

CIT 0503 - Assessment of Learning

I. Course Information

Course: CIT 0503 - Assessment of Learning

Semester Credit Hours: 3.0

Course CRN and Section: 20744 - L01

Semester and Year: Fall 2025

Course Start and End Dates: 10/13/2025 - 12/07/2025

Building and Room: Online Venue - CANVAS

II. Instructor Information

Professor: Dr. Ronald W Radcliffe

Email: radcliff@nova.edu

Phone: Online

Fax: None

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	10/13/2025 - 12/07/2025		Programs On-line	Online Venue-CANVAS

IV. Course Description

Catalog Description

This course offers a variety of practical skills for improving assessment techniques and instruments. Among assessment topics to be covered are design and development of assessment plans, teacher-made tests, standardized and commercial tests, and performance assessments. Program evaluation, the role of high-stakes testing and its relationship of learning, and assessment and decision-making will also be examined. Prerequisite/s: None

Course Rationale:

The goal of this course is to ensure that educators and trainers have a good understanding of a variety of assessment techniques that they can use, including assessment strategies for online learning in a variety of organizations such as schools, corporate training departments, consulting organizations, colleges, and universities. This course is designed for trainers, consultants, educators, and administrators.

NOTE-This course and the CIT MS program do not lead to any endorsements or certifications for educators.

V. Course Objectives / Learning Outcomes

- 1) define key terminology and explain standardized instruments in student assessment
- 2) apply the use of critical thinking strategies in student assessment design
- 3) demonstrate understanding of the relationship of assessment and instruction
- 4) identify and analyze the process of effective development of tests and performance assessments

By the end of this course, the student will be able to:

1. Define *assessment, evaluation, measurement, and testing*
2. Explain the characteristics and purposes of standardized tests, especially norm-referenced and

- criterion-referenced tests, and recognize the advantages and disadvantages of various test formats
3. Use Bloom's Taxonomy of Cognitive Skills* & Webb's Depth of Knowledge in various types of assessment
 4. Identify major categories of assessment and analyze the relationship of assessment to the instructional process
 5. Explain critical issues related to validity and reliability
 6. Identify techniques for improving constructing, administering, and scoring tests
 7. Identify and analyze the characteristics, applications, and guidelines for development of performance assessments.

*In 2001, a revised version of Bloom's Taxonomy was published. See

<https://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/>
and <http://www.celt.iastate.edu/wp-content/uploads/2015/09/RevisedBloomsHandout-1.pdf>

For details regarding this new version, an Internet search will yield many other sites that discuss the new Taxonomy.

This course is designed for organizations that offer instruction, in addition to schools.

VI. Materials and Resources

Book Url: [NSU Book Store](#)

Course Required Texts and Materials:

Chappuis, J., Stiggins, R. J., Chappuis, S., & Arter, J. A. (2019). *Classroom assessment for student learning: Doing it right—using it well* (3rd ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780135185575

Course Supplemental Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Check the course textbook list for updates. <http://www.nsubooks.bkstore.com/>

VII. Course Requirements

VIII. Course Schedule and Topic Outline

Course Schedule:

Modules	Topics	Class Activities and Assignments
1 & 2	Chapters As Assigned 1. Understanding Assessment's Role in Learning 2. Establishing Purpose: Assessment for and of Learning 3. Defining the Intended Learning Webb's Depth of Knowledge (DOK)	Discussion Board1 (Due week 1) Assignment 1 – Developing a Test Handouts are included in Canvas

3 & 4	Chapters As Assigned 4. Planning the Assessment: Sound Design 5. Designing and Using a Selected Response Assessment 6. Designing and Using a Written Response Assessment 7. Designing and Using a Performance Assessment 8. Using Personal Communication as an Assessment Method	Discussion Board Assignment 2 – Assessment Activities Handouts are included in Canvas
5 & 6	Chapters As Assigned 9. Deriving Accurate, Fair, and Defensible Grades 10. Students Tracking and Reflecting on Their Own Learning 11. Conferencing with and About Students	Discussion Board 3 Assignment 3 - Assessment Cycle & Conferencing with Students
7 & 8	Technology & Assessment	Discussion Board 4 Assignment 4 Practice and Recommendations for the Future

