

Rutgers University
Graduate School of Education
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Assessment and Measurement for Teachers 15:255:533:A5

Online Course - ecollege

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► **It is your responsibility to read this syllabus thoroughly. Be sure to familiarize yourself with the Course Policies section of this syllabus so that you have a clear understanding of expectations for online participation, as well as expectations for all assignments.**

Instructor Availability

I will be checking our ecollege course pages very frequently, with the purpose of reviewing, guiding, and responding to comments and contributing to discussions. The best way to contact me is via email (posted above). It is my intention to respond to emails within 24 hours. If you do not get a response from me within 48 hours, please assume that there was a technological difficulty and resend your email. Since this is on an online course, I have no specific office hours. I will, however, be happy to arrange phone conferences as needed. My aim is to support you in any way that I can as you become the best possible educators. **PLEASE FEEL FREE TO CONTACT ME WITH ANY QUESTIONS!**

Text:

Popham, W. J. (2014). Classroom assessment: What teachers need to know (7th ed.). Boston: Pearson.

Additional required readings will be posted in Doc Sharing on the ecollege course page.

Course Description

The best teachers evaluate their students almost every minute of every day. They use a varied potpourri of instinct, observation, and sometimes more formal measures to determine if students are learning and retaining information. In today's educational landscape, assessments come in a variety of forms. Developed at the classroom, grade, school, district, and state level, it is critical that all educators have a firm understanding of the complexities and technical aspects that go into preparing students for assessments. With the time and expense that any assessment process requires, educators should strive to glean as much information from results as possible. This course will help you to acquire the knowledge and develop the necessary skills to successfully incorporate assessment activities into your comprehensive and effective approach to teaching to enhance student learning.

Core Goals

- Students will make important connections between assessment and instruction
- Students will explore and practice creating classroom assessments in various forms.
- Students will demonstrate an understanding of technical issues related to classroom assessments and standardized tests.
- Students will develop awareness and gain insight into current issues in teaching and learning.
- Students will be able to “talk testing” with students, parents, administrators, and community members regarding the rationale and the outcomes of classroom and standardized assessments.

Prerequisites for Online Course Format

Students should be comfortable in an online environment and be able to use basic computer and Internet tools such as Word Processing, PowerPoint, Ecollege, and email. Students with these skills should have a positive experience with an online course. Technical support is available for issues that you may have with Ecollege. You may contact the Help Desk at (732) 445-HELP (4357).

Overview of Online Course Setup

This is a graduate level 3.5 week, two credit, online course. Here is what you need to know to help you understand the expectations of this course:

1. We will be covering the amount of material that is equal to two-thirds of a 3-credit course. In other words, we are covering 10 weeks of a regular semester in less than 4 weeks of a summer session. (yikes!)
2. As a result, each week of this course will cover more than 2 ½ times of what you would cover in one week during the regular semester. (yikes!)
3. Then, logic dictates that we will all need to devote more than 2 ½ the amount of time each week to this course as we would for an equivalent course during the regular semester. (yikes!)

To help you, the course is divided into seven modules so that the workload is more manageable (sigh...). Each module aligns with what would be more than one class session, or one week, in a traditional in-person course. Please see the Class Schedule at the end of this syllabus for start and end dates of each module. You will be responsible for responding to two discussion threads for each module. In an effort to offer you as much flexibility in completing the work as possible, you may begin any module prior to the posted start date. However, the end dates of each module indicate the date by which you must complete each module.

You should familiarize yourself with the requirements of each module and each assignment on the first day of class. This is a very short course, and you will need to be prepared to move forward with each module and assignment quickly. You are expected to read assignments a week in advance so that you will be prepared to respond to the threaded discussions and submit assignments on time.

- ▶ **In order to be able to complete assignments and tasks for this course you are expected to be familiar with the NJCCCS for your content area. If you are not knowledgeable about the NJCCCS for your subject area, I have provided a link in the Webliography to the NJDOE.**
- ▶ **You should also have a chapter, unit, or lesson from a practica experience or other course from which you will need to construct test items. It is in your best interest to think about this now.**
- ▶ **For one discussion thread you will be required to briefly interview an experienced teacher. Please make contact with an experienced teacher now so that you will be ready.**

Communication

I will communicate with the class in several ways. It is the student's responsibility to check all communications and to know the expectations and requirements for this course. In order to support you, the following is strongly recommended:

1. Read this syllabus carefully and know its content well (pay special attention to Course Policies);
2. Check the announcement area of ecollege every time you login;
3. Check the introductory section to each module and for each discussion thread;
4. Check your assigned Rutgers email. I will only use Rutgers email addresses to send out group emails.

