“Since there is no single set of abilities running throughout human nature, there is no single curriculum which all should undergo. Rather, the schools should teach everything that anyone is interested in learning.” John Dewey

Professor E. Gonzalez, Ph.D.

E-Mail gonzalez@stthom.edu

Telephone Number 713-898-6805

Place and Time Face to face, SKYPE, email and other forms

For Assistance UST Education Department: Ms. Debbie Fernandez, 713-525-3829; Malloy Hall UST IT Help Desk: 713-525-3544

REQUIRED TEXTS

No text for this course. All articles are on BB.

Curriculum & Instruction Writing Expectations
In order to adhere to the 21st Century Knowledge and Skills, there is an expectation of high standards that includes the ability to clearly communicate through writing. All submitted work is expected to be of high quality. All Curriculum & Instruction courses have an academic component that consists of rigor, scholarship, and writing. As such, this is a writing intensive course and the expectation is to be able to write in a professional manner. To be effective in your educational program, it is essential your writing is proficient and scholarly as to not interfere with the content of the assignment.

Social Justice Tenets of the Catholic Church and University of St. Thomas
Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

• Subsidiarity: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

• Dignity and rights of children: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

• People have a right to an education: All people have a responsibility, for the good of society, to contribute to and foster education.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.

Course Writing: APA Format/Structure/Mechanics/Content Expectations
Your assignments will be graded based on the areas included but not limited to the following: APA format; grammatical/mechanical errors; content and scholarly writing. Writing must be coherent as to not to interfere with the content of the assignment. The number of points deducted for the following are detailed below:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA format</td>
<td>2 for each</td>
</tr>
<tr>
<td>Grammatical/Mechanical Errors</td>
<td>5 for each</td>
</tr>
<tr>
<td>Content</td>
<td>5 for not addressing topic or staying on topic</td>
</tr>
<tr>
<td>Scholarly Writing</td>
<td>10 for not staying on topic or answering prompt</td>
</tr>
</tbody>
</table>

**The number of points deducted for each additional error will be left to the discretion of the professor.**

GENERAL DESCRIPTION

**EDUC 6315** - This course analyzes the assessment and evaluation process in the context of curriculum instruction, objectives, high stakes testing, to help identify best research practices for effective teaching/learning environment. The course aims to assist curriculum specialists in understanding how instruction, curriculum, assessment and evaluation are interrelated. Emphasis will be placed on various forms of assessment and evaluation in developing a comprehensive program inclusive of both traditional and alternative forms of assessment and evaluation.

COURSE OVERVIEW

Curriculum. What the term means and how it is used and understood in American education today has changed dramatically from what educational pioneers intended. Dewey stated schools should teach everything that anyone is interested in learning. He was on to something that today we are trying to figure out. Then comes Assessment and Evaluation. What does each concept mean? The two concepts are used interchangeably when in fact they are not the same. Overlap yes, the same no. Whatever interpretations are offered for curriculum assessment, evaluation, there is one overarching theme in all of this: Curriculum matters. Assessment matters. Evaluation matters. All three are perennial issues in the art and science of teaching and pedagogy that will pose some of your greatest challenges as prospective teachers and will remain at the center of your teaching practice.

COURSE TOPICS TO BE DISCUSSED

- The relationship among curriculum, teaching, and assessment
- Aggregated and disaggregated data and the implications for assessment
- Assessment & evaluation for special needs students and second language learners
- Norm-referenced, criterion-referenced, aptitude, achievement, creativity, interest survey, language proficiency, performance-based, standardized, portfolio, individualized, observation checklists, self- and peer assessment
- Teacher developed assessment
- Choosing assessment methods appropriate for instructional decision-making and planning
- Discussing rationale of individual assessment strategies as a result of differentiated instruction
- Defining the terms and describing the characteristics of traditional assessment (paper and pencil, objective tests) and alternative assessment methods (authentic assessment, performance-based, portfolios) in the context of the classroom, and explaining the implications for teaching and learning
- Administering, scoring, and interpreting the results of both externally-produced and teacher-produced assessments
- Using assessment results when making decisions about individual students, planning, instruction, developing curriculum, and school improvement
- Effectively communicating assessment results to students, parents, and other audiences
- Explaining the implications of state-mandated standards and assessments for curriculum, instruction, and learning
- Describing the concept of the bell curve, normal and skewed distributions of data, and the implications for assessment and grading
• Demonstrating skill in using technology to locate and utilize data
• Demonstrate development and use of academic standards across the curriculum and application of standards and objectives focusing on assessment and evaluation.
• Analyze the assessment process including types of evaluations, the relationship of assessment to institutional & curriculum objectives, high stakes testing, No Child Left Behind (NCLB), corporate assessment framework (CAF) and standardized testing.
• Match assessment to learning outcomes, develop rubric criteria and select appropriate online assessment choice using mapping software.

