



**College of Education and Health Professions
Department of Curriculum and Instruction**

Program Affiliation: Career and Technical Education

Course Number and Title: CATE 4033: Assessment and Program Evaluation

Meets: Tuesday and Thursday, 12:30-1:45

Instructor: Dr. Sheri Deaton

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479-575-2581

Textbooks and/or Supplementary Materials

Required Text: Popham, W.J. (2016). *Classroom Assessment: What Teachers Need to Know*, 8th edition. Boston: Pearson.

Catalog Description: An introduction to constructing, evaluating, and interpreting tests; descriptive and inferential statistics; state competency testing; and guidelines for state program evaluations. (Typically offered: Fall)

Learning Goals: This course is intended to familiarize students with classroom assessment and design, student competency testing, and guidelines for state program evaluations. The specific goal of this course is to familiarize students with classroom assessment and design, student competency testing, and guidelines for state program evaluations.

Objectives: By the end of the semester, students will possess the following behaviors and competencies. (*Aligned with Teacher Excellence Support System (TESS) standards, Arkansas Teaching Standards (ATS), InTASC National standards for Teachers (InTASC Standards)*). By completing the assignments and/or tasks of this course, each candidate will:

1. Understand the role and purpose of formal and informal assessment in informing the instructional process (*ATS 2c, 2l, 4a, 4b, 4d, 4e, 6a, 6c, 6j, 6r, 7d, 9g; InTASC Standard 2; TESS 1a, 1b*)
2. Understand the distinctions among the different types of assessment (*ATS 6a, 6c, 6e, 6k, 7c, 7f, 8f, 8g; TESS 1f*)
3. Know how to create and select an appropriate assessment format to meet instructional objectives for all learners (*ATS 1f, 1g, 2a, 2e, 2h, 2m, 2o, 4k, 4m, 6b, 6g, 6h, 6u, 7a, 7b, 7j, 7k, 7n, 8a; InTASC Standards 3, 5, 8; TESS 1c, 1d, 1e*)
4. Know how to select from a variety of assessment tools to evaluate student performance (*ATS 1b, 1e, 2g, 3e, 4q, 6n, 6t, 7p, 8h, 8i; InTASC Standard 4; TESS 1f*)
5. Understand the rationale behind and uses of students' self and peer assessment (*ATS 2b, 2j, 4f, 6d, 6m, 6s; TESS 2b*)
6. Know how to use a variety of assessment formats (*ATS 1d, 1j, 4g, 8c, 8d, 8e; InTASC Standard 6; TESS 3a, 3b, 3c, 3d, 3e*)
7. Understand the types and purposes of standardized tests (*ATS 4i, 6o, 6p, 9j; TESS 4.4*)

8. Understand the distinction between norm-referenced and criterion-referenced scoring (*ATS 1h, 1i, 2f, 4j, 8b*)
9. Understand terminology related to testing and scoring (*ATS 1a, 4c, 4j, 6q, 7g, 7h, 7i, 8j*)
10. Understand the distinction between holistic and analytical scoring (*ATS 4c, 4h*)
11. Know how to interpret assessment results and communicate the meaning of those results to students, parents/caregiver/ and school personnel (*ATS 1k, 2k, 3b, 3c, 4c, 4n, 6i, 6l, 6v, 7e, 7l, 7m, 7o, 9c, 9h; InTASC Standard 7*)
12. Understand the role of assessment as it relates to teacher evaluation and professional growth as a novice teacher (*ATS 4p, 4r, 6f, 7q, 9d, 9a, 9i, 9k, 9m, 9n, 9o, 10a; TESS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4*)

Assignments/Tasks

Please see complete details and instructions for assignments on Blackboard. Grades for each teacher candidate will be based on the successful completion of all weekly assignments.

