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)

__X__   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
__X__	Change in prerequisite
_____	Substantive change in course content
_____	Change to SLOs
_____	Other:

__X__   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
__X__	Other: change in contact hours from 48 to 45

_____   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	Rosie Koroi	*Rosie Koroi*	7/28/2024
Curriculum Committee Chair	Desmond Doulatram	*[signature]*	7/27/2024
Dean	Vasemaca Savu	*[signature]*	7/31/2024
VPASA	Dr. Elizabeth Switaj	*[signature]*	8/2/2024

CMI COURSE OUTLINE

CIP No.   **13.0604**

Version No.   **3**

Evaluation and Assessment in Education

EDU 444

Alpha Number

Course Title

Course Description: Examines the principles, types, and shifting paradigms of evaluations and assessments used in education. Course also examines the roles that educational evaluations and assessments have in directing learning, feedback provisions to students, feedback strategies to augment delivery of instruction, and curriculum evaluation to ensure that standards are achieved. Course will also analyze some of the underlying philosophies of selected curricula models/frameworks.

Course originally prepared by: Education Department   Education   Oct./2016

Most recent revision by: Marson Ralpho   Education   June/ 2024

Course Modes: __X__ Face to Face (including Zoom)   _____ Hybrid

Distance Education

Credits calculated by: __X__ Credit Hour   _____ Clock Hour   _____ N/A

Contact Hours: 45

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	45	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
Total	45	3	

Purpose(s) of Course: Degree Requirement   **BAEE**
Degree Elective
General Education
Credit Certification
Developmental
CTE/TVET
ABE/Adult HS

Distribution Area: Humanities

Social Sciences

Mathematics (Credit)

Science

Prerequisite: Completion of AS or AA degree from an accredited institution Completion of ETH 300 **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
ETH 300 SLO 1 Explain widely used ethical theories and models of organizational decision-making;	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.
ETH 300 SLO 2 Analyze common contemporary ethical challenges and link these to various models of ethical governance;	SLO #4 (Categorize educational evaluations and assessments)	Enriching students with an understanding of evaluation and assessment tools prepares them with skills necessary for higher level categories of comprehensive assessment and evaluation.

ETH 300 SLO 3 Critique the legal requirements and practices used in conflict resolution, in governance;	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)	Understanding a variety of assessment tools provides students with the knowledge to scaffold learning and teaching
ETH 300 SLO 4 Apply ethical theories and models to case studies in various organizational contexts	SLO #3 (Assess the reliability, value, and suitability of evaluation and assessment methods used in various educational processes)	Developing skills to differentiate and modify learning instructions assists students in understanding the educational processes of assessment for appropriate grade levels.
ETH 300 SLO 5 Apply ethics and leadership skills in the context of entrepreneurship	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)	Providing students with an understanding of instruction and effective tools to assess their learning demonstrates a quality impact on students' learning and context of entrepreneurship

Links to Program Learning Outcomes:

SLO	Linked BAEE PLO	I/P/M	Explanation of Link
1.	1. Reflect on 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.	2. Develop engaging and meaning lessons in an authentic elementary classroom to meet long-term goals for students. 5. Assess K-6 students' progress in all areas. 6. Exhibit professional practices.	M	Developing and planning meaningful lessons compatible with the concept of the SMART goals (Specific, Measurable, Achievable, Relevant, and Time bound). Providing an opportunity for future teachers to develop and

			differentiate appropriate levels of assessment and evaluation for elementary students through professional reflection.
3.	2. Develop engaging and meaning lessons in an authentic elementary classroom to meet long-term goals for students. 4. Demonstrate methods for content-area instruction using the RMI Elementary Curriculum in the implementation of lessons in the classroom. 5. Assess K-6 students' progress in all areas. 6. Exhibit professional practices.	M	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. 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. Exhibiting a sense of professionalism in students' practices in all areas of academic, social, and cultural perspectives.
4.	1. Reflect on the experiential learning in the field of elementary education through maintaining a practicum portfolio. 2. Develop engaging and meaning lessons in an authentic elementary classroom to meet long-term goals for students. 3. Differentiate instruction for individuals, small group and large. 4. Demonstrate methods for content-area instruction using the RMI Elementary Curriculum in the implementation of lessons in the classroom. 5. Assess K-6 students' progress in all areas.	M	Connecting prior foundational knowledge with the planned instruction to enrich teachers' confidence and understanding of assessment and evaluation of their students in elementary classrooms. 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). Providing meaningful learning for future teachers to differentiate and analyze appropriate levels of assessment and evaluation for the elementary students through constructivism. Understanding the use of the RMI curriculum in association with the contents and theoretical practices learned academically.

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

Higher Order Thinking Skills: Students in this course will experience

__X__ Analyzing the basic elements of an idea, experience, or theory

__X__ Making judgments about the value or soundness of information, arguments, or methods

X   Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction

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

	Assigned Readings
	Field research (Interview with schools' principal or administrator
	Group Project
	Observations
	Presentations
	Small and large group discussions
	Case studies and critique

Recommended Assessment Tool Type(s):

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

X	Skill Performance
	Supervisor Evaluation
	Survey
X	Written Assignment
	Other:

Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):

Direct instruction through:

	Live video lectures
	Live audio-only lectures
	Live text chats
	Assessing or providing feedback on a student's coursework

Providing information or responding to questions about the content of a course or competency through:

	Live video discussions
	Live audio-only discussions
	Live text chats
	Asynchronous message boards or text chats

Facilitating a group discussion regarding the content of a course or competency through:

	Live audio-only discussions
	Live text chats
	Asynchronous message boards or text chats
	Other, specify:

Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

Equipment and Materials:

1. Recommended text:
   E-copy
   Brookhart, Susan M. and Anthony J. Nikito. *Educational Assessment of students*, 8th ed. Pearson Education Inc., 2019. ISBN- 13-9780136976691

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 in becoming knowledgeable and resourceful teachers who can 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.

CC Approved June 14, 2024

Justification.

The prerequisite course ETH 300 matches the contents of EDU 444 as developmental learning objectives, as the skills represented by these learning objectives demonstrate development skills in content validity and assessment. Additionally, the change in the prerequisites for the 400-level courses will enable our part-time students to schedule the necessary classes to complete the BAEE program and graduate within the required timeline