



## Graduate Course Syllabus

### **IDT 540: Assessment and Evaluation**

Center: Online

#### **Course Prerequisites**

IDT 520

#### **Course Description**

People do not know how well they are designing instruction unless they know how learners are responding to instruction, whether they are performing, and to what extent they have acquired new knowledge and skills. In this course students explore and construct assessments designed to measure how well learners have mastered certain outcomes. The course initially focuses on objective assessment test construction and then emphasizes authentic performance-based assessment approaches. Students also explore how professional standards-based curricula inform instructional choices and accreditation efforts.

#### **Course Outcomes**

- Develop assessment plans that consider the context of the learner, expected outcomes, and available instructional supports
- Align assessment and evaluation practices to identified standards, competencies, or organizations for accreditation
- Create a variety of reliable and valid assessments and evaluation tools to measure knowledge, skills, and dispositions following research-based strategies
- Implement appropriate evaluation tools to assess and maximize learning in specific instructional environments
- Analyze assessment and evaluation data to inform instructional decisions for individuals and organizations

#### **Required Materials**

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

*Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*

Barbara E. Walvoord

Wiley & Sons

2nd Edition

2010

ISBN: 978-0-470-54119-7

*Assessing Student Learning: A Common Sense Guide*

Linda Suskie

Wiley & Sons

2nd Edition

2009

ISBN: 978-0-470-28964-8

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions forum in Blackboard so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

### **Grade Distribution**

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	12	25	300
Assessment Plan Critique	1	50	50
Final Project			
Milestones	9	35	315
Final Project Submission	1	335	335
		<b>Total Course Points:</b>	1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

Total Points. 1000				
Grade	Numerical Equivalent	Points	Points Equivalent	
			Lower	Upper
A	93-100	4.00	930	1000
A-	90-92	3.67	900	929
B+	87-89	3.33	870	899
B	83-86	3.00	830	869
B-	80-82	2.67	800	829
C+	77-79	2.33	770	799
C	73-76	2.00	730	769
F	0-72	0.00	0	729
I	Incomplete			
IF	Incomplete/Failure*			
W	Withdrawn			

\*Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

### Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion board posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Module	Topics and Assignments
1	Introduction to Assessment <i>Assessing Student Learning</i> , Chapters 1, 2, and 3 <i>Assessment Clear and Simple</i> , Chapter 1 1-1 Discussion: Checking for Understanding 1-2 Discussion: "OF" or "FOR" Learning 1-3 Final Project Milestone One: Identify Assessment Opportunity

2	<p>Development of Assessment Plans</p> <p><i>Assessing Student Learning</i>, Chapters 4, 5, 6, and 7</p> <p><i>Assessment Clear and Simple</i>, Chapter 2 and Appendix C</p> <p>2-1 Discussion: Checking for Understanding</p> <p>2-2 Assessment Plan Critique</p> <p>2-3 Discussion: Risky Business</p> <p>2-4 Final Project Milestone Two: Description of Learning Context and Environment</p>
3	<p>Learning Outcomes</p> <p><i>Assessing Student Learning</i>, Chapters 8 and 15</p> <p><i>Assessment Clear and Simple</i>, Chapter 4</p> <p>3-1 Discussion: Checking for Understanding</p> <p>3-2 Discussion: Accreditation and Assessment</p> <p>3-3 Final Project Milestone Three: Evaluation Standards</p> <p>3-4 Discussion: The Future of Competency-Based Education</p>
4	<p>Theories and Strategies for Formative Assessment</p> <p><i>Assessing Student Learning</i>, Chapters 12 and 13</p> <p>4-1 Discussion: Checking for Understanding</p> <p>4-2 Discussion: Formative Assessment</p> <p>4-3 Final Project Milestone Four: Formative Assessment Strategies</p>
5	<p>Theories and Strategies for Summative Assessments</p> <p><i>Assessing Student Learning</i>, Chapter 14</p> <p>5-1 Discussion: Checking for Understanding</p> <p>5-2 Discussion: High-Stakes Assessment</p> <p>5-3 Discussion: Summative Assessment Process</p> <p>5-4 Final Project Milestone Five: Summative Assessment Strategies</p>
6	<p>Creation of Objective Assessments</p> <p><i>Assessing Student Learning</i>, Chapters 10 and 11</p> <p><i>Assessment Clear and Simple</i>, Chapter 3</p> <p>6-1 Discussion: Checking for Understanding</p> <p>6-2 Final Project Milestone Six: Development of Objective Assessments</p> <p>6-3 Discussion: Reflecting on the Development Process: Objective Assessment</p>
7	<p>Creation of Performance Assessments</p> <p><i>Assessing Student Learning</i>, Chapter 10</p> <p>7-1 Discussion: Checking for Understanding</p> <p>7-2 Final Project Milestone Seven: Development of Performance Assessments</p> <p>7-3 Discussion: Reflecting on the Development Process: Performance Assessment</p>
8	<p>Evaluation Strategies and Rubric Development</p> <p><i>Assessing Student Learning</i>, Chapter 9</p> <p><i>Assessment Clear and Simple</i>, Appendix D</p> <p>8-1 Discussion: Checking for Understanding</p> <p>8-2 Discussion: Personal Experiences With Rubrics</p> <p>8-3 Final Project Milestone Eight: Development of Rubrics for Evaluation</p>

9	Technology-Supported Assessment <i>Assessment Clear and Simple</i> , Appendix A 9-1 Discussion: Checking for Understanding 9-2 Final Project Milestone Nine: Mapping the Connections 9-3 Discussion: Perspective on Technology Support Assessment
10	Assessment Data to Impact Learning <i>Assessing Student Learning</i> , Chapters 16, 17, and 18 10-1 Discussion: Checking for Understanding 10-2 Discussion: Evaluation Scenarios 10-3 Final Project: Submit

### **Attendance Policy**

Online students are required to submit a graded assignment/discussion to Blackboard during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

### **Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

### **SNHU College of Online and Continuing Education Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

### **Contact Information:**

Online Accessibility Center

Phone: 866-305-9430

Email: [oac@snhu.edu](mailto:oac@snhu.edu)

For questions concerning support services, documentation guidelines, or general disability issues, visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability Services](#) webpage.

### **Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

### **SNHU College of Online and Continuing Education Withdrawal Policy**

Review the [full withdrawal policy](#).

### **Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

### **Assessment Calibration and Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at [assessmentcalibration@snhu.edu](mailto:assessmentcalibration@snhu.edu). See [this document](#) for more information.