CALVARY UNIVERSITY

15800 Calvary Road
Kansas City, MO 64147-1341

Syllabus

Course: ED349-N Educational Assessments
Credit: 3 hours
Semester: Spring 2025 (Session 1)
Time: TBD
Instructor: Jamie Franz   jamie.franz@calvary.edu

I. DESCRIPTION

This course is an introduction to assessment of student achievement through use of teacher-made tests, standardized tests, performance assessments, portfolios, rubrics, and other assessment tools. The student will learn how to conduct formative and summative assessments, collect data, and make data-based decisions regarding curriculum development. (Prerequisite: ED190 or permission of the Education Department program director; must be officially admitted to Teacher Education program.)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the learning management system.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate.   Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. Competencies to be achieved. The student will:

1. Understand the role of measurement and assessment in the instructional process.
   a. PLO-2, 3, 5; MTS-2, 3, 4, 7
   b. Assignments: A1, A3, B1, B2, B3
2. Examine the connections between assessment practices and a biblical worldview.
   a. PLO-1, 2, 4; MTS—1, 2, 5, 6, 7
   b. Assignments: A2, B1, B4

Our Mission: "…to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

3. Recognize basic measurement concepts and their role in the construction, selection, use, and interpretation of tests and assessments.
   a. PLO—2, 3, 5; MTS—1, 3, 4, 7
   b. Assignments: A1, A3, B1, B2, B3, B5

4. Describe the significance and general importance of assessment strategies and evaluative techniques in the classroom.
   a. PLO—2, 4, 5; MTS—1, 2, 3, 4, 5, 6, 7
   b. Assignments: A1, A2, A3, B1, B2, B5

5. Explain how tests and assessments can contribute to improved instructional decisions.
   a. PLO—2, 4, 5; MTS—2, 3, 4, 5, 7
   b. Assignments: A1, A2, A3, B1, B2, B3, B5

6. Cultivate a deeper ability for critical thought and constructive discussion regarding a variety of assessment issues and questions.
   a. PLO—1, 2, 4, 5; MTS—2, 4, 5, 7
   b. Assignments: A2, B1, B4, B5

7. Distinguish the advantages and limitations of various tests and assessment tools used in educational settings.
   a. PLO—2, 4, 5; MTS—2, 3, 5, 7
   b. Assignments: A1, A2, B3, B4, B5

IV. **MATERIALS required for this course:**

A. Bible (see note below in Course Policies)

B. Textbook

Chappuis, J. and Stiggins, R. (2019). *Classroom Assessment for Student Learning: Doing it right.* (3rd edition). Pearson. ISBN: 978-0135185575 (Retail: $81.00) Electronic versions acceptable

C. Other
There will be additional articles posted from academic journals for student discussions.

V. REQUIREMENTS
A. <u>Weekly Assignments</u>

1. **Reading: Textbook readings will be assigned as pre-course work.**
    Read the assigned textbook according to the reading schedule provided in the
    Tentative Class Schedule. Reading the text thoroughly will provide a context for
    class discussion and activities. Chapter quizzes will be given over the textbook
    material.

    To accomplish our learning goals, you will need to be engaged in lots of learning
    outside of the classroom. You will be expected to read the text and the assigned
    articles. ***While we will be reviewing some of the concepts from the text in class,
    we will simply not have enough time to cover everything. The more you read
    now, the better prepared for your future classroom!***

2. **Discussion Posts**
    There will be five TED talks posted in the discussion board on Canvas. These
    will be from key educational leaders and present different viewpoints regarding
    assessment. Students will be expected to listen to the video, post a 250 - 300
    word response and then also meaningfully respond to their peers. This will
    increase student understanding of different views of assessment and build
    connectedness with their peers

3. **Quizzes**
    A quiz will be posted in *CANVAS* to review the material from each chapter of the
    textbook. This will reinforce the main ideas and provide evidence of
    understanding.

B. <u>Assignments & Projects</u>
1. **Assessment Reflection**
    Students will create 250 word responses for each of the following questions. Each
    response should include either an academic or Biblical support. Please include
    each of the questions as a heading for each response.

    Sections should be divided according to the following guiding questions:
    - What will be your purpose in conducting assessments in your future
      classroom?
    - How will you support students who struggle with test anxiety?
    - How will you determine whether your tests are effective and accurate?
    - What will you do to insure validity, reliability, and absence of bias?
    - How is assessment connected with a biblical worldview?

