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Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: TEACHING AND LEARNING

COLLEGE OF: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EME COURSE NUMBER 6624 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE

AUTHENTIC AND STANDARDS-BASED ASSESSMENT FOR 21ST CENTURY LEARNERS

EFFECTIVE DATE

(first term course will be offered)

SUMMER 2009

CREDITS: 3

TEXTBOOK INFORMATION:

No textbook required for this class.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

A comprehensive overview of the theory and practice of assessment, emphasizing the role of technology in conducting assessments, analyzing data, and using assessment data to improve student achievement. Technology-based assessment tools are explored, including online standardized testing tools, constructivist-based alternative assessment tools, and other web-based technologies.

PREREQUISITES W/MINIMUM GRADE:*

EME6623 OR PERMISSION OF INSTRUCTOR

COREQUISITES:

NONE

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

*DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

TERMINAL DEGREE IN EDUCATION

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. Departments of Curriculum, Culture, and Educational Inquiry, Communication Sciences and Disorders, Counselor Education, Educational Leadership, Exceptional Student Education, Exercise Science and Health Promotions.

Barbara Ridener, bridener@fau.edu, 561-297-3588

Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Syllabus—must include all details as shown in the UGPC Guidelines.</p> <p>Written Consent—required from all departments affected.</p> <p>Go to: http://graduate.fau.edu/gpc/ to download this form and guidelines to fill out the form.</p>
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Email this form and syllabus to sfulks@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FLORIDA ATLANTIC UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHING AND LEARNING

INSTRUCTOR:

Phone:

Email:

Office Location/Hours:

MEETING PLACE:

Campus:

Room:

Time:

Course Number

EME 6624

Course Title

Authentic and Standards-Based Assessment for 21st Century Learners

Description:

A comprehensive overview of the theory and practice of assessment, emphasizing the role of technology in conducting assessments, analyzing data, and using assessment data to improve student achievement. Technology-based assessment tools are explored, including online standardized testing tools, constructivist-based alternative assessment tools, and other web-based technologies.

Course Connection to the Conceptual Framework:

This course supports teachers as they become reflective, data-driven decision-makers by encouraging adoption of modern techniques and technologies for assessing student content mastery in standardized tests, as well as the broader range of critical skills necessary for success in the 21st century learning environment. By emphasizing technology-based resources as tools for continuous assessment and evaluation, the course helps teachers develop critical technology skills and promotes technology infusion into the classroom to support student performance and engagement. The focus on systematic data-driven decision making strategies helps teachers develop the competencies for gathering, interpreting and employing assessment data to make informed decisions about techniques and technologies that can be used to improve student achievement and instructional practice.

Prerequisites or Co-requisites:

EME 6623 or permission from instructor

Required Materials:

- USB Drive
- Binder or notebook for handouts and resources
- Internet access (for access to the course LMS)
- Email access

It is strongly recommended that all participants also bring a blank CD to burn final projects.

Audio/Visual Technology:

Internet PowerPoint Videos

Guidelines Used in Developing Course Objectives:

Florida Educator Accomplished Practices – Preprofessional (EAP)

Educator Accomplished Practices for FAU (EAP-FAU)

Course Objectives:

(Numbers in parentheses indicate NCATE/ISTE standards.)

1. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. (NCATE: 1, 4; NETS: 4B, 4C)
2. Demonstrate skills necessary to utilize multimedia tools to engage in the development of alternative assessment strategies. (NCATE: 1, 2, 3, 5, 8, 9, 12; NETS: 1B, 4A, 4C)
3. Apply current research on teaching and learning with technology when planning learning environments and experiences. (NETS: 2B)
4. Apply technology in assessing student learning of subject matter using a variety of assessment techniques. (NETS: 4A)
5. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity. (NETS: 4C)
6. Develop a portfolio of technology-based products from coursework, including the related assessment tools. (NCATE: 4, 5; NETS: 5)
7. Employ the use of various problem-solving strategies that utilize systematic inquiry both individually and collaboratively to improve the evaluation of student progress using a variety of traditional and emerging technologies. (NCATE: 1, 3, 5, 6, 9, 13; NETS: 4A, 2E)
8. Identify the benefits of technology to maximize student learning and facilitate higher order thinking skills. (NCATE: 1, 3; NETS: 3C)
9. Plan and teach student-centered learning activities and lessons in which students apply technology tools and resources. (NCATE: 2, 3; NETS: 3A, 3D)
10. Identify and engage in technology-based opportunities for professional education and lifelong learning, including the use of distance education. (NCATE: 5; NETS: 5)
11. Identify instructional design theories and practices and be able to describe the relationship among current practices and ethical issues regarding the prominence and use of technologies in schooling from a global and content specialized area perspective. (NCATE: 3, 7, 10, 11)