- ✓ **Digital Notebook (DNB).** We will be using a DNB in this class. Throughout the semester, you will be responsible for documenting your growth and understanding through completing the DNB. The purpose of the DNB is to help you organize your thoughts/notes, and to assist you with gathering and organizing resources. See further details on Blackboard. (*ATS 1h, 1i, 1k, 2g, 2h, 2i, 2j, 2k, 2l, 2m, 2n, 2o, 3l, 4i, 4m, 4q, 5g, 6p, 6u, 6v, 7j, 7k, 8a, 8k, 9i, 9j, 10j, 3b, 3c, 3i, 3j, 3p, 4h, 5n, 5o, 5s, 6q, 8j, 8m, 1a, 1b, 1d, 1e, 1f, 1j, 4p, 5a, 5b, 5m, 6s; InTASC Standard 3; TESS 2b, 3a, 3b, 3c, 3d; 3e*)
- ✓ **BBP #1: What Teachers Need to Know about Assessment.** Teacher candidates will complete research regarding terminology related to testing and scoring. Through creating an in-depth summary of the terminology, teacher candidates will explore advantages and disadvantages for various assessments and will include ideas for implementation in their classroom. See further details on Blackboard. (*ATS 2c, 2l, 4a, 4b, 4d, 4e, 6a, 6c, 6j, 6r, 7d, 9g, 6e, 6k, 7c, 7f, 8f, 8g, 2b, 2j, 4f, 6d, 6m, 6s, 1d, 1j, 4g, 8c, 8d, 8e, 4i, 6o, 6p, 9j 1a, 4j, 6q, 7g, 7h, 7i, 8j, 1k, 2k, 3b, 3c, 4c, 4n, 6i, 6l, 6v, 7e, 7l, 7m, 7o, 9c, 9h; InTASC Standard 2, 6, 7; TESS 1a, 1b, 1f, 2b, 3a, 3b, 3c, 3d, 3e, 4.4*)
- ✓ **BBP #2: Assessment Critique.** Teacher candidates will find three examples of assessments in their unique discipline and will critique them using the protocol developed in this course. Teacher candidates will use their understanding of terminology to make inferences and judgements on the selected assessments. See further details on Blackboard. (*ATS 6a, 6c, 6e, 6k, 7c, 7f, 8f, 8g, 1d, 1j, 4g, 8c, 8d, 8e; InTASC Standard 6; TESS 1f, 3a, 3b, 3c, 3d, 3e*)
- ✓ **BBP #3: Curriculum Map.** Teacher candidates will research current state standards for one class in their area of concentration. They will create a curriculum map for this course, demonstrating their abilities to develop a curriculum that meets the needs of a variety of students through use of both formative and summative assessments. Additionally, teacher candidates will select one unit of study from this course for which they will develop in-depth lesson plans, a pre-assessment, formative assessments, and a summative assessment. See further details on Blackboard. (*ATS 1d, 1j, 4g, 8c, 8d, 8e, 1f, 1g, 2a, 2e,*

2h, 2m, 2o, 4k, 4m, 6b, 6g, 6h, 6u, 7a, 7b, 7j, 7k, 7n, 8a; *InTASC Standard 3, 5, 6, 8; TESS 1c, 1d, 1e, 3a, 3b, 3c, 3d, 3e*)

- ✓ **BBP #4: Test Prep Analysis.** Teacher candidates will find three examples of test preparation practices in their unique discipline and will critique them using the protocol developed in this course. Teacher candidates will use their understanding of terminology to make inferences and judgements on the selected review strategies. See further details on Blackboard.
- ✓ *(ATS 6a, 6c, 6e, 6k, 7c, 7f, 8f, 8g, 1d, 1j, 4g, 8c, 8d, 8e; InTASC Standard 6; TESS 1f, 3a, 3b, 3c, 3d, 3e)*
- ✓ **BBP #5: Portfolio.** Throughout the semester, teacher candidates will be developing specific assessments to put in this summative portfolio. Key assessments housed in this assignment include but are not limited to: what teachers need to know about assessment summary, curriculum maps for two courses, lesson plans, unit exam example, justification and modification, performance assessment rubric, self-assessment rubric, and peer assessment rubric. See further details on Blackboard. *(ATS 2c, 2l, 4a, 4b, 4d, 4e, 6a, 6c, 6j, 6r, 7d, 9g, 6e, 6k, 7c, 7f, 8f, 8g, 2b, 2j, 4f, 6d, 6m, 6s, 1d, 1j, 4g, 8c, 8d, 8e, 4i, 6o, 6p, 9j 1a, 4j, 6q, 7g, 7h, 7i, 8j, 1k, 2k, 3b, 3c, 4c, 4n, 6i, 6l, 6v, 7e, 7l 7m, 7o, 9c, 9h; InTASC Standard 2, 6, 7; TESS 1a, 1b, 1f, 2b, 3a, 3b, 3c, 3d, 3e, 4.4)*
- ✓ **Professional Growth Plan (PGP).** Teacher candidates will begin to develop a professional growth plan as an extension of their understanding of the TESS model and how it relates to their growth as novice teachers. See further details on Blackboard. *(ATS 4p, 4r, 6f, 7q, 9d, 9a, 9i, 9k, 9m, 9n, 9o, 10a; TESS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4)*

