



**EDF 4430**  
**Measurement for Teachers**  
**85057 002**  
**Fall 2026**

**Instructor Name**

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Moses Mohamed  
Dr. Robert Dedrick

**University Course Description**

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Concepts and skills related to designing and developing classroom tests, evaluating tests, instruction, and student progress; and communicating student achievement. Including application of performance assessment techniques and computer applications for measuring and assessing pupil progress.

**Course Requisites**

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**Prerequisite(s):**

**Corequisite(s):**

**Student Learning Outcomes**

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**By the end of the course, teacher candidates should be able to:**  
-Practice ethical behaviors in the development and use of classroom, district, state, and national assessments

- Use learner-based criteria (e.g., age, achievement level, gender, cultural, racial, ability, exceptionality, and language proficiency) to construct classroom assessments
- Develop reliable curriculum-based assessments that enable valid interpretations of student learning based on the Florida Sunshine State Standards
- Develop a variety of assessment items, including objective, product, and performance assessments
- Adapt classroom assessments for ESOL and exceptional students
- Evaluate individual and group academic needs based on standardized and classroom assessment results
- Communicate student progress to students, parents, and colleagues
- Develop and evaluate grading policies to inform assessment practice
- Interpret FCAT reports of student achievement to inform teaching and student learning
- Participate in peer and self-assessment to enhance professional practice in assessment

## Course Objectives

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he objectives of this course are to:

1. **Introduce principles of ethical assessment practice** in the development and use of classroom, district, state, and national assessments.
2. **Provide instruction in applying learner-based criteria**—including age, achievement level, cultural and linguistic background, and exceptionalities—to the design of classroom assessments.
3. **Examine methods for developing reliable and curriculum-based assessments** aligned with the Florida Sunshine State Standards and other state accountability frameworks.
4. **Expose students to multiple assessment formats**, including objective, product-based, and performance-based assessment approaches.
5. **Address strategies for adapting assessments** to meet the needs of ESOL students and students with exceptionalities.
6. **Develop understanding of how assessment data** from standardized and classroom measures can be used to identify individual and group academic needs.
7. **Explore effective communication practices** for reporting student progress to students, parents, and professional colleagues.

8. **Discuss grading policies and grading system design** as components of ethical and effective assessment practice.
9. **Examine state-level assessment reports** (e.g., FCAT or successor systems) and their role in instructional planning and student learning improvement.
10. **Encourage reflective practice through peer and self-assessment** to support professional growth in classroom assessment.

## Required Texts and/or Readings and Course Materials

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- EDF 4430: Measurement for Teachers. *Canvas Website*.
- **Required textbook:** McMillan, *Classroom Assessment: Principles that*

*Enhance Student Learning and Motivation, 7th Edition.*  
*ISBN: 978-0-13-452330-9*

- Technology Support and Resources:
  - Academic Computing call center: 974-1222 in Tampa or toll-free 1-866-974-1222 statewide, via e-mail ([help@usf.edu](mailto:help@usf.edu)), and in their help desk (LIB 117 in the Information Commons)
  - USF Information Technology <http://it.usf.edu> (live online support available)
  - FCIT <http://fcit.usf.edu/> If you are having difficulty using programs required for the assignments, you can get help at the Florida Center for Instructional Technology, iTeach Lounge (Room 252) in the College of Education at USF-Tampa, which is dedicated to supporting the faculty and students with technology. You can drop in on weekdays between 9:00 AM and 5:00 PM, or you can make an appointment by calling (813) 974-6816. Many tutorials created by FCIT are available for MAC [http://etc.usf.edu/te\\_mac/hardware/index.html](http://etc.usf.edu/te_mac/hardware/index.html), and for Windows [http://etc.usf.edu/te\\_win/hardware/index.html](http://etc.usf.edu/te_win/hardware/index.html).

## Grading Scale

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Grading Scale

| Score Range       |   |
|-------------------|---|
| Grading Scale (%) |   |
| Score             | A |
| 80 - 89           | B |

| Score Range |   |
|-------------|---|
| 70 - 79     | C |
| 60 - 69     | D |
| 0 - 59      | F |

Note: In order to PASS this course, you must receive an overall grade of 70% or greater and receive a score of 3 or higher on all Critical Tasks rubrics.