12. Analyze instructional and curricular standards and criteria for evaluation of technology integration in the school setting from a local, state, and national level. (NCATE: 4, 7, 13)
13. Identify specific technology applications and resources that maximize student learning, address learner needs, and affirm diversity. (NCATE: 3, 6)
14. Design technology-enriched learning activities that connect content standards with student technology standards and meet the diverse needs of students. (NCATE: 2, 3, 4, 6)

Course Requirements:

Integrated Assessment Plan (IAP)

The IAP is the culminating product of the course, and consists of a comprehensive set of assessment-related components for a selected lesson plan. The lesson plan selected for the IAP must be aligned with both the relevant Sunshine State Standards and the NETS Standards, and be described with enough specificity as to serve well for an assessment plan. The IAP, which can be thought of as a “portfolio” of assessment components, consists of:

- The lesson plan itself with all relevant standards
- A written rationale for what, how, and why the recommended assessments will be accomplished
- A series of developed web-enabled assessments to assess content, skills, and “habits of mind”
- A collected set of data for these assessments
- A written analysis and interpretation of the collected data

Student Multimedia Portfolio (SMP)

The student multimedia portfolio is a set of developed electronic resources representative of what students will themselves develop when working through the lesson that is used as the basis for the assessment plan. By developing samples of these student products before the lesson is actually implemented, teachers develop a better sense of what to expect as students undertake the work and develop more meaningful insights into how to critically assess student performance. These components will also support implementation of the lesson by serving as exemplars that students can use to better understand lesson objectives and expectations. The SMP includes the following components:

- Digital video file
- Digital podcast
- Digital audio file
- Appropriate hypertext web links
- Presentation “wrapper” to support all digital media (PowerPoint or Keynote slideshow, etc.)

Assignment Points % of Course Grade

No.	Assignment	Points
1	Integrated Assessment Plan (IAP)	(30)
	Rational description	4
	Standards-based lesson plan to be assessed	1
	Assessment timeline	3
	Web-enabled selected response instrument	5
	Web-enabled rubrics for content, presentation, and “habits of mind” assessments	3
	Data analysis strategy description	4
	Strategy for using data to improve instruction and student achievement	5
2	Student Multimedia Portfolio (SMP)	(30)
	Digital video exemplar	10
	Digital podcast exemplar	5
	Digital audio exemplar	5
	Presentation “wrapper” for all exemplars	10
3	Data analysis and interpretation assignment	10
3	Standardized Student Data Benchmarking Assignment	5
4	Case Study Reflection 1: What was assessed, and why?	5
5	Case Study Reflection 2: How did assessment take place?	5
6	Case Study Reflection 3: How was the data interpreted?	5
7	Case Study Reflection 4: How was the data used to further improve student outcomes?	5
	Attendance and Participation	5
	TOTAL	100

Grading Scale:

Scores are cumulative and the grade scale represents percentage of total points earned.

A 93-100 A- 90-92 B+ 87-89
B 83-86 B- 80-82 C+ 77-79
C 73-76 C- 70-72 D+ 67-69
D 63-66 D- 60-62 F Below 60

Attendance Policy:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence. If you have an emergency, contact the instructor within 24 hours of the missed class. You will be held responsible for all missed assignments. Attendance and participation are worth a full 10% of your grade.

Students with Disabilities:

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Honor Code:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Netiquette

The rules of netiquette are found at <http://www.albion.com/netiquette/corerules.html>

You are required to follow the rules set forth on the core rules web site. Ignorance of the rules is not an excuse for not following them. Consequently, it is in your best interest to read through all the rules.

References:

All references should be in APA format for our college.

There are some online resources for APA formatting. You may want to check the URLs listed below for models on format.

