

**University of Puerto Rico at Aguadilla
Department of English**

Course Syllabus

COURSE TITLE	:	Evaluation of Learning at the Secondary Level
COURSE CODE	:	EDFU 3017
NUMBER OF CREDITS	:	Three (3)
NUMBER OF CONTACT HOURS	:	Three (3) a week
PRE/CO-REQUISITES	:	EDFU 3002 Human Growth and Development II
SEMESTER AND ACADEMIC YEAR	:	Second Semester 2008-2009
TEXTBOOKS	:	Reading materials will be provided by professor.
COURSE DESCRIPTION	:	Study of the basic concepts, principles, and techniques used in evaluating the product of the educational process. Moreover, the relationship between educational evaluation and effective teaching.

OBJECTIVES:

Upon completion of this course, the student will be able to:

General objectives

- Develop a personal appreciation of what is at stake in evaluating student achievement.
- Differentiate between ideas of curriculum evaluation and student assessment, understanding when and under what circumstances student assessment is or is not an appropriate part of curriculum evaluation.
- Define curriculum and its components and explain the function of evaluation, measurement and assessment as essential elements of a curriculum
- Analyze how measurement, assessment, and evaluation are integrated into the teaching – learning process
- Understand the basic principles that underlie the evaluation process, and use the studied concepts in practical classroom situations
- Understand the general principles of that govern the process of planning, constructing, administering, scoring, grading, and interpreting the results of evaluation activities
- Become conversant with techniques, criteria, and questions involved in conducting evaluations and assessments

Specific objectives

- Become familiar with formal and informal approaches to assessment and evaluation
- Explain the four scales of measurement: nominal, ordinal, interval, and ratio
- Define constructivism and authentic learning as essential elements in achieving active student participation in assessment activities
- Determine appropriate criteria and standards in developing assessment activities
- Make practical use of diverse techniques and measurement instruments in assessment activities
- Explain the three types of evaluation: diagnostic, formative, and summative
- Determine the primary function of each type of evaluation
- Describe the types of tests used in the classroom
- Compare normative and standardized tests
- Determine what instrument is most appropriate in measuring and evaluating academic achievement
- Define a lesson plan in relation to course or academic discipline goals, standards, objectives
- Distinguish between goals, competencies, standards, and objectives
- Distinguish between cognitive, affective, and psychomotor objectives
- Define and make use of a specification grid
- Identify the steps to follow in the planning, administration, scoring, and interpreting test results
- Define the three types of validity used in constructing tests: content, criterion, and construct

- Define the three methods used in determining reliability: internal, external, and statistical
- Analyze the factors or conditions that affect validity and/or reliability of a test
- Identify and distinguish between the different types of items used in elaborating tests tasks
- Define the statistical methods and their importance in relation to test analysis
- Exercise the tabulation of tests
- Understand and apply basic statistical computational methods
- Define and distinguish among the most common methods or systems used in grading academic achievement.

PPM-UPRAg Professional Dispositions:

The PPM-UPRAg candidates demonstrate that they:

1. Respect diversity
2. Model and promote fairness
3. Demonstrate a reflective approach towards teaching and learning
4. Recognize that every student has the potentiality to learn and be successful

COURSE OUTLINE: There will be a balance of lecture, discussion and analysis in this course. Students will be expected to demonstrate the application of their knowledge in classroom and assessment activities. Active participation is an essential part of the evaluation and grading of students. Specific dates for tests will be coordinated with students.

