LSC Use Only No: LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
	10-30K.	*App- 10/19/10*	*App 11/2/10*

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Karen Rivosecchi	Email Address krivosec@iup.edu
Proposing Department/Unit Center for Career and Technical Personnel Preparation	Phone 724 357 6493

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

   X___New Course   _____Course Prefix Change   _____Course Deletion

   _____Course Revision   _____Course Number and/or Title Change   _____Catalog Description Change

Current Course prefix, number and full title	VOED 403 Assessment and Evaluation in Career and Technical Education
	Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

   _____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g., Women's Studies,

   _____ This course is also proposed as an Honors College Course.   Pan-African)

3. Program Proposals

   _____Catalog Description Change   _____Program Revision

   _____New Degree Program   _____Program Title Change   _____Other

   _____New Minor Program   _____New Track

Current program name	*Proposed* program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	*Julie Boyd*	3/4/10
Department Chair(s)	*Karen Rivosecchi*	3/4/10
College Curriculum Committee Chair	*Joseph Domenichi* TECC	4.27.10
College Dean	*Mary Ann Rafach* TECC	4.27.10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	*Gail S Sechrist*	10-19-10

* where applicable

1. New Syllabus of Record

I. Catalog Description

VOED 403 Assessment and Evaluation in Career and Technical Education   (3c-01-3cr)

Prerequisites: completion of coursework for Vocational I certificate

The preparation, administration, and scoring of classroom assessments aligned with curriculum and instruction in the career and technical classroom is emphasized as well as analysis and interpretation of test results. Attention will be given to the design of performance assessments and the definition of acceptable levels of performance. Checklists and rating scales and their application in the career and technical classroom will be included along with formative and summative assessment.

II. Course Outcomes

After the successful completion of this course, students will be able to:

1. Differentiate between formative and summative assessments in the career and technical classroom.
2. Plan cognitive tests based on appropriate instructional objectives with questions on a variety of levels of Bloom's Taxonomy.
3. Develop and administer cognitive tests that are valid, reliable, comprehensive, and practical for the career and technical setting.
4. Develop and administer cognitive tests that differentiate between students who learned course content and those who did not.
5. Write test questions according to sound educational principles reflecting levels of Bloom's taxonomy.
6. Properly format tests, administer and score cognitive tests.
7. Analyze and interpret cognitive test data.
8. Use student feedback and test review to improve teaching and testing methods.
9. Develop appropriate scoring guides for skills or tasks in the career and technical setting.
10. Assign grades based on scoring guides and set minimum acceptable performance levels.

Student Outcomes Assessment Matrix

Danielson's Framework	PDE Standards	Course Outcomes	Course Assessment Technique Measuring Objectives *Bold = Key Assessments in KARS
1.f., 3.b., 3.d.	I.D., II.F.	1	Quiz
1.e. f., 3.b., 3.d.	I.D., II.F.	2	**Test Blueprint Project**
1.f., 3.b., 3.d.	I.D., II.F.	3	**Test Blueprint Project**
1.f., 3.b., 3.d.	I.D., II.F.	4	**Test Blueprint Project**
1.f., 3.b., 3.d.	I.D., II.F.	5	**Test Blueprint Project**
1.f., 3.b., 3.d.	I.D., II.F.	6	
1.f., 3.b., 3.d.	I.D., II.F.	7	**Test Blueprint Project**
1.f., 3.b., 3.d.	I.D., II.F.	8	**Test Blueprint Project** Class Discussion
1.f., 3.b., 3.d.	I.D., II.F.	9	Class Discussion
1.f., 3.b., 3.d.	I.D., II.F.	10	**Scoring Guides Project**
1.f., 3.b., 3.d.	I.D., II.F.	11	**Scoring Guides Project**

III. Course Outline

A. Introduction to Classroom Assessment (6 hours)

1. Formative vs. summative assessment
2. Formal vs. informal assessment
3. Criterion vs. norm referenced
4. Objective vs. subjective
5. Cognitive vs. performance-based
6. Traditional vs. alternative assessment

B. Qualities of Effective Tests (5 hours)
1. Valid
2. Reliable
3. Practical
4. Comprehensive
5. Discriminate

C. Planning the Test (6 hours)
1. Instructional objectives
2. Creating a test blueprint
3. Bloom's Taxonomy

D. Properly prepare students for cognitive tests (2 hours)

E. Preparation, administration and follow-up (3 hours)

1. Formatting the Test
2. Administering the Test
3. Scoring the Test
4. Review and Feedback

F. Analysis and Interpretation of the Test (8 hours)
1. Basic statistics
2. Item analysis
3. Interpretation of analysis

G. Developing Quality Open Response Questions (3 hours)
1. Classroom Practices for Improving Student Responses

H. Creating Scoring Guides (5 hours)
1. Checklists
2. Rating Scales
3. Rubrics
4. Determination of minimum acceptable levels of performance

I. Assessing Project-based Learning (4 hours)

Final exam activity: Presentation on student developed and administered cognitive exam. Presentation will include explanation of analysis and interpretation of test data (2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

10% Quiz – multiple choice and short answer quiz on formative vs. summative, formal and informal assessment

25%   Test Blueprint Project – teacher interns will construct and administer an exam in their career and technical classroom based upon clearly defined objectives. After test administration, they will construct a test blueprint, item analysis, and interpret the results

20%   Scoring Guides Project – teacher interns will construct a checklist, rating scale, and rubric for skills in their career and technical classroom

15%   Exam – Open response exam on testing principles in the career and technical classroom

15%   Teacher Reflection Essay – Reflection on reading assignments and the connections between standardized testing and classroom testing for student success

15%   Class participation

V. Grading Scale

A: 90-100%   B: 80-89%   C: 70-79%   D: 60-69%   F: Below 60%

VI. Attendance Policy

Although there is not formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions. University attendance policy will be followed.