IX. Assignments

• DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS

Assignment 1 – Developing a Test (Objectives 1, 3, 4, 6, 7)

Follow the format here, being sure to use the same numbers 1-7. Submit the developed test along with answers to each number below (make sure to review the rubrics for this assignment)

1. Develop a minimum of one global objective (goal) and five specific educational objectives for a unit of instruction in any content of your choice. The specific objectives should be related to the global objective (goal).
2. Include the grade or age level of your target group (students/stakeholders) to be tested.
3. In one paragraph, describe the unit of instruction. In a second paragraph, discuss which of the following terms apply to your test: *assessment*, *evaluation*, *measurement*, and *testing*.
4. List the five educational objectives again, and to the right of each specify the level of Webb's DOK to which it corresponds. Your objectives should align to at least three of the four levels. Study the levels carefully to ensure that appropriate matches are made, especially with application, analysis, synthesis, and evaluation.
5. List the five objectives again, and under each include two objective test items. Use at least two different formats (e.g., multiple-choice, true-false, matching, fill-in-the-blank) in writing the items. Ensure that a proper match exists between the objective and the test item. For example, if the objective targets evaluation, then the test item should require that the target group render a judgment. Make sure that test questions link to the higher levels of DOK.
6. Review a test that has already been developed for your unit of instruction (this may have been

developed by you or by a company. Analyze each test item and determine which DOK level has been used. Are test items using higher levels of DOK? Do you need to make revisions in order to increase the level? Will your target group use higher-order thinking skills and critical thinking skills to answer items?

Assignment 1 Grading Rubric

Criteria	F (0-13.5)	C (14-15.5)	B (16-17)	B+ (17.5-18)	A (18.5-20)	Earned Points
Form <i>Capitalization</i> <i>Punctuation</i> <i>Spelling</i> <i>Word usage</i> <i>APA guidelines</i>	Numerous capitalizations and /or punctuation errors. Comprehension seriously impeded by usage errors. Significant and numerous errors in APA guidelines.	Capitalization and /or punctuation errors. Comprehension impeded by usage errors. Errors in APA guidelines.	Commendable use of capitalization and punctuation. Most words spelled correctly. Commendable usage.	Commendable use of capitalization and punctuation. Almost all words spelled correctly. Commendable usage.	Exemplary use of capitalization and punctuation. All words spelled correctly. Exemplary usage (few or no errors with verb tenses, agreement, parallel structure, and similar areas) No significant errors in APA guidelines.	-/20
Style <i>Diction</i> <i>Awareness of audience</i> <i>Focus</i> <i>Sentence formation</i>	Inadequate vocabulary and incorrect word choice. Little awareness of audience and task. Little sentence variation. Undeveloped narrative voice.	Limited vocabulary and poor word choice. Some awareness of audience and task. Some sentence variation. Undeveloped narrative voice.	Some effective use of vocabulary. Some accurate word choice. Some awareness of audience and task. Some varied sentence structure. Some evidence of narrative voice.	Generally effective use of vocabulary. Generally accurate word choice. General awareness of audience and task. Generally varied sentence structure. Some evidence of narrative voice.	Highly effective use of vocabulary. Accurate word choice. Compelling awareness of audience and task. Highly varied sentence structure. Strong evidence of narrative voice.	-/20

Organization <i>Overall structure (introduction, development, closure)</i> <i>Thesis/Topic sentences</i> <i>Transitions</i>	Lack of structure. Basic comprehension impeded. No thesis/topic sentences. No transitions. Components of the assignment difficult to find.	Inadequate overall structure. Somewhat difficult to follow. Unclear thesis/topic sentences. Infrequent transitions. Components of the assignment difficult to find.	Effective overall structure, organized from beginning to end, though lapses in order or structure may be present. Effective clear thesis/topic sentences. Frequent use of transitions. Identifiable components addressed in the assignment.	Commendable overall structure, organized from beginning to end, though lapses in order or structure may be present. Generally clear thesis/topic sentences. Frequent use of transitions. Identifiable components addressed in the assignment.	Exemplary overall structure, carefully organized from beginning to end. Consistently lucid and identifiable thesis/topic sentences. Consistently clear, effective transitions. Readily identifiable components addressed in the assignment.	-/20
Criteria	F (0-27)	C (28-31)	B (32-34)	B+ (35-36)	A (37-40)	Earned Points