## Grade Categories and Weights

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### Grading

| Assessment         | Percent of Final Grade |
|--------------------|------------------------|
| Assessment         | Percent of Final Grade |
| Weekly Assignments | 45%                    |
| Critical Tasks 1-3 | 30%                    |
| Critical Tasks 4-7 | 25%                    |

Your grade in this course will be based on the following assessments:

#### 1. Weekly Assignments = 40%

Weekly assignments may consist of discussion board posts, quizzes, and any other small assignments throughout the semester. These assignments are accessible through each weekly module. Please make sure to reference Canvas for specific due dates, but most will be due by 11:59 PM on Sunday.

Given the formative nature of many of the early assignments, this is where you will receive the most feedback for your work. Typically, I will annotate assignments by highlighting areas and writing short feedback that will let you know if you are on the right track. However, if a rubric is attached to the assignment, I often will leave my notes there. For information on how to access both of these feedback types, see the links below.

How to view annotated feedback:

<https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-annotation-feedback-comments-from-my-instructor/ta-p/523>

How to view rubric comments:

<https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-rubric-results-for-my-assignment/ta-p/533>

**1. Critical Tasks 1-3 = 35%**

These first three critical tasks require more work and time than later critical tasks. Therefore, they are given more weight (10.0% of the final grade per critical task). These first three critical tasks will ask you to: plan for assessment by writing measurable learning targets that align with Bloom's Revised Taxonomy level of the standard (i.e., Critical Task 1); create a test with different item types, as well as different levels of cognitive difficulty (i.e., Critical Task 2); and create a performance assessment with a corresponding rubric (i.e., Critical Task 3). See below for more details on the grading of critical tasks.

**1. Critical Tasks 4-7 = 25%**

These four critical tasks are not as time-consuming as earlier ones. Therefore, they are weighted less (6.25% of the final grade per critical task). You will be asked to: provide appropriate accommodation ideas for ESE and ESOL students (i.e., Critical Task 4); write letters to parents about their student's performance on a standardized assessment (i.e., Critical Task 5); use assessment data to inform teaching practice (i.e., Critical Task 6); and reflect on your assessment philosophy (i.e., Critical Task 7).

Each critical task will have its own set of directions and a rubric attached to it. Critical tasks are scored on a 1 to 5 scale by the College of Education. Please note that scoring a 1 or 2 on a rubric will result in a failing grade for the course. **A student may revise and resubmit their work once for a maximum score of 3/5.**

***Please note: Critical task revisions must be uploaded into Canvas, NOT emailed to the instructor.***

Your score on the rubric will be transferred to a 10-point scale for your grade related to this course. Your score (1 to 5) will correspond to the following percentages:

1 = 50% (5/10)

2 = 60% (6/10)

Revised to 3 = 70% (7/10)

First submission 3 = 80 – 89% (8 to 8.9/10)

4 = 90 – 99% (9 to 9.9/10)

5 = 100% (10/10)

Critical tasks for this class are much more summative in nature when compared to weekly assignments. Therefore, if you receive a 3 (i.e., 8/10), 4 (i.e., 9/10), or 5 (i.e., 10/10) on a rubric for your original submission, it is likely that you will have little or no feedback. If you are interested in more detailed feedback on your work, please contact me individually.

If you score a 1 (i.e., 5/10) or 2 (6/10) on a critical task, the feedback you receive will be detailed enough to help you get a 3 on your resubmission. Feedback will be annotated like it is for some assignments. See the link in the *Weekly Assignments* section above to get further details on how to access this type of feedback. If you have questions after looking at the feedback provided to you, please don't hesitate to reach out for clarification.

## Major Topics and Course Schedule

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| Week | Class Date     | Modules | Topics                                                                            | Readings  |
|------|----------------|---------|-----------------------------------------------------------------------------------|-----------|
| 1    | 30 Aug         | 0       | Course Introduction<br>First Week Attendance<br>Syllabus Quiz (Canvas) due Friday | Chapter 1 |
| 2    | 31Sep - 06 Sep | 2       | Ethics in Assessment and Backward Design                                          | Canvas    |

