<div align="center">**COURSE SYLLABUS**</div>

Southeast Missouri State University
Department of Middle and Secondary Education Course No.: SE 618
Course Title: Assessment using Technology

Semester: Fall 2017
Class Meeting Time and Location: Online
Instructor Name and Contact Information:
      Dr. William Bratberg
      wbratberg@semo.edu,
      Office phone: (573) 651-2008
Office Hours: M&W 4:00 – 6:30

I. Catalog Description and Credit Hours of Study:
Principles of formal and informal assessments integrating technology for different content areas and grade levels and processes for making decisions based on assessment results.

II. Prerequisites: Graduate Standing.

III. Purposes or Objectives of the Course:
Students will be able to:
    A. Describe the basic principles of assessment.
    B. Construct technology based classroom assessments aligned to state curriculum standards; (ISTE Standards 2D)
    C. State the importance of the alignment between indicators, taxonomy levels, and assessments;
    D. Describe the advantages and disadvantages of using technology for the different forms of assessment in general, and for specific content areas, developmental levels, students from diverse backgrounds, and special needs students; (ISTE Standards 2C, 2D, 4B, 4D)
    E. Develop criteria for selecting an assessment strategy and technology and create assessments appropriate for instructional decisions; (ISTE Standards 2A, 5C)
    F. Describe ways to use assessment results in planning and making curricular and instructional decisions; (ISTE Standards 2A, 3A)
    G. Interpret scores from standardized tests as they relate to classroom practices; (ISTE Standards 2D, 3D)

IV. Course Learning Outcomes:

CLO1: Construct technology based classroom assessments aligned to state curriculum standards;	Assessment: Incorporating an iPad app of your choice develop a standard based lesson plan with a technology based formative assessment component.

CLO2: Describe the advantages and disadvantages of using technology for the different forms of assessment in general, and for specific content areas, developmental levels, students from diverse backgrounds, and special needs students;	Assessment: Written research assignment.
CLO3: Describe ways to use assessment results in planning and making curricular and instructional decisions.	Assessment: Case study with written response.

V. Expectations of Students:

   A. Demonstrate graduate level analysis and writing through completion of a variety of class activities such as online discussions, videos, research, individual projects and other written assignments.
   B. Read relevant literature on assessment and the educational uses of technology in assessment.
   C. Completion of course objectives in a responsible and professional manner.

VI. Course Content: Hours

What is and Why Teachers Need to do Assessments	3
Reliability, Validity and Fairness of Assessment	6
Types of Assessments	6
Affective Assessment and Technology	6
Improving Teacher-Developed Assessments using Technology	6
Formative Assessment using Technology	6
Making Sense Out of Standardized Test Scores	6
Using Assessment Data to Evaluate Curriculum and Instruction	6
Total Hours	45

VII. Textbook:
Popham, W. J. (2017*). Classroom Assessment: What Teachers Need to Know (8th Edition).*
Pearson

VIII. Basis for Student Evaluation:

  A. Written and video assignments and projects to demonstrate a personal knowledge of assessment related to instruction, planning, and curricular and instructional decisions.
  B. Written and video assignments and projects to demonstrate a personal knowledge of when and how to integrate technology into assessment.

Suggested Percentages for Student Evaluation:
Written and video Assignments/Projects 100%

Percentages at which letter grades are given:
90% - 100% A
80% - 89% B
70% - 79% C
0% - 69% F
The weight of evaluation criteria may vary at the discretion of the instructor.

IX. Academic Policy Statement:
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The
University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating**.**

X. Student with Disabilities:
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis.
For more information visit the following site: http://www6.semo.edu/lapdss/index.htm

XI. Civility and Harassment

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XII. Knowledge Base

Barlowe, A., & Cook, A. (2016). Putting the focus on student engagement: The benefits of performance-based assessment. American Educator, 40(1), 4-11.

Ben-Jacob, M. G., & Ben-Jacob, T. E. (2014). Alternative assessment methods based on categorizations, supporting technologies, and a model for betterment. International Association For Development Of The Information Society,

Bloom, B.S., ed. (1956). Taxonomy of educational objectives, Handbook I: Cognitive domain. New York: David McKay.

Bolona Lopez, M. C., Ortiz, M. E., & Allen, C. (2015). Using mobile devices and the adobe connect web conferencing tool in the assessment of EFL student teacher performance. Research-Publishing.Net.

Bulunuz, N., Bulunuz, M., Karagoz, F., & Tavsanli, O. F. (2016). Achievement levels of middle school students in the standardized science and technology exam and formative assessment probes: A comparative study. Online Submission.

Chan, S. W., & Ismail, Z. (2014). A technology-based statistical reasoning assessment tool in descriptive statistics for secondary school students. Turkish Online Journal Of Educational Technology - TOJET, 13(1), 29-46.

Darling-Hammond, L. Ancess, J. Falk, B. (1995). Authentic assessment in action: Studies of schools and students at work. New York: Columbia University Press.

Foorman, B., Espinosa, A., Wood, C., Wu, Y., Regional Educational Laboratory Southeast, (., National Center for Education Evaluation and Regional Assistance, (., & Florida State University, F. R. (2016). Using Computer-Adaptive Assessments of Literacy to Monitor the Progress of English Learner Students. REL 2016-149. Regional Educational Laboratory Southeast.

Kartal, O., Dunya, B. A., Diefes-Dux, H. A., & Zawojewski, J. S. (2016). The relationship between students' performance on conventional standardized mathematics assessments and

complex mathematical modeling problems. International Journal Of Research In Education And Science, 2(1), 239-252.

Kivunja, C. (2015). Innovative methodologies for 21st century learning, teaching and assessment: A convenience sampling investigation into the use of social media technologies in higher education. International Journal of Higher Education, 4(2), 1-26

Koon, S., & Petscher, Y. (2016). Can scores on an interim high school reading assessment accurately predict low performance on college readiness exams? Regional Educational Laboratory Southeast. REL 2016-124.

Hsia, L., Huang, I., & Hwang, G. (2016). A web-based peer-assessment approach to improving junior high school students' performance, self-efficacy and motivation in performing arts courses. British Journal Of Educational Technology, 47(4), 618-632

DEPARTMENTAL APPROVAL DATE: 3/22/2017
COLLEGE COUNCIL APPROVAL DATE:

Southeast Missouri State University

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Department of Middle and Secondary Education Course No.: SE 618
Course Title: Assessment using Technology

Semester:
Class Meeting Time and Location:
Instructor Name and Contact Information:
Office Hours:

I. Catalog Description and Credit Hours of Study:
Principals of formal and informal assessments integrating technology for different content areas and grade levels and processes for making decisions based on assessment results. (3 Credits)

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CLO3: Describe ways to use assessment results in planning and making curricular and instructional decisions.	Assessment: Case study

Course Content:

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