

**Northern Marianas College**  
**CURRICULUM ACTION REQUEST**

**Effective Semester / Session:** Spring 2012

**Type of Action:**

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

**Course Alpha and Number:** ED 450

**Course Title:** Assessment and Evaluation

**Reason for initiating, revising, or canceling:**


The course guide has been updated to reflect changes and/or modifications to the textbook, course outline, instructional goals, assessment, and course objectives.

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Amanda Diaz

3/19/2012

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Proposer

Date

  
Roy Greenland

3-19-12

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Department Chair

Date

  
Barbara Meralen

3.26.12

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Dean of Academic Programs and Services

Date

# Northern Marianas College

## Course Guide

**Course:** ED 450 Assessment and Evaluation

1. **Department**  
School of Education
2. **Purpose**  
Enhancing the classroom environment and teaching successfully using a variety of learning and behavior styles, interests, values, and goals is essential as an elementary school teacher. This course provides teachers-in-training with the practical knowledge and skills to diagnose and analyze classroom management difficulties and to teach using developmentally appropriate teaching strategies. It is a required course for the Bachelor of Science in Education with an emphasis in Elementary Education and Special Education.
3. **Description**
  - A. **Required/Recommended Textbook(s) and Related Materials**

Required:

Popham, W. James. *Classroom Assessment: What Teachers Need to Know*. 6<sup>th</sup> Edition. Boston, MA: Allyn & Bacon, 2011.  
Readability level: Grade 12

Marzano, Robert. *Classroom Assessment & Grading That Work*. Alexandria, VA: Association for Supervision & Curriculum Development, 2006.  
Readability level: Grade 12

Frey, Nancy & Douglas Fisher. *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. Alexandria, VA: Association for Supervision & Curriculum Development, 2005.  
Readability level: Grade 12
  - B. **Contact Hours**
    1. **Lecture:** 3 hours per week / 45 hours per semester
    2. **Lab:** None
    3. **Other:** None
  - C. **Credits**
    1. **Number:** 3
    2. **Type:** Regular degree credits
  - D. **Catalogue Course Description**

This course provides students with educational theories and approaches to assessing and evaluating student abilities and

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**Course:** ED 450 Assessment and Evaluation

performance as well as the effectiveness of their own planning and instruction. Specific subjects covered including giving and interpreting standardized tests, pre-assessment in content areas, learning styles and intelligences, products, processes and progresses. The course also covers the translation of assessments into letter grades, motivating students using self-assessment, and professionally interpreting all forms of assessment. Prerequisites: Successful completion of ALL core course and general education requirements, with a grade of "C" or better and completion of ED 205, ED 211, ED 282, and ED 300 with a grade of "C" or better. English Placement Level: EN 202. Math Placement Level: MA 132.

**E. Degree or Certificate Requirements Met by Course**

This is a required course for the Bachelor of Science in Education with a concentration in Elementary Education and Special Education

**F. Course Activities and Design**

This course is designed to incorporate lectures, projects, activities, presentations, lesson plans, portfolio, course attendance and participation, written reflections and assessment.

**4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)**

Prerequisites: ALL core course and general education requirements, ED 205, ED 211, ED 282, and ED 300 with a grade of "C" or better. Or taken concurrently or permission of the Director of the School of Education.  
English Placement Level: EN 202  
Math Placement Level: MA 132

**5. Estimated Cost of Course; Instructional Resources Needed**

Cost to the Student: Tuition for a 3-credit course, cost of the textbook and instructional materials fee.

Cost to the College: Instructor's salary.

Instructional resources needed for this course include whiteboard, CRC materials, laptop computer, computer projector, photocopied materials, and other materials as necessary.

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## 6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

## 7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Why Do Teachers Need To Know About Assessment?
  - 1.1 Federal laws rule
  - 1.2 Assessment versus testing
- 2.0 Deciding What To Assess and How To Assess It
  - 2.1 What to assess
  - 2.2 Your state official content standards
  - 2.3 How to assess it
- 3.0 Reliability of Assessment
  - 3.1 Stability reliability
  - 3.2 Alternate-form reliability
  - 3.3 Internal consistency reliability
  - 3.4 Three coins in the reliability fountain
  - 3.5 The standard error of measurement
- 4.0 Validity
  - 4.1 A quest for defensible inferences
  - 4.2 Validity evidence
  - 4.3 Content-related evidence of validity
  - 4.4 Criterion-related evidence of validity
  - 4.5 Construct-related evidence of validity
  - 4.6 Sanctioned and unsanctioned forms of validity evidence
  - 4.7 The relationship between reliability and validity
- 5.0 Absence-of-Bias
  - 5.1 The nature of assessment bias