Content <i>Ideas/Argument (persuasiveness, originality, accuracy, completeness) Support (sufficient and specific examples, details, evidence, when appropriate)</i>	The description of the unit of instruction is inadequate. The global objective and specific objectives do not use appropriate verbs to indicate observable activity. Few levels of Bloom's Taxonomy of Cognitive Skills & Webb's DOK are accurate. Few of the objective test items, the essay and its rubric, and the performance activity and the procedure for assessing it are well conceived and well crafted.	The description of the unit of instruction is adequate. The global objective and specific objectives do not use appropriate verbs to indicate observable activity. Few levels of Bloom's Taxonomy of Cognitive Skills & Webb's DOK are accurate. Some of the objective test items, the essay and its rubric, and the performance activity and the procedure for assessing it are well conceived and well crafted.	The description of the unit of instruction is thorough and highly descriptive. The global objective and specific objectives are generally well crafted. Some levels of Bloom's Taxonomy of Cognitive Skills & Webb's DOK are accurate. Most of the objective test items, the essay and its rubric, and the performance activity and the procedure for assessing it are well conceived and well crafted.	The description of the unit of instruction is thorough, accurate, and highly descriptive. The global objective and specific objectives are crafted using appropriate verbs and other components. All levels of Bloom's Taxonomy of Cognitive Skills & Webb's DOK are accurate. The objective test items, the essay and its rubric, and the performance activity and the procedure for assessing it are well conceived and well crafted.	The description of the unit of instruction is thorough, accurate, sophisticated, and highly descriptive. The global objective and specific objectives are crafted using appropriate verbs and other components. All levels of Bloom's Taxonomy of Cognitive Skills & Webb's DOK are accurate. The objective test items, the essay and its rubric, and the performance activity and the procedure for assessing it are well conceived and well crafted.	-/40
Total possible points						-/100

Assignment 2 – Assessment Activities (Objectives 1, 2, 3, 4, 5, 6, 7)

Select three activities from the six listed below. Be sure to number all three activities keeping the original number. Make sure to submit include all three completed activities in one file. You will find forms and activities uploaded into the Course Content area of Canvas. Here is the direct link to the all chapter activity files: <https://www.pearson.com/casl-resources>

Suggested Assessment Activities:

Activity #1: Chapter 11 (Chappuis, 2019). Using Activity 11.3 Conducting and Debriefing a Goal Setting Conference – After grading and returning an assessment, have 5 memberst of your target

group complete this form. Submit the completed forms (no student names) and prepare a short summary of your findings.

Activity #2: Chapter 1 (Chappuis, 2019). Using Activity 1.5 Assessment Practices Inventory. Use this inventory to rate yourself and your assessment practices. Scan your Inventory and submit to the instructor. Prepare a short summary of your findings.

Activity #3: Utilizing the Data Analysis Form– Select two assessments. Complete the Data Analysis 2016-2017 Form. Submit both forms (one for each) and prepare a short summary of your findings.

Activity #4: Chapter 4 (Chappuis, 2019). Using Activity 4.3 Audit an Assessment for Clear Purpose. Complete the Audit and make recommendations for revision of the assessment. Submit your completed form and prepare a short summary of your findings.

Activity #5: Chapters 5, 6, 7 & 8 (Chappuis, 2019). These chapters describe 4 different methods of assessment – Selected Response – Written Response – Performance – Personal Communication.

Write a short summary describing each method and give 3 examples of each type.

Activity #6: Chapter 4 (Chappuis, 2019). Using Activity 4.4 Audit an Assessment for Clear Learning Targets. Select one of your assessments and complete this audit. Submit the completed form and prepare a short summary of your findings.

