




CMI COURSE CURRICULUM COURSE ACTION

Course Title: Evaluation and Assessment in Education Alpha Number: EDU 444 CIP No. 13.0604

Type of Action:

- New Course (attach narrative justification for course creation)
- Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)
- Select all that apply:
- Change in number of credit hours
 - Change in prerequisite
 - Substantive change in course content
 - Change to SLOs
 - Other:
- Non-substantive Revision
- Select all that apply:
- Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
 - Edit to course description that does not alter the substance of the course
 - Change to recommended texts
 - Other
- Reinstitution of Archived Course (attach narrative justification for reinstitution, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived).
- Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

Approvals:

	Name	Signature	Date
Department Chair	Dr. Pamela Perkins		08-09-2021
Curriculum Committee Chair	Florence Peter		08-23-2021
Dean	Vasemaca Savu		08-23-2021
VPASA	Dr. Elizabeth Switaj	<i>Dr. Elizabeth Switaj</i>	8/29/2021

Distribution Area:

Humanities
 Social Sciences
 Mathematics (Credit)
 Science

Prerequisite:

Completion of AS or AA degree from an
 accredited institution
 Completion of all 300 level BAEE classes
 Or Permission of instructor

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Analyze educational evaluation and assessment principles, purposes, and changes that have occurred over time.
2. Produce formative and summative assessments using a scoring rubric, scoring guide with its scoring criteria, a checklist, and a list of performance standards.
3. Assess the reliability, value, and suitability of evaluation and assessment methods used in various educational processes.
4. Categorize educational evaluations and assessments.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
EDU 312 SLO #1 (Actively participate in observing and utilizing classroom practices, assessment, and PSS curriculum)	SLO #1 (Analyze educational evaluation and assessment principles, purposes, and changes that have occurred over time)	By actively familiarizing oneself with classroom practices and engaging in meaningful instructions, students are well off to demonstrate advanced skills in analyzing educational evaluation and assessment in a school setting.

<p>EDU 313 SLO #4 (Compose assessment for standard-based lesson plans)</p>	<p>SLO #4 (Categorize educational evaluations and assessments)</p>	<p>Enriching students with an understanding of evaluation and assessment tools prepares them with skills necessary for higher level categories of comprehensive assessment and evaluation.</p>
<p>EDU 314 SLO #3 (Evaluate a child's writing needs to develop appropriate instructional methods to support further growth)</p>	<p>SLO #2 (Produce formative and summative assessments using a scoring rubric, scoring guide with its scoring criteria, a checklist, and a list of performance standards)</p>	<p>Understanding a variety of assessment tools provides students with the knowledge to scaffold learning and teaching</p>
<p>EDU 322 SLO #3 (Create grade appropriate lessons using a variety of social studies tools in an elementary classroom setting)</p>	<p>SLO #3 (Assess the reliability, value, and suitability of evaluation and assessment methods use in various educational processes)</p>	<p>Developing skills to differentiate and modify learning instructions assist students to understand the educational processes of assessment for appropriate grade levels.</p>
<p>EDU 323 SLO #1 (Implement grade appropriate science instruction and assess student learning)</p>	<p>SLO #2 (Produce formative and summative assessment using a scoring rubric, scoring guide with its scoring criteria, a checklist, and a list of performance standards)</p>	<p>Providing students with an understanding of instruction and effective tools to use to assess students' learning demonstrates quality impact on students' learning.</p>
<p>EDU 324 SLO #4 (Assess students' work in relation to standards)</p>	<p>SLO #3 (Assess the reliability, value, and suitability of evaluation and assessment methods use in various educational processes)</p>	<p>By engaging students to quality work based on standards, students get an understanding and suitability of evaluation and assessment methods use to improve teaching and learning</p>

EDU 325 SLO #5 (Create rubrics to assess children's work)	SLO #2 (Produce formative and summative assessments using a scoring rubric, scoring guide with its scoring criteria, a checklist, and a list of performance standards)	Engaging students in meaningful learning on assessment and instructions provides them the opportunity to use a variety of assessment methods to monitor and coordinate progress in both teaching and learning
EDU 341 SLO #4 (Apply and select instructional and behavioral assessment tools to record students' academic and behavioral progress)	SLO #1 (Analyze educational evaluation and assessment principles, purposes, and changes that have occurred over time)	Encouraging and assisting students to get a glimpse and understanding on ways to analyze and assess students' academic and behavioral progress in the learning process
ETH 300 SLO #1 (Explain widely used ethical theories and models of organizational decision-making)	SLO #3 (Assess the reliability, value, and suitability of evaluation and assessment methods use in various educational processes)	Introducing students to ethical theories and models help them to differentiate knowledge on assessment and evaluation with the sense of accountability, transparency, and decision making.

Links to Program Learning Outcomes:

SLO	Linked BAEE PLO	I/P/M	Explanation of Link
1.	1. Reflect on the experiential learning in the field of elementary education through maintaining a practicum portfolio. 5. Assess K-6 students' progress in all areas.	M	Developing skills and knowledge of appropriate ways to construct methods to evaluate and assess students' learning experiences through their practices in the field of elementary education. Building the capacity for future teachers to differentiate and analyze appropriate types of assessment and evaluation for elementary students.