Topics	Content	*Date & Time Allotments
Unit One: <i>Course Overview/ Reasoning ESL teaching/ Teacher's Knowledge</i>	<ul style="list-style-type: none"> • PPT Presentation on "All About Me"/ Ice Breakers • Reflection on who you are as a teacher and future job "seeker" • Pick a book (Grammar or Lit) that you would use in a classroom setting. (Secondary) 	January 19-February 4 1. Reaction Paper #1: "Who you are as a teacher, test taker and future test administrator" 2. Reaction Paper #2: "Knowing the amount of teachers that graduate annually what do you believe makes you a good candidate? Why should you be hired, what makes you so special, and what are you doing for your English Department?"
Unit Two: <i>Overview of Lesson Plans/ Creation of Lesson Plans</i> READINGS: <ul style="list-style-type: none"> • Carta Circular Num: 01-05-06 "Contenido Curricular del Programa de Ingles..." • Dept of Education Puerto Rico (2003) "Curricular Framework: English Program" • Vera Vélez (2003) Chapter 1 • Airasian (2005) Chapter 3 & 4 	<ul style="list-style-type: none"> • Defining Assessment and Evaluation • Differences between standards, objectives, outcomes and competencies 	February 9, 11, & 16 1. Class discussion on exam created. What failed, what is successful, and what you weren't aware of? 2. Assignment: You will be placed in pairs and given guidelines regarding a movie I have chosen. We will have 4 presentations per day.
Unit Three: <i>Questions (and answers) in Language Assessment/ Interactive Teaching, technology and ESL learning</i> Readings: <ul style="list-style-type: none"> • Vera Veléz (2003) Chapter 3 • Cohen (1994) Chapter 2 • Harris (1969) Chapter 1 • Airasian (2005) Chapter 5 	<ul style="list-style-type: none"> • Purposes of Language Program Evaluation • Three Types of Evaluation: Product & Process Quantitative and Qualitative Methods of Documentation • Procedures in Conducting Evaluations • Techniques Used to Obtain Data • Classroom Activities Used as Performance Tasks 	February 18, 23, 25, & March 4 1. Reaction Paper 2: Based on any of the readings for March 4 2. Presentations on Movies Assigned. These presentations will address the objectives of Unit 3.
Unit Four: <i>Preparing for Basic Test Construction</i> Readings: <ul style="list-style-type: none"> • Brown (2004) Chapter 3 • Harris (1969) Chapter 2 • Rodríguez-Irlanda (2003) Chapter 6 & 7 • Cohen (2003) Chapter 3 • Vera Veléz (2003) Chapter 4 	<ul style="list-style-type: none"> • The Purpose of Testing • Test Item Techniques • Preparing for Assessment • What do you want to test? 	March 9, & 11 1. Reaction Paper 3: Based on any of the readings due on March 11 Tentative Test 1 March 11

Topics	Content	*Date & Time Allotments
<p>Unit Five: Basic Test Construction</p> <ul style="list-style-type: none"> • Harris (1969) Chapter 3 & 9 • Cohen (1994) Chapter 6 • Brown (2004) Chapter 4 • Vera Veléz (2003) Chapter 3& 5 • Rodríguez-Irlanda (2003) Chapter 12 & 13 	<ul style="list-style-type: none"> • True or False • Multiple Choice • Matching • Fill in the Blanks • Cloze • Oral • Essay • Instructions and Directives The nature of the assessment Instrument • Inventory of Objectives • Item, Procedure, and Point • Item Elicitation and Response • The Skill Being Assessed • The Administration Process 	<p>March 16, 18, 23 & 25</p> <p>1. Reaction Paper 4: Based on any of the readings</p> <p>2. English Week (March 15-19) and ESA initiation (March 19)</p> <p><i>*ESA is worth 100 points and 50 of those points come in play on what you do up to this week!</i></p> <p><i>Spring Break: Mar. 29-Apr. 2</i></p>
<p>Unit Six: Scoring & Evaluating/ Grading and Student Evaluation</p> <p>Readings:</p> <ul style="list-style-type: none"> • Cohen (1994) Chapter 4 • Payne (2003) Chapter 13 • Rodríguez-Irlanda (2003) Chapter 15, 16 & 17 • Vera Veléz (2003) Chapter 13& 14 • Harris (1969) 11 & 12 • Brown (2004) Chapter 11 • Rodríguez-Irlanda (2003) Chapter 18 • Airasian (2005) Chapter 11 	<ul style="list-style-type: none"> • Assigning Scores to Items • Table of Specifications • Percentile Rank, Mean, Median, and Standard Deviation • Tabulation • Guidelines for Evaluating Assessment Instruments • Reporting Results • Checklists • Rating Scales • Test Interpretation • Philosophy of grading 	<p>April 6, 8, 13, 15</p> <p>Tentative Test 2 April 15</p>
<p>Unit Seven: Assessing Vocabulary & Reading Comprehension</p> <p>Readings:</p> <ul style="list-style-type: none"> • Cohen (1994) Chapter 7 • Harris (1969) Chapter 5 & 6 • Brown (2004) Chapter 8 	<ul style="list-style-type: none"> • Testing vocabulary skills • Reading: L1 vs. L2 • Types of Reading and Types of Comprehensions • Methods for Testing Reading Comprehension 	<p>April 20, 27, & 29</p> <p><i>*April 22- Desarrollo de Facultad</i></p> <p>1. Reaction Paper 5: Based on ANY reading</p> <p>2. Sample Tests</p>
<p>Unit Eight: Listening & Speaking</p> <p>Readings:</p> <ul style="list-style-type: none"> • Cohen (1994) Chapter 8 • Brown (2004) Chapter 6 & 7 • Harris (1969) Chapter 4 & 8 	<p>Listening Comprehension Items and Procedures:</p> <ul style="list-style-type: none"> • Discrimination of Sounds • Grammatical Distinctions • Listening for vocabulary • Auditory Comprehension • Lecture Tasks • Dictation • Interview Topic Recovery <p>Speaking Skills:</p> <ul style="list-style-type: none"> • Interview • Multiple Measures: Reporting, Discussion, Role Play, Lectures • Communicative Ability Scale: Sociocultural Ability, Sociolinguistic Ability, and Grammatical Ability • Difficulties in Assessing Spoken language 	<p>May 4 & 6</p> <p>1. Reaction Paper 6: Based on ANY reading</p> <p>2. Sample Tests</p>
<p>Unit Nine: Writing</p> <p>Readings:</p> <ul style="list-style-type: none"> • Cohen (1994) Chapter 9 • Harris (1969) Chapter 7 • Brown (2004) Chapter 9 	<p>Constructing Measures of Written Expression:</p> <ul style="list-style-type: none"> • Holistic Scoring • Analytic Scoring • Primary Trait Scoring • Multitrait Trait Scoring • Portfolios • Reading and Writing Summarization 	<p>May 11, 13, & 18</p> <p>1. Reaction Paper 7: Based on ALL readings</p> <p>2. Sample Tests</p>