COURSE ESSENTIAL QUESTIONS

• What does 21st Century assessment and evaluation look like?
• How do we assess and evaluate 21st Century student skills?
• What is “comprehensive” curriculum assessment and evaluation plan look like?
• What is the role of curriculum assessment and evaluation in today’s 21st century school culture?
• How does assessment and evaluation fit into learning?
• How does assessment and evaluation fit in the technological world?

THE INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM STANDARD (INTASC)

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and ongoing professional development of teachers. Created in 1987, its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. INTASC has developed model “core” standards for what all beginning teachers should know, be like, and be able to do in order to practice responsibly, regardless of the subject matter or grade level being taught. C.W. Post encourages its students to become aware of the standards and prepare at least two pieces of “evidence” indicating that they have met each of the 10 Core Standards.

INSTRUCTIONAL OBJECTIVES

• To develop an understanding of curriculum and assessment in philosophical, historical, psychological, social, and environmental contexts (INTASC 1)
• To identify and analyze instructional models and strategies that drive academic performance (INTASC 2,3,4)
• To grasp the connection between empirical research in curriculum, instruction, assessment, and evaluation and how this informs effective teaching practice (INTASC 1)
• To review instructional resources that support curriculum in today’s diverse K-12 classrooms and evaluate their strengths and limitations (INTASC 5,6,7,8)
• To design a curriculum unit of study anchored in several content areas and including literacy connections, standards, rubrics, technology, and assessment procedures (INTASC 3,4,6)
• To explore current debates, issues, and trends in curricular and assessment and evaluation reform (INTASC 1)
• To enhance your prospective leadership role as a teacher using major ideas in curriculum, instruction, assessment and evaluation in a variety settings (INTASC 9, 10)

STUDENT OUTCOMES

• Students will be able to understand and demonstrate the interrelationship among curriculum, instruction and assessment. (INTASC Standards 7, 8)
• Students will have reflected on the issues of teaching that are of greatest concern to them at this point in their development. (INTASC Standard 9)
• Students will understand the cultural component in their relationship to students, parents, and colleagues in international schools. (INTASC Standards 2, 3, 5, 7, 10)
• Through class participation, students will understand the importance of interacting with others in the class in a way which will encourage them in the future sharing of information, ideas and resources with colleagues in their schools. (INTASC Standards 9, 10)
• Students will understand and articulate how their own values drive their teaching.
• Students will leave having evaluated and weighed what they bring to teaching from their own characters and past experiences. They will demonstrate their ability to write a philosophy of education and of classroom management and discipline. (INTASC Standard 9)
• Students will understand their own learning and teaching styles, and be equipped to evaluate those of their students. (INTASC Standards 2, 3, 4, 7)
• Students will be able to conduct a parent-teacher conference and participate in a job interview. (INTASC Standards 9, 10)
• Students will understand the purposes behind educational testing, and their responsibilities in relation to children with special needs. (INTASC Standards 2, 3, 4, 8)
• Students will become familiar with the Primary Years Program of the International Baccalaureate Program and be able to design a unit and assessment in line with the PYP framework. (INTASC Standards 4, 6, 8)
• Students will have assessed and understood various grading systems and will create one that reflects their own academic values. (INTASC Standards 7, 8, 9)
• Students will have given thought to how their teaching and schooling need to change in order to prepare students for the future.
• Students will examine various ways to encourage collaborative work among students, and to promote inquiry and reflection among their students. (INTASC)

