

Faculty Senate Curriculum Committee

APPROVAL FORM

Rev: 5/82

(C)

Proposal Title: MEASURING PUPIL PROGRES S

Sponsor(s): Carl L. Calliari, Chairperson Dept.: Dept. Curriculum & Instruction:  
Marion Rilling Elementary Education

Check one:  Course  Specialization  Concentration  Achievement Certificate  
File Credit - Content Change - Deletion Minor Change  Major Program  
(please name: deletion or credit/title/catalog change)  
 Certification Program

Undergraduate  Graduate 6.5 Credit Hours

Step 1 (Department)

Step 2 (Receipt)

Step 3 (Division CC)

Approved 3/5/84  
date  
 Not Approved  
Ben Anderson  
Dept. CC Chairperson  
 Reviewed 3/5/84  
date

SCC# 83-84-84  
Proposal Received 3/9/84  
date

Reviewed 4/25/84  
date  
 Approved  
 Not Approved

Comments:

Ben Anderson  
Chairperson, Dept.

Shirley A. DeG  
Chairperson, SCC

James M. ...  
Chairperson, Div. Curr. Comm.

Step 4 (Academic Dean)

Comments:

Reviewed \_\_\_\_\_  
date

James M. ...  
Signature, Dean of Division

Step 5 (SCC)

Open Hearing Date: 5/11/84  Approved by Senate Curriculum Committee 5/11/84 (date)

Returned to sponsor(s) for the following reasons:

Hold - How course - looks like new course, is it?

Table - Clarification needed. - Deletion?

Present 3 credit course? change in content? yes

Delete 3 credit course

(done)

Step 6 (Faculty Senate)

Presented to Faculty Senate (date): 5/11/84

Approved  
 Not Approved

Notification to Vice-President Academic Affairs (date): 5/11/84

Shirley A. DeG  
Signature: SCC Chairperson

Step 7 (Vice-President for Academic Affairs)

~~DELETE~~ <sup>REQUEST</sup> Course received 5/22/84 (date)

~~DELETE~~ Course approved Yes  No

If no, reasons are as follows:

DELETE old 3 CR course  
MEASURING PUPIL PROGRESS

Student credit hours ~~1.5~~ 1.5

Faculty load hours ~~1.5~~ 1.5

Equalized credit hours ~~1.5~~ 1.5

Official copy and approval sheet filed 7/1/84 (date)

Signature [Signature]  
(Vice-President for Academic Affairs)

Registrar

Approved course description received \_\_\_\_\_ (date)

Hegis Taxonomy and Course Number assigned \_\_\_\_\_

Signature \_\_\_\_\_  
(Registrar) (Date)

Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s), Academic Dean(s), Registrar, Sponsor(s)



State of New Jersey  
GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF  
CURRICULUM AND INSTRUCTION  
Elementary/Early Childhood Education  
(609) 863-6362 or 6363

May 15, 1984

MEASURING PUPIL PROGRESS Course Proposal

This course is replacing the current 3 s.h. Measuring Pupil Progress course. Due to recent developments in the field, the contents of this proposal are radically different than the old course.

  
Carl L. Calliari

1. Details

- A. Course Title: MEASURING PUPIL PROGRESS
- B. Sponsor: Department of Curriculum and Instruction:  
Elementary/Early Childhood  
Professor Carl L. Calliari, Chairperson
- C. Course Level: Undergraduate; 1.5 credit hours, junior level
- D. Curriculum Effect: Major Professional Requirement
- E. Prerequisites: None
- F. Suggested Time: Fall, 1985 (for class graduating 1986)
- G. Adequacy: Department staff and resources are sufficient to implement the course.

2. Rationale

The revised elementary teaching certification is designed to include a component that focuses on measuring pupil progress. Test information is increasingly available to elementary teachers. In addition to norm reference tests, teachers must now understand and use criterion-referenced tests. This course will enable teachers to better utilize the information they are receiving and to use the appropriate types of tests in the classroom. The course begins with a detailed look at testing geared to the on-going evaluation of a program (process evaluation)-and then is concerned with outcome evaluation using criterion-referenced tests. Although other professional courses may make reference to some aspects of testing and measurement of classroom learning, they do not include a concentrated and complete study of the topic.

3. Essence of the Course:

Students will be able to demonstrate the ability to:

- A. understand the place of evaluation in the teaching-learning process;
- B. write goal statements in performance terms;
- C. understand validity and reliability and the factors affecting these characteristics;
- D. construct achievement tests that measure specific learning outcomes (at all levels of Bloom's Taxonomy);
- E. understand standardized tests - native, administration and interpretation (for selected achievement and aptitude tests);

- F. to interpret test scores to students and parents;
- G. appreciate the limitations of texts.
- H. construct rating scales and check lists.

4. Evaluation:

Evaluation will be based on:

- A. Individual projects (teacher made tests)
- B. Examinations
- C. Effective classroom applications of concepts developed.
- D. Periodic evaluation of the course will be conducted by department curriculum committee.

5. Consultations were solicited from the following:

Dr. Thomas Gallia and Dr. Gary Galluzzo were consulted orally and expressed approval of the objectives and content of the course.

6. Course description

Measuring Pupil Progress

This course is designed to familiarize the elementary classroom teacher with the construction, administration, and interpretation of instructional tests as they relate to student growth and learnings. The course includes both standardized as well as non-standardized measurement devices.

## SUGGESTED COURSE OUTLINE

- I. Evaluation in Education
  - A. Introduction to Measurement and Evaluation
  - B. Norm and Criterion Referenced
- II. Teacher-Made Evaluation Tools
  - A. The Role of Objectives in Educational Evaluation
  - B. Classroom Testing: The Planning Stage
  - C. The Essay Test: Preparing the Questions and Grading the Responses
  - D. Writing the Objective Test Item: Short Answer, Matching, True/False
  - E. Writing the Objective Test Item: Multiple-choice and Context-Dependent
  - F. Assembling, Reproducing, Administering, Scoring, and Analyzing Classroom Achievement Tests
  - G. Other Teacher-made Evaluation Procedures
- III. Interpreting Test Scores
  - A. Describing Educational Data
  - B. Reliability
  - C. Validity
  - D. Norms, scores and profiles
  - E. Factors Influencing Measurements of Individuals
- IV. Standardized Evaluation Procedures
  - A. Introduction to Standardized Tests
  - B. Standardized Aptitude Measures
  - C. Standardized Achievement Tests
  - D. Interest, personality, and attitude inventories

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