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- 5.2 Disparate impact and assessment bias
  - 5.3 Judgmental approaches
  - 5.4 Empirical approaches
  - 5.5 Bias detection in the classroom
  - 5.6 Assessing students with disabilities and English language learners
- 6.0 Selected-Response Tests
    - 6.1 Ten item-writing commandments
    - 6.2 Binary-choice items
    - 6.3 Multiple binary-choice items
    - 6.4 Multiple-choice items
    - 6.5 Matching items
- 7.0 Constructed-Response Tests
    - 7.1 Short-answer items
    - 7.2 Essay items: Development
    - 7.3 Essay items: Scoring students' responses
- 8.0 Performance Assessment
    - 8.1 What is a performance test?
    - 8.2 Identifying suitable tasks for performance assessment
    - 8.3 Identifying scoring criteria
    - 8.4 An illustrative performance-test task
    - 8.5 Rubrics: The wretched and the rapturous
    - 8.6 Rating and observations
    - 8.7 Sources of errors in scoring student performance
- 9.0 Portfolio Assessment
    - 9.1 Classroom portfolio assessment versus large-scale portfolio assessment
    - 9.2 Key ingredients in classroom portfolio assessment
    - 9.3 The pros and cons of portfolio assessment
- 10.0 Affective Assessment
    - 10.1 Why assessment affect?
    - 10.2 The other side of the argument
    - 10.3 Which affective variables should be assessed?
    - 10.4 How should affect be assessed in classrooms?
    - 10.5 Self-report assessment
    - 10.6 What kind of inferences are at stake in affective assessment?

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- 11.0 Improving Teacher-Developed Assessments
    - 11.1 Judgmentally based improvement procedures
    - 11.2 Empirically based improvement procedures
    - 11.3 Item analysis for criterion-referenced measurement
  - 12.0 Formative Assessment
    - 12.1 Assessment that transforms teaching
    - 12.2 Formative assessment research support
    - 12.3 Learning progressions as frameworks
    - 12.4 Multilevel process
  - 13.0 Making Sense Out of Standardized Test Scores
    - 13.1 Standardized tests
    - 13.2 Group-focused test interpretation
    - 13.3 Individual student test interpretation
    - 13.4 The SAT and the ACT: Three-letter, high-import exams
  - 14.0 Appropriate and Inappropriate Test-Preparation Practices
    - 14.1 High stakes assessment arrives
    - 14.2 Assessment results as inference illuminators
    - 14.3 Two evaluative guidelines
    - 14.4 Five test-preparation practices
    - 14.5 Applying the two guidelines
  - 15.0 The Evaluation of Instruction
    - 15.1 A focus on consequences
    - 15.2 Classroom assessment evidence
    - 15.3 Evidence from external accountability tests
  - 16.0 Assessment-Based Grading
    - 16.1 The purpose of grading
    - 16.2 Grade-giving specifics
- 8. Instructional Goals**  
This course will introduce students to:
- 1.0 Methods and techniques for developing assessment and evaluation systems;
  - 2.0 Methods for developing student authentic performances in monitoring student achievement in the classroom;

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- 3.0 Methods and techniques for developing lessons and activities that include a variety of assessment strategies;
  - 4.0 The theory of multiple intelligences in student achievement;
  - 5.0 Methods and techniques for developing an assessment performance and grade plan;
  - 6.0 The process and procedures necessary for successful implementation of rubrics, checklists, graphic organizers, portfolios, learning logs, journals, and teacher-made tests in the classroom;
  - 7.0 Methods and techniques for conducting authentic performance assessment within a variety of instructional strategies;
  - 8.0 Theories, approaches, and standards for standardized tests and the controversies that surround them;
  - 9.0 The types of learning standards and benchmarks; and
  - 10.0 Selection of appropriate materials, texts, and technology in assessing and evaluating student learning.
- 9. Student Learning Outcomes**
- Upon successful completion of this course, students will be able to:
- 1.0 Demonstrate knowledge and understanding of effective assessment and evaluation systems;
  - 2.0 Apply a variety of assessment methods appropriate to student learning;
  - 3.0 Demonstrate and practice teaching skills using a variety of assessment and evaluation strategies;
  - 4.0 Plan and develop a classroom assessment and evaluation portfolio;
  - 5.0 Distinguish the various types of assessment tools used in a classroom setting;
  - 6.0 Conduct authentic assessment skills when addressing student achievement concerns in the classroom;

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- 7.0 Explain the theories, approaches standards, and controversies that surround classroom assessment and evaluation;
  - 8.0 Demonstrate and practice how to appropriately and effectively grade student achievement;
  - 9.0 Write a fact-based report on an assessment and evaluation book that was pre-chosen by the course instructor to read throughout the semester; and
  - 10.0 Demonstrate the ability to select appropriate materials, texts, and technology for assessing and evaluating student learning.
- 10. Assessment Measures**  
Assessment of student learning may include, but not be limited to, the following:
- 1.0 Demonstrate understanding through activities, reflections, lessons, book report, course portfolio, chapter readings, projects, and presentations;
  - 2.0 Evaluation by the instructor and class member using provided rubrics; and
  - 3.0 Quizzes and examinations.