Course Policies

1. It is essential that you read this syllabus completely before beginning your work for this course. Please be advised that this syllabus is tentative. In the event of changes in assignments, it is the student's responsibility to know the changes, even if not logged-in on the day changes were posted. During the regular semester, students are expected to review announcements on the home page at least twice per week. During this very short summer session, you are expected to review announcements almost daily and know about any possible changes as soon as possible. Lack of knowledge about changes will not be considered an acceptable excuse for late assignments or failure to complete assignments as directed.
2. This is an online course, and expectations are much different than traditional in-person courses. You will need to **be an active learner**; there are no seats in the back of the room! Full, active participation with the course materials in ecollege is required. You are expected to **log into ecollege twice during each module at a minimum** to read, contribute, and respond to new discussion threads. To be granted credit for full participation, you are required to contribute to assignments by posting your own thoughts and ideas, as well as by responding to instructor and peer posts/questions. At the risk of repeating myself: In order to successfully participate as described, it will be required that you **return to online activities at least twice for each module** in order to respond to discussions underway by your classmates.

3. Assignments and readings are to be completed by the date specified. Late posts to discussion threads will not be accepted. Late assignments will not be accepted. In general, each module is 3-4 days long.
4. When students respond to class discussions, it is expected that students demonstrate mastery of course readings while also applying practical knowledge. It is essential that you relate the readings to the threaded discussion questions. In addition, you are encouraged to share personal experiences you have gained from student practicum experiences. In general, posting early in the module provides the advantage of being able to contribute original comments. It also gives your peers ample opportunity to respond to your comments. The quality of your posts/comments is as equally important as the quantity of your posts/comments. Therefore, responses that consist of “I agree” are not acceptable. It is expected that your comments/posts reflect knowledge and careful thought. You are also expected to respond to any questions raised by your peers or the instructor.
5. As future educators, it is imperative that your communication style be as professional as possible. Therefore, you are expected to compose your thoughts and ideas in a coherent, professional manner. Accordingly, your posts should utilize proper grammar, spelling, etc. This not only demonstrates respect for your peers and future colleagues, but also for the profession. It also makes it easier for others to grasp and respond to what you are trying to convey. It is not acceptable to use “text messaging” language. You are encouraged to be mindful of how your written language skills reflect upon you. Overall, please be polite, respectful, and professional when posting and responding to threads. It is expected that we will have differences of opinions on topics that will arise in the course, but berating, rude, or dismissive comments are not acceptable. Such comments may result in being prohibited from participation in discussion threads, which will have a major impact on your participation grade.
6. Please keep to the topic listed in the instructions for each discussion thread. If you have other issues or concerns, please bring them up in the Class Lounge tab that is set up on under Course Home. Please use this thread to ask each other questions. All students should check this thread once per module to see if there are any posts by classmates. I will check this area once in awhile to see if there are any major areas of concern with the course that I need to address. **If you have a pressing concern, please contact me via email!**
7. You are required to use APA style for all written assignments. The webliography on ecollege includes links that will assist you with APA style. It is important to cite all of your references appropriately. Plagiarism will be handled in accordance with Rutgers University policy.
8. Extra credit assignments are not available.

Students with Special Needs

If you have special needs as addressed by the Americans with Disabilities Act and are eligible for academic accommodations or modifications, please notify me immediately. Reasonable efforts will be made to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator at (732) 932-1711.

Academic Integrity

Students should review and be familiar with the Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the internet, or work written for another professor's course are all reasons for failure of this course and dismissal from this university.

How You Earn Your Grade

Evaluation of your performance in this course is based on the percentage of total points that you earn in the course. Course assignments have been assigned a percentage value, which will be used to calculate the final grade. Late assignments will only be accepted in the case of a documented emergency (The instructor determines if the reason for lateness is an actual emergency.) and points will be deducted for each day that an assignment is late. Extra credit is NOT available.

Grading Requirements

	<u>Point Value</u>
1. Model Exam with Rubric	33%
2. Final Project: Philosophy of Assessment	33%
3. Online Participation	33%

Percentages will be converted to letter grades as follows:

90-100	= A
87-89	= B+
80-86	= B
77-79	= C+
71-76	= C
60-70	= D
< 60	= F

Model Exams with Rubric – 33%

The purpose of this assignment is to practice skills in developing assessments.