| Week | Class Date      | Modules | Topics                                                                                  | Readings                        |
|------|-----------------|---------|-----------------------------------------------------------------------------------------|---------------------------------|
|      |                 |         | Sep 07: Labor Day holiday                                                               | No classes & USF offices closed |
| 3    | 07 Sep-13 Sep   | 3       | Standards, Learning Targets, and Bloom's Revised Taxonomy                               | Chapter 2 Canvas                |
| 4    | 14 Sep – 20 Sep | 4       | High-Quality Classroom Assessment (Validity and Reliability)                            | Chapter 3                       |
| 5    | 21 Sep – 27 Sep | 5       | Embedded Formative Assessments                                                          | Chapter 4                       |
| 6    | 28 Sep- 04 Oct  | 6       | Summative-Based Formative Assessment                                                    | Chapter 5                       |
| 7    | 05 Oct – 11 Oct | 7       | Planning and Implementing Classroom Tests                                               | Chapter 6                       |
| 8    | 12 Oct – 18 Oct | 8 and 9 | Selected-Response Tests and Constructed-Response Assessment                             | Chapters 8 and 9                |
| 9    | 19 Oct – 25 Oct | 10      | Performance Assessment and Rubrics, checklists, and classroom observations.             | Chapter 10 Canvas               |
| 10   | 26 Oct - 01 Nov | 11      | Assessment Accommodations                                                               | Chapter 13 Canvas               |
| 11   | 02 Nov – 08 Nov | 12      | Large-Scale Standard-Based and Standardized Tests                                       | Chapter 7 Canvas                |
|      |                 |         | Nov 11: Veterans Day holiday                                                            | No classes & USF offices closed |
| 12   | 09 Nov-15 Nov   | 13      | Using Assessment Data to Inform Teaching and Grading, and Reporting Student Performance | Chapter 15 Canvas               |
| 13   | 16 Nov – 22 Nov |         | Work on Critical tasks 6 and 7                                                          |                                 |

| Week | Class Date              | Modules | Topics                            | Readings                        |
|------|-------------------------|---------|-----------------------------------|---------------------------------|
|      |                         |         | Nov 26 & 27: Thanksgiving holiday | No classes & USF offices closed |
| 14   | 23<br>Nov-<br>29<br>Nov | 14      | Wrapping it all up!               | Canvas                          |

## USF Core Syllabus Policies

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USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**.

Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

## Student Recordings

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### Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

## **Course Policies: Grades**

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### **Late Work Policy**

Students are expected to complete all assignments, quizzes, projects, and critical tasks on time. That said, assignments submitted up to 48 hours after the due date will not incur a reduction in the final grade. Assignments submitted up until a week after the due date will have a 10% deduction from the original grade. Assignments handed in a week after the due date will have a 20% deduction from the original grade.

### **Extra Credit Policy**

There is no extra credit available for this course.

### **Grades of "Incomplete"**

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

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## Campus Free Expression

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It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

## Course Policies: Technology and Media

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### WhatsApp, GroupMe, and Student-to-Student Communication

While students may use digital communication tools (WhatsApp, GroupMe, etc.) to communicate with fellow students, it is important to remember that academic integrity policies still apply in these environments. Informing others about the contents of tests is prohibited by [the official regulation](#), as is receiving unauthorized information about an examination. Students are expected and required to report such violations to the instructor immediately.

### Email Correspondence

The @usf.edu account assigned to every USF student upon enrollment is the official USF e-mail account. E-mails and Canvas messages are usually answered within **36 hours**, except for University holidays or on weekends. If your e-mail or Canvas message goes unanswered for more than three days, please resubmit your email or contact me via another means. **Please note that I prefer to receive messages via Canvas, but I am okay with emails.**

### Canvas

This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or [help@usf.edu](mailto:help@usf.edu).

### **Online Proctoring**

Canvas-based quizzes within this course may require online proctoring.

## **Course Policies: Student Expectations**

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### **Health and Wellness**

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at [www.usf.edu/sos](http://www.usf.edu/sos) so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

### **Title IX Policy**

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student

requests it. For more information about Title IX, available resources, or to make a report, please visit [www.usf.edu/title-ix](http://www.usf.edu/title-ix).

### **Course Hero / Chegg Policy**

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

### **Professionalism Policy**

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

### **Turnitin.com**

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

### **Netiquette Guidelines**

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a

face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.

- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

### **Email and Discussion Board Guidelines**

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

### **End of Semester Student Evaluations**

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

### **Food and Drink Policy (for in-campus sessions only).**

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and

cooperation will be greatly appreciated. This policy will be strictly enforced.

## **Learning Support and Campus Offices**

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### **Academic Accommodations**

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)  
[SAS website for the St. Pete campus.](#)

### **Academic Support Services**

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

### **Canvas Technical Support**

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing [help@usf.edu](mailto:help@usf.edu).

[USF IT Services](#)

### **Center for Victim Advocacy**

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

## **Counseling Center**

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

## **Tutoring**

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

[asctampa@usf.edu](mailto:asctampa@usf.edu).

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

## **Writing Studio**

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: [writingstudio@usf.edu](mailto:writingstudio@usf.edu).

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

## **Student Ombuds Office**

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)