

UNIVERSITY OF PUERTO RICO –AGUADILLA
DEPARTMENT OF ENGLISH
Bachelor of Arts in Education with a Major in English with
Multimedia Technology

COURSE SYLLABUS

COURSE TITLE	: Evaluation of Learning at the Elementary Level
COURSE CODE	: EDPE 3008
NUMBER OF CREDITS	: Three (3)
NUMBER OF CONTACT HOURS	: Three (3) per week
PRE/CO-REQUISITES	: EDFU 3002
SEMESTER AND ACADEMIC YEAR	: Second Semester 2009 - 2010

COURSE DESCRIPTION:

Study of the basic concepts, principles, and techniques used in evaluating the product of the educational process. Moreover, the relationship between educational assessment/evaluation and effective teaching is examined.

OBJECTIVES:

Upon completion of the course, the students will be able:

General objectives:

- Develop awareness of the importance in assessing students' performance.(TESOL 1, 4) (NCATE1.1, 1.7)
- Apply the concepts, principles, and basic assessment techniques used in the teaching-learning process. (TESOL 1,4) (NCATE1.1, 1.4, 1.6, 1.7)
- Understand the general principles that govern the process of planning, constructing, administering, scoring, grading, and interpreting the results of assessment. (TESOL 1,4) (NCATE 1.1, 1.4, 1.7)

Specific objectives:

- Analyze the breadth of classroom assessment.(TESOL4.a, 4.b) (NCATE1.7)
- Define classroom assessment, measurement and evaluation and how these are integrated into the teaching –learning process. (TESOL4.a) (NCATE1.1)
- Explain what validity and reliability are and how they are related to student assessment. (TESOL4.a,) (NCATE1.7)
- Define basic terms related to lesson planning and assessment. (TESOL4.c,) (NCATE1.3)
- Describe the main considerations in planning a lesson. (TESOL4.c,) (NCATE1.3)
- Cite common errors in planning instructions. (TESOL4.a,) (NCATE1.3)
- Write lesson plans that communicate purpose process, and assessment. (TESOL3.a,4.a,) (NCATE 1.1, 1.7)
- Distinguish between planning and instructional assessment. (TESOL4.a,) (NCATE1.3, 1.7)
- Identify problems that influence validity and reliability in instructional planning. (TESOL 3.a, 4.a,) (NCATE1.7)

- Contrast summative assessment with initial and instructional assessment. (TESOL 3.a, 4.a, 4.c) (NCATE1.7)
- Write a table of specifications. (TESOL 3.a, 4.a, 4.c) (NCATE1.7)
- Construct a scoring rubric. . (TESOL 3.a, 4.a, 4.c) (NCATE1.7)
- Contrast the different kinds of assessment. (TESOL 3.a, 4.a, 4.c) (NCATE1.7)
- Write performance criteria for given processes. (TESOL 3.a, 4.a, 4.c) (NCATE1.7)
- Distinguish between higher level and lower level test items. (TESOL 3.a, 4.a, 4.c) (NCATE1.7)
- Write supply and selection items; correct possible flows. (TESOL 3.b, 4.c) (NCATE1.7)
- Create an achievement test. . (TESOL 3.a, 4.a,) (NCATE 1.3, 1.7)
- Observe ESL classrooms for three hours and present findings . (TESOL 1.b, 3.a) (NCATE 3.2)
- Contrast the characteristics of norm and criterion referred grading. (TESOL 3.a, 4.a.) (NCATE1.7)
- Identify the principles of grading and explain their importance. (TESOL 3.a, 4.a.) (NCATE1.7)
- Apply basic statistics to classroom assessment. (TESOL 3.a, 4.a.) (NCATE1.7)

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 potential to learn and be successful

COURSE CONTENT AND DISTRIBUTION OF TIME*

Dates	Topic	Material /Project
Jan. 20 – Feb. 5 (8 hours)	Introduction to the course Project I: “Developing Appreciation for Literacy” Scholastic Book Fair Event at Jose de Diego Elementary School in Aguadilla. Mrs. Perez, coordinator / 1 st and 2 nd grades English teacher. Three hours observation / teaching experience (100 pts). DE Documents : - <i>Carta Circular Num. 01-2006-2007</i> Normas y procedimientos para la evaluación del aprovechamiento académico y la promoción de los estudiantes del sistema escolar publico puertorriqueño. - - <i>Carta Circular Num. 15-2008-2009</i> Planificación del Proceso de Enseñanza. - <i>Carta Circular Num. 1-08-06</i> Contenido curricular del programa de ingles par alas escuelas publicas. - Curricular Framework	Course Syllabus Classroom Observation, Teaching Experience, and Presentation of Findings. Department of Education of Puerto Rico Documents Chapter I- assigned