1. You are to create a 10 item exam.
2. The exam should appear exactly as it will when you distribute it to students. Have a place for name and date.
3. You must submit a cover page with your exam that tells the following:
 - a. Grade level
 - b. A summary of the content material being assessed – subject, unit, lesson, etc.
4. You must use both selected response items and constructed response items.
5. You must use as least two different types of selected response items (binary choice, multiple choice, matching, etc.)
6. The constructed response items should be made up of two short answer and one essay style question.
7. For the essay style question, you must develop a rubric that will guide your scoring.
8. You must consider the needs of students with disabilities. How will you modify the exam for a student who is reading 2 grade levels lower than the rest of the class? Show a second version of the exam that shows how you will change the questions to accommodate for a lower reading level.
9. You are to submit your sample exam, modified exam for students with lower reading skills, and the accompanying rubric to the Dropbox.

Final Project: Philosophy of Assessment – 33%

You may work with a partner with advanced approval from the instructor.

At this point in your training as an educator, you should be emerging with a personal philosophy of best practices for effective teaching. Furthermore, as a result of this course and others, as well as a result of your practica experiences, you should also have an emerging personal view on assessment.

The purpose of this assignment is to think critically about your own philosophy of assessment, as it emerges. If done thoroughly, it will provide you with a strong foundation for discussing your knowledge of and approach to assessment on interviews for teaching positions.

For the final project for this course, you are to prepare a voice over PowerPoint presentation that summarizes your assessment philosophy and how it aligns with and supports your educational philosophy. You may use Prezi or some other presentation software, as long as it will work with ecollege and you can do voice over. *If you would like to work with a partner, who shares your philosophy of education and assessment, you may do so as long as you get permission from the instructor in advance.* The presentation is to be a maximum of 10 minutes long. In your presentation, you are to include the following:

1. A description of your educational philosophy, your assessment philosophy, and how the two align and support each other;
2. Describe the types of assessments you plan to use;
3. A description of how you will make assessment modifications for students with special needs;
4. A description of how your assessment philosophy supports the NJCCCS for your subject area;
5. Explain how the types of assessments that you plan to use will help evaluate student progress on the NJCCCS;

6. Compare and contrast your philosophy with NCLB; and
7. Explain how the types of assessments that you select will shape your approach to teaching.

You are to upload your presentation to Doc Sharing for your group.

*You will be required to view the presentations posted by the classmates in your group during the last two days of this summer session, and offer constructive feedback. Directions for this are posted on ecollege. **If you fail to comment on at least two presentations, you will not receive any credit for the final project (33% of your grade).***

Online Participation – 33%

As indicated under course policies section of this syllabus, full active participation with the course materials in ecollege is required. You are expected to log into ecollege two times during each module **at a minimum** to read, contribute, and respond to new discussion threads. To be granted credit for full participation, you are required to contribute to assignments by posting your own thoughts and ideas, as well as by responding to instructor and peer posts/questions. In order to successfully participate as described, it will be required that you return to online activities at least two times during each module in order to respond to discussions underway by your classmates.

Earning Full Credit for Participation

1. Post to discussion threads within the first two days of the module start date;
2. Post comments and responses that reflect that you have completed the reading assignments;
3. Post comments and responses that reflect thought and application of skills. Comments such as “I agree” will receive no credit;
4. Respond to the postings made by others before the last day of the module;
5. The responses that you make to the postings of others should enhance the flow of discussion. This means that your responses demonstrate that you have reflected about the comments of your peers in relation to the topic;
6. If another student comments on something that you have written, you are expected to comment back to that person in a thoughtful and professional manner to enhance the flow of discussion;

► **Points for class participation will be deducted at the discretion of the instructor for late postings, failure to engage in discussions with peers or the instructor, and poor quality of postings. Double points will be deducted for any discussion thread or assignment that is not completed.**

Tentative Class Schedule*

Week	Topic	Readings	Assignments Due
Week 1	a. Introduction b. Overview	Popham Ch. 1-2 and articles in Doc Sharing	
	a. Reliability and Validity b. Bias	Popham Ch. 3-5 and articles in Doc Sharing	
Week 2	a. Selected Response Tests b. Constructed Response Tests	Popham Ch. 6-7 and articles in Doc Sharing	
	a. Performance Assessment/Rubrics b. Students with Special Needs	Popham Ch. 8 and articles in Doc Sharing	
Week 3	a. Portfolio Assessment b. Formative Assessment	Popham Ch. 9 & 12 and articles in Doc Sharing	Model Exams with Rubric Due
	a. Standardized Test Scores b. Affective Assessment	Popham Ch. 10 & 13 and articles in Doc Sharing	
Week 4	a. Philosophy of Assessment b. Wrap-up		Final Project - Philosophy of Assessment

*** Schedule is subject to change**