2. **Organize & Build a Portfolio for Formative Assessment**

Portfolios are an important way for teachers to assess student learning based on individual differences to support the range of diversity in the classroom. Portfolios encourage the students to take ownership of their work and set personal learning goals for more effective classroom dynamics. Create a portfolio with resources that could be used in your future classroom. Include the following components:

- Reading Fluency & Comprehension
- Writing Development & Peer Editing Rubrics
- Math Skills Checklist or Subject Specific Rubrics
- Student Self-Assessments & Goal-Setting templates
- Portfolio Grading & Conference Guides
- Collaborative/Group Work Guidelines & Assessment Components

3. **Create a Writing Rubric**

Grading student writing can be a very subjective process. Teachers need to provide clear guidelines and rubrics to provide students with clear expectations and requirements. Design a writing rubric for a unit that you have previously created in an earlier methods class. Include the following elements:

- Grade level
- Punctuation
- Grammar
- Content (fact/ narrative?)
- Skill-focused
- Evaluative criteria
- Clearly defined labels
- Appropriate length

4. **Teacher-Created Tests**

Assessment is key to evaluating whether a lesson taught was taught well. As teachers, we want to promote creativity and develop problem-solving capabilities within our students as well as develop critical-thinking skills and determine whether they have "learned" the content. In addition to formative assessments, summative assessments are critical to the instructional process. Create 1 testing instruments based on a unit plan from a previous course. Each test must include an answer key and an appropriate scoring rubric. Use the following criteria:

- **Multiple Choice (15 test questions)**
- **True False (15 test questions)**
- **Matching (15 test questions)**
- **Fill-in-the-blank (15 test questions)**
- **Short answer (12 test questions)**
- **Essay (6 test questions)**
- **Skills/Performance test (3 tasks) based on objectives of the unit**

VI. METHODS
A. Teaching
1. Lectures
2. Small and large group discussion
3. Research and reading
4. Projects
5. Writing
6. Practicing skills

B. Grading
1. **Weight given to assignments:**

Writing Rubric & Application	100 points
Class Video Report	100 points (20 points x 5 videos)
Portfolio Development	300 points
Assessment Reflection	150 points
Teacher Created Testing Instruments	250 points
Chapter Quizzes	200 points (20 points per chap.)
TED Talk Discussions	150 points (30 points per post)
Classroom Participation activities	250 points
Total	**1500 points**

2. **Late Assignments**
Late assignments may be penalized 10% of the grade on that assignment per week.

3. **Letter / Numerical Grade Scale**
The grading scale listed in the current University Catalog will be used for this course.

VII. COURSE POLICIES
Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements
Education majors must maintain a high standard for GPAs to successfully complete their program. Educations majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of "C" or higher depending on the student's GPA in Professional and Content Area courses. Receiving a grade lower than a "C" will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. Any assignment that includes plagiarism will receive a zero (0) grade.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

E. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on***

other assignments during class or using electronic devices for anything other than
class activities or taking notes for the course will not be permitted.

F. **Accommodations Statement**
   Students with disabilities have the responsibility of informing the Accommodations
   Support Coordinator (aso@calvary.edu) of any disabling condition that may require
   support.

G. **Style Guide**
   All class papers must follow the APA style guide according to *Publication Manual of*
   the American Psychological Association, 7th edition.

H. **The Clark Academic Center**
   The Clark Academic Center (learning@calvary.edu), located in the library building,
   is dedicated to providing free academic assistance for all Calvary University students.
   CAC assists with all facets of the writing process, tutors in various subject areas,
   prepares students for exams, facilitates with time management options and proctors
   tests. Please take advantage of this service.

About Changes to this Syllabus: The instructor reserves the right to make changes to
this syllabus at any time during the course, but any change made will only be done
after clearly communicating the need for the change and the specific change to be
made via in-class announcement and Canvas announcement.

VIII.   TENTATIVE SCHEDULE

Weeks	Dates	Class Topics	Assignments
1-2		Understanding Assessment: The Why of Assessment? Discussion of Chapters 1 & 2 Learning Targets & Test Design: Choosing the What & How? Discussion of Chapters 3 & 4	• Read textbook & complete quizzes • Discussion questions 1-2 • Application activities: cake recipe • Participation activity: Categorizing & Evaluating Personal Assessment Experiences • Video Reflections assigned in Canvas
3-4		Test Design: Selected Response & Essay Discussion of Chapter 5 & 6	• Read textbook & complete quizzes • Discussion question 3 • Participation Activity: Baking a Cake Assignment: **Create a rubric**
5-6		Performance & Oral Responses Projects & Portfolios Discussion of Chapters 7 & 8	• Read textbook & complete quizzes • Discussion question 4 • Participation Activity: Driver's Ed Video Reflections assigned in Canvas Assignment: **Create a test**
7		Fair Grading Practices: Tracking Progress & Parent Conferences Discussion of Chapters 9-11 Appendix A: Dispositions	• Read textbook & complete quizzes • Discussion question 5 • Participation Activity: Examining the MEES rubric Assignment: **Assessment response** Assignment: **Assessment portfolio**