<p>March 9 - 26 (7 hours)</p>	<p>Assessment During instruction -Validity and reliability in instructional Assessment Problems that affect validity Objectivity of teacher Incompleteness of indicators Problems that affect Reliability Summative Assessment -The logic of summative assessment -Planning summative assessment Using a table of Specification Chapter 5 case study: Diane Decisions in Planning a Test Performance Assessment - Developing Performance Assessment Define Performance Assessment Identify Performance Criteria Quiz II</p>	<p>Chapter 4 Summary Chapter 5 Power point pres. Online Learning Center Chapter 8 Power point pres. Handouts</p>
<p>April 5 - 28 (9 hours)</p>	<p>Creating Achievement tests Selection /Supply Test Items Higher level questions Write clearly and simply: Seven Rules Guidelines for writing/critiquing tests items Test Guide: How to write Tests Objective test Items True/ False Questions Matching Questions Multiple Choice Tests Innovative Multiple Choice Item Analysis Completion and Short answer Planning the test Table of Specification DEPR Test Tabulation Project III: Writing a valid and reliable test Test II</p>	<p>Chapter 6 Handouts/ Internet Power Point Pres. Power Point Pres. Handouts</p>
<p>April 29 –May 17 (9 hours)</p>	<p>Grading: Four Types of Comparison for Grading Norm –Referred Grading Criterion Referred Grading Comparing Student’s Ability Comparing Student’s Improvement Deciding What to Grade: Academic Achievement, Affective Performance Statistical Application (Classroom Assessment)</p>	<p>Chapter 9 Appendix D</p>

	<p>Final - Project IV: Using a unit of study provided by the professor, the students will:</p> <ul style="list-style-type: none"> ○ Write objectives for a Unit Plan ○ Write a daily lesson plan ○ Write a unit test using the different types of items studied. ○ Write a table of specification 	Handout
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* Scheduled time periods and dates for each general topic may vary depending on group needs.
 * The professor may add or delete information for the benefit of the course/students.

TEXTBOOK AND MATERIALS

Airasian, P. W. & Russell, M. K. (2008). . *Classroom Assessment: Concepts and Application*. 6th Ed. New York, NY: MacGraw-Hill Higher Education.

Cabán, C. (2009). How to write tests. Instructional Manual available at the professor’s office.

INSTRUCTIONAL STRATEGIES

Lectures and reflections	Independent reading	Oral Reports
Oral Discussions	Power Point Presentations	Peer Interactions
Collaborative Learning	Library and Internet Research	Group Work

EVALUATION:

GRADING SYSTEM:

Tests and quizzes	300	A	90 - 100
Writing Assignments	50	B	80 - 89
Class participation and attendance	50	C	70 – 79
Projects (2)	100	D	60 - 69
Classroom Observation / Research Project	100	F	00 - 59
Final Project	<u>100</u>		
Total Points	700		

INTERNET RESOURCES

The following resources are available on the World Wide Web:

Alternative Assessment and Second Language Study: What and Why?
 Center for Applied Linguistics (CAL) <http://www.cal.org/resources/digest/hancoc01.html>

CAL Resource Guides Online Resources for ESL Assessment
<http://www.cal.org/resources/archive/rgos/eslassess.html>

English Language Learners in the Elementary Classroom: A Handbook for Beginning Teachers (Key, 2004). Retrieved on August 1, 2007 from

http://www.ed.psu.edu/PDS/02intern_resources/ESL_handbook.pdf

Eric Digest Clearinghouse on Assessment and Evaluation Practical Ideas on alternative Assessment for ESL Students. <http://ericae.net/db/edo/ED395500.htm>

Five Common Mistakes in Writing Lesson Plans (and how to avoid them)
http://www.forlessonplans.com/lesson_teacher/index.php

How to build on student strength (SEDL, 2000) <http://www.sedl.org/pubs/tl05/welcome.html>

Instruction and Assessment Resources (PDF Files)
http://engla.jpss.k12.la.us/instruction_and_assessment.htm

Language Accommodations for English Language Learners in Large-Scale Assessments
<http://www.colorincolorado.org/research/assessment>

Making Assessment Work for Everyone. How to build on student strength (SEDL, 2000)
<http://www.sedl.org/pubs/tl05/welcome.html>

A Portfolio Assessment Model for ESL <http://www.ncela.gwu.edu/pubs/jeilms/vol13/portfo13.htm>

Practical Ideas on Alternative Assessment for ESL Students. ERIC Digest.
http://iris.peabody.vanderbilt.edu/info_briefs/eric/ericdigests/ed395500.html

Teaching Effectiveness Program: 1st Time Teachers
<http://tep.uoregon.edu/resources/newteach/assessment.html>

What is authentic assessment? <http://www.eduplace.com/rdg/res/litass/auth.html>

The Teacher's Internet Use Guide <http://www.proteacher.com>

BIBLIOGRAPHY

The following books are in the Library or in the Professor's Office:

Bellanca, J., Chapman, C. & Swartz, E. (1997). *Multiple Assessments for Multiple Intelligences*. 3rd Ed. Arlington Heights, IL: Skylight Publishing Co.