Tentative Schedule

Week	Topics
Week 1	Orientation to the course; Laws, Assessment vs. Testing (Chapter 1); What should teachers know about assessment?
Week 2	Understanding by Design, What to Assess (Chapter 2) and Standardized Tests (Chapter 13)
Week 3	Reliability of Assessments (Chapter 3) and Validity of findings (Chapter 4)
Week 4	Assessment Bias (Chapter 5), modifications for ELLs and students with special needs, Formative assessment vs. Summative (Chapter 12)
Week 5	Developing effective selected response questions (Chapter 6) and how to modify for students with special needs
Week 6	Developing effective constructed response questions (Chapter 7) and how to modify for students with special needs
Week 7	Developing effective performance assessments and rubrics (Chapter 8) and how to modify for students with special needs
Week 8	Developing and using portfolios in the CTE classroom (Chapter 9) and evaluate without bias
Week 9	Curriculum Mapping: Sequencing learning, developing assessments (both formative and summative); aligning objectives and assignments with standards
Week 10	Fall break and Project based learning in the Google Classroom
Week 11	Educationally defensible and ethical test preparation procedures (Chapter 14) and Formative assessments that work
Week 12	Assessment based grading (Chapter 14) and Evaluation of Instruction and PGPs (Chapter 15 and TESS model)

Week 13	Examination justifications and modifications and resources for CTE teachers
Week 14	Curriculum Mapping and Thanksgiving break
Week 15	Self and peer evaluation and performance assessments
Week 16	Summative Portfolio development and evaluation

Assignment details, point allocations, and deadlines are posted on Blackboard

Evaluation Policies

Grades for the course will be based on successful completion of all required assignments. Grades will be assigned using the scale below:

A = 93% - 100%	Outstanding achievement, given to a relatively small number of excellent scholars
B = 82% - 92%	Good achievement
C = 70% - 81%	Average achievement
D = 65% - 69%	Poor but passing work
F = 64% or below	Failure, unsatisfactory work
XF	Failure, academic dishonesty
I	Incomplete course requirements

Student Activities and Experiences

Academic Contingency Plan: In the event of an extended campus closure, the continuity plan for this course includes the following: We will utilize our Blackboard course as the portal for the delivery of course materials and UARK email for communications. Please check both areas immediately for guidance and directions from your instructor. In this class our official mode of communication is through uark.edu email. Students are responsible for checking their UARK accounts regularly. All communication between teacher candidates and instructor and between student and student should be respectful and professional. Dr. Deaton's email is sddeato@uark.edu.

Academic Integrity: The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process. "As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found on the UA website. Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor." The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php> All students are to complete their own work during the semester. Although candidates are allowed to share ideas and learn from one another

throughout the semester, they are not allowed to copy another person's work. All assignments must be original and completed individually. All citations must be documented using the most recent edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

If the instructor records classes, recordings will be available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Accommodations: Teacher candidates with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Candidates with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging

reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

Classroom Behavior and Participation: Attendance is expected for all classes. If you are going to be absent, it is your responsibility to communicate with the instructor. Missing class will impact your grade. Improper classroom behavior is not tolerated and may result in a referral to the Office of Student Conduct. Inappropriate remarks or comments disrespectful to other teacher candidates or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

Inclement Weather: For information regarding whether the university is closed, or an inclement weather day is declared, use the following sources:

- See the inclement weather web site at: <http://emergency.uark.edu/17098.php>
- Call 479-575-7000 or 575-2000 for recorded announcements about closings.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations
- Check your email.

Professional Dispositions: This course is reserved for teacher candidates preparing to become professional teachers. Teacher candidates are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. Teacher candidates are expected to attend all classes and participate in all activities. Teacher candidates are expected to show up to class on time, prepared to work. Teacher candidates' overall grade will be affected after two absences. All work will be turned in on time. Late work will not be accepted for full credit or accepted at all per instructor's evaluation. Each person will be treated with respect. Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluation of each member of the course will occur throughout the semester. This "constructive criticism" is meant to help each other improve and gain teaching skills necessary to be an effective teacher.

Syllabus Change

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

Technology

All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their own professional practice. Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this

course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.