HELPFUL WEBSITES

Association for Supervision and Curriculum Development
http://www.ascd.org/portal/site/ascd
Best practices and assessment framework:
http://www.just4kids.org/bestpractice/self_audit_framework.cfm?sub=tools
Curriculum Theory and Practice – Infed Encyclopedia,
http://www.infed.org/biblio/b-curric.htm
Curriculum Ideas - Eisenhower National Clearing House
http://www.goenc.com/
Curriculum Resources - Education for a Lifetime (Home-schooling information)
http://www.k12.com/
Curriculum Center – Kathy Schrock’s Guide for Educators
http://school.discovery.com/schrockguide/
The Integrated Curriculum – Northwest Regional Educational Laboratory,
http://www.nwrel.org/scpd/sirs/8/c016.html
Internet Resources/Sites that help Classroom Teachers and Administrators
APA Format
http://www.apa.org
The Council of Chief State School Officers (CCSSO)
http://www.ccsso.org
American Educational Research Association (AERA)
http://www.aera.net
The National Council on Measurement in Education (NCME)
http://www.ncme.org
The National Center for Fair and Open Testing (Fairest)
http://www.fairtest.org
Achieve, Inc.
http://www.achieve.org
The Mid-continent Regional Educational Laboratory (McREL)
http://www.mcrel.org
The ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE)
http://www.ericae.net
WestEd
http://www.wested.org
The Northwest Regional Educational Laboratory (NWREL)
http://www.nwrel.com
The Buros Institute of Mental Measurements
http://www.unl.edu/buros
Performance Assessment Links in Science (PALS)
http://www.pals.sri.com
The U.S. Department of Education
http://ed.gov
Council for Exceptional Children
www.cec.sped.org
Council for Learning Disabilities
www.cldinternational.org
Association for Supervision and Curriculum Development
www.ascd.org
CHADD (Children and Adults with Attention Deficit Disorders)
www.CHADD.org
The IDEA Practices website
www.ideapractices.org
The National Information Center for Children and Youth with Disabilities
www.nichey.org

COURSE APPROACH
This course will endeavor to vary learning conditions, blending a variety of techniques and methodologies throughout the semester and, most importantly, make extensive use of BB for online course delivery. There will be the conventional lecture format on BB and class discussion periods. Some lectures will be augmented by PowerPoint presentations as well as class discussions and group work.

MODULES
- Module 1: What is On-going Assessment?
- Module 2: Why Assessment?
- Module 3: But How Do We Assess It?
- Module 4: Assessment Strategies for Enquiry and Problem-based Learning
- Module 5: Critical Issue: Ensuring Equity with Alternative Assessments
- Module 6: Understanding ESL Learners: Assessment & Practical Ideas on Alternative Assessments for ESL Students
- Module 7: Consequences of Assessment: What is the Evidence?
- Module 8: Midterm Project-Analysis of Test
- Module 9: Curriculum Evaluation
- Module 10: Curriculum Evaluation-2
- Module 11: The ABC’s of Program Evaluation
- Module 12: Program Evaluation
- Module 13: Future Trends in Evaluation
- Module 14: Final Project-Assessment & Evaluation Plan

EVIDENCE OF SKILLS
- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, i.e., "grapple" with issues and topics;
- appropriate use of knowledge learned;
• imaginative thinking and responses to challenges/problems/issues;
• exploring underlying assumptions about education and schooling;
• clarity of expression and logical connection among ideas expressed;
• writing that reflects precise and concise thinking;
• excellent grammar, syntax, and spelling.

BLACKBOARD USE

This is a traditional total course but online delivery course and face to face will be used as well as other forms of communication. All course announcements, documents, assignments, and email communications will be delivered online via Blackboard. Internet access is therefore essential.

COURSE REQUIREMENTS

The following assignments are required to have been accepted as master’s level work in order to receive at least a B- in this course. The professor expects all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.

Attendance, Readings, Engagement & Professionalism

Each class is more than a meeting-- it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. Students are expected to participate in discussions, posing interesting questions, and exhibiting a connection with course content. Excessive absence (generally, two or more class sessions) and lateness, especially if unexplained, will result in administrative withdrawal. If you miss two class sessions, you will be dropped or opt for a whole grade deduction. Thus, please make every effort to notify the instructor of any impending absence. Participation is required. Participation does not just mean posting in class or in face to face interactions but being proactive at all times. Its components include careful meaningful attempts to interpret what is being posted, discussed, stated, active involvement, and critical thinking-- in summary, informed and enthusiastic participation.