2.	<p>2. Develop engaging and meaning lessons in an authentic elementary classroom to meet long-term goals for students.</p> <p>5. Assess K-6 students' progress in all areas.</p> <p>6. Exhibit professional practices.</p>	M	<p>Developing and planning meaningful lessons compatible with the concept of the SMART goals (Specific, Measurable, Achievable, Relevant, and Time bound).</p> <p>Providing an opportunity for future teachers to develop and differentiate appropriate levels of assessment and evaluation for elementary students through professional reflection.</p>
3.	<p>2. Develop engaging and meaning lessons in an authentic elementary classroom to meet long-term goals for students.</p> <p>4. Demonstrate methods for content-area instruction using the RMI Elementary Curriculum in the implementation of lessons in the classroom.</p> <p>5. Assess K-6 students' progress in all areas.</p> <p>6. Exhibit professional practices.</p>	M	<p>Demonstrating the ability as future teachers to analyze and create meaningful learning plans with appropriate assessment tools which are accessible and understood based on students' grade-levels in elementary education.</p> <p>Differentiating and analyzing the reliability and suitability of various assessment and evaluation tools to ensure appropriation of instruction and learning materials with relevance to the RMI elementary curriculum.</p> <p>Exhibiting a sense of professionalism in students' practices in all areas of academic, social, and cultural perspectives.</p>
4.	<p>1. Reflect on the experiential learning in the field of elementary education through maintaining a practicum portfolio.</p> <p>2. Develop engaging and meaning lessons in an authentic elementary classroom to meet long-term goals for students.</p> <p>3. Differentiate instruction for individuals, small group and large.</p> <p>4. Demonstrate methods for content-area instruction using the RMI Elementary Curriculum in the implementation of lessons in the classroom.</p> <p>5. Assess K-6 students' progress in all areas.</p>	M	<p>Connecting prior foundational knowledge with the planned instruction to enrich teachers' confidence and understanding of assessment and evaluation of their students in elementary classrooms.</p> <p>Developing an opportunity for students to engage in meaningful lessons that are relevant to the existing concept of the SMART goals (Specific, Measurable, Achievable, Relevant, and Time bound).</p> <p>Providing meaningful learning for future teachers to differentiate and analyze appropriate levels of</p>

			<p>assessment and evaluation for the elementary students through constructivism.</p> <p>Understanding the use of the RMI curriculum in association with the contents and theoretical practices learned academically.</p>
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Course Content: Students in this course will master:

1. Principles and types of evaluation and assessments
2. Historical development of assessments and the changes in paradigm
3. Formative and Summative assessment and evaluation
4. Assessment tools and items
5. Reflective and Authentic Assessment
6. Peer and Self-Assessment
7. Standardized Testing concerns
8. Feedback and skills-based assessment
9. Weighting scores and testing reliability
10. Role of education stakeholders in evaluation and assessment

Recommended Methods of Instruction

- Demonstration
- Lecture
- Small group discussion
- Class discussion
- Audio-Visual Aids
- Laboratory
- Supervised Practice
- Field Trips
- Other: Library research; journal reflections; supplemental readings

Recommended Assessment Tool Type(s):

- Case Study
- Critique of Performance
- Exam/Quiz In-Course
- Exam/Quiz Standardized (attach narrative describing development and validation process)
- Focus Group
- Group Project
- Individual Project
- Observation
- Portfolio Review
- Presentation
- Simulation
- Skill Performance
- Supervisor Evaluation
- Survey

Equipment and Materials:

1. Recommended text:

Brookhart, Susan M. and Anthony J. Nikito. *Educational Assessment of students*, 8th ed. Pearson Education Inc., 2019. ISBN: 978-0-13-480707-2

2. Equipment/Facilities: Laptop, Projector, Computer labs, Library/Research

3. Materials and Supplies: Poster paper, Tri-folds, Educational Videos, DVDs

College Mission:

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

BOR approved 1st December, 2020

Connection to College Mission:

EDU 444 provides students with an opportunity to examine and broaden their knowledge and understanding of meaningful approaches needed in assessing and evaluating students in elementary education. This is in support of the mission to provide access to quality education by engaging students within a meaningful learning culture of assessment and evaluation. In addition, this course supports experienced and pre-service teachers to use appropriate, more effective approaches that should contribute to students' learning by building a foundation for improving their understanding of classroom instruction and learning plans. The course objectives primarily aim to develop quality human resources for the benefit of current and future RMI schools.

BAEE degree Mission:

The College of the Marshall Islands Bachelor of Arts in Elementary Education program is committed to engaging educators in reflection, authentic practice, and constructivism to deliver standards-based curriculum to RMI elementary students.

Approved November 23, 2016

Connection to BAEE Degree Mission:

EDU 444 provides quality learning experiences and skills in assessment with higher educational services to prioritize BAEE student success through engagement in relevant academic and career learning opportunities. It prepares experienced and pre-service teachers with classroom experiences based on quality pedagogy to support them to become knowledgeable and resourceful teachers who are able to provide enriching and engaging learning experiences in the elementary classroom. By engaging in meaningful learning, students become familiar with and develop resources that provide foundations throughout the elementary curricula as a basis for lifelong learning.