Assignment 2 Grading Rubric

Criteria	F (0-13.5)	C (14-15.5)	B (16-17)	B+ (17.5-18)	A (18.5-20)	Earned Points
Form <i>Capitalization</i> <i>Punctuation</i> <i>Spelling</i> <i>Word usage</i> <i>APA guidelines</i>	Numerous capitalizations and /or punctuation errors. Comprehension seriously impeded by usage errors. Significant and numerous errors in APA guidelines.	Capitalization and /or punctuation errors. Comprehension impeded by usage errors. Errors in APA guidelines.	Commendable use of capitalization and punctuation. Most words spelled correctly. Commendable usage.	Commendable use of capitalization and punctuation. Almost all words spelled correctly. Commendable usage.	Exemplary use of capitalization and punctuation. All words spelled correctly. Exemplary usage (few or no errors with verb tenses, agreement, parallel structure, and similar areas) No significant errors in APA guidelines.	-/20

Style <i>Diction</i> <i>Awareness of audience</i> <i>Focus</i> <i>Sentence formation</i>	Inadequate vocabulary and incorrect word choice. Little awareness of audience and task. Little sentence variation. Undeveloped narrative voice.	Limited vocabulary and poor word choice. Some awareness of audience and task. Some sentence variation. Undeveloped narrative voice.	Some effective use of vocabulary. Some accurate word choice. Some awareness of audience and task. Some varied sentence structure. Some evidence of narrative voice.	Generally effective use of vocabulary. Generally accurate word choice. General awareness of audience and task. Generally varied sentence structure. Some evidence of narrative voice..	Highly effective use of vocabulary. Accurate word choice. Compelling awareness of audience and task. Highly varied sentence structure. Strong evidence of narrative voice.	-/20
Organization <i>Overall structure (introduction, development, closure)</i> <i>Thesis/Topic sentences</i> <i>Transitions</i>	Lack of structure. Basic comprehension impeded. No thesis/topic sentences. No transitions. Components of the assignment difficult to find.	Inadequate overall structure. Somewhat difficult to follow. Unclear thesis/topic sentences. Infrequent transitions. Components of the assignment difficult to find.	Effective overall structure, organized from beginning to end, though lapses in order or structure may be present. Effective clear thesis/topic sentences. Frequent use of transitions. Identifiable components addressed in the assignment.	Commendable overall structure, organized from beginning to end, though lapses in order or structure may be present. Generally clear thesis/topic sentences. Frequent use of transitions. Identifiable components addressed in the assignment.	Exemplary overall structure, carefully organized from beginning to end. Consistently lucid and identifiable thesis/topic sentences. Consistently clear, effective transitions. Readily identifiable components addressed in the assignment.	-/20
Criteria	F (0-27)	C (28-31)	B (32-34)	B+ (35-36)	A (37-40)	Earned Points

Content <i>Ideas/Argument (persuasiveness, originality, accuracy, completeness). Support (sufficient and specific examples, details, evidence, when appropriate)</i>	Fewer than three activities were selected and numbered appropriately. Few components of each activity were completed appropriately. Descriptions lack sufficient detail. Principles of assessment are applied inconsistently in the activities.	Three activities were selected and numbered appropriately. Some components of each activity were completed appropriately. Descriptions lack sufficient detail. Principles of assessment are applied in the activities.	Three activities were selected and numbered appropriately. Most components of each activity were completed thoroughly and clearly. Descriptions are generally detailed. Principles of assessment are generally applied appropriately in the activities.	Three activities were selected and numbered appropriately. All components of each activity were completed thoroughly and clearly. Descriptions are detailed. Principles of assessment are applied appropriately in the activities.	Three activities were selected and numbered appropriately. All components of each activity were completed thoroughly and clearly. Descriptions are detailed. Principles of assessment are applied appropriately in the activities.	-/40
Total possible points						-/100

Assignment 3- Assessment Cycle (Objectives 1, 2, 3, 4, 5, 6, 7)

For the purpose of this assignment, your target group can be your students, classmates, team members, or coworkers.

The assessment cycle is an effective tool for improving instruction. It consists of assessing the target group (students/stakeholders), collecting data, analyzing the data, making instructional decisions, delivering instruction, reassessment of the target group, and sharing assessment outcomes. Develop an assessment cycle for a unit of study

Step 1: Assessment – Create a pre-test that has the majority of the questions at the higher DOK levels for a unit you are teaching to determine what your target group know (you can use the test you developed in assignment 1). Design and align a formative assessment that matches learning objectives and leads to mastery. Modify the assessment and testing conditions to accommodate the learning styles and varying levels of knowledge of the student. Use a learning style inventory to determine the learning styles of the target group students.