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://citationmachine.net/index2.php?reqstyleid=2>

<http://www.psychwww.com/resource/apacrib.htm>

References included in this section may be the readings already assigned, or they may be materials used in developing the course, or recommended readings. The Graduate College is interested in keeping the reference list current (again, the last 6 years) but seminal literature should also be included. Foundational pieces should be balanced by current work.

Tentative Course Outline:

This course is based around nine areas, or “themes” to be covered throughout the duration of the course. These themes will span the entirety of the semester with some themes spanning multiple weeks. These include:

Theme 1: Introduction to assessment

- Why we assess
- Theoretical perspectives on assessment
- Assessment and 21st century learning skills
- Technology and assessment

Theme 2: Purpose of assessment

- Using assessment to improve student achievement
- Role of assessment in improving instructional practice
- Assessment and learner motivation

Theme 3: Developing an integrated assessment plan

- Rationale
- Components
- Application
- Technology integration

Theme 4: What to assess

- Alignment to instructional goals and standards
 - Virtual Counselor
 - FCAT Explorer
- Assessing knowledge, skills, application and attitudes
- Assessing 21st century skills
 - NETS Standards
- Technology-infused assessment products
 - Electronic assessment portfolios (keynote)
 - Audio podcasts

- Digital photographs
- Script-writing and video production

Theme 5: When to assess

- Uses of technology throughout the assessment process
- Prior knowledge and baseline assessment
- Formative assessment
 - Benchmarking student performance
 - Tracking growth
 - Improving achievement through meaningful feedback
- Summative assessment
 - Judging student competency
- Ongoing assessment

Theme 6: How to assess (assessment tools)

- Matching methods of assessment to the purpose of assessment
- Timing assessment (terminal vs. continuous assessment)
- Overview of methods of assessment
- Using technology in
 - Selected response assessment
 - Assessment with multimedia
 - Performance-based assessment
 - Authentic assessment
 - Portfolio assessment
 - Self-assessment
 - Ongoing assessment
- Selecting assessment methods
 - Planning for using multiple forms of assessment
 - Planning for continuous/frequent assessment
 - Planning assessable classroom tasks
- Providing exemplars, rubrics, and sample products

Theme 7: Collecting assessment data

- Tech-savvy strategies for collecting assessment data
- Collecting informal and formal assessment data

Theme 8: How to interpret assessment results

- Interpreting commonly reported standardized assessment scores
- Using technology to interpret assessment results
 - Rubrics, checklists, and assessment scoring guides
 - Measures of central tendency
 - Measures of dispersion
- Tracking results

Theme 9: Using assessment data

- Providing learner feedback

- Improving instructional practice
- Improving student achievement
- Evaluating assessments (item analysis and validity)

Bibliography:

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Butler, S., & McMunn, D. (2006). *A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning*. San Francisco, CA: Jossey-Bass.

Cohen, F. (2003). Mining data to improve teaching. *Educational Leadership*, 60: 8.

Consortium for School Networking (2003). Vision to know and do: The power of data as a tool in educational decision making. <http://www.cosn.org>.

Ivers, K., & Barron, A. (2005). *Multimedia Projects in Education: Designing, Producing, and Assessing* (3rd Edition ed.). Engelwood, CO: Libraries Unlimited.

Johnson, R., Mims, S., & Doyle-Nichols, A. (2006). *Developing Portfolios in Education: A Guide to Reflection, Inquiry, and Assessment*. Thousand Oaks, CA: Sage.

McIntire, T. (2003). Digging for Data. *Technology and Learning*.

McREL. (2006). *Sustaining School Improvement: Data-Driven Decision Making*. Denver, CO: McREL.

North Central Regional Educational Laboratory. (2005). *Critical Issue: Using Technology to Improve Student Achievement*. Retrieved 12.1.2007, from North Central Regional Educational Laboratory.

Ohler, J. (2005). The World of Digital Storytelling. *Educational Leadership*, 44 – 47.

Oosterhof, A. (2003). *Developing and Using Classroom Assessments* (3rd ed.). Prentice Hall.

Salpeter, J. (2003). Accountability: Meeting the challenge with technology. <http://www.techlearning.com>.

Schmoker, M. (2003). First things first: Demystifying data analysis. *Educational Leadership*. 60, 5: 22-24.

Streifer, A. (2004). *Tools and Techniques for Effective Data-Driven Decision Making*. Lanham, MD: Scarecrow Education.