VII. Required Textbooks, Supplemental Books, and Readings

Assigned readings for this course are captured on the department's website content management system located at www.voced.iup.edu/student. Readings are reviewed and updated annually by the faculty member teaching the course to reflect the most current and relevant content.

Readings are collected under the following specific topics:

AS 110 Principles of Testing http://www.voced.iup.edu/cms.asp?id=as110

AS 120 Create Scoring Guides http://www.voced.iup.edu/cms.asp?id=as120

VIII. Special Resource Requirements

Remote internet access to connect to IUP/department resources and email

Recommended Hardware: Microsoft Windows PC including office suite software and printer

IX. Bibliography

Arter, J. A., & McTighe, J. (2005). *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance.* Moorabbin, Vic.: Hawker Brownlow Education.

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Bott, P.A. (1996). *Testing and assessment in occupational and technical education.* Boston, MA: Allyn and Bacon.

Campbell, B. H., & Ruptic, C. (1994). *Practical aspects of authentic assessment: Putting the pieces together.* Norwood, MA: Christopher-Gordon Publishers, Inc.

Hanna, G. S., & Dettmer, P. A. (2004). *Assessment for effective teaching: Using context-adaptive planning.* Boston, MA: Pearson A and B.

Miller, M. D., Linn, R. L., & Gronlund, N. E. (2009). *Measurement and assessment in teaching.* Upper Saddle River, NJ: Merrill/Pearson.

Marzano, R. J., Pickering, D. J., & McTighe, J. (2002). *Assessing student outcomes: Performance assessment using the dimensions of learning model.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2006). *Transforming classroom grading.* Heatherton, Vic.: Hawker Brownlow Education.

Middle States Commission on Higher Education. *Student learning assessment: Options and resources.* Philadelphia, PA: Middle States Commission on Higher Education.

Popham, W. J. (2008). *Classroom assessment: What teachers need to know.* Boston, MA: Pearson/Allyn and Bacon.

Taggart, G. L., Phifer, S. J., Nixon, J. A., & Wood, M. (2005). *Rubrics: A handbook for construction and use.* Lanham, MD: Rowman & Littlefield Education.

Course Analysis Questionnaire

Section A: Details of the Course

A1 This course will be a major requirement for students in the department's vocational teacher certification and degree programs. This is one in a series of courses that will replace the existing 15 credits of VOED 400 -- Preparation of the Vocational Professional I. The department has offered 15 credits of VOED 400 as a repeatable topic for a number of years. It was originally designed in this manner to facilitate individualized, personalized instruction to reflect students' particular classroom situations. These requested changes will facilitate the documentation of course standards and certification requirements that are required by more specific guidelines from the Pennsylvania Department of Education. IUP, along with Temple University and PSU, are the only institutions in Pennsylvania approved to offer this program. Similar changes to coursework at Temple and PSU have been made. The PDE-BCTE requires transferability among the three institutions; this change will facilitate that transferability as well.

A2 This course is part of a program revision to reflect new Pennsylvania Department of Education guidelines for vocational teacher certification. All course changes are included in the program revision proposal that is being submitted.

A3 This course has not been offered on a trial basis previously.

A4 This is not a dual-level course.

A5 This course cannot be taken for variable credit.

A6 Similar courses are offered at Pennsylvania State University and Temple University. These two institutions and IUP are the only institutions in Pennsylvania approved for vocational teacher certification.

A7 The content of the course and the delivery method are prescribed by the Pennsylvania Department of Education Bureau of Career and Technical Education. See attached.

Section B: Interdisciplinary Implications

B1 This course will not be taught by more than one department.

B2 This course is specific to the preparation of vocational teachers seeking Pennsylvania teacher certification.

B3 This course will not be cross-listed with other departments.

Section C: Implementation

C1 Faculty resources are adequate. As indicated above, this is a restructuring of currently delivered coursework.

C2 No other resources will be needed to teach this course.

C3 The resources to teach this course are funded by a grant from the Pennsylvania Department of Education – Bureau of Career and Technical Education. This vocational teacher certification program as those at Pennsylvania State University and Temple University is funded through PDE. Funding has been received from PDE for this program at IUP for over 30 years.

C4 This course will be offered each fall and spring semester.

C5 We anticipate offering one section of this course in a semester.

C6 We plan to accommodate up to 30 students in a section of this course.

C7 No recommended enrollment limits or parameters.

C8 N/A

Section D: Miscellaneous

No additional information is necessary.

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