* Dates and time allotments for each Unit may vary depending on group needs and progress.

*** Material is part of the final exam; more material is part of the final.

INSTRUCTIONAL STRATEGIES:

- A. Writing Tasks
- B. Oral Report(s) and presentations
- C. Individual Pair and Small Group Work
- D. Lectures & Discussions
- E. Library & Internet Research

EVALUATION STRATEGIES:

Partial Tests:	300 points
Test 1	100
Test 2	125
Sample Test 1	25
Sample Test 2	25
Sample Test 3	25
Oral Presentation	100
Reaction Papers	60
Final Exam	100
ESA/Leadership Building/Teaching Involvement	100
Total	660 points

GRADING SYSTEM: STANDARD CURVE

100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
59 - 00	F

COURSE POLICIES:

1. Further instructional materials such as manuals, modules, and/or study guides may be added to enrich and assist learning activities. Portions of this syllabus are subject to modification by professors.
2. To pass the course, students must hand in written work ON TIME, IN CLASS, and IN PERSON. NO paper will be accepted late.
3. Students are responsible for all class work. Attendance and punctuality are required.
4. Let the professor know about any problem you have that will interfere with the class.
5. Make-up (tests only) if the student has a good excuse (serious illness or death of immediate family). The professor will substitute the test.
6. Make sure you do whatever is needed before coming to class, as not to interrupt the class.
7. Please turn off cell phones during the class period.
8. Written assignments should be typed using double-space and #12 font. Handwritten assignments will not be accepted.
9. Make sure you have the following information in the upper left hand corner of all your written assignments (ten points will be deducted if this information is missing)
10. ~~Makes will be deducted the following information in the upper left-hand corner of all your written assignments (10 points will be deducted if this information is missing)~~
 - Name and last name
 - Course and section number
 - Date
 - The assignment's title
11. Accommodation for special needs: If you are an individual with a disability and require an accommodation for this class, please notify the instructor.

BIBLIOGRAPHY:

Airasian, Peter W. (2005). *Classroom Assessment: Concepts and Applications*. New York, New York: McGraw-Hill.

Brown, H. Douglas (2004). *Language Assessment: Principles and classroom practices*. White Plains, NY: Pearson Education, Inc.

Cohen, Andrew D. (1994). *Assessing Language Ability in the Classroom*. Boston, Massachusetts: Heinle & Heinle Publishers.

Harris, David P. (1969). *Testing English as a Second Language*. Georgetown, Washington D.C.: McGraw-Hill.

Payne, David A. (2003). *Applied Educational Assessment*. Belmont, California: Wadsworth (A Division of Thompson Learning).

Rodríguez-Irlanda, Dalila (2003). *Medición, "Assessment", y Evaluación*. Hato Rey, Puerto Rico: Publicaciones Puertorriqueñas, Inc.

Vera Velez, Lamberto. (2003). *Medición "assessment" y evaluación del aprendizaje*. San Juan, P. R.: Publicaciones Puertorriqueñas Editores.

Revised: January 2010 (HS)