RUBRIC FOR CLASS PARTICIPATION

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Student participates occasionally, misses some classes without making up work, does not submit all journal entries. Thinking in class tends to be rote or superficial. Student does not appear to question self or others. Shows little sign of growth in thinking throughout course of the class.</td>
</tr>
<tr>
<td>3-4</td>
<td>Student participates on a fairly regular basis, contributes to class group work, misses some classes but turns in journal regularly and makes up most work. Student makes some attempt to ask questions of self and others, remain open to changing and growing through time in the class.</td>
</tr>
<tr>
<td>5-6</td>
<td>Student participates regularly, is an active contributor to class group work, misses few classes, but makes up all work, turns in journal regularly. Student is reflective, asks questions of self and others, questions “received wisdom”.</td>
</tr>
<tr>
<td>7-8</td>
<td>Student participates regularly and enthusiastically, is an active contributor to group work, misses few classes, makes up all work immediately, turns in journal regularly. Questions and reflections show deep thought, the ability to look below the surface, juggle the complexities of situations encountered in class discussions, and remain open minded about ideas of others.</td>
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</tbody>
</table>
Assignments (late assignments will not be accepted.)

1. **Meeting with professor (20%).** Your 20% will be based on how well you participate with the professor and the thoughtful contributions made as well as whether you were online to participate. After the second absence, you will be administratively dropped and/or receive a whole one letter grade deduction that will continue for each absence thereafter unless prior arrangements have been made with the professor. Late assignments will not be accepted unless arrangements have been made.

2. **Analysis of a Test (40%).** You will analyze a teacher-made test or standardized test using predetermined criteria (rubric) which you will also develop. There is a list of test sites included in this syllabus. You may consult those or others you find. You will design a rubric, which you will use to evaluate this test. Keep in mind the purposes of the test, the construction of test questions, cultural fairness of the test, the needs of students with learning disabilities, second language learners, and other areas you see as relevant to the test you use. You will state the advantages and disadvantages of the test, the implications for teaching and learning and reference to diverse learners (4-5 pages plus attachments, which will include the rubric and test). Refer to any readings to substantiate your conclusions. Include also a paragraph in which you reflect on how this task helped you to grow as a caring, competent, and qualified teacher.

   **Rubric for Analysis of a Test**
   - Teacher made or Standardized test explained
   - Design of Rubric to Analyze selected Test
   - Were ELL, special ed., struggling readers, culture, etc. taken into account
   - Statement of Advantages/Disadvantages of Test
   - Implications for teachers and curriculum modification after analyzing selected test
   - Self-reflection in analyzing test selected-what have I learned?

3. **Assessment & Evaluation Plan (40%).** This task requires that you select a subject area, topic, and grade for which you will identify instructional objectives and construct an assessment plan in which you link the assessments with the objectives. You will be expected to include different kinds of objective questions, essay questions, and at least one performance or product assessment and an instrument to score it. You will also indicate how technology will be related as such and how it will be employed in teaching and/or the assessment and how the needs of diverse learners will be handled. Include the following: (1) the educational objectives (2) a set of at least 3 observable performance criteria for judging the performance or product and a rubric or checklist to score it (3) the rationale for the different types of questions and assessments and (4) a general overview of the learning activities. **THIS IS NOT A UNIT PLAN or a teaching lesson so your focus is on assessment, not the instructional delivery which can be summarized.** The relationship of items 1-4 should be explained in 4-5 pages (maximum) and items such as the rubric and test questions should be appendices.

   **Rubric for Assessment & Evaluation Plan**
   - Subject area, topic, grade level defined
   - Instructional objectives stated
   - General overview of the learning activities
   - Different types of Assessment to assess objectives
   - Integration of technology evident
   - Diverse learners’ needs explained

All assignments will be written in APA style, using Word, double spaced, Times New Roman, and 12-point. Students will submit hard copies of written assignments on the day they are due according to the schedule.

