingent upon the approval of the academic dean.
   b) Dismissal from the University.
D. For a detailed discussion of FDU’s Academic Integrity Policy please refer to the following URLs:
http://www.fdu.edu/faculty/academicintegrity.pdf ; http://www.fdu.edu/academic/0911bulletin/academicregulations.pdf [and]
E. Grade equivalents
1. A = exemplary performance, excellent understanding and demonstration of the knowledge and skills addressed
2. B = competent performance, very good understanding and demonstration of the knowledge and skills addressed
3. C = adequate performance, good understanding and demonstration of the knowledge and skills addressed, some minor flaws
4. D = inadequate performance, lacks a demonstration of an understanding of the knowledge and skills addressed, serious flaws in substance and presentation of material
5. I = Incomplete. This designation is not a substitute for a 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 automatically will become an F. The F is a letter grade and will count in the student’s CGPA. (FDU. 2002, p. 14)
6. C- MAT students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their academic performance, they will be asked to withdraw.

III. Grading policies
A. Graduate Programs – Grading and similar policies
1. Grades:
   a) Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.
   b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
   c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.
2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.
3. Degree Requirements and Academic Probation:
   a) The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
   b) Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance, they will be asked to withdraw.
   c) Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).
   d) A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.
B. Undergraduate Programs – Grading and similar policies
1. Grades
   a) Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.
   b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
   c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.
2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.
3. Degree Requirements and Academic Probation:
   a) In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.
   b) QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.
   c) An undergraduate program of study must be completed within a period of ten years.
IV. Student academic services

A. 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.

B. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

V. Policy on course completion

A. 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)

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

VI. Student responsibilities regarding fulfilling course requirements

The following represents the MAT committee's policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU School of Education (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.

VII. Picking up grades papers

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

VIII. Instructor Specific Policies

A. Please type and double-space all assignments. All papers must be submitted with cover page indicating title of assignment, course name and section, instructor’s name, your name, and date of submission. In addition to fulfilling the content requirements of each assignment, it is expected that each paper will be written using correct English, spelling, and grammar. Both content and mechanics will be considered in the grading. Remember to cite sources for ideas that are not your own using APA format. Citations are necessary for both conceptual issues and direct quotations. It is expected that all papers will be submitted by the due date unless prior approval is given for a good reason.

B. Student assessment and evaluation is performance based. Criteria for assessment include, but are not limited to:
   1. Demonstration of an understanding of the theory and concepts related to the topics of the course
   2. Demonstration of critical thinking
   3. Sufficient and appropriate evidence to support one’s position
   4. Creativity and development of strategies and procedures which reflect an understanding of the teaching/learning process
   5. Effective written and verbal communication skills which includes correct usage and expression

IX. Disclaimer

A. This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

B. Certification laws are subject to change. FDU is not responsible for changes made in New Jersey State requirements which might not grandfather a student.

X. References


C. FDU. (August 2011). University College, Office of the Dean, Academic Integrity Policy.