Burke, J. (2003). *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. 2nd Ed. Portsmouth, NH: Heinemann.

Departamento de Educación de Puerto Rico (2005) Carta Circular Número 1-2005-2006: Directrices en relación al contenido curricular del programa de inglés para todas las escuelas públicas elementales, intermedias y superiores. Autor.

Departamento de Educación de Puerto Rico (2005) Carta Circular Número 01- 2006-2007: Normas y procedimientos para la evaluación del aprovechamiento académico y la promoción de los estudiantes del sistema escolar público puertorriqueño. Autor.

Departamento de Educación de Puerto Rico (2003a). Proyecto de Renovación Curricular: Fundamentos teóricos y metodológicos. Instituto Nacional para el Desarrollo Curricular (INDEC). Autor.

Departamento de Educación de Puerto Rico (2003b). *English Program Curricular Framework*. Oficina del Subsecretario de Asuntos Académicos: Instituto Nacional para el Desarrollo Curricular (INDEC). Autor.

Departamento de Educación de Puerto Rico (2000). *Standards of Excellence: English Program* (2nd. Ed.). San Juan, Puerto Rico: Printing Services Division. Autor.

Departamento de Educación de Puerto Rico (1997). *Proyecto para formar un ciudadano bilingüe*. Author.

Díaz-Rico, L. (2004). *Teaching English Learners: Strategies and Methods*. Boston, MA: Pearson Educational, Inc.

Hadaway, N., Vardell, S. & Young, T. (2004). *What Every Teacher should know about English Language Learners*. Boston, MA: Pearson Educational, Inc.

Harris, H. P. (1969) *Testing English as a Second Language*. USA: McGraw-Hill, Inc.

Huot, B. & O Nelly, P. (2009) *Assessing Writing: A Critical Sourcebook*. Boston, MA: Bedford/ St. Martin's.

Payne, D.A. (2003). *Applied Educational Assessment*. 2nd Ed. Toronto, Ontario: Wadsworth/ Thomson Inc.

Peregoy, S. & Boyle, O. (2005). *Reading, Writing, and Learning in ESL: A Resource Book for k-12 Teachers*. 4th Ed. Boston, MA: Pearson Educational, Inc.

Tyler, R. (1949). *Basic Principles of Curriculum and Instructions*. Chicago, ILL: University of Chicago Press.

Vella, J. (2001). *Taking Learning to Task*. New York, NY: Jossey-Bass.

Williams, J. (2005). *Teaching Writing in Second and Foreign Language Classroom*. USA: The McGraw-Hill Co.

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COURSE POLICIES

Assignments

- Students are responsible for all material assigned and/or covered in class. If absent, students should get the class notes from classmates.
- No make-ups. If the student has a good excuse (serious illness or death of immediate family), the professor will substitute for an essay type test or quiz.
- Students should turn in all homework on time, in class, and in person. The professor will not be responsible for works left in her mailbox.
- Assignments should be typed on standard 8-1/2" x 11" white composition paper using Times Roman font number 12. Assignments that do not fulfill this requirement will not be accepted.
- Assignments submitted after the due date will lose five (5) points for each day it is late.
- The following information should be included in the upper left-hand corner of all assignments: Name and last name, course and section, assignment's title, and date. Staple your assignments in the upper left-hand corner. Do not put them in a folder.

Attendance is mandatory for this course

Students should report any problem that will interfere with their presence in class.

Textbook and materials

Students must have the required textbook and other materials such as dictionary, composition paper, and pen/ pencil.

Cell phones, beepers and Ipods

Please refrain from using cell phones, beepers and Ipods in this class. Turn them off, thank you.

Incompletes

If a student decides, for a justifiable reason, that he/she must request an incomplete for this course, they should do so in writing.

Plagiarism

Any student caught plagiarizing will receive an *F* in the course. Plagiarism is defined as the copying of words and/or ideas from another source (including another student), and claiming them as your own. Consult the professor or the writer's guide when in doubt. The professor reserves the right to take the case to the administration.

Quizzes

Short (10 - 15 minute) pop-quiz before class discussion of assigned material may be administered. There will be absolutely no opportunity to take this quiz after the 10-15 minute period has finished. Be in the classroom on time.

Accommodation (Law 51)

Any student that needs special accommodation should notify the professor so that appropriate arrangements can be made.

Behavior

The use of foul language is not allowed. Courtesy and respect is expected.