**GRADING AND EVALUATION**
Class assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BB Participation/attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Analysis of Test- Obj., Assess. &amp; Eval.</td>
<td>40%</td>
</tr>
<tr>
<td>Assessment &amp; Evaluation Plan</td>
<td>40%</td>
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</table>

100%

All assignments will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:
Grading and Point Equivalents

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Unusual and superior achievement</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Satisfactory achievement</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Below Standard</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
</tr>
<tr>
<td>IP</td>
<td>0.0</td>
<td>Incomplete (research in progress). Failure to complete research within one semester will result in automatic grade change to “F”. No audits are permitted at the graduate level.</td>
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STUDENT ASSESSMENT AND EVALUATION (GRADING POLICY)

Tasks are written and performance-based and should demonstrate overall

- an understanding of the theory and concepts related to the topics covered in this course;
- the ability to think critically;
- assessment strategies that include special needs students and second language learners.
- effective written and verbal communication skills, including correct usage and expression.

Rating Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>exemplary performance, excellence, and demonstrated mastery of the knowledge and skills presented.</td>
</tr>
<tr>
<td>B</td>
<td>competent performance, very good understanding of the knowledge and skills presented.</td>
</tr>
<tr>
<td>C</td>
<td>adequate performance, good understanding, and demonstration of the knowledge and skills presented.</td>
</tr>
<tr>
<td>D</td>
<td>inadequate performance, lacks a demonstration of and understanding of the knowledge and skills presented.</td>
</tr>
<tr>
<td>F</td>
<td>Failure to demonstrate an understanding of the content of the course; missing or incomplete assignments; poor class attendance.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. This designation is not a substitute for a letter grade. It merely describes a student’s temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the “I” will automatically become an “F”. The “F” is a letter grade and will count in the student’s CGPA.</td>
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</table>

Master’s Level Work is substantively and qualitatively more complex than Bachelors Level Work. It is never “from a book,” for example, demonstrative of having memorized lists or thoughts unchanged from a book. It shows depth, integration, and creativity. Depth requires showing understanding of complexity, comfort with ambiguity, or understanding uncertainty. Master’s Level Work integrates the domain of the course with students’ lived experiences both personal and professional. Creativity is demonstrated when students enhance scenarios or call up lived experiences related to the issues under consideration. Master’s Level Work demonstrates the ability to look within oneself, for example, reflecting on one’s own culture and how it influences one or engaging in meta-cognition regarding the history of oppression, privilege, racism, sexism, etc.

Incompletes are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can postpone a final examination. Again, the final decision rests on the professor of record.

PEDAGOGY
EDUC 6315 Curriculum Assessment and Evaluation uses a Freirian model as its pedagogy. Consequently, the professor believes students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally significant. In addition, the professor believes life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course. The role of the professor is to come to class prepared and to facilitate conversation, pace the class, and keep the conversation on topic. The role of students is to come to the table having completed and pondered the readings in order we can have a scholarly conversation with their classmates and professor and can integrate the readings with their professional lives and lived experiences.

LANGUAGE DIVERSITY

The University of Saint Thomas values the speaking of one or more than one or two languages. The Masters programs at the University of Saint Thomas are especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with students for whom English is not their first language. The Tutoring Center is always available to assist students who might need help with written English. In addition, it is recommended that students who are monolingual, bilingual or multilingual bring these gifts to the table in their journey through this course and the Master of Education Program.

RETENTION

For retention in EDUC 6315 Curriculum Assessment and Evaluation and the School of Education at the University of Saint Thomas “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Catalog 2006-2008, p. 4)

This class functions on the honor system. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail students who violates the honor system.

Integrity is the most important quality for success in this class and in the School of Education at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies students become familiar with and practice at all times the Codes of Ethics of their professions.

Professionals perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from this course students who violate their integrity. Dismissal is not limited to academic dishonesty and plagiarism.

Plagiarism is taking credit for any thought, idea, written or spoken work that does not come from the student. When writing any paper, reference information, websites, books, etc., if a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students are required to meet the standards explained in the APA Manual (2010) regarding avoiding plagiarism.

Copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while writing. Master’s Level Work requires integration of information. Plagiarism is a serious offense that will result in students’ failing the course, being dismissed from the School of Education as well as from UST. Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted. Students who engage in plagiarism will be dismissed from the School of Education as well as the University.
CHECKING YOUR WORK

**Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

**Smarthinking:** Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

<table>
<thead>
<tr>
<th>FORMAT FOR WRITTEN ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All written assignments except those done in class should be typed and double-spaced, Times, 12 font.</td>
</tr>
<tr>
<td>All papers should be submitted indicating the following:</td>
</tr>
<tr>
<td>1. On a cover sheet:</td>
</tr>
<tr>
<td>• Title of assignment</td>
</tr>
<tr>
<td>• Course name/section</td>
</tr>
<tr>
<td>• Instructor’s name</td>
</tr>
<tr>
<td>• Date of submission</td>
</tr>
<tr>
<td>• Student’s name</td>
</tr>
</tbody>
</table>

It is expected each paper will be written using APA style, including appropriate and accurate grammar and syntax. Please consult the American Psychological Association website for details regarding citation formats. Content and mechanics will be considered in the evaluation of your assignments as indicated since successful oral and written communication is expected of all teachers. Consistent with standard research practices, ideas that are not the author’s must be cited using APA format. Be especially careful when using information obtained from the Internet and follow the correct citation for that information. All papers are to be submitted on the due date unless the instructor has given prior approval. If for some reason a paper must be submitted late, please make other arrangements with the instructor. It is the student’s responsibility to make the contact. Unless this is done, late papers will not be accepted.

**AMERICANS WITH DISABILITIES ACT**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students contact the professor immediately if they have needs. All information is confidential. Students can see the professor before or after class or request another time to discuss any matters. Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. In addition, students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162 or 6953. The accommodations will become official when the professor received word in writing from the officer in charge of ADA compliance.
TOPICAL OUTLINE - Subject to change on short notice

**These readings are expected to have been completed at the time class begins. These readings include those posted on Blackboard in the Course Documents.

All module assignments are due by Sunday at 10:00 pm.

**WEEK 1**  **Week of August 29**
Module 1: What is ongoing Assessment?
Submit 1-2 pages: Reflection on how you can use assessment in your respective classroom

**WEEK 2**  **Week of September 5**
Module 2: Why Assessment?
Submit 1-2 pages: Reflection on how you can use this in your respective classroom for different populations

**WEEK 3**  **Week of September 12**
Module 3: But How Do We Assess It?
Submit 1-2 pages: Reflection on limitations and strengths of this topic

**WEEK 4**  **Week of September 19**
Module 4: Assessment Strategies for Enquiry and Problem-based Learning
Submit 1-2 pages: Reflection on how you would use Enquiry and Problem-based learning in your classroom

**WEEK 5**  **Week of September 26**
Module 5: Critical Issue: Ensuring Equity with Alternative Assessments
Submit 1-2 pages: Reflection on why alternative assessments are important to consider

**WEEK 6**  **Week of October 3**
Module 6: Understanding ESL Learners: Assessment & Practical Ideas on Alternative Assessments for ESL Students
Submit 1-2 pages: What strategies would you use? And why?

**WEEK 7**  **Week of October 10**
Module 7: Consequences of Assessment: What is the Evidence?
Submit 1-2 pages: Reflection on how you can go wrong according to this article in your respective classroom

**WEEK 8**  **Week of October 17**
Due: Analysis of Test- Obj., Assess. & Eval.

**WEEK 9**  **Week of October 24**
Module 9: Curriculum Evaluation
Submit 1-2 pages: Reflection on the difference between evaluation and assessment.

**WEEK 10**  **Week of October 31**
Module 10: Curriculum Evaluation-2
Submit 1-2 pages: Reflection on the importance of evaluation.

**WEEK 11**  **Week of November 7**
Module 11: The ABC’s of Program Evaluation
Submit 1-2 pages: Reflection on how you can use this information in your respective class.

**WEEK 12**  **Week of November 14**
Module 12: Program Evaluation
Submit 1-2 pages: Reflection on the importance of evaluating programs.

**WEEK 13**  **Week of November 21**
Thanksgiving Break!

Week of November 28
Module 13: Future Trends in Evaluation
Submit 1-2 pages: Reflection on what we need to be mindful for future evaluation protocols.