Step 2: Data collection –Use and apply technology to list and organize the scores of the pre-test and include a copy of pre-tests in your assignment.

Step 3: Aggregation and Display of Data –What are the results? Analyze each test item (item analysis, product analysis). Identify which test items were answered correctly and which were answered incorrectly for each student. Identify poorly written test items. These items can be corrected or eliminated from the post assessment. Use a table or graph to display the test results.

Step 4: Instructional Decisions: What can be determined from analyzing the data? How will what you determine and see from the data affect what you will teach? Use the data to set goals and create standards-based (e.g., Common Core Standards) unit lessons for your target group. Demonstrate the use of a variety of assessment tools to monitor student progress, achievement and learning gains.

Step 5: Instruction – What methods of instruction will you use to impact learning? Create three lesson plans for the unit.

Step 6: Reassessment – Design and give a post-test to determine what was learned from your instruction that matches learning objectives and leads to mastery. Determine; what was learned, who learned it, and if it was not learned, determine why not? How will you remediate students who have not mastered the concept or skills? How will you provide enrichment activities for students who have achieved mastery? Include copies of post-tests in your assignment.

Step 7: Assessment outcomes – Share the assessment data.

Step 8: Use technology to improve student study and test-taking skills.

Assignment 3 Grading Rubric

Criteria	Not Met 0-13.5	Met 14-17	Exceeded 17.5-20	Earned Points
AC Analyze data <i>a. Aggregation and Display of Data – What are the results? Analyze each test item (item analysis, product analysis). Identify which test items were answered correctly and which were answered incorrectly for each student. Identify poorly written test items. These items can be corrected or eliminated from the post assessment. Use a table or graph to display the test results.</i>	Little or no evidence is provided to analyze and apply data from multiple assessments and measures to diagnose students' learning needs, design appropriate instruction, and/or create appropriate, observable and measurable objectives.	provides evidence of the ability to analyze data from multiple assessments in order to diagnose two students' learning needs, write two learning objectives for each student, and design instruction to support the students' achievement of those objectives.	provides evidence of the ability to analyze data from multiple assessments to diagnose three students' learning needs. The candidate writes two learning objectives for each student, and designs instruction to support the students' achievement of those objectives. The candidate explains how instruction is determined, based on those needs.	-/20

<i>AC Designs formative and summative assessments</i> <i>Create and give a pre-test that has the majority of the questions at the comprehension, application, analysis, synthesis, and evaluation levels for a unit you are teaching to determine what your students know.</i> <i>Reassessment – Design and give a post-test to determine what the students learned from your instruction that matches learning objectives and leads to mastery.</i>	Little or no evidence is provided to design and align formative and summative assessments that match learning objectives and that would determine mastery.	provides evidence of designing and aligning formative and summative assessments that match the learning objectives and that would determine mastery.	provides evidence of designing and aligning formative and summative assessments that match all of the learning objectives that would determine mastery. The designs are based on cited research	-/20
<i>AC Monitor student progress</i> <i>Use the data to set goals and create unit lessons for the students.</i> <i>Demonstrate the use of a variety of assessment tools to monitor student progress, achievement and learning gains.</i>	Little or no evidence is provided to use a variety of assessment tools for monitoring student progress.	provides evidence of at least three assessment tools to be used to monitor student progress.	provides evidence of the use of more than five assessment tools to monitor student progress.	-/20
Criteria	Not Met 0-6.5	Met 7-8.5	Exceeded 9-10	Earned Points
<i>AC Modifies and accommodates</i> <i>Modify the assessment and testing conditions to accommodate the learning styles and varying levels of knowledge of the students. Use a learning style inventory to determine the learning styles of the students.</i> <i>List accommodations for ESE and ELL students as needed.</i>	Little or no evidence is provided to modify assessments or testing conditions to accommodate learning styles and varying levels of knowledge.	e describes and explains the reason(s) for modifications to be made to assessments and/or testing conditions to accommodate learning styles and varying levels of knowledge.	describes and explains the reason(s) for modifications to be made assessments and/or testing conditions to accommodate learning styles and varying levels of knowledge. The candidate cites the research that supports these choices and describes the collaboration with the classroom teacher.	-/10

AC Shares assessment outcomes <i>Share the assessment data with the students and the students' parent/caregiver.</i>	Little or no evidence is provided that the student collaborated with the classroom teacher and/or would be able to effectively communicate assessment results and planned intervention to the student and parent/caregiver.	provides a written plan to communicate the assessment results that was developed in collaboration with the classroom teacher. The planned discussion points would stress the importance of the results and describe the planned intervention to the student and parent/caregiver.	provides a written plan to communicate the assessment results that was developed in collaboration with the classroom teacher. The discussion points would stress the importance of the results and explain the planned intervention to the student and parent/caregiver. The candidate's submission includes a transcription of an actual meeting with the student, parent, and teacher or a dialogue that could occur, based on the information provided by the classroom teacher.	-/10
AC Applies technology <i>Use and apply technology to list and organize the scores of the pre-test and post-test and include a copy of students' pre-tests and post-tests in your assignment.</i>	Little or no evidence is provided that the student can apply technology to the processes of organizing assessment information or integrating assessment information in the planning process.	explains how technology would be used to organize assessment information and to integrate assessment information into the planning process.	explains how technology would be used to organize assessment information, modify the assessment process and/or the testing conditions, and integrate assessment information into the planning process.	-/10
AC Use technology to improve student study and test-taking skills <i>NSU a.4.g Identify review materials for students to improve test-taking skills</i>	Little or no evidence is provided that the student used technology to identify review materials to improve student study and test-taking skills.	used technology to identify review materials to improve student study and test-taking skills.	provided multiple examples of using technology to identify review materials to improve student study and test-taking skills. The candidate provided a plan on how to use these materials with students.	-/10
Total possible points				-/100

Assignment 4 - Technology in Assessment: Current Practices and Recommendations for the Future (Objectives 1, 2, 3, 4, 5, 6, 7)

For this assignment, you will be preparing a report. You will do research on learner response systems (some free, some with cost).

Background: Leaders in assessment agree – multiple assessments are *key* in effectively assessing

learning. It is important to incorporate multiple types of assessments (written, performance, etc.) and multiple opportunities for assessment (formal and informal, formative and summative, etc.). Educators and trainers should also incorporate technology into assessment. Various forms of technology can be used in the actual assessment activity and they can be helpful in analyzing and reporting the results of the assessment.

You have been asked you to review the current use of technology in assessment and to make recommendations for improving current practices. Your report should incorporate the following information and may be organized by using these headings. There are some Web-based resources listed below that should be helpful to you. You may also use your textbook and the NSU Electronic Resources for articles. Make sure to include a reference page in your report.

Technology in Assessment: Current Practices and Recommendation for Learner Response Systems

Review Current Practices

Current Status: Staff and Current Practices

Briefly describe your organization's staff. What topics are taught? How many teachers/trainers are on the staff? Is technology used generally (not just in assessment)? Do most seem interested in integrating technology? Are most of them skilled in the use of technology?

Describe the most frequent types of technology currently used in assessment. Do most use technology in assessment or just a few? Why do you think this is? What procedures are in place to use data collected through assessments to improve teaching and learning? How are the data used?

Enhancement of Current Practices

Considering the technology resources currently available in your organization, what would you recommend to increase the effective use of these existing technology resources in assessment? In what ways there be an increase in the use of technology in assessment?

Gather Recommendations for Learner Response Systems:

Use these links to do a review of Student Response Systems

These are links to free response systems

<http://www.fretech4teachers.com/2014/03/seven-good-student-response-systems.html#.Va42ePIVhBc>

These are links to studies on the efficacy of Student Response Systems

Classroom Response Systems (Clickers) Vanderbilt Center for Teaching

http://www.vanderbilt.edu/cft/resources/teaching_resources/technology/crs.htm

Web site for Classroom Assessment: Concepts and Applications, 6th Edition

http://highered.mcgraw-hill.com/sites/0073403768/student_view0/chapter11/

Under News, Articles & Links, click on Web Connections and Assessment in Action for some great resources.

Student Response System Boosts Scores (on Tech & Learning Web site)

<https://www.techlearning.com/ed-tech-ticker/2174>

NEXT:

Meet to present information found related Learner Response Systems. Discuss the purpose of Learner Response Systems, ways they might be used, and data related to their effectiveness. Provide some data that indicate that the investment in this new technology will have some positive effects on student learning. Are there organizations you know of that are already using this technology? If so, what results are they experiencing?

Plan for Assessment of Effectiveness:

If a Learner Response System is purchased, how will you know that it has been effective? What are some ways that you can collect data to demonstrate its effectiveness? What kinds of data would be helpful?

List a few companies that might be invited to demonstrate their systems. Include the URLs for these companies. Below are links to some.

Turning Technologies

<http://www.turningtechnologies.com/studentresponsesystem/>

Renaissance Learning

<http://www.renlearn.com/2Know/>

SmartRoom Learning Solutions

<http://www.smartroom.com/k12.htm>

Refer to the follow rubric as you prepare your assignment:

Assignment 4 Rubric

Criteria	Not Met 0-13.5	Met 14-17	Exceeded 17.5-20	Earned Points
Apply technology in assessing student learning of subject matter using a variety of assessment techniques.	documented little knowledge of effective use of technology in assessment as well as	documented specific uses of technology in assessment.	documented specific uses of technology in assessment and its effectiveness.	-/20
Apply technology in assessing student learning of subject matter using assessment data related to Student Response Systems	The student documented little or no use of assessment data related to Student Response Systems to improve teaching and learning.	The student included some strategies for improving teaching and learning by using assessment data related to Student Response Systems.	The student included some strategies for improving teaching and learning by using assessment data related to Student Response Systems and analyzed the benefits from this use.	-/20
Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	used technology in assessment as part of professional practice.	discussed ways all teachers use technology resources to collect and analyze data and to interpret and communicate the results to improve teaching and learning.	examined the validity and reliability of technology resources to collect and analyze data and to interpret and communicate the results to improve teaching and learning.	-/20
Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.	guided students in applying self- and peer-assessment tools.	assisted teachers in using evaluation strategies for improving students' use of technology resources.	recommended strategies for improving students' use of technology resources for improving learning.	-/20
<i>Writing Style/APA format, grammar and spelling</i>	cited no research to support the effective use of technology in assessment.	cited research findings that supported the efficacy of using technology in assessment.	conducted research on the efficacy of technology use in assessment.	-/20

Total possible points				-/100
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Participation Assessment (Questions) Due Weeks 1, 3,5, & 7)

In this course, you will have to complete four (4) graded individual discussion. The discussion questions will be assisting you in completing your assignments by sharing and learning from each other. In addition, the discussion forums will promote building an online community among students.

Discussion Board Questions Instructions:

- Students will have up to one week to complete the assigned discussion question(s). Discussion postings grade will be based on student postings within the assigned module/week. Any posts after the assigned week won't be graded.
- Discussion question(s) will be posted on every Sunday of the assigned week by 8 am (EST) and students are expected to complete the discussion activity on Saturday of the assigned week by 11:59 pm (EST).
- Minimum of three (3) postings are required per student:
- An original post (new thread) that responds to discussion question from your instructor posted on canvas. The initial post (thread) must be completed no later than Thursday of the assigned week by 11:59 p.m. (EST). This way other participants will have the opportunity to comment.
- At least two replies to two students' original posts. Replies must be posted no later than Saturday of the assigned week by 11:59 p.m. (EST).
- The instructor will evaluate your participation based on the timelines of your postings, number and quality of threaded discussion activities, on your engagement with other students. Threaded discussion questions will be posted for the assigned weeks of the course. These questions will be posted in the online course's area(canvas).
- Students should respond to each question and to a meaningful number of comments made by their classmates. You are strongly encouraged to integrate content from your assigned readings into your postings.

Quiz

An objective quiz with True/False and Multiple Choice questions that covers readings, viewings, presentations, and other course materials will be offered during the term. Specific information about this quiz will be provided by your instructor and/or posted in Canvas.

X. Grading Criteria

Final Course Grade:

1. Course Assignments and their percentage of the final grade

Assignment		%	Due Module :
Assignment 1		20	2
Assignment 2		20	4
Assignment 3		20	6
Assignment 4		20	Final
Participations (Discussions, including synchronous zoom sessions)		10	1,3,5, &
Quiz		10	
Total		100	

Master's & EdS Grading Scale

Letter Grade	Percentage	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
F	Below 70	0.0
As of August 19, 2019		

XI. Course Policies

A. Attendance

Students are expected to actively participate by completing all tasks as prescribed in this syllabus and/or by the instructor.

Zoom Name Policies -- If zoom videoconferencing meetings are held, students are expected to:

1. use their complete names for their zoom names
2. enable video so students can be seen live.
3. at least two synchronous zoom sessions will be scheduled.

XII. University Policies

Sexual violence and sexual harassment are contrary to our core values and have no place at Nova Southeastern University. In accordance with Title IX and other laws, NSU prohibits discrimination, including sex-based discrimination and discrimination towards pregnant/parenting students. If you or someone you know experiences sexual violence and/or sexual harassment, there are resources and options available. To learn more or to report an incident, please visit the NSU Title IX website at www.nova.edu/title-ix. Please be aware that your instructor is not a confidential resource, and the instructor is required to report any incident of sexual misconduct to the NSU Title IX Coordinator. Alternatively, you may choose to contact Laura Bennett, Title IX Coordinator, directly at laura.bennett@nova.edu, 954-262-7858 to report an incident or receive support and resources. **A.**

Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online <http://education.nova.edu/students/current-students/studentcataloghandbook.html>.

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism:** the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment (see Academic Honesty Standards).
5. **Conspiracy to commit academic dishonesty:** assisting others to commit acts of academic

misconduct

6. **Misrepresentation:** intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.

7. **Bribery:** offering of goods, services, property, or money in an attempt to gain an academic advantage.

8. **Forging or altering documents or credentials:** examples include, but are not limited to signatures, dates, and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.

9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

Note: If a charge of academic misconduct is determined in a course, any student-initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

B. Plagiarism

Work that is submitted for credit must be the original work of the student.

Original work: Assignments, such as course preparations, exams, texts, projects, term papers, practicum, or any other work submitted for academic credit must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy. Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, reexamination, and/or remediation.

The use of Artificial Intelligence: Students' use of generative artificial intelligence (e.g., ChatGPT, Google Bard, Dall-E, Midjourney, etc.) or similar resources on any coursework or academic assessments without the prior permission of their faculty member, or the use of these resources in any way that violates the academic standards of NSU and/or a student's academic program, is expressly prohibited.

Tendering of information: All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited. This includes the posting of course content, exam questions and/or answers, or other work submitted for academic credit to online sources or otherwise making such materials publicly available without the prior consent of appropriate faculty members and/or their academic program.

Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g.,

writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred.* If a charge of plagiarism is determined in a course, any student-initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. **All students are entitled to due process pursuant to Fischler College of Education policies and procedures.**

C. Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The necessary forms and procedures for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at <http://www.nova.edu/disabilityservices/index.html>, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll-free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

D. Course/Instructor Evaluation

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the **FCE&SCJ Catalog and Student Handbook** is available <http://education.nova.edu/students/current-students/studentcataloghandbook.html>. This document provides extensive information on University and FCE policies, regulations, and procedures.

NSU Class Recording Policy:

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a student's section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family

Educational Rights and Privacy Act (“FERPA”).

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course. Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

XIII. Bibliography

XIV. Appendix/Appendices

USE OF AI CHATBOT TECHNOLOGY IN SELECTED COURSES

Version 4 – April 1, 2024

Chatbot AI technologies, such as ChatGPT and Gemini, may be permitted for use by students in this class, according to these provisions:

1. **With the permission of the instructor**, Chatbot AI technology such as ChatGPT and Gemini may be used in the process of developing and drafting early versions of papers and assignments -- however, the final submission must be the work of the student.
2. Use of AI Chatbot technology in the development and drafting of assignments **must be acknowledged in writing** in the final assignment submission, by including this statement:

NOTE: During the preparation of this assignment, I used Chatbot technology to assist me to draft early versions of this assignment. The final submission is my work.

If it is subsequently discovered or determined that Chatbot technology was used without acknowledgement, the grade for the assignment in question may be F.

Course Syllabus Management Team

Lead Faculty:

Michael Simonson, PhD

Last